

Arts Management Program Learning Outcomes at Indonesia Institute of the Arts (ISI) Yogyakarta

Muhammad Kholid Arif Rozaq¹ and Trisna Pradita Putra^{2*}

^{1,2}Art Management Department of Indonesia Institute of the Art Yogyakarta, Indonesia

Corresponding Author Email: *joseppradita@gmail.com

Abstract

In commemorating a decade of the Arts Management Study Program ISI Yogyakarta, this research examined the suitability of Arts Management learning outcomes through the actual competencies demanded in the marketplace, particularly to support the alums's careers as arts managers. This study aims to assess whether the learning outcomes formulated by the Arts Management Study Program at the Indonesia Institute of the Arts (ISI) Yogyakarta are relevant and fulfill the demands in the arts management industry. This study is crucial to evaluate and develop the curriculum foundation for the Arts Management Study Program in ISI Yogyakarta over the past ten years. Moreover, this research will contribute in establishing a reference for similar study programs in Indonesia. The research adopted the CIPP evaluation method, focusing on the input and output aspects. Data was collected through in-depth interviews with five alums and online questionnaire surveys with 54 Arts Management study program alums. Data analysis involved quantitative analysis of the questionnaires and qualitative content analysis of the transcripts from the alum interviews. The results of the data analysis indicate that the learning outcomes of the Arts Management study program and the planning programs to produce alum profiles in three aspects: knowledge, skills, and attitudes, are aligned with the demands in the marketplace. Although most of the learning outcomes of the Arts Management study program are in line with the requirements of the arts management profession, there are some evaluation points for further development, such as knowledge of data analysis, professional ethics, and technical expertise in producing art events.

Keywords: art management, education, learning outcomes

Capaian Pembelajaran Program Studi Manajemen Seni di Institut Seni Indonesia (ISI) Yogyakarta

Abstrak

Penelitian ini dilakukan dalam rangka memperingati satu dekade Program Studi Tata Kelola Seni Institut Seni Indonesia (ISI) Yogyakarta, yaitu mengkaji kesesuaian capaian pembelajaran program studi Tata Kelola Seni dengan realitas kompetensi yang dibutuhkan di dunia kerja. Hal ini dilakukan sebagai upaya program studi untuk mendukung alumni dalam menjalankan profesi mereka sebagai pengelola seni. Demi tujuan tersebut, penelitian ini dilakukan dengan menguji apakah capaian pembelajaran yang telah dirumuskan oleh program studi Tata Kelola Seni sudah relevan dan menjawab kebutuhan dunia kerja di industri pengelolaan seni. Kajian terhadap program studi Tata Kelola Seni yang sudah berjalan selama sepuluh tahun ini menjadi penting karena perlu adanya upaya evaluasi dan pengembangan kurikulum yang fundamental di dalam program studi. Selain itu, penelitian ini juga dapat menjadi referensi dalam proses pendirian program studi serupa di Indonesia. Penelitian ini dilakukan dengan mengadopsi metode evaluasi CIPP, khususnya dengan melihat aspek input dan output dari program studi. Metode pengumpulan data dilakukan dengan wawancara mendalam terhadap 5 orang alumni dan pengisian kuesioner online terhadap 54 orang alumni program studi Tata Kelola Seni. Analisis data dilakukan melalui analisis kuantitatif terhadap kuesioner dan analisis isi kualitatif terhadap hasil

Received: 12 November 2025

Revised: 11 December 2025

Accepted: 17 December 2025

transkrip wawancara alumni Tata Kelola Seni. Hasil analisis data menunjukkan bahwa capaian pembelajaran program studi Tata Kelola Seni yang dirancang untuk menghasilkan profil alumni dalam tiga aspek, yaitu pengetahuan (knowledge), keterampilan (skill), dan sikap (attitude) telah sesuai dengan kebutuhan di marketplace. Meski sebagian besar capaian pembelajaran program studi Tata Kelola Seni telah sesuai dengan kebutuhan profesi pengelola seni, namun terdapat beberapa poin evaluasi untuk pengembangan lebih lanjut, yaitu pengetahuan tentang analisis data, etika profesi, serta pengetahuan teknis produksi event seni.

Kata kunci: manajemen seni, pendidikan, evaluasi pembelajaran

INTRODUCTION

Art management was previously a cross-disciplinary scientific field between management science and art. Often, with the development of time, art management has become a new scientific field that continues to develop as a distinctive and independent discipline (Evard & Colbert, 2000). Art management research has been conducted with various objectives, objects of observation, and methods. Efforts to understand the breadth of art management research are carried out by making a research map in art management (Putra, 2022). The results of the mapping show that there are four main branches of art management research: production management, distribution management, human resource management, and appreciation/reception (Putra, 2022).

The scientific study of art management is also carried out through research on education for prospective art managers. Research on art manager education, research has been conducted on several topics, including Recruitment strategies for prospective art management students (Shin et al., 2020), The process of knowledge transfer in art institutions (Manfredi Latilla et al., 2019), Training Programs in Arts Management (Pauline, 1991), Arts Entrepreneur Education (Thom, 2017), Competencies of Arts Managers in Performing Arts Organizations (Scapolan et al., 2017) and arts management education methodology (Brkić, 2009). Research on the evaluation of art management learning has been conducted in Indonesia with a focus on performing arts learning (Sustiawati et al., 2023)

Research related to learning evaluation is mostly carried out using the CIPP model (Warju, 2019). The CIPP model, short for Context, Inputs, Processes, and Products, is a comprehensive framework for conducting and reporting evaluations (Stufflebeam, Daniel L ; Madaus, 2002). The CIPP model is widely used in research, including vocational program evaluation research (Alexsandra; Ganefri; Usmeldi, 2019), research on the evaluation of the Independent Learning program in the context of madrasahs (Wardiyah et al., 2023)), evaluation of postgraduate programs (Chanthalangsy et al., 2024) evaluation of online learning (Besana & Calzolari, 2017)), evaluation of real work lecture programs (Zhang et

al., 2011) evaluation for curriculum for medical students (Sagin et al., 2024), as well as research on the quality of teaching in universities (Li & Hu, 2022)

Although previous research on art management learning has been conducted, research on evaluating learning outcomes of formal arts management education has never been conducted. This research was conducted to fill the research gap by assessing undergraduate learning outcomes for a Bachelor of Arts Management in Indonesia using the CIPP concept. This research will focus on comparing the input and output aspects of CIPP. The input element is the procedural design and education of strategy service learning for the desired outcome (Zhang et al., 2011). The Output Element evaluates products to identify and assess project outcomes (Zhang et al., 2011). In the context of educational institutions, the output produced is alums, and evaluations are carried out to assess the competencies possessed by alumni. By evaluating input and output elements, the study program organizers are able to determine the educational process's relevance and goals.

Input and Output Evaluation is very important in the context of study programs that are not associated with similar study program organizers. Until 2023, the S-1 Art Management study program of Indonesia Institute of the Arts Yogyakarta (TKS ISI YK Study Program) is the only organizer of undergraduate programs for prospective art managers in Indonesia. The TKS ISI YK study program was established in 2014 in response to the need for professional human resources for art managers in Indonesia. The Arts Management study program graduated its first alumni in 2018. TKS ISI YK Study Program alumni are spread throughout Indonesia and work in various fields, both in art management and the general field. Since its establishment in 2014, TKS ISI YK Study Program has never comprehensively evaluated alums and learning outcomes of study programs.

Evaluation of learning outcomes is urgently needed to test whether the formulation of learning outcomes and the learning process in the TKS ISI YK Study Program is following the needs of the art manager labor market. An urgent evaluation needs to be conducted, considering that TKS ISI YK Study Program will be ten years old in 2024. Although learning process continues to develop throughout the times, the need for art management specifications in the field grows rapidly. Research is needed that is comprehensively able to map the gap between the real needs of the competencies of art managers and the learning outcome structure that the study program has formulated.

This research examined the suitability of the learning outcomes formulated by TKS ISI YK Study Program with the reality of the competencies needed in the art managers' work industry. The research was conducted using a combined method of interviews and filling out online questionnaires. The main resource person for this research is an alumnus of TKS ISI YK Study Program who works in the field of art management. Data analysis was carried out to map the competency indicators

needed by alums based on aspects of knowledge, skills, and attitudes. The result is being important as a valuable input for developing and evaluating the curriculum in the TKS ISI YK Study Program, this research is also very useful for establishing similar study programs in Indonesia.

TKS ISI YK bachelor study program is a formal education provider for art management science in Indonesia. Art management is located at the intersection of theoretical structures (management) and sectors (arts), so it is possible to discuss different management subdisciplines. Today, art management might be called a new field of science. This argument is based on the contribution of art management to general management knowledge in the form of the emergence of concepts, such as management discontinuity, intermittent workers, dual management, immateriality, and patrimony (Evard & Colbert, 2000). Some studies state the phenomenon of cultural cycles. Art and culture go through a series of phases: creation, production, dissemination, transmission/exhibition, and consumption. In this approach, culture might be seen as the result of a series of cognate processes. The creation stage is formulating and discovering ideas until prototype production. The production stage refers to cultural products that could be produced and reproduced in large quantities.

In the context of arts management, Paul DiMaggio divides the functional areas of art management into seven parts: planning and development, marketing and public relations, personnel management, financial management, council relations, employment relations, and government relations (DiMaggio, 1987). DiMaggio also classifies the management field into internal and external fields. The first four areas, namely financial management, personnel management, board relations, and employment relations, are included in the internal field category. The three areas of arts management are planning and development, marketing and public relations, and relations with the government, including external relations (DiMaggio, 1987).

Competence is a way to achieve desired performance through a person's characteristics that are used appropriately and consistently (Dubois, 2004). Every worker, including art managers, must be competent to carry out their duties and responsibilities. Art managers are required to be professional in their work. The professionalism of the art management profession refers to a set of attitudes and behaviors associated with the typical form of work organization in art management (DiMaggio, 1987).

Competence is formed through a series of learning processes so that a person achieves competence in the form of knowledge, skills, and attitudes to carry out the profession in which they are engaged. The competency formulation used in higher education (DIKTI) in Indonesia is based on Permendikbud No. 3 of 2020 concerning SN-DIKTI article 5, paragraph (1). The regulation states that the

Graduate Competency Standards (SKL) are a formulation of Graduate Learning Outcomes (CPL), which contains minimum qualification criteria for graduates that include attitudes, knowledge, and skills (Junaidi et al., 2020). As per the rules and guidelines from the government, art manager education is carried out to achieve three main aspects: knowledge of art management, art management skills, and the attitude of art managers. The competence of the Art Management study program alumni is built through a theoretical learning process and the practice of managing art events. Learning activities concern cognitive, affective, and psychomotor aspects resulting from individual experiences interacting with their environment (Zainal Harifin, 2018).

The cognitive aspects of the learning process can be identified through six indicators (Bloom, 1981). The first indicator is knowledge, namely the ability to remember and memorize. The second indicator is the ability to understand and interpret information. The third indicator is the ability to operationalize concepts and solve problems. The fourth indicator is the ability to describe a concept. The fifth indicator is the ability to make a synthesis. The sixth indicator is the ability to evaluate values, ideas, and methods. The cognitive aspect of art manager education is all the knowledge needed to carry out the profession.

After the cognitive aspect is built, the next dimension developed in the educational process is the effective aspect. The affective element consists of five levels of indicators, namely: recognizing and accepting and being aware of the existence of a concept, responding positively by actively participating, appreciating and accepting the values learned, being able to find connections between values that are believed, and being able to practice values as a lifestyle (Bloom, 1981). The cognitive aspect of arts management education concerns all the attitudes and characteristics required to become an art manager.

The psychomotor aspect consists of five indicators: the ability to imitate movements, the ability to perform movements with concepts, the ability to perform movements correctly, the ability to combine several movements correctly, and the ability to perform movements reasonably (Bloom, 1981). The psychomotor aspect of art management is all the skills that must be mastered to carry out the duties of an art manager.

This research was conducted to map the cognitive, affective, and psychomotor aspects formulated in the learning outcomes of the study program, and then the suitability of these elements with the real competencies needed by alums at work. This study aims to find the gap in learning outcomes formulated by the study program with the competencies required for art management. The teaching achievement gap that has been formulated can be used as one of the materials for developing the learning outcomes of TKS ISI YK Study Program.

This study uses a combined quantitative and qualitative approach. The object of observation of this research is alumni of the Art Management Study Program who graduated from 2018 to 2022. The quantitative method was carried out by providing questionnaires to all alumni of the Arts Management Study Program. Qualitative methods are used to collect data on the suitability of learning outcomes formulated by the TKS ISI YK Study Program, with the reality of the competencies needed in art management. The data collection technique in this study uses e-questionnaires and in-depth interviews with alumni of the S-1 Arts Management Study Program. The interviewees were alumni of the TKS ISI YK Study Program, whose fields of work followed the field of art management. The selection of resource persons was carried out by a purposive sampling model, which involved interviewing alumni who were considered to be able to represent work practices in the field of work they were engaged in. Data analysis was carried out to map the competency indicators needed by alumni based on three aspects, namely knowledge, skills, and attitudes. This research was conducted to provide input for curriculum development in the TKS ISI YK or Art Management Study Program at ISI Yogyakarta.

METHOD

This research employs a mixed-method approach combining both quantitative and qualitative methods. The research subjects are alums of the Arts Management Program who graduated between 2018 and 2022. The quantitative method involves administering questionnaires to all alums 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 alums of the Arts Management Program. Interviewees are alumni whose job fields are relevant to arts management. The interviewees are selected using purposive sampling, interviewing alums deemed representative of the work practices in their respective fields.

Data analysis is conducted to map competency indicators required by alums based on three aspects: knowledge, skills, and attitudes. This research is a qualitative descriptive analysis to provide input for curriculum development in the Arts Management Program at ISI Yogyakarta.

RESULTS

Educational Process Input

The dimensions of input elements in the educational process might be identified in several points as follows (Sustiawati et al., 2023): Vision and mission,

goals and objectives, personnel curriculum, students, facilities and infrastructure, financial management, internal rules, organization, administration, community participation, and school culture. This research focused on examining the input dimension in the form of curriculum and derivatives in learning outcomes of study programs.

Arts Management Bachelor Study Program Curriculum

The curriculum is a set of plans consisting of objectives, content, subject materials, and methods used as guidelines for implementing learning activities to achieve educational goals (Junaidi et al., 2020). The study program curriculum is prepared by involving study program managers, associations, and marketplaces. In the context of the TKS ISI YK Study Program, the curriculum is prepared by involving study program managers and practitioners without intervention from the study program association because no study program association oversaw it when the study program was formed. The TKS ISI YK Study Program curriculum is prepared based on guidelines from the Directorate General of Higher Education of the Republic of Indonesia. The cycle is in Figure 1.



Figure 1. Higher Education Curriculum Cycle.

Source: Guidelines for Curriculum Preparation of the Directorate General of Higher Education.

Based on Figure 1 regarding the cycle of preparing the higher education curriculum, it can be seen that the curriculum preparation cycle can be a guideline for study programs to formulate and develop their curriculum. The learning curriculum of the study program is prepared and developed through four stages: the first stage is the analysis stage, the planning stage, the development stage, the implementation stage, and the evaluation stage. The curriculum preparation process

is carried out gradually and continuously.

Until 2023, the TKS ISI YK Study Program has been operating for over nine years. The management of the TKS ISI YK Study Program has passed the curriculum preparation stage. Approaching the 10th year of the implementation of Art Management education at ISI Yogyakarta, study program managers need to thoroughly evaluate the curriculum and learning outcomes of the study program. The evaluation was carried out both formatively and summatively. Formative evaluation is carried out to determine the quality of the learning design. When the learning process has been implemented, a summative assessment is carried out to measure the learning outcomes. TKS ISI YK Study Program was established in 2014, and its first alumni graduated in 2018. Based on the ISI study tracer data, until 2023, 55 alums's activities can be tracked. Alumni of TKS ISI YK Study Program work in various professions, both in art management and outside the field of art management.

Learning Outcomes of Graduates of the Art Management Study Program

The profile of the alumni of the study program is compiled by paying attention to the competency targets of graduates, professional associations, and study program associations. An alumni profile is defined as a role in a field of expertise or field of work that a person can perform after being declared graduated from the study program (Junaidi et al., 2020). The profile of the Art Management study program alums is compiled by considering the needs of the art management labor market and the need to develop science. TKS ISI YK Study Program was established in 2014, and its first alumni graduated in 2018. Alumni of TKS ISI YK Study Program work in various professions, both in art management and outside the field of art management.

Learning in the Art Governance Study Program is designed to produce graduates who are able to perform two main roles: art management assessors and art managers. The following professions represent the art and culture reviewer role: 1. Art researcher; 2. Academics; 3. Art Curator. Art reviewer refers to the profession of research in cultural arts management. Academics refer to the profession of educators who are prospective art managers. Art curators refer to freelance curators or permanent curators in galleries or museums. In addition to art researchers, alumni of the Art Governance study program are also designed to be able to carry out their roles as arts and culture managers in a variety of professions, as follows: 1. Art managers, 2. Archivists, 3. Bureaucrats. Art managers refer to the profession of art event organizers, art dealers, artist managers, and other art management professionals. Archivists refer to the profession of art archive management experts. Bureaucrats refer to government employees in the field of arts and culture management.

The study program compiles learning outcomes to produce alums who can work as designed profiles. Learning outcomes will guide the educational process within the Arts Governance study program. Learning outcomes are compiled by involving internal and external stakeholders to map the competency needs that alumni must have to work with professionals in the arts management world. In general, the learning outcomes in the Art Governance study program are divided into three main aspects, namely attitude, knowledge, and skills.

The aspects of the attitude toward learning outcomes of the Art Governance study program are divided into eight points: relationships with God, the spirit of nationalism, concern for others, obedience to the law, and independence. Each study program in Indonesia formulates learning outcomes in terms of attitudes based on government regulations. Details of the learning achievement points of the Art Governance study program for the attitude aspect can be seen in the following Figure 2.

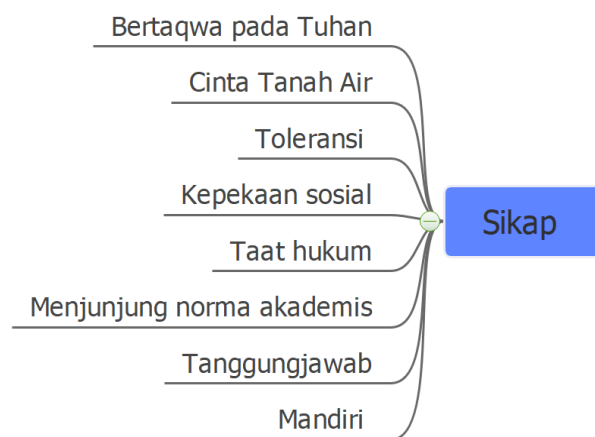


Figure 2. Aspects of the Attitude of Learning Outcomes of the TKS Study Program.
Source: Research data processing, 2023.

The knowledge aspect of the learning outcomes of TKS ISI YK Study Program is discussed in five main points, namely: basic knowledge of management theories and principles, knowledge of arts and culture management, knowledge of the evaluation process of arts and culture management, knowledge of cultural arts documentation, and understanding of cultural arts management strategies. Details of teaching achievement points for the knowledge aspect can be seen in Figure 3.

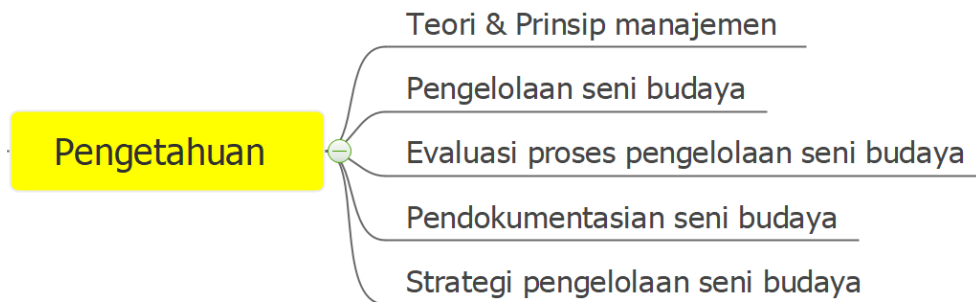


Figure 3. Knowledge Aspects of Learning Outcomes of TKS Study Program.
Source: Research data processing, 2023.

The skill aspect in the learning outcomes of the TKS ISI YK Study Program is classified into two parts, namely general skills and special skills. General skills are divided into nine types of skills, and special skills are divided into 6. General skills for the learning outcomes of the TKS ISI YK Study Program are compiled based on regulations from the Ministry of Education and Culture of the Republic of Indonesia. In contrast, special skills for the learning outcomes of the TKS ISI YK Study Program are compiled based on the analysis of stakeholder needs carried out by the study program. Details of teaching achievement points for the skill aspect can be seen in Figure 4.



Figure 4. Knowledge Aspects of Learning Outcomes of TKS ISI YK Study Program.
Source: Research data processing, 2023.

The analysis of questionnaire data with alum respondents of the TKS ISI YK Study Program showed that 80% of alums work in art management. This proportion shows that the curriculum and educational process in the TKS ISI YK Study Program are following the needs of the art management labor market. 13% of alums of the TKS ISI YK Study Program have jobs that are not closely related to the field of art management, while 7% of alums stated that they work in a field that is not closely related to the field of art management. This finding indicates that TKS ISI YK Study Program should conduct more in-depth research on the reasons alumni do not work in art management. Details of the alum division based on the suitability of the field of work could be seen in Figure 5.

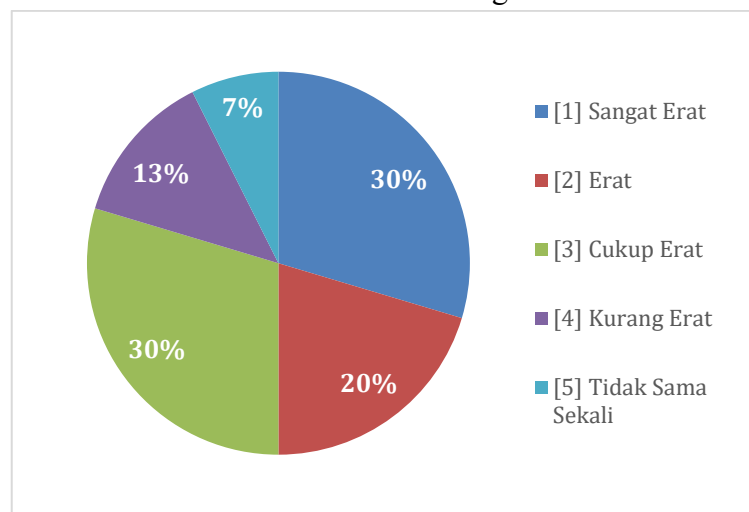


Figure 5. Alumni Profile of the Arts Governance Study Program Based on Field of Work.
Source: Research Data Processing, 2023.

Work in arts management relates to the seven functional areas of arts management: planning and development, marketing and public relations, personnel management, financial management, board relations, labor relations, and government relations (DiMaggio, 1987). This finding shows that the objectives and needs in the marketplace set the curriculum and learning process in TKS ISI YK Study Program.

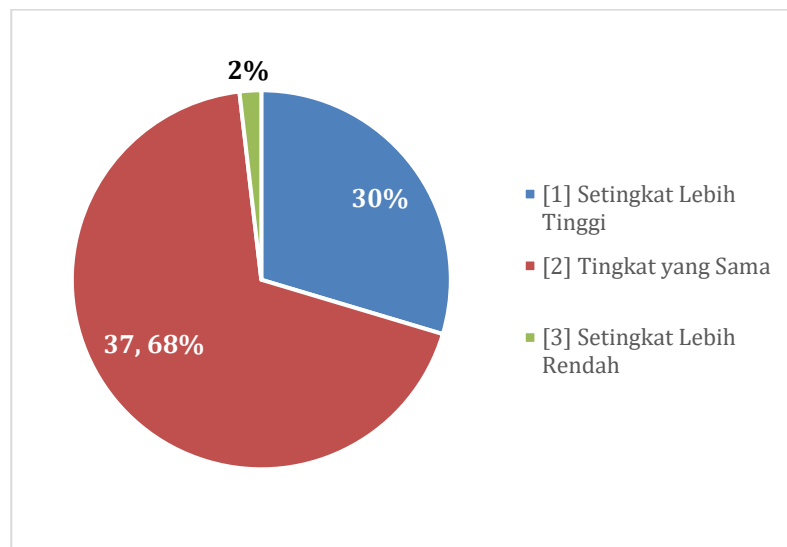


Figure 6. Suitability of Education Levels in the Workplace.
Source: Research Data Processing, 2023.

38.6% of alums of the TKS ISI YK Study Program work in fields following their level of education, and 30% of alums work in positions with a higher level of education. Details of the proportion of findings can be seen in Figure 6. This data shows the great need for educated art managers in the marketplace. This finding is the starting point for the TKS ISI YK Study Program to coordinate and build synergy with the manager of the Master's Degree of Arts Management study program.

Knowledge of Art Managers

The knowledge aspect of an art manager concerns the ability to remember and understand concepts, use concepts to solve problems, and analyze, synthesize, and evaluate art projects. Based on the analysis of interview data, it is known that alumni of the Arts Management study program stated that they had enough knowledge to become a provider for a career in the professional world. The aspects of knowledge needed by alums in living a career as an art manager are divided into 13 points, as shown in Figure 7.



Figure 7. Knowledge of Art Managers.
Source: Research Data Processing, 2023.

Alumni of TKS ISI YK Study Program are considered to have knowledge and the formulation of knowledge aspects compiled by the program. The knowledge of alums of the art governance study program can be classified into several categories, namely: theoretical understanding of the basic principles of management science in cultural arts management, technical knowledge of art event management, ability to evaluate review methods and principles of cultural arts management planning stages, knowledge of art varieties and their characteristics, knowledge of processes, and stages in studying various objects of cultural arts management.

Attitude of Art Managers

The element of the attitude of art managers is related to the ability to recognize, receive, appreciate, and be loyal to values, organize trusted values, and practice values as part of the lifestyle. One of the important values for art managers is ethics. Data analysis shows that 31% of alums stated that education in TKS ISI YK Study Program has been very good, producing alums with good ethics. Details of alum perceptions of the educational process to build ethics can be seen in the following Figure 8:

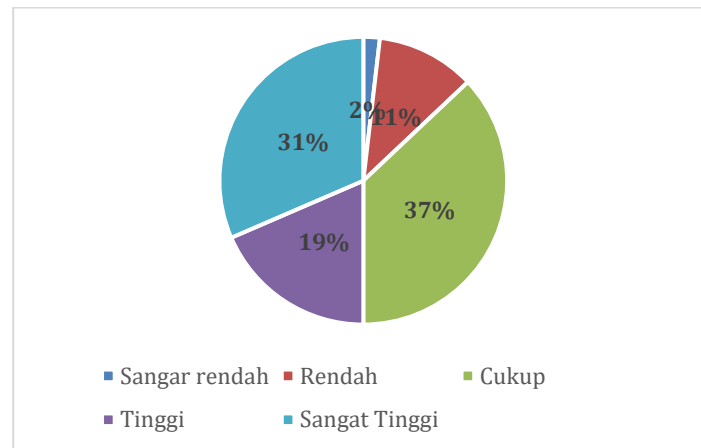


Figure 8. An Understanding of the Ethics of the Student Conduct Program.
Source: Research Data Processing, 2023.

Figure 8 shows that as many as 13% of bachelor study program TKS ISI YK alums stated that they had low ethics. This finding is the starting point for evaluating the educational process in the Department of Arts Management.

Art Manager Skills

The skills of art managers include the ability to imitate work movements, the ability to use art management equipment, the ability to carry out management practices, and assemble management concepts. The main skills of an arts manager can be grouped as follows: leadership skills, fundraising skills, communication skills and writing skills, marketing and audience development skills, and budgeting (Byrnes, 2009). The leadership skills of art managers become a watershed.

Based on the analysis of questionnaire data, it was found that education in the Arts Management study program is considered to be able to bring most of the alumni to have excellent competence. Details of the proportion of alum perception of skills in art management can be seen in Figure 9.

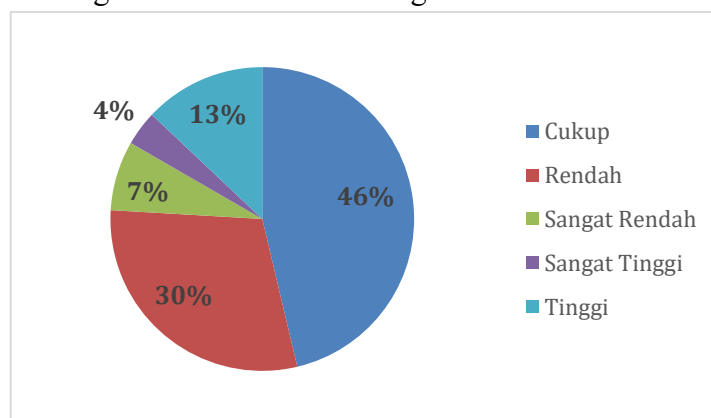


Figure 9. Perception of the Competency Level of Art Governance Study Program Alumni Upon Graduation.
Source: Research Data Processing, 2023.

Based on the data in Figure 10, it can be seen that the majority of alums (as many as 63%) stated that they have sufficient, high, and very high competence. Although most alums indicated adequate competence, the number of alums who said they did not have enough competence was also quite large, namely 37%. These findings must be followed up more deeply to discover the causes that shape alum competencies.

Another important competency for alumni of TKS ISI YK Study Program is the skill of using Information technology. The data processing results show that 80% of alums by 80% stated that they have sufficient skills, even very good. This data indicates that the learning process in the Art Management study program has been organized by following the development of information technology. Details of the distribution of skill levels in the use of technology for alumni of the Art Governance study program can be seen in Figure 10.

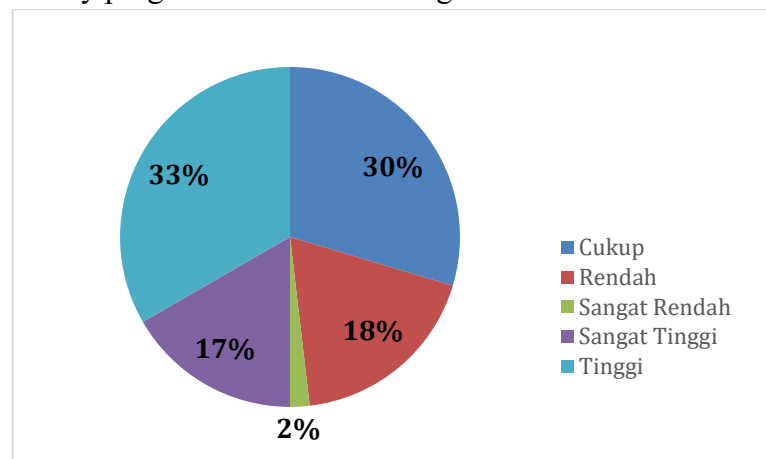
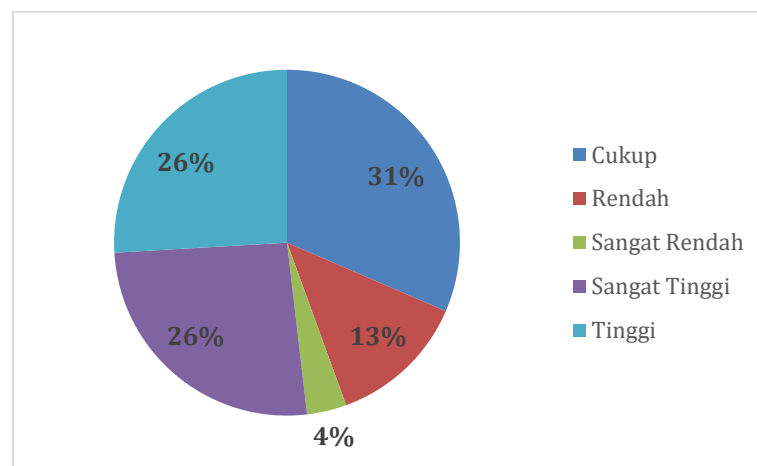


Figure 10. Skills in the Use of Information Technology for Alumni of the Governance Study Program.

Source: Research Data Processing, 2023.

Communication skills are an important assessment for the art governance study program alums. Based on the results of data analysis, it is known that 83% of alumni stated that they have good communication skills. Communication skills are very important in the world of work. Details of the proportion of communication skill levels of alumni of the TKS ISI YK Study Program could be seen in Figure 11.



Gambar 11. Tingkat Keterampilan Komunikasi Alumni Prodi Tata Kelola.
Sumber: Olah Data Penelitian, 2023.

CONCLUSION

In 2023, the ISI Yogyakarta Art Management Study Program has been running a learning process for nine years. Towards the 10th year of this study program, it is necessary to review the' quality and see alumni competencies' suitability to formulate learner achievements. Based on the data processing of the alum questionnaire and in-depth interview transcripts, it can be concluded that the learning results in the form of profiles of cognitive, affective, and psychomotor aspects of the alums of the Art Management study program are following the learning outcomes of the study program. This finding is a marker that the learning process in the Art Management Study Program has gone well. However, curriculum evaluation must be carried out periodically, especially by involving companies that employ Arts Management study program alums. Periodic evaluations are very important because of the rapid changes in art management practices. This research shows an increasing demand for skills such as data analysis and other digital competencies.

REFERENCES

- Alexsandra;Ganefri;Usmeldi. (2019). Evaluation of Vocational School Pratic Program CIPP Model. *Journal of Educational Research and Evaluation Volume*, 3(3), 180–184.
- Besana, A., & Calzolari, A. (2017). Economics, Strategy and Performance of Italian Performing Arts: When Advertising and Intangible Matter. *Eurasian Studies in Business and Economics*, 5, 915–924. https://doi.org/10.1007/978-3-319-46319-3_59
- Bloom, B. S. (1981). *All our children learning: A primer for parents, teachers, and*

- other educators*. McGraw-Hill Book Company.
- Brkić, A. (2009). Teaching arts management: Where did we lose the core ideas? *Journal of Arts Management Law and Society*, 38(4), 270–280. <https://doi.org/10.3200/JAML.38.4.270-280>
- Byrnes, W. J. (2009). Management and the arts. *Performing Arts Review* (fourth, Vol. 2, Issue 1). focal press. <https://doi.org/10.1080/00315249.1971.9943330>
- Chanthalangsy, P., Yeh, B., Choi, S. J., & Park, Y. C. (2024). *Program evaluation of postgraduate obstetrics and gynecology training in Lao people' s democratic republic - using the CIPP model*. 6, 1–10.
- Evard, Y., & Colbert, F. (2000). Arts management: A new discipline entering the millennium? *International Journal of Arts Management*, 2(2), 4–13.
- Junaidi, A., Wulandari, D., Arifin, S., & Soetanto, H. (2020). Panduan penyusunan kurikulum pendidikan tinggi (K. Direktorat Jenderal Pendidikan Tinggi (Ed.). *Kementerian Pendidikan dan Kebudayaan*. <https://dikti.kemdikbud.go.id/>
- Li, Y., & Hu, C. (2022). *The evaluation index system of teaching quality in colleges and universities: Based on the CIPP Model*.
- Manfredi Latilla, V., Frattini, F., Messeni Petruzzelli, A., & Berner, M. (2019). Knowledge management and knowledge transfer in arts and crafts organizations: evidence from an exploratory multiple case-study analysis. *Journal of Knowledge Management*, 23(7), 1335–1354. <https://doi.org/10.1108/JKM-11-2018-0699>
- Pauline, W. (1991). Management training for art's sake. *Journal of European Industrial Training*, 15(4). <https://doi.org/10.1108/03090599110002614>
- Putra, T. P. (2022). Pemetaan ragam tema penelitian manajemen seni rupa: Sebuah reviu literatur. *Ars: Jurnal Seni Rupa Dan Desain*, 25(2), 143–150. <https://doi.org/10.24821/ars.v25i2.6025>
- Sagin, A., Balmer, D., Rose, S., Musheno, R., Olenik, J. M., Ding, L., Dine, C. J., & Bennett, N. L. (2024). *Evaluation of a Palliative Care Longitudinal Curriculum for Medical Students Using the Context-Input-Process-Product Model*. 41(2), 158–166. <https://doi.org/10.1177/10499091231165504>
- Scapolan, A., Montanari, F., Bonesso, S., Gerli, F., & Mizzau, L. (2017). Behavioural competencies and organizational performance in Italian performing arts An exploratory study. *Academia Revista Latinoamericana de Administracion*, 30(2), 192–214. <https://doi.org/10.1108/ARLA-09-2015-0264>
- Shin, V. K. W., Tsang, L. T., & Tse, T. H. L. (2020). Bridging structural and micro-level factors in cultural labor studies. *Social Transformations in Chinese Societies*, 16(1), 15–37. <https://doi.org/10.1108/stics-03-2019-0007>
- Stufflebeam, Daniel L ; Madaus, G. F. (2002). Program evaluation particularly responsive evaluation*. *Journal of MultiDisciplinary Evaluation*, 7(15). <https://doi.org/10.56645/jmde.v7i15.303>
- Sustiwati, N. L., Negara, I. G. O. S., Sumarno, R., & Nalan, A. S. (2023). Evaluation of the management of performing arts creation learning. *Harmonia: Journal of Arts Research and Education*, 23(1), 195–207.

<https://doi.org/10.15294/harmonia.v23i1.43486>

- Thom, M. (2017). Arts entrepreneurship education in the UK and Germany: An empirical survey among lecturers in fine art. *Education and Training*, 59(4), 406–426. <https://doi.org/10.1108/ET-05-2016-0089>
- Wardiyah, J., Budianti, Y., Al, M., & Akhmad, F. (2023). *Merdeka belajar activity unit at Madrasah Aliyah: Program evaluation study using CIPP method*. 6(1), 119–138.
- Warju, W. (2019). *Educational program evaluation using CIPP model*. December 2016. <https://doi.org/10.17509/invotec.v12i1.4502>
- Zhang, G., Zeller, N., Griffith, R., Metcalf, D., Williams, J., Shea, C., & Misulis, K. (2011). *Using the Context, Input, Process, and Product Evaluation Model (CIPP) as a Comprehensive Framework to Guide the Planning, Implementation, and Assessment of Service-learning Programs Guili*. 15(4), 57–84.