

## Mapping Fine Arts Education in Yogyakarta: Oral History Project

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### ABSTRACT

Arts education has undergone many evolutions from one curriculum to another. These curriculum documents more or less describe how changes have occurred in arts education from time to time. Unfortunately, there have not been many in-depth studies conducted to document how the concrete implementation of each curriculum is. Therefore, this research was conducted to discover/rediscover and preserve the history of art education from post-World War II until now. This research is research using an oral history approach to examine how the arts education curriculum (especially fine arts) was implemented in the Special Region of Yogyakarta from the perspective of historical actors themselves. This first year of research was carried out through the first phase of an oral history project (March - June 2023) to collect data by interviewing 6-8 retired art educators in the Special Region of Yogyakarta (DIY). Based on the results of data analysis, it can be concluded that respondents received basic education and training from two systems, namely arts schools or regular schools. Then, respondents carried out professional development by utilizing various means, thus forming an artist-teacher model. This model prioritizes artistic aspects or teachers are required to have artistic skills. All respondents believe that arts education must be child-centered, where learning needs to emphasize creativity, imagination and aesthetics in the teaching and learning process. The majority of respondents indicated the characteristics of modernist teaching. For example, respondents focused on elements and principles in art and design in arts learning. The majority of respondents have the spirit of being leaders, especially in the field of fine arts. Respondents lead in schools, communities and artists' associations. Apart from that, respondents became teachers in various places, both in general education, vocational education, and studios (private studios). In general, they contribute to training students in art and design, serving as teachers and/or judges at various levels of art competitions, and modifying and localizing art curricula. They have significance in the history of fine arts education, including: self-taught or independent professional development to become influential art teachers in the region, and building a reputation through art exhibitions, student winning records in competitions, and publications.

Kata Kunci: *history, education, art*