



The ability of postgraduate students in understanding the course of art education curriculum study at Institut Seni Budaya Indonesia Bandung

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ABSTRACT

This study explores the perceptions of Master's students in the Art Education Study Program regarding their understanding of the Curriculum Studies in Art Education course at the Indonesian Institute of Arts and Culture in Bandung, indicating that they possess adequate knowledge and readiness, as well as the ability to implement it creatively and innovatively. The research identifies five key aspects of their understanding: 1) the direction and objectives of the course; 2) the definition and benefits of the curriculum; 3) the concept and models of curriculum development; 4) the relevance of art education in the educational system; and 5) the implementation of art education as a means of advancing knowledge. A total of 17 students participated by completing a questionnaire via Google Forms. The Respondents' Achievement Level (RAL) indicated a very high result, reflecting a deep understanding and a strong ability to apply the concepts effectively. It can be concluded that Master's students in Art Education at ISBI Bandung understand, master, or meet the expected standards in art education curriculum studies. Furthermore, the study encourages these students to analyze, evaluate, and develop art education curricula aligning with contemporary demands and local and global contexts.

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ABSTRAK

Penelitian ini mengeksplorasi persepsi mahasiswa S2 Program Studi Pendidikan Seni terhadap pemahaman mereka mengenai mata kuliah Kajian Kurikulum Pendidikan Seni di Institut Seni Budaya Indonesia Bandung, yang menunjukkan bahwa mereka memiliki kemampuan dan kesiapan ilmu yang memadai serta mampu mengimplementasikannya secara kreatif dan inovatif. Penelitian ini mengidentifikasi lima aspek pemahaman materi mata kuliah kajian kurikulum pendidikan seni, yaitu; 1) Arah dan tujuan mata kuliah kajian kurikulum pendidikan seni; 2) Pengertian, fungsi, dan manfaat kurikulum; 3) Konsep kurikulum, landasan kurikulum, dan model-model pengembangan kurikulum; 4) Pendidikan seni dalam dunia pendidikan kaitannya dengan kurikulum; dan 5) Implementasikan pendidikan seni sebagai pengembangan ilmu pengetahuan. Sebanyak 17 mahasiswa S2 berpartisipasi memberikan persapsinya melalui kuesioner dengan Google Form. Hasil Penelitian mengungkapkan lima aspek pemahaman tentang materi kajian kurikulum pendidikan yang terdiri dari 65 pernyataan. Tingkat pencapaian responden (Respondents' Achievement Level/RAL) menunjukkan hasil yang sangat tinggi, yang mencerminkan pemahaman yang mendalam serta kemampuan responden dalam menerapkan konsep dengan sangat baik. Dapat disimpulkan mahasiswa S2 Pendidikan Seni ISBI Bandung memahami, menguasai, atau memenuhi standar yang diharapkan dalam materi kajian kurikulum pendidikan seni. Penelitian ini mengarahkan mahasiswa untuk mampu menganalisis, mengevaluasi, serta mengembangkan kurikulum pendidikan seni yang sesuai dengan kebutuhan zaman dan konteks lokal maupun global.

Kata Kunci: kajian kurikulum; mata kuliah; pendidikan seni

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INTRODUCTION

The development of science, education, art, and technology in the Era of Industry 4.0 and Society 5.0 is experiencing global competitiveness that requires graduates of the Arts Education Study Program to possess adequate knowledge and readiness, as well as the ability to implement it creatively and innovatively (Sabri, 2019). Therefore, curriculum changes are necessary to adapt to these developments. Thus, the new curriculum prepares arts education that can respond quickly and appropriately to the changes of the times, to strengthen attitudes and character education, and to enhance innovation in the implementation of the tri dharma of higher education, which are learning, research, and community service.

Arts education plays a crucial role in shaping students' character, creativity, and aesthetic sensitivity (Noorsetya *et al.*, 2024). At the higher education level, especially at the postgraduate level, understanding the study of the arts education curriculum is fundamental in shaping competent educators and academics (Salf, 2023). The study of the arts education curriculum not only focuses on the content and structure of the material but also critically examines the approaches, philosophies, and relevance of arts education in the ever-evolving social and cultural context (Aruna *et al.*, 2024).

Indonesian Institute of Arts and Culture (ISBI) in Bandung, as a higher education institution in the arts, has the responsibility to produce graduates who are not only practically skilled but also possess a deep theoretical understanding of arts education, including in the course of Arts Education Curriculum Studies. This course is expected to serve as a reflective space for students to examine policies, curriculum design, and the implementation of arts education at various levels of education. However, the level of understanding and perception of students towards this course can vary, depending on their academic background, teaching experience, and interest in the field of curriculum studies itself. The perception of graduate students from ISBI Bandung towards the Arts Education Curriculum Studies course is important to research as an evaluative effort and for developing a more contextual and applicable one.

The Curriculum Studies in Arts Education course is mandatory for the Arts Education study program at the Graduate School of ISBI Bandung. It assists students in developing the ability to realize the fundamental values of national and state consciousness based on a sense of humanitarian responsibility about cultural creativity and artistic expression, as well as other life activities. It aims to complement comprehensive and integral attitudes and mindsets in various aspects of life that underpin scientific programs based on art and culture, beginning with planning the arts education curriculum to preserve cultural arts through education (Suradi, 2018).

The Curriculum Studies in Arts Education course aims to equip students to strengthen their competencies in the arts education curriculum within the Arts Education Study Program. According to the Postgraduate Study Guide of ISBI Bandung, these competencies include 1) Studies on the arts education curriculum; 2) Curriculum studies; 3) Curriculum development; 4) Fundamentals of curriculum development; 5) Curriculum foundations; 6) Curriculum development models; 7) Arts education curriculum; and 8) Field studies in the arts education curriculum. Therefore, students' ability to understand the Curriculum Studies in Arts Education course is essential, enabling them to develop that curriculum study for subsequent implementation in real-world settings, particularly in the educational institutions where they apply their knowledge.

Research related to student perceptions of learning has been conducted previously. One area of focus has been in physical education, which examines student perceptions of the adaptive physical education course by reviewing factors such as motivation, memory, readiness to accept material, attendance, and others (Sari *et al.*, 2021). The research findings indicate a favorable response from the students towards the course. Another study by Suyudi titled "Persepsi Mahasiswa Program Studi Pendidikan Seni Rupa Fakultas Seni dan Desain Universitas Negeri Makassar terhadap Mata Kuliah Kritik Seni" reviews the

perceptions of fine arts education students regarding the Art Criticism course, which includes a focus on the content of the material and the teaching methods used by the lecturers. Unlike previous studies, this research focuses on the arts courses, while this study focuses on courses related to curriculum studies within the scope of art education. Furthermore, this research focuses more on the students' understanding of the course material.

This research focuses on Master's (S2) students of Arts Education at ISBI Bandung in the course of Curriculum Studies in Arts Education, aiming to expand understanding at the graduate level and the scope of curriculum studies. In addition to analyzing students' perceptions in general, this study also connects understanding the curriculum with various curriculum models. Based on this description, it is believed that Master's (S2) students of the Arts Education Study Program at ISBI Bandung understand the course materials in the Curriculum Studies in Arts Education course, and students' perceptions are believed to contribute significantly to curriculum development. Thus, this research aims to reveal the views, assessments, and responses of Master's (S2) students of the Arts Education Study Program at ISBI Bandung regarding their understanding of the materials, ability to relate theory to art learning practices, and mastery of curriculum models.

LITERATURE REVIEW

Perception in the Context of Education

Perception generally refers to the viewpoint or meaning of something. Perception is a mental process in understanding and giving meaning to what we see, hear, or feel (Jayanti & Arista, 2019). In education, perception influences how someone understands the subject matter. Perception also determines how students evaluate their lecturers and respond to the teaching methods used (Crisol-Moya *et al.*, 2020).

Perception is a complex psychological process that is the basis for understanding how individuals, especially students, receive and interpret information from their environment. Perception is how messages or information enter the students' brains through learning activities (Tarmiji *et al.*, 2018). This process does not occur passively but involves a dynamic interaction between students and various components of the learning environment, such as teachers, learning materials, and a supportive classroom atmosphere. In other words, perceptions are formed through ongoing and reflective learning experiences. Perception begins with the sensory process, the initial stage where external stimuli are received through the senses (Iasha & Rohmiyati, 2019).

In the context of education, the stimulus can take the form of various learning elements, such as teaching methods, lecturer communication styles, student interactions, or the physical conditions of the learning environment. Perception in the context of education is the mental and psychological process learners (e.g., students) carry out in receiving, interpreting, and understanding the information, experiences, or stimuli they encounter during the learning process (Soraya, 2018). Perception also refers to the cognitive process by which students interpret and understand their learning environment, which can affect their engagement and academic outcomes (Putri *et al.*, 2023). This perception is greatly influenced by internal factors (interest, motivation, experience, and background knowledge) and external factors (teaching methods, learning environment, and interaction with lecturers).

Perception is not limited only to what students see or hear. It also includes how they interpret a course, assess its relevance, and determine their attitudes and responses to the teaching and learning process. For example, in the course of Arts Education Curriculum Studies, students' perceptions might encompass how they evaluate the importance of the course for their academic and professional careers, whether the material is presented clearly, and whether they feel motivated to understand the content of the arts curriculum more deeply (Hulwani & Aliyyah, 2024).

Characteristics of Postgraduate Students

Graduate students generally fall into the category of adult learners, so the appropriate learning approach is andragogy, which is education oriented towards adults (Hamidah & Syakir, 2021). Their learning process is driven by personal needs, previous experiences, and their connection to the working world or the professional field they are engaged in (Shemshack & Spector, 2020). Postgraduate students generally have a strong desire to learn and focused academic and professional goals, such as expanding career opportunities, enhancing skills, or pursuing interests in research (Kristiana & Kuswando, 2024). They come from diverse academic and professional backgrounds, which becomes an important capital in understanding and connecting the learning material with their experiences. One of the main characteristics of master's students is a high level of independence, both in managing study time, choosing reference sources, and exploring the material in depth (Bella & Ratna, 2019).

Graduate students tend to be more critical in thinking and reflective in evaluating the theories or practices they have learned (Ellianawati & Sabandar, 2015). They do not just receive information, but also analyze and question its relevance or validity. Academic skills such as critical reading, scientific writing, analytical thinking, and systematically constructing arguments are critical and are generally already possessed.

Fundamental Concepts of Arts Education Curriculum

The curriculum is a set of arrangements developed in such a way as to serve as a reference for the implementation of education. In arts education, the curriculum is a set of plans and arrangements regarding the goals, content, and materials for lessons and the methods used to conduct arts learning activities in educational institutions (Muhammad, 2007). Arts education in the curriculum aims to develop students' aesthetic abilities, creativity, self-expression, art appreciation, and cultural sensitivity (Yulianto, 2020). The role of the arts education curriculum is vital in students' personal and social development, including fostering creativity, enhancing cultural appreciation, shaping positive character, honing emotional intelligence, and improving motor and sensory skills.

The purpose of art education in the curriculum has several primary objectives, including 1) Fostering character and aesthetic sensitivity in students; 2) Encouraging the ability to create and innovate; 3) Preserving and developing the nation's cultural heritage through both traditional and modern art learning; and 4) Equipping students to actively engage in the dynamics of cultural life and the creative industry sector. The art education curriculum at the Indonesian Institute of Arts and Culture in Bandung is designed not only for mastering artistic techniques but also for building theoretical foundations, critical thinking, art research, and the ability to create cultural innovations (Wardae et al., 2023). The structure of the arts curriculum in higher education is generally built on the principle of combining theory, practice, and art research (Marzuqi & Ahid, 2023).

Study of the Curriculum for Arts Education

Curriculum studies in arts education is one of the core courses in the arts education program, particularly at the postgraduate level. This course is designed to provide students with theoretical and practical insights into how a curriculum is designed, developed, implemented, and evaluated in the context of arts education (Escala et al., 2024). The primary focus of this study is not only on the structure and content of the curriculum but also on the philosophical, sociological, and psychological approaches that underpin the development of the arts curriculum.

The art curriculum must be dynamic, open, and contextual. This means that the art curriculum should not be rigid or solely adhere to specific standards, but must be able to adapt to the developments of the times, technological advances, and the social and cultural dynamics. This is important because art education is closely related to cultural expression, local values, and the collective identity of a community (Julaeha *et al.*, 2021). Therefore, the art curriculum is required to accommodate diversity and to serve as a space for creative dialogue between tradition and innovation.

The study of the arts education curriculum also involves an understanding of curriculum design, from establishing learning objectives, selecting materials, learning strategies, and assessing techniques (Adha *et al.*, 2023). This becomes complex in the context of art because art is multidimensional, combining cognitive, affective, and psychomotor elements. Therefore, graduate students must be competent in integrating curriculum theory with art education's specific and contextual needs (Yefimenko *et al.*, 2021).

Furthermore, master's degree students are expected to be curriculum users, critical analysts, and developers. They need to assess whether the curriculum being used meets the needs of the learners and is relevant to the current challenges in art education, such as digitalization, multiculturalism, and the changing learning patterns of the younger generation (Hidayati *et al.*, 2024). In this case, mastery of curriculum evaluation concepts is also important, so that graduates can provide appropriate recommendations for the continuous improvement and development of the curriculum (Piliano *et al.*, 2023).

Thus, studying the arts education curriculum is not only about understanding the curriculum theoretically but also about developing transformative, contextual, and creative approaches to art learning (Martadi *et al.*, 2018). Graduate students' role is very strategic in creating art education innovations that support the holistic development of human potential through the arts.

METHODS

This type of research is a quantitative survey. Survey research is often used to analyze and understand someone's perceptions (Smith & Hasan, 2020), in this research, the perception to be explored is that of the master's students of the Graduate Program in Art Education at the Indonesian Institute of Arts and Culture in Bandung, in understanding the course of Curriculum Studies in Art Education. Based on the syllabus of Curriculum Studies in Art Education at ISBI Bandung, the learning outcomes of this course include: 1) The direction and objectives of the course in Curriculum Studies for Art Education; 2) The definition, function, and benefits of the art education curriculum; 3) Art education in the educational context about the curriculum; and 4) Implementing art education as a development of scientific knowledge. This research is conducted in the even semester 2025 for the master's students of the Graduate Program in Art Education at the Indonesian Institute of Arts and Culture in Bandung.

The research design consists of four (4) stages. The first stage relates to the preparation activities, including setting objectives, drafting the questionnaire, and testing the validity and reliability of the instruments. The second stage concerns implementing and requesting research samples to complete the questionnaire. The third stage is related to analyzing the data from the questionnaire by determining the average results of the questionnaire responses. The fourth stage involves interpreting the results of the data analysis by interpreting the analysis results.

This research involved 17 master's students from the Graduate Program in Arts Education at the Indonesian Institute of Arts and Culture in Bandung. They were asked to assess their perceptions of understanding the course on Arts Education Curriculum Studies. The demographic characteristics of the respondents are presented in **Table 1**.

Table 1. Demographic Characteristics of Respondents

Variable	Frequency	Percentage
Gender		
Male	9	53%
Female	8	47%
Teaching Experience		
< 5 years	6	35%
> 5 years to 10 years	8	47%
> 10 years	3	18%

Source: Research 2025

The researchers designed a research instrument developed explicitly for this purpose to ensure the accuracy of the collected data and allow the obtained results to be interpreted and generalized. The instrument was constructed after reviewing various relevant aspects related to the perceptions of Master's degree students in the Graduate Program of Arts Education in understanding the course 'Curriculum Studies in Arts Education' at the Indonesian Institute of Arts and Culture in Bandung. The research instrument consists of a questionnaire encompassing five content aspects of the course 'Curriculum Studies in Arts Education,' with 65 statements that the Master's students must fill out. The 65 statements in the questionnaire are grouped into five aspects, namely: 1) The direction and objectives of the Arts Education Curriculum course; 2) The understanding, function, and benefits of the curriculum; 3) The concepts, foundations, and models of curriculum development; 4) The role of arts education in the educational world related to the curriculum; and 5) The implementation of arts education as part of scientific development. The questionnaire uses a Likert scale with a range of scores from 1 (strongly disagree) to 5 (strongly agree). Master's students are expected to be able to understand and interpret various information, views, and beliefs related to the topics discussed in this course.

Before this instrument was used to collect data, it was first tested for its validity and reliability with 17 master's students as respondents. The validity test in this research used product-moment correlation with the help of SPSS 27. The significance level for the validity test of the instrument in this study is 5%.

Next, the validity test results in *r_{count}* are compared to *r_{table}*. If *r_{count}* > *r_{table}*, then the instrument is valid. Furthermore, invalid instruments are not used for data collection. For the significance level, reliability testing is done using Cronbach's Alpha.

If $\alpha \geq 0,7$, then the instrument is reliable.

To describe the characteristics of each research variable by presenting data in a frequency distribution table and calculating the mean value and total score, the researcher uses the Respondents' Achievement Level (RAL) and interprets it using the following formula.

$$\text{RAL} : \frac{\text{average scores}}{5} \times 100$$

Table 2. Classification of Respondent Response Scores

No	Percentage	Criteria
1	20%-36%	Very Low
2	36.01%-52%	Low
3	52.01%-68%	Medium
4	68.01%-84%	High
5	84.01%-100%	Very High

Source: Adapted from [Hasanah & Kusumawati \(2022\)](#)

RESULTS AND DISCUSSION

Results

Results of Validity and Reliability Test

The results of the validity test using Product Moment correlation SPSS 27 show that as many as 65 instruments are declared valid ($r_{count} > r_{table}$), where r_{table} for 17 respondents is 0.497. This indicates that the questions' components are valid. After completing the validity test, a reliability test was conducted using the Cronbach's Alpha Test Technique using SPSS 27. The following analysis was obtained from the data processing with SPSS 27.

Table 3. Reliability of Questionnaire Items

Reliability Statistics	
Cronbach's Alpha	N of Items
.991	65

Source: Research 2025

The reliability testing results of the instrument above show that 65 instruments are declared reliable ($\alpha = 0.991$, which is greater than the required $\alpha \geq 0.7$), meaning that the instrument is reliable. Because five aspects of understanding from the 65 statements are valid and reliable, the instrument is used to collect data in the form of perceptions of S2 students in the Arts Education Study Program regarding their understanding of the Arts Education Curriculum Studies course. The data collection procedure was done by creating a Google Form for the questionnaire and distributing the questionnaire online. Then, students were asked to complete the questionnaire in a Google Form. The results of the questionnaire were analyzed by determining the average.

Respondents' Achievement Level (RAL)

The results of the Respondents' Achievement Level (RAL) indicate five aspects of understanding regarding the material of the Arts Education Curriculum Study, which includes 65 statements. In Aspect 1, which is understanding the direction and objectives of the Arts Education Curriculum Study course, an average RAL score of 94.6 (Very Good) was obtained. This is reflected in the data processing

results, where 74.0% of students answered "strongly agree," 25.0% answered "agree," and 1.0% answered "doubtful." In Aspect 2, understanding of curriculum concepts, curriculum foundations, and models of curriculum development received an average score of 93.1 (Very Good), with 68.2% of students answering "strongly agree," 31.0% answering "agree," and 0.8% answering "strongly disagree." Based on this, it is known that students have a good understanding of this material. However, their understanding of scientific studies, journal publications, and new ideas in research-based art curriculum development still needs improvement. The score acquisition for aspects 1 and 2 can be seen in **Figure 1**.

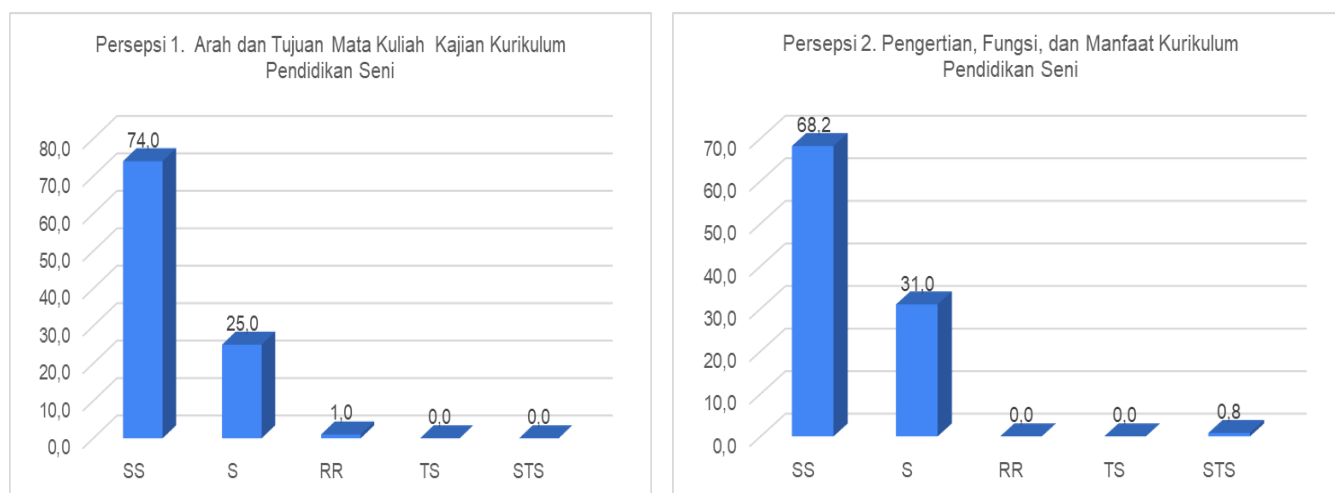


Figure 1. Direction and Purpose of the Course Study of Art Education Curriculum and Understanding, Function, and Benefits of Art Education Curriculum
Source: Research 2025

Perception 3, regarding the understanding of the curriculum concept, the foundations of the curriculum, and models of curriculum development, indicates that 66.3% of students answered "strongly agree", 32.5% answered "agree", and 1.2% answered "doubtful". Thus, for this perception 3, an average score of 93.1 (Very Good) was obtained, reflecting that students understand the concepts and foundations of the Curriculum Studies in Arts Education course. In perception 4, which pertains to the understanding of arts education in the context of the education curriculum, an average score of 92 (Very Good) was obtained, detailed as follows: 62.4% of students answered "strongly agree", 36.5% answered "agree", and 1.1% answered "disagree". Based on this, it is known that in perception 4, students have an excellent understanding of this material. However, there is still a need for further understanding of character development and 21st-century skills. Additionally, the understanding of the independent curriculum is still not optimal. The distribution of perception scores 3 and 4 can be seen in **Figure 2**.



Gambar 2. Curriculum Concepts, Curriculum Foundations, and Models of Curriculum Development, Arts Education about the Curriculum in the World of Education
Source: Research Document 2025

Perception 5, regarding the understanding of the implementation of art education as the development of knowledge, shows that 70.0% of students answered "strongly agree", 28.2% answered "agree", and 1.8% answered "undecided". Perception 5's overall average score was 93.6 (Very Good). Students demonstrate an excellent understanding of the implementation of art education. Overall, based on five aspects of the master's students' understanding of the Postgraduate Program in Art Education at the Indonesian Institute of Art and Culture in Bandung (**Figures 2, 3, and 4**), students show excellent understanding and can interpret the course Curriculum in Art Education well.

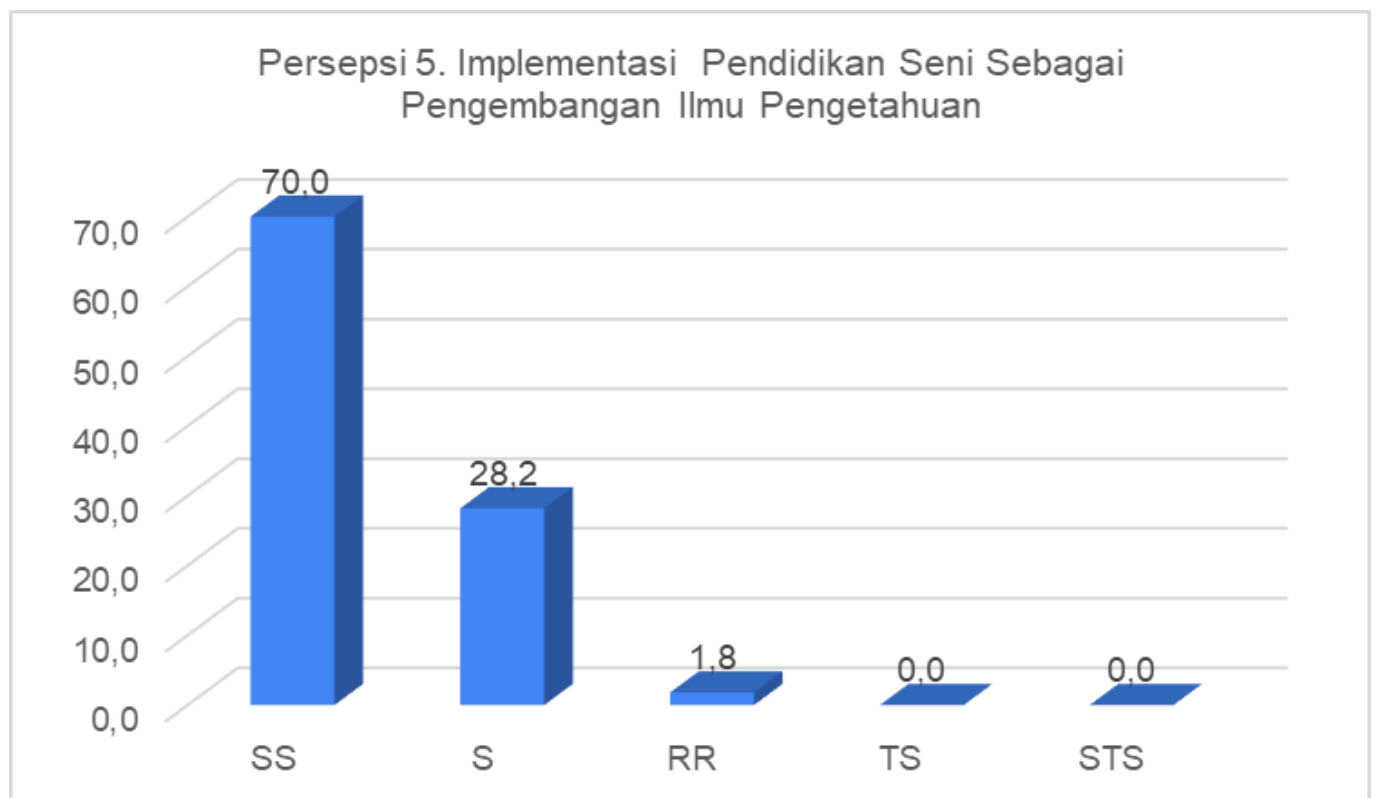


Figure 3. The Implementation of Arts Education as the Development of Knowledge
Source: Research Document 2025

Discussion

Postgraduate S2 students of the Art Education Study Program at the Indonesian Institute of Arts and Culture (ISBI) Bandung demonstrate an excellent understanding of the material on the Study of Arts Education Curriculum. This is reflected in the assessment results across five study aspects, including 65 statements, generally falling into the outstanding category. This achievement reflects a deep mastery of curriculum theory and shows the students' ability to relate that theory to contextual and relevant art learning practices. These findings align with Piaget's constructivist theory, which explains that understanding is formed through active processes and direct involvement in learning (Sugrah, 2019). In this regard, previous findings indicate that positive student perceptions of the learning process can enhance the effectiveness and interactivity of lectures (Mahmudi *et al.*, 2025). Active student involvement in learning contributes to a deeper understanding of the courses. In this case, understanding encompasses the ability to remember and involves higher-order thinking skills such as analyzing, evaluating, and creating (Rahayu, 2018).

The perceptions of master's students in the Postgraduate Arts Education Study Program in understanding the course Curriculum Studies in Arts Education at the Indonesian Institute of Arts and Culture in Bandung provide important contributions to curriculum development, particularly in five main aspects: evaluation of the appropriateness of course materials, enhancement of teaching strategies, adjustment to the profile of postgraduate students, basis for academic policy making, and contribution to the national arts education curriculum. Students' perceptions of the materials, methods, and relevance of course content are part of an important evaluation of learning effectiveness in the curriculum improvement process. This aligns with Ralph W. Tyler's curriculum development theory, which emphasizes the importance of four components: educational objectives, learning experiences, organization of learning experiences, and evaluation (Hidayat *et al.*, 2019). This result is also reinforced by previous research that student perceptions of the alignment of the curriculum with job market needs and the learning facilities provided by the university contribute to the evaluation of learning effectiveness and curriculum improvement (Lisnasari & Heryanto, 2023; Umay, 2023).

This study positively responds to the material's content based on students' assumptions. In this case, students' perceptions and understanding of a particular course can be significantly influenced by the material's content, the instructor or lecturer, the learning media, and the teaching methods applied in the classroom (Hendra, 2013; Maulah & Ummah, 2020). This perception will also affect students' motivation and learning outcomes (Hilaliyah, 2015; Sakdiah & Silalahi, 2017). The perceptions conveyed by students can serve as a foundation for developing future courses (Sensony *et al.*, 2024). This emphasizes the importance of evaluating the suitability of course materials and learning strategies in curriculum development. The more reflective approach of graduate students in the Art Education Program can demonstrate a stronger affective and metacognitive dimension in their understanding of the curriculum. Thus, by examining students' perceptions, the potential contributions of students to the refinement of the art education curriculum can be seen both theoretically and practically.

CONCLUSION

Master's students of the Postgraduate Program in Arts Education at the Indonesian Institute of Arts and Culture in Bandung clearly understand the material in the Arts Education Curriculum Studies course. This is evident from their high average RAL scores, ranging from 92 to 94.6, which fall into the 'Very Good' category. The students also understand the direction and objectives of the Arts Education Curriculum Studies course. They can analyze, evaluate, and develop art education curricula relevant to the times' developments in both local and global contexts.

Master's students in the Postgraduate Arts Education Program at the Indonesia Arts and Culture Institute Bandung also have a strong understanding of the curriculum's definition, functions, and benefits, theoretically and practically, including the concepts and principles of arts curriculum development. In addition, students can master various curriculum models, such as the administrative model, the grassroots model, the Tyler model, the Taba model, the Beauchamp model, and the Independent Curriculum. In arts education, students recognize the importance of art in developing creativity, self-expression, motor skills, and cultural and aesthetic understanding. Students also understand the role of arts education in developing knowledge through an interdisciplinary and innovative approach.

This research only covers a small part of the broad topic. Thus, it needs to be continued to examine other aspects that have not been discussed. The perceptions of S2 students of the Art Education Program at the Indonesian Institute of Arts and Culture in Bandung towards the Curriculum Studies course in Art Education are considered important and need to be continuously developed to remain relevant to the needs of the times. This research has limitations, including a small number of respondents from one institution and using online questionnaires as the sole data collection method. In addition, the focus is only on student perceptions without comparing them to learning outcomes or the views of other parties. Future research is suggested to involve more respondents from various institutions and employ mixed methods, such as interviews or case studies.

AUTHOR'S NOTE

The authors state that there are no conflicts of interest related to the publication of this article. The authors affirm that the data and content of the article are free from plagiarism.

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