Problems and Orientation of the Art Education Curriculum in Indonesia

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Abstract: The education component according to Stankiewicz (2000) is learner-centered, material, and society. The current condition of society, both in the postmodern philosophy of thought and the development of technology in the 4th industrialization era, is not considered contextually. Educations are preoccupied with student-teacher interactions in delivering material in the classroom. Jean Boudrillard mentioned that as the era of hyperreality society (Torikian, 2010), a large number of simulacrums in society gave rise to an obscure truth which was called the post-truth era. This simulacrum is strengthened by the advancement of the internet of things and the progress of the convergence combination between television, telephone, and personal computer which was originally separated (Nugroho, 2020), becoming the 4th era of digital industrial technology (Schwab, 2016). The educational challenges of today's society in Indonesia include 5 aspects: (1) Cultural soft power issues, (2) Deterritorialization of culture, (3) Adaptation of the 4th industrial era, (4) Hyperreality society, and (5) Post-truth era. To ward off these five problems, it is necessary to design an educational curriculum in Indonesia that includes learning materials about 4 aspects, namely: (1) Critical Thinking Literacy, (2) Cultural Creativity Literacy, (3) Media and Technology Literacy, (4) Idea Communication Literacy.

Key words: hyperreality society, 4th industry, cultural creativity

1. Introduction

The direction of progress in the development of human evolution, both in cultural and technological aspects, must be a very important consideration in determining curriculum design. The education process is often neglected in the world of society, it is often preoccupied with focusing on the interaction between teachers and students in delivering material. Even though there are three important elements in education, namely elements of learning, society, and learning materials (Stankiewicz, 2000, p. 3001). For this reason, the cultural problems in the postmodern era of society are at least 5 problems that need attention in anticipating the curriculum design in this postmodern era, namely the issue of the soft power distribution of culture, cultural deterritorialization, the era of 4th industrial culture, hyperreality culture and post-truth culture.

1.1 Distribution of Cultural Soft Power

The era of globalization has brought about the spread of culture intervening in one culture into another. Technological mediation allows the spread of transnational cultures between countries. Cultural production is managed to become an economic commoditization so that audiences and consumers are no longer within one country but across countries. This kind of atmosphere is known as the postmodern era model colonization. The

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relationship between countries with one another is a structure of power relations, one country is more powerful than another. Power now is no longer a model of physical power, it is called hard power. Power relations can now be in the form of economic power, technology, knowledge in the form of non-physical (military) but in the form of soft power, soft power, including the arts. Traditionally we have known hard power which is physical strength, but there is a power that is more effective in obtaining power, namely soft power. Soft power is able to enter the territory between countries, this is indicated by the love for symbolic signs of the countries under control. (Hoed, 2014, p. 306) The state's soft power of culture is capable of reaching various cultural forms from the concrete to the abstract. The form of culture can be from the material aspect, sign system, and knowledge system culture.

The entry of soft power from foreign countries is very easy to see, for example in the field of music, our teenagers and young people prefer K-Pop music to learn musical instruments than to learning *kroncong*, *gamolan, madihin* art and *sampek* music, traditional Indonesian music. Animated films for the children category would prefer to see animated films from Japan, Korea, Malaysia, America than the animated films in their own country. The field of drama is also more cool to see Korean dramas (drakor), Chinese dramas (dracin), or Indian dramas than watching soap operas. Not only was the artistic aspect co-opted but also penetrated the language aspect, the desire to learn the language of the artists he liked, Korean, Mandarin, and English. This is what is called an attack between countries using soft power. Soft power action for the controlling state will have an impact on the economic improvement of the controlled country.

Culture in the form of a knowledge system has also penetrated between nation-states, including the Indonesian nation. The capitalist system makes other countries influenced by their knowledge systems ranging from language to the packaging of knowledge through various media. Various virtual and nonvirtual media. The rules of the game are the state which first acquires knowledge. Knowledge through social media, from daily knowledge, popular to scientific ones, is dependent on information system network managers. Thinking of the rules in higher education cannot be separated from this system, until the network of rules for writing the best articles managed by the capitalist countries.

1.2 Cultural Deterritorialization

The globalization of the performance arts industry had resulted in the collapse of geographical ideas. Performances through various forms of mediation in the form of CDs, VCDs, television shows, YouTube, the internet had changed the world's view of geographic areas. Geographical areas are no longer confined to land and sea areas but become virtual areas, areas in cyberspace that are difficult to control and limit. Deterritorialization is a condition of leaving a territory (Haryatmoko, 2019, p. 329), leaving, in this case, is more interpreted as penetrating other territorial areas, including to other countries. World music is an example of a complex case for an area without physical geography. Global and local phenomena were contested. The contemporary era, with the transnational growth of the migration music industry, saw a virtual shift in music domination, and artists were invited directly to the real geography of a country (Connel Jhon and Chris Gibson, 2004, p. 343). The commercialization of music to other countries will inevitably have a profound impact on countries that have soft power in the arts and music fields.

1.3 4th Industrial Era Culture

Today's society is an industrial era semiotic society 4. Semiotics in the first and second industrial era is the semiotics of empirical objects. Signs, icons, and symbols are visible and palpable to the five senses. Semiotics in the industrial era 4 is virtual semiotics, this is due to advances in digital computerization technology. Internet of

things, artificial intelligence, automatic vehicles, 3-dimensional printing, nanotechnology, biotechnology, and quantum computing that give rise to algorithms (Schwab, 2016, p. x).

Society continuously changes from the mythical thought period in the period around 1500 AD to the present myth period, the myth of the postmodern era of the industrial era 4–5. Today's myths are different from the myths of the pre-enlightenment and modern periods. Today's myths are more concise in narrating than the past (Barthes, 2013, p. 152; Pradoko, 2015, p. 7). The development of technology and mass media has experienced rapid development lately. The existence of the internet for all human needs, the Internet of things, various artificial intelligence that can solve problems beyond the ability of the human brain in general, Artificial Intelligence. Complex algorithms combined with technology, communication, and media content allow humans to have a combination of computers, telephones, and televisions, which originally stood alone into a combined convergence of the three (Nugroho, 2020, p. 6). 4th industrial era society makes digital products which makes it easy to roam around the world.

1.4 Hyperreality Culture

The acceleration of world technology in the 4-5 industrial era has automatically resulted in changes in people's mindsets and behavior. The society of this era has done and has a different pattern of social relations with society in the era of modern industrial patterns at level 3. The pattern of life of the people becomes a hyper-reality society. Hyperreality is Boudrilard's terminology which states that the mock object in this technological advancement is more than the original object itself (Torikian, 2010, p. 101). In the era before the 15th century, it was an era of myth thought, people explained social phenomena with stories about gods and goddesses, stories of supernatural powers possessed by nature. Furthermore, in the 17th to the 20th centuries as a positivistic modern era and continuing in the early 20th century to the 21st century was the post-modern era — hyperreality (Pradoko, 2019, p. v; Lubis, 2018, p. 31; Torrikian, 2010, p. 103) Hyperreality society is society a culture of media manipulation so that society is obscured between the real ontology of objects, humans, multi-media products that are truly real and those that are unthinkable, falsehood can no longer distinguish. People even like the artificial world rather than the real one. The community is presented with simulacra culture, imitation culture, and media engineering culture (Torokin, 2010, p. 100).

Hyperreality society is accustomed to the simulacra phenomenon in daily life. Simulacra according to Boudrulard is the concept of imitation in today's human culture. Simulacra occur in 3 things, namely (1) simulacra is naturalistically based on images, imitations, and falsification of natural purposes such as God's creation. (2) Simulacra production based on energy and strength materialized by industrial machines. (3) Simulacra simulation is based on information, models, cybernetic games aimed at full operationality, hyperreality, and total control (Baudrilard & Athur B. Evan, 1991, p. 309). The more complex the simulacra is, the more people become more confident about the message being conveyed. The first Simulacrum still has the real form of objects, goods. Nature, an imitated living being. The second simulacrum is increasingly blurred because it is a virtual imitation where there is nothing, it is an imaginary creature that can be realized. The sound of the trumpet, or the violin on the keyboard, actually does not represent the sound of the original trumpet sound which is imitated, in other words, the imitated trumpet does not exist, so it is an imitation that is not based on the reality of the musical instrument. A more complex simulacrum combines all media: animation, photo content, pictures, videos, written narratives, the complexity of network cybernetic will be able to convince the public of lies more so that this simulacrum becomes as real and will be able to move the masses through thought patterns that are packaged in the simulacrum

message,

1.5 Post-Truth Culture

Simulacra in the culture of society today fosters the era of society with post-truth thinking. Information packaged with media technology and mass media becomes simulacra that seem to be a real incident. The social culture develops a post-truth culture, namely that the community is more affected and moved by emotions than the facts and the reality of the truth as it is. The public's reasoning power becomes less clear due to the simulacra formulation which is so good at organizing messages with a combination of information, media, and technology. The public is no longer able to distinguish which one is true as fact or which information is just an opinion.

The packages wrapped in simulacra have caused hoax news in the community. Hoax news is fraudulent information that is packed full of simulacra techniques that support it so that fake news is perceived as real news. Hoax is false, unverified information, lagging behind the latest news, blasphemed to give tricks to burn human emotions (Tchacounte et al., 2020, p. 20). The scientific and technological revolution today implies that authentic individuals and authentic realities can be manipulated by algorithms and television cameras, the internet, which is authentic and even becomes a myth (Harari, 2018, p. 269). Post-Truth which is full of hoaxes is prone to trigger social emotions to thrive due to a weak education system with basic skills and logic underlying it, rote skills dominate at the school level as well as the strengthening of religious radicalism (Haryatmoko, 2020, p. 162; Kukutani, 2018, p. 30). Lies foster ideology because liars speak according to the logic of deceived expectations so that information satisfies their audience's beliefs. The relationship of political power grows post-truth in society. the society that Indonesia is flooded by foreign workers is more important than the statistics offered by experts. The public believes more in the enormous burden of government debt than the success of the development, the fact of economic growth, and the ability to survive the onslaught of the dollar (Haryatmoko, 2020, p. 164). The term post-truth contains the meaning of truth that is obscured or covered up. Post-Truth is understood as a situation where the language of information is weak in referring to facts, relations, and truth.

2. Design of Art Education Curriculum Orientation

The world of learners today is treated to a culture of imitation and falsehood that is believed to be the truth. One side of simulacra and how to produce simulacra are human advantages in the field of technology and multi-media engineering montage. On the other hand, people who take for granted the era of hyper-reality society are fooled by pretend objects that are considered real objects, even the pretended objects are considered reality itself. These kinds of thoughts are becoming a virus of fooling the world of education. So many lies in cyberspace are regarded as truth. The community, especially students at the elementary, middle, and even university levels, are fooled by false truths. The impact of this hyperreality-post truth culture is that the power of reason and logic of the community becomes blunt. Emotional power, belief, and collective representation considered as truth trump the rationalization of real facts and experts' accounts based on factual analysis.

The educational process is exacerbated by a rote model for both primary and secondary education levels, while simulacra that are intertwined with hoaxes in the most cultured society through Twitter, Instagram, WhatsApp, the internet, YouTube, and various other communication media are always present in people's lives. Communities between groups, ethnicities, religions, ideologies are easily provoked by hoaxes and simulacra information. In this era of society, of course, the education planning model is completely different from the teacher-learner transfer of learning model in the classroom. Narrow educational thinking does not want to see the

current realities of society, education is defined as the transfer of learning between teachers and students in the classroom.

In this 4th industrial era, information materials are everywhere, as in the era of big data. Information through websites and digital scientific information service providers is very much, for example through: through Elsevier, Sciendirect, JSTOR, EBSCO, Springer, Oxford journal, ProQuest, Sage, Taylor & Francis, and many more wherein the digital scientific information service. provides a variety of material from all disciplines. Material information is also obtained from Twitter, Facebook, Instagram, YouTube. Various academic information is also easily accessible via Google, Google Scholar, Research Gate, and much other digital information, whatever we can learn on our own. Current learning is not only about knowing the material, how the material is, but what is very necessary is also knowing where to look for these materials. The current teacher's ability is clearly very limited to mastering the latest material and scientific development. The teacher no longer supplies material and gives it to students but the teacher is a motivator to encourage learners to master material from various learning sources. However, it should not be interpreted that the teacher is more relaxed and the students are looking for material sources themselves. During the Covid pandemic, the teacher's fault was relying on student worksheet material. Students are asked to work on student worksheets, while the teacher never explains the material itself. During the Covid pandemic, parents of students doubled as teachers who had to study the material on the student worksheets and then work on assignments on the worksheets. In learning, relying on orders to work on Student Worksheets makes parents confused, in addition to tasks at the office, at home, and have to be teachers all day long. This era of technological sophistication and information must be a creative era for learning, even during the Covid pandemic. Various explanations about the situation of society during the hyperreality era, full of simulacra, hoaxes, and post-truth must be different from the schooling model. Moreover, in the era of advanced technology with big data, scientific information is available in various digital services.

The design of mastery of education for students, learners in the post-truth era of hyperreality that is intertwined with the current digital era requires a science that includes 4 main aspects, namely: Critical thinking, Communication, Collaboration, and Creativity (Harari, 2018, p. 284). Meanwhile, Haryatmoko revealed that in this post-truth era, young people need to be trained in six steps of action, namely: (1) media literacy education, (2) verifying sources, (3) observant and critical of rhetoric forms, (4) control analysis, (5) critical discourse analysis skills, (6) critical journalism. From the educational design ideas put forward by Harari and Haryatmoko and continuous contextualization with the development of society and technology, the current and future education design includes 4 aspects, namely (1) Critical Thinking Literacy, (2) Cultural Creative Literacy, (3) Media Literacy and Technology, (4) Idea Communication Literacy.

2.1 Critical Thinking Literacy

Critical Thinking Literacy is meant to be a generation of learners who are cultured by critical thinking. Critical thinking can not only be slogans that often appear in seminars or teacher upgrades, for example, Hots learning slogans. It only stops at the slogan of learning high-order thinking skills, but the operationalization of how the child gradually becomes a critical thinker has never been addressed by the application of curriculum design and materials. Critical thinking studies are needed for today's generation. Critical thinking studies will be able to overcome the simulacra era in society. Critical thinking studies will enable students, learners or the public, in general, to be able to sort out for themselves whether the information conveyed is a hoax or real information. Critical thinking technique study materials enable the community so that it does not get trapped in the emotional

dirtiness of the masses. Emotional defilement and mass beliefs can damage the social conditions of society and even have an impact on state chaos.

Techniques to learn critical thinking starting from elementary school to college level. Elementary school level is taught untrue television media information, advertisements, internet. Since elementary school, they have been trained, for example, to analyze the sentences contained in the brochures, the writing on the snacks they buy. Critical power is trained whether all the information written on the snack package is correct, or if there is an incorrect message conveyed in the snack advertisement (Gregory Anne E. & Merry Ann Cahil, 2009, p. 10). At the university level, the process of analyzing the current situation of society is trained through the critical theory tradition from the Frankfurt school to the latest postmodern contemporary philosophical thoughts, including during this international seminar with the thoughts of Jean Baudrillard.

The deepening of critical thinking techniques is complemented by discourse analysis exercises, a method of describing information packaged through discourse studies. Discourse studies are strengthened by discourse analysis by the models of Fairclough, Halliday, Foucault, or other figures. Learners are trained in how the text is constructed and able to comprehend the text comprehensively and deconstruct the abstract text. This science is also supported by hermeneutics, especially critical hermeneutics. The acumen of analyzing information and messages through media and digital information will enable people to become more mature and able to think complexly about inciting information without the basis of contextual empirical facts.

2.2 Literacy of Cultural Creativity

Cultural creativity literacy is the ability to "read" and understand creative ways to solve one's problems in the context of living together in the culture of society. Creativity is the human ability to solve a problem faced in new ways, using imagination and ideas, combining all knowledge and skills to solve problems in new ways (Pradoko, 2019, p. iii). Able to think by synthesizing events, experiences, logic of thought with each other so that combination ideas emerge and new variant ideas emerge in solving problems, able to think out of the box, able to think outside the norms of very strong rules framing. So that learners can think creatively, it is necessary to create learning that liberates children. On the other hand, humans who are confined in thought, humans who are not free will find it difficult to open creative thoughts, because of every action the child becomes afraid of. Creativity education needs to encourage children to freely imagine, express, and use all their cognitive systems to make new problems solved. Three stages of educational design have been disclosed, namely: critical thinking literacy, media and technology literacy, communication literacy will enable learners to make it easier to behave creatively because all knowledge systems are acculturated making it easier to recall processing in syntheses and generate creative ideas. Humans as social beings always live in their society, for those creative ideas need to be applied in the context in which they live so that their creative knowledge can be utilized by society. Cultural science, in this case, cultural studies, can contribute to analysis to apply creative ideas in society.

2.3 Media Literacy and Technology

Media and technology literacy are intended to equip learners with the introduction and application of various media and technologies for learning. How to learn via the internet, the internet has become a digital source, skilled at surfing in the digital world, skilled at building networks on the internet. The internet is a source of learning to get big data, ebooks, journals, and other sources of material needed in the context of learning. Technology is related to applications, software that makes it easy to work in the fields of accounting, music, interior design, animation, architecture, and applications in the world of fashion and fashion. Mastery of the world of audio

recording, video, learning production to marketing via the internet.

2.4 Communication Literacy

Communication literacy means that learners gradually starting from the basic level can package their ideas to be conveyed to classmates, interlocutors, or the surrounding community. Communication literacy is intended at the next level to be able to convey ideas and ideas through writing, pictures, media, and various related technology matters that can be used to convey messages. At the student level, they can make scientific articles with a coherent language and logical flow so that their ideas are easily captured by the audience, the receiving community. Able to package ideas in the form of audio, video, and multi-media narrative forms to convey messages of the ideas they have. Mastery of critical thinking science, as well as mastery of technology, enables conveying messages in physical and digital form. At the same time, this ability can filter out fake news and fake science based on opinions to direct the emotions of the masses. This capability is also able to hone rhetoric and analyze ongoing public rhetoric.

3. Conclusion

The educational paradigm needs to change to adapt to the conditions of advancing philosophical thought, technology, and the culture of the people. Education will be meaningless when it leaves the community aspect, so that the three pillars, namely educators, learners, and the community are interrelated studies of educational designs. Today's society is a society in the era of hyperreality - post-truth along with the progress of the 4th industrial era. Society no longer knows between the real and the imitation. Simulacra is considered as real, then reality itself doesn't exist, what exists is an imaginary reality, this is the period of hyperreality. The culture of simulacra society which makes it easier for imitations and falsification of public deception, a hoax culture has emerged which has become the post-truth era. The direction of educational design to overcome the contemporary problems of hyperreality society — post-truth in the 4th industrial era is the mastery of critical thinking literacy, cultural creativity literacy, media and technology literacy, and communication skills literacy.

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