
**PUBLIC PERCEPTION OF INTEGRATED ARTS: A STUDY OF ALTERNATIVE
FORMS OF ARTS EDUCATION**

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ABSTRACT

Most of the curriculum was dominated by technical reasoning and practical skills, by descriptive language and dogmatic logic. As a result, in essence, schools became nothing more than carpentry training. People often forgot that the core of education that foster the quality of humanity was actually heart of education. This research is aim to dig more about the role of art precisely as the rational ability that sharpens humanity. In order to find the right integrated arts design, this research is directed to explore and find answers to these questions, how do the people understand and what are the causes of the increasingly dissolving barriers in the field of art education? And to what extent is the community's perception of the significance of integrated arts? The study was conducted qualitative method using obsevation and interview. 255 participants from high school students in Java and outside Java in Indonesia have interviewed. The results were validated by several transcript of interviews with teacher and parents as tiangulation method. The results shows that although the concept of Integrated Arts was still new and not many people knew about it, but from the 255 respondents 28% expressed interest, 33% expressed interest to register, and 58% said they would consider it. The opinion of teachers and parents about Integrated Arts Program was also quite positive. They stated that they supported the continuous socialization of the Integrated Art concept, especially among high school students, so that the wrong mindset about art can be straightened out..

Key Words: Art, Logic Of Taste, Humanity, Integrated Arts.

1. INTRODUCTION

When civilization is increasingly controlled and managed by digital technology, a sense of humanity is increasingly needed. The unique elements of humanity that machines cannot or impossible to replace are: the unexpected creative imagination of humans; a thick and complex 'taste' life; meaning, concern and commitment are often paradoxical and contextual; and the complex tendencies of the spirits are revealed. The deepest inner dilemmas and ups and downs of humans are primarily art. Art is often perceived as movie, novel, theater, poetry, dance, music, painting, installation, etc. In this perspective, art can maintain a sense of humanity, balance science and technology, critically maintain civility, and open new inspirations for a more beautiful and humane future.

In its development, now it turns out that the barriers in the arts are increasingly melting away. Nowadays, concrete forms of contemporary art tend to be increasingly mixed into multimedia and intermedia figures. Dance, music, painting, theater, literature, sculpture, ceramics, movie, even design, interact and are intertwined to become "Integrated Arts". In various countries, especially America, "Integrated Arts" (IA) has become the official curriculum, from primary, secondary education to undergraduate and master programs. At Trent University, University of Baltimore, Pennsylvania State University, University of Montana, University of Northern California, Villa Maria College, these IA courses already exist.

On the other hand, the notion of 'art' itself has now changed, becoming more focused on idea-imaginative games, increasingly conceptual, intellectualistic and philosophical, instead of prioritizing art-factual work or mere play of beautiful forms. And art as a 'game of imaginative-philosophical ideas' also causes itself to more freely interact with all other fields outside of art itself, especially with science, environmental issues, issues of economy, religion, politics, etc.

From the above explanation, it becomes clear that a new field of study is in demand which is a combination of the 'Integrated Arts' tendency in terms of skills, with the study of new artistic phenomena from a theoretical- philosophical perspective. In Indonesia, this field does not yet exist; art schools are all still very conventional. This field of study, apart from covering the field of art as a whole, is itself interdisciplinary in nature, as well as encouraging creative interactions between art and other disciplines, which are now increasingly needed but are still very rarely practiced. This is a new breakthrough.

In order to find the right integrated arts design, this research is directed to explore and find answers to the phenomenon of breaking down art barriers and people's perceptions of art in general and integrated arts in particular which are analyzed from a philosophical perspective. Consequently, there are three basic questions that need to be answered, that is: (i) How do the people understand and what are the causes of this phenomenon--the increasingly dissolving barriers--in the field of art (IA)? and (ii) To what extent is the community's perception of the significance of integrated arts?

2. LITERATURE REVIEW

To understand a work of art, first it is necessary to know the form of art which includes two aspects, that is the intrinsic value of art and the extraneous value of art. Therefore, the aspect of creativity in art must be viewed from these two angles, although it is impossible to completely separate the two aspects without destroying the unity or integrity of the artwork. The intrinsic value of art is shaped by the medium or material of the art. Whereas, the intrinsic element of fine art consists of all aspects possessed by its main material, for example, painting and drawing. And, the foundation used is the extrinsic intention, namely the artist's ideas, thoughts and feelings.

Thus, it is impossible to separate the intrinsic from the extrinsic aspects. However, the extrinsic elements in art (ideas and feelings) can only be captured by others through their intrinsic manifestations. Conveying of ideas in the form of extrinsic elements of art is expressed in a

certain medium. The idea of feeling is manifested by depicting forms that resemble everyday experiences (Jakob Soemardjo, 2000). The research itself has a different focus and emphasis from previous art research. This research seeks to see art as a new field of study which is a combination of the 'Integrated Arts' tendency from the skill point of view, with the study of new art phenomena from a theoretical- philosophical perspective. This field of study, apart from covering the field of art as a whole, is itself interdisciplinary in nature, as well as encouraging creative interactions between art and other disciplines, which are now increasingly in demand but are still very rarely practiced. This research intend to look at the further consequences of the a fore mentioned contemporary interdisciplinary tendencies. The focus of the research is on the possible combination of the —integrated arts‖ tendency from the side of skills with theoretical philosophical perspective on cutting-edge arts. Because, this research is directed to seek and find public or general perceptions of the importance and significance of integrated arts education.

3. RESEARCH METHOD

This research used qualitative methods, namely observation and interviews. The initial survey was conducted on people in general, consisting of high school students, art teachers in their schools (teachers who teach other subjects and teachers of counseling), and parents. Several questionnaires - there are eight questions - were compiled to get an initial picture of people's perceptions of "art".

The second stage was focused interview. After the results of the survey and questionnaire data processing were obtained, it was followed by interviews and Focus Group Discussions. This was required to confirm (as well as confirm) the initial survey results from the questionnaire answers. Confirmation over the answers of the students on the questionnaire were required from parents and teachers. The confirmation stage in the form of FGD and interviews was also intended to validate the initial data from the questionnaire results, or what is called —triangulation‖ in qualitative research.

In this study, there were two groups that were observed and became the object of research, namely: (i) The people in general, represented by high school students in Bandung who would continue their studies to higher education, (ii) groups of teachers of art and high school as well other fields and BK Teachers in SMA, (iii) Parent groups.

We the researchers visited five SMA in Bandung, met and interviewed teachers, vice principals, and homeroom teachers. Through an initial visit in February 2020, the research objectives were shared, and questions as a preliminary survey of high school students' perceptions of "art" were submitted to the teachers. The results were beyond our expectation. From the target informants of 250 students, we got 255 replied questionnaire. Furthermore,

we conducted IA socialization through the UNPAR webinar, which was held in April-May attended by high school students and BK teachers. After that, we also held two FGDs and interviews with parents and high school teachers.

4. RESULTS AND ANALYSIS

From the initial target of 250 informants in 5 high schools, it turned out that the initial survey obtained 255 respondents who were willing to be interviewed. These informants came from 18 high schools in city of Bandung, and 10 high schools outside Bandung, islands of Java and Sumatra.

There are 8 questions asked to the 255 respondents, the structure of which is as follows:

- (i) Their plans after graduating from high school
- (ii) The field they wanted to work if they plan to work immediately.
- (iii) The majors they were interested in if they want to continue their studies at higher education institutions
- (iv) The field they were interested to pursue if they work in the field of art and humanity.
- (v) Whether they were interested in pursuing art and creativity.
- (vi) How they perceived art education.
- (vii) Whether art education could provide options for their future work and the explanation.
- (viii) Explanation of the Integrated Arts program / study, and followed by a question about whether the respondent was interested in continuing his studies in the Integrated Arts program

The results of the initial survey based on the answers to the questionnaire are as follow:

1. A total of 255 respondents answered questions about their plans after graduating from high school. There were 228 (77%) respondents who stated their plans to continue studies at the college level. There were 57 (19%) who planed to work. There were also 6 (2%) who planed to get married. There were also 2 (1.2%) who planed to study while working. In addition, there were also 1 (0.4%) who planned to join The Army and 1 (0.4%) who planned to join the police.

2. 232 respondents out of 255 who answered questions about their field of interest. Of the total respondents who answered, there were 79 (29%) respondents who were interested in working in the fields of administration, bookkeeping, marketing, etc. There were 46 (17%) respondents who were interested in working in advertising, editing, film, photography, etc. There were 85 (31%) respondents who were interested in opening their own business. There were 13 (5.6%) respondents who had an interest in the field of health which included the medical profession, medical personnel, and pharmacy. There were 11 (4.7%) respondents who were interested in the fields of law and politics, which included jobs in government areas, embassies, prosecutors, lawyers, and so on. There were 8 (3.4%) respondents who were interested in working in the art sector, which included jobs such as artists, writers, creative teams, and so on.

3. In the tourism sector, there were 5 (2.4%) respondents who had interest in working in that field. There were also 6 (2.6%) respondents who had interest in working in the field of education. 4 (1.7%) respondents were interested in engineering, which included contractors, architects, etc. In the field of technology and information, there were 5 (2.4%) respondents who were interested. In the field of communication and journalism, there were 2 (0.8%) interested respondents. Meanwhile, there were 1 (0.4%) respondents who was interested in the field of athletics and police. In addition, there were 1 (0.4%) respondents who did not know their future field of work. Besides, 2.4% were interested in the field of psychology and 1.2% in science.

4. 251 out of 255 respondents answered questions about their field of interest. There were 32 (12.7%) respondents who were interested in continuing their studies in the exact sciences. In the field of social science studies there were 124 (49.4%) interested respondents. In the field of arts and informatics studies, there were 6 (2.4%) interested respondents. In the field of teacher education, there were 3 (1%) enthusiasts. Meanwhile, in the field of science studies, there were 5 (1.9%) enthusiasts. In the health sector, which includes pharmacy, medicine, health sciences, and nursing, there were 19 (7.5%) enthusiasts. In addition, in the field of psychology and livestock studies, there were 1 (0.4%) enthusiasts in each field of study

5. 78 (24%) of respondents chose to work in the visual arts field. 94 (28%) chose the field of music. 120 (36%) chose the Creative Writing field. In the field of Management Arts, there were 37 (11%) enthusiasts. In the field of Performance Art, there were 3 (1.2%) enthusiasts. In addition, there were also 1 (0.4%) respondents who answered this question with the HRD job and 1 (0.4%) other who chose tourism as their interest in the field of art & humanity.

6. There are 11% of respondents who understood that art was related to the creative economy. There were also 42 (16%) respondents who understood that art was closely related to the current digital era. There were also 21 respondents (8%) who understood that art was related to visual culture. As the most common understanding among respondents, there were 164 (65%) respondents who saw a close relationship between art and freedom of expression.

7. 254 out of 255 respondents answered questions about the art field and its relationship to respondent choices. There were 42 (17%) respondents who thought that the art field gave them choices about future careers

8. Art gave them the option to increase their income, even if not as a main source. In addition, there were also 50 (20%) respondents who viewed that the art sector provided options as a means of refreshing that supports their stamina/fitness at work.

Regarding the statement that the Integrated Arts Studies on campus was an alternative for respondents in choosing majors, there were 254 out of 255 respondents who answered. There were 13 (5%) respondents who answered that they strongly agreed. There were 75 (28%) respondents who answered that they agreed. There were 144 (54%) respondents who answered that they would consider it. Meanwhile, there were 33 (13%) respondents who disagreed with the statement.

Analysis: Interview and Validation

Based on data obtained from questionnaires distributed to respondents, the research team conducted further interviews to validate the results of the questionnaire data processing. There were 9 respondents consisting of 3 teachers, 2 parents of students, and 4 other SMA / SMK alumni.

The validation questions addressed to these respondents are:

1. Based on the data we obtained from the questionnaire, we found that 72 (28.6%) of the 255 students who filled out the questionnaire had an interest in studying art & humanity. How do you see the interest of students in school in the field of art & humanity?
2. We also found that the respondents who were students tended to see more as a means of refreshing (20%) and a means of channeling hobbies (45%), rather than as a profession (17%) and a side job (18%) . In your observations and working experiences so far, how do you respond to this?
3. According to you opinion, what is the general trend of SMA class XI & XII students today in considering further studies after graduating from high school? Apart from talents and interests, are there other factors at play?
4. Is Integrated Arts education really needed to equip today's generation, especially in welcoming and facing their future? What do you think about this urgency?

The following are respondents' answers regarding the five questions asked. Answers from Informant 1: High School Teacher

1. The field of art and humanity was still relatively new in our country and may be very unusual to many students. However, with right explanation, I believe many students would be interested / more interested in this field.
2. In my opinion, this perspective was largely influenced by some perception that had been going on in society about art. For example: Listening to a song made you feel calm. So, for them art was an entertainment. For those who loved to draw / sing / paint, art was a hobby. Such students' perspective was also influenced by the perspective of their seniors that the art field was not very promising. The fact was other professionals even did not properly value art. In fact, it might be due to the inability to understand art or to understand life more deeply.
3. If without going to college someone was able to become a singer, able to draw, able to be an artist, why be a bachelor of art? This narrow view might explain the lack of interest in pursuing artistic studies.
4. Apart from the consideration of talents, interests, other factors that influence the interest of students were the very tempting scholarships offered by PTS at this time, job opportunities after college, costs, and parents. The knowledge and skills obtained after graduating from college are considered insufficient, so they are considered useless.

5. For me, an integrated arts education is really needed. I see that the current generation often enjoys IA's work but still sees art as pieces of a puzzle. The current generation needs to be equipped with the right concept of art, a broader, deeper understanding of art so that they can respect themselves, others and respect the life around them.

Answers from Informant 2: Deputy of High School Principal

1. Regarding students at our school there were quite a lot of interest in arts filed.

2. The above statement was true as I saw in our students.

3. With your information, they (students) began to see from different side of art, that is to start to have a picture of integrated arts. They begin to think about considering art. For those who already felt fit, they found a place to further enhance their abilities and interests in the integrated arts field.

4. To be sure, they also saw an opportunity in determining a study program. Another factor that affected was the financial ability of each parent.

5. In my personal opinion, this integrated arts has begun to be in demand, because students are able to see wide range of insights about art.

Answers from Respondent 3: Counsellor and High School Teacher.

1. Until then, there were indeed many students who are interested in the arts for reasons: it was easy because no math required, could join friends, follow trends, art workers could be more famous

2. True, it was more a hobby. According to students, art was still not seen broadly and deeply, it was still limited to knowledge and self-presentation.

3. Because it had not been proven from an integrated arts graduate, students did not understand the science and its application

4. Economic factors, family factors, friends and career factors after college

5. Until then, computer and information technology majors were in demand and promised many job opportunities. For art, the next 5 years would be in demand and would be important for people to express and enjoy art

Answers from Respondent 4: Parents of Students.

1. I think they were actually very enthusiastic, because in this millennial era students had better potential and wanted to show their qualities.

2. I don't think so For today's era, any educational background—one of which is Integrated Arts—can also become a profession in addition to channeling hobbies, etc.

3. In my opinion, to continue to the bachelor level is very good, because it really supports students to explore their potential to the maximum and they will produce quality human resources, not only in IQ but also including EQ.

4. The consideration for continuing studies was a matter of funds. Because the world of education was until then arguably more expensive. In this case, not all parents of students had sufficient funds to send their children to school, while these children had the potential to become the nation's future successors.

5. Of course it was very much needed, because in welcoming and facing the future for them, they might be faced with more complex problems or challenges in life. If from an early age they have been well equipped with optimal basic education, automatically this generation will become people who have good qualities and spirituality. They were the nation's children who will be tough in facing the globalization era.

Answers from Respondent 5: Parents of Students

1. Still less interested.

2. We still think of the jobs as being general in nature, for example doctors, accountants, lawyers, lecturers / teachers, etc. As for the art field, they still do not understand its broad scope and its future (they still don't understand, except for those who have talent or aspirations in art).

3. Good enough, meaning that among them (students) already had a good view of integrated arts.

4. Support from family, influence from friends (some are taking part in taking the major) and economic factors that determined the most.

5. For students who were interested and had aspirations in that direction, Integrated Arts seemed to have been very supportive and supportive.

6. CONCLUSION

The results of the initial survey and follow-up interviews indicated the following important points:

1. Although the concept of Integrated Arts was still new--not many people knew about it--but from the 255 respondents, 28% expressed interest / interest. With the socialization of the new program, namely Integrated

Arts, 33% expressed interest to register, and 58% said they would consider it. So, although the niche was still limited (small), there are markets, both in Bandung and outside Bandung.

2. The opinion of BK teachers in schools and parents about the IA program was also quite positive. They stated that they supported the continuous socialization of the Integrated Art concept, especially among high school students, so that the wrong mindset about art can be straightened out.

3. Thus, there is a need for better forms of socialization and marketing in the coming years regarding the Integrated Art Program so that more people will know and understand. That way, the opportunities for the development of this art education will be even greater in the coming years.

Several important points from the survey and interview results were discussed in the research group and categorized into key words, namely: (i) IA's philosophical consequences, (ii) creativity as intellectual intelligence, and (iii) new interdisciplinary tendencies. The results of the discussion are described as follows.

The Philosophical Consequences of Integrated Arts

In Fine Arts, new school after another emerged, criticizing each other, so that at the end of the 20th century, art tended to be very conceptual and intellectualistic. Since Marcel Duchamp's "Fountain", 1917, art has been self-questioning. Previously, art was almost always associated with painting or sculpture, now it is 'thoughts' or 'ideas' which are the main ingredients of making art. Since then it is 'man' himself who is a work of art (man-as-a work-of-art) (David Hopkins, 2006, 146). Indonesia deserves to enter this new field immediately.

Integrated Arts is a new field in Indonesia. The challenge in this new field is for certain big because the atmosphere of art education in Indonesia is generally still heavily colored by aspects of technical skills where the curriculum is very much dominated by technical reasoning, descriptive language and dogmatic logic. Research on people's perceptions and interest in Integrated Art still shows market opportunities even though it takes quite a struggle to introduce alternative art education. So this analysis covers the extent to which the Integrated Arts concept fits or answers the needs of the times by describing the "spirit of civilization" as far as it is reflected in contemporary literatures. The spirit of the era marked by civilization in which the barriers between fields of life were increasingly blurr, creating demands that were unique to the character of the era, including demands in the field of work, especially in the arts. For example, the world of work now demands that the millennial generation work "all-round", work smart and creatively. The world of work is now increasingly marked by an interdisciplinary character and a world of work that remains human.

Creativity as a New Intelligence

Another character is that the present generation is faced with a picture of a volatile future and a type of future marked by uncertainty. The concept of "welfare" is now becoming increasingly difficult to measure because the millennial generation lives in a postmodern vision in which "change" is a constant feature or provision that can always be predicted and anticipated with certain preconditions. In fact, this kind of postmodern vision is used in the context of cultural instability and the phenomenon of social upheaval in an era. Individuals are encouraged or at least allowed to challenge existing forms of orthodoxy and create something innovative, unanticipated, surprising, and even —paradigm-breaking!.

What is needed from the younger generation of millennials is to form a self-profile rather than pursuing a "profession". That is, now a person's abilities will be defined by "poetic license"

rather than by the spirit of following "tedious rules". Further meaning, "profile" refers to a meaning that being creative is a new type of intelligence; creativity is becoming more and more necessary than intelligence. People who live in the present era must have this new intelligence to form their "profile" as an individual. And now, this kind of issue continues to roll into a universal and global issue along with change and uncertainty.

New Interdisciplinary Tendencies

At the end of the 20th century, art tends to be very conceptual and intellectualistic. That is, the center of gravity of art is on human "intelligence". However, the intelligence in question is not limited to IQ (Intelligence Quotient) but lies in a high value of "creativity"; creativity in conceptualizing works of art. "Creativity" as a new part of human intelligence has implications and even demands an interdisciplinary field of study; in this case a scientific effort to enrich each other between philosophy and art, theory and practice. By combining philosophy as a conceptual-critical reflective science with an imaginative-emotional field of art, it is hoped that the creation of creative processes that lead to paradigm breakthroughs and innovations in works of art. "Creativity" as intelligence can also be interpreted by the existence of a further interdisciplinary scientific tendency, namely the tendency of collaboration, both between fields of art that were previously separate, and between arts and science and technology (STEAM-Science, Technology, Engineering, Arts & Mathematics): "Integrated Arts I.

All these symptoms indicate that from various sides, art is still something vital to human life. So it is necessary to examine more deeply the relationship between art and philosophy, with digital culture, and with today's visual culture. This means that interdisciplinary studies are a prerequisite for civilization which is essentially marked by changes which, in turn, impart a "creative" content to the intelligence of the individual, and in turn form a "profile".

The issue of "welfare" is becoming increasingly difficult to measure because the millennial generation lives in a postmodern vision marked by "change". As a consequence, the world of work now demands that every millennial generation work "all-round", work smart and creatively. In response to situations like that and especially visual culture, Integrated Arts or integrated arts is actually designed to be able to work at a multi-talent level and for multi purposes by combining various art technical skills and the power of philosophical conceptual thinking so that these millennial learners become "profiles" that ready to adapt, flexible in their work and possibly creating their own field of work thanks to individuals who are oriented to "profile" not "profession". Because it collaborates with philosophy, art is also expected to be able to produce "deep innovation" by elevating art works to the level of "meaning" and value which, in turn, brings enlightenment to human civilization in general. Thus the meaning of work and welfare is given a plus value more than just "profession".

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