Internal Engagement of Members of the Palembang City Arts Council and Its Implications for Traditional Arts Management

Akbariansyah[1], Muhsin Ilhaq[2], Triningsih[3], Syafwatul Putria Hidayatullah[4], Jamilah[5]

Universitas PGRI Palembang[1,2], STKIP Arrahmaniyah[3,5], Universitas Muhamadiyah Palembang[4]

Abstract

Received: 3 January 2026 Revised: 15 Januari 2026 Accepted: 28 Januari 2026	This study aims to examine the dynamics of internal engagement among members of the Palembang City Arts Council in managing traditional arts. It focuses on understanding how internal engagement shapes organizational effectiveness, decision-making processes, and the sustainability of traditional arts within a local cultural institution context. This study used a qualitative approach with a case study strategy. Data were collected through semi-structured in-depth interviews with council members, participatory observation of organizational activities, and document analysis of programs and policy outputs. The collected data were analyzed using thematic analysis to identify patterns of internal engagement. The findings reveal that internal engagement among members is uneven and largely administrative or symbolic. Engagement is influenced by institutional structure, clarity of roles, internal communication patterns, and resource limitations. Higher levels of engagement are associated with stronger collaboration, greater program innovation, and more effective management of traditional arts. This study is applicable to the fields of arts management, cultural governance, and organizational studies. The findings may serve as a reference for local arts councils, cultural institutions, and policymakers in strengthening internal governance mechanisms and improving the sustainability of traditional arts at the regional level. This study introduces internal engagement as a key non-technical factor in traditional arts management. It shifts the analytical focus from artistic preservation to institutional dynamics, offering new insights into how internal organizational processes influence the effectiveness and sustainability of local cultural institutions in Indonesia.

INTRODUCTION

Traditional arts represent not only aesthetic expressions but also repositories of cultural memory, identity, and social continuity. However, the sustainability of traditional arts in urban contexts increasingly faces structural pressures driven by modernization, changing audience preferences, institutional constraints, and governance challenges. Contemporary discussions on cultural sustainability therefore require moving beyond artistic preservation toward examining the institutional mechanisms that shape cultural continuity.

Within this context, arts councils function as intermediary governance institutions linking artists, communities, and local governments. Their effectiveness is shaped not solely by programmatic agendas but by internal organizational dynamics, particularly the quality of member engagement. Despite this, research on traditional arts management in Indonesia has predominantly focused on artistic

forms, cultural values, and preservation strategies, while the internal governance processes of arts institutions remain underexplored.

The concept of engagement has been extensively examined in organizational and management studies. Foundationally, William A. Kahn conceptualized engagement as the harnessing of organizational members' selves to their work roles, involving cognitive, emotional, and behavioral dimensions (Khan,1990). Subsequent developments by Wilmar Schaufeli and Arnold Bakker framed engagement as a positive, fulfilling work-related state (Schaufeli et al., 2006) characterized by vigor, dedication, and absorption. Meanwhile, Alan M. Saks positioned engagement within social exchange theory (Saks, 2006), emphasizing reciprocal relationships between individuals and organizations.

However, engagement studies have largely concentrated on corporate environments, public bureaucracies, and service industries. Empirical investigations within cultural governance institutions, particularly arts councils in developing countries, remain limited. Furthermore, governance literature, including collaborative governance models articulated, rarely intersects with engagement theory when analyzing cultural institutions (Ansell & Gash, 2008).

This gap is theoretically and practically significant. Arts councils represent hybrid governance arenas where organizational effectiveness, participatory governance, and cultural sustainability intersect. Understanding internal engagement in such institutions offers opportunities to extend engagement theory beyond conventional organizational contexts while enriching governance studies with micro-organizational insights.

Accordingly, this study aims to:
1. Analyze the dynamics of internal engagement among members of the Palembang City Arts Council (DKP);
2. Identify structural and relational determinants of internal engagement;
3. Examine the implications of internal engagement for organizational effectiveness and sustainable traditional arts management.

Conceptually, this study proposes a linkage positioning internal engagement as a governance-related variable influencing organizational effectiveness and sustainability of traditional arts management.

Engagement is widely recognized as a multidimensional construct involving psychological presence and active involvement. William A. Kahn (1990) defined engagement as the simultaneous employment of cognitive, emotional, and physical energies in role performance. This perspective emphasizes meaningfulness, safety, and availability as antecedents of engagement.

Expanding this framework, (Wilmar Schaufeli and Arnold Bakker, 2006) conceptualized engagement as a positive work-related state characterized by vigor, dedication, and absorption. Their Job Demands–Resources (JD-R) model highlights the interplay between organizational resources and individual motivational states.

From a relational standpoint, (Saks,2006) argued that engagement emerges from reciprocal social exchange processes. Individuals demonstrate higher engagement when they perceive organizational support, fairness, and meaningful participation opportunities.

Within governance-oriented institutions such as arts councils, engagement transcends task performance and reflects broader cognitive, emotional, creative,

and organizational involvement. Internal engagement thus becomes a critical indicator of governance quality rather than merely individual motivation.

Governance literature underscores participation, collaboration, and relational coordination as determinants of institutional effectiveness. Collaborative governance theory posits that institutional outcomes depend on inclusive participation, shared decision-making, and trust-building processes.

Arts councils, as collective governance bodies, operate within participatory and networked governance logics. Organizational effectiveness in such contexts is therefore contingent upon internal engagement patterns that shape decision-making quality, program innovation, and institutional adaptability.

RESEARCH METHOD

The study employed a qualitative approach using a case study strategy, as the focus of the inquiry was directed toward an in-depth understanding of the dynamics of internal engagement among members within a specific and contextualized arts and cultural institution. The case study approach was selected to explore in detail the processes, interactions, and practices of traditional arts management within the Palembang City Arts Council (DKP) as a local-level arts institution.

The research subjects consisted of members of the Palembang City Arts Council who were involved in the organizational structure and the implementation of traditional arts programs. Informants were selected purposively based on their active involvement in planning, decision-making, and program implementation processes, ensuring that the data represented diverse experiences and roles within the institution.

Data collection was conducted through three main techniques. *First*, semi-structured in-depth interviews were carried out with DKP members to explore their perceptions, experiences, and forms of involvement in traditional arts management. *Second*, participatory observation was undertaken during planning processes, internal discussions, and the implementation of traditional arts activities to capture interaction dynamics, communication patterns, and decision-making mechanisms within the institution. *Third*, documentation analysis was conducted on official DKP documents, including work programs, meeting minutes, activity reports, and cultural policy recommendations produced by the institution.

Data analysis was performed using thematic analysis, involving stages of data reduction, data display, and conclusion drawing. The analytical process began with coding interview transcripts, observation notes, and documentation to identify key themes related to the dimensions of internal engagement, namely cognitive, emotional, creative, and organizational involvement of DKP members. These themes were then examined to identify patterns, relationships among categories, and factors influencing internal engagement in traditional arts management.

To ensure data validity, this study applied source and method triangulation, along with member checking through limited discussions with key informants. This approach was expected to generate credible findings and provide a comprehensive understanding of the relationship between members' internal engagement and the effectiveness of traditional arts management in Palembang City.

RESULTS AND DISCUSSION
RESULTS

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DISCUSSION

The findings of this study confirm that both Personality and Professional Commitment significantly contribute to teachers' Innovative Work Behavior. These results are consistent with previous empirical studies that highlight personal and professional factors as key predictors of innovation in education.

1. **The Effect of Personality on Innovative Work Behavior**
   The analysis shows that teachers' personality traits strongly influence their tendency to innovate. Teachers who score high in openness to experience are more willing to embrace new ideas and explore creative teaching strategies.

This finding is aligned with Kim, Hon, and Lee (2020), who found that openness fosters creativity and innovation. Similarly, Ramos, Jenny, and Kim (2021) emphasized the importance of extraversion and agreeableness in facilitating collaborative innovation among teachers. Zhang and Akhtar (2022) also found that *conscientiousness* supports the consistent implementation of innovative practices, while Silva and Moura (2023) reported that high levels of *neuroticism* negatively affect innovation due to reduced confidence and risk-taking.

Further, Li and Liu (2021) highlight that personality adaptability enables teachers to respond more effectively to technological change. Martínez, Torres, and López (2022) also revealed that proactive personality traits encourage teachers to seek new opportunities in digital teaching environments. Ahmed and Khan (2023) found that openness is positively linked to the adoption of digital pedagogy. Wang and Xue (2024) noted that reflective personality traits contribute to creativity when supported by psychologically safe environments, while Patel and Singh (2025) concluded that a balance of openness and conscientiousness provides an ideal mix of creativity and discipline in teacher innovation.

2. **The Effect of Professional Commitment on Innovative Work Behavior**
   The results also show that professional commitment significantly affects teachers' innovative behavior. Teachers with strong professional commitment exhibit higher levels of intrinsic motivation to contribute to innovation in schools. This supports Joo and Lim's (2021) findings that professional commitment strengthens motivation for continuous improvement. Öztürk and Şahin (2023) further observed that professional commitment enhances teachers' adaptability to curriculum reforms and technology integration.

   Park and Choi (2021) found that normative commitment fosters innovation as part of teachers' moral responsibility, while Malik and Ahmed (2022) identified affective commitment as a driver of creativity in teaching practices. Rahman, Sulaiman, and Hasan (2021) also confirmed that professional commitment improves teachers' resilience in facing challenges associated with digital learning. Singh and Gupta (2024) suggested that professional commitment strengthens the impact of school leadership on teacher innovation. Choi and Kim (2022) emphasized the role of professional learning communities in supporting innovative practices among committed teachers, while Han and Li (2023) found that professional commitment is closely linked to job satisfaction, which fosters innovative behavior. Ghosh and Roy (2025) further demonstrated that professional commitment motivates teachers to adopt adaptive technologies, and Yildiz and Aydin (2022) found that it increases teachers' willingness to experiment with new instructional methods.

3. **Innovative Work Behavior as the Dependent Variable**

The study also reinforces the concept of innovative work behavior as a multidimensional construct. Afsar et al. (2020) defined it as encompassing idea generation, promotion, and implementation. Agarwal (2021) and Hanif, Malik, and Hamid (2022) highlighted the role of organizational climate and work engagement in strengthening innovative behavior. Koeslag-Kreunen et al. (2021) emphasized that participatory leadership fosters innovative practices among teaching teams, while Javed et al. (2023) identified transformational leadership as a significant factor through the mediation of psychological empowerment. Wang and Xue (2024) also underscored the role of psychological safety in sustaining innovation in schools.

Overall, this study contributes to the growing body of literature by confirming that teachers' innovative behavior is not only shaped by organizational factors but also by their personal characteristics and professional commitment. The results highlight the importance of designing teacher development programs that focus on nurturing adaptive personality traits and strengthening professional commitment. Such efforts are essential for promoting innovative practices in schools and preparing teachers to meet the demands of education in the *Society 5.0* era.

CONCLUSION

This study concludes that internal engagement among members of the Palembang City Arts Council (DKP) is a key factor influencing the effectiveness of traditional arts management at the local level. Internal engagement among DKP members demonstrates diverse dynamics and is unevenly distributed across cognitive, emotional, creative, and organizational dimensions. This condition indicates a gap between members' understanding of institutional functions and their actual involvement in decision-making processes and the implementation of traditional arts programs.

Factors influencing internal engagement include a hierarchical institutional structure, unclear role distribution, limited resources, and the quality of internal relationships and communication among members. These factors shape patterns of engagement that remain largely administrative and symbolic in practice, thereby limiting the development of creative and collaborative participation.

The implications of these conditions are evident in traditional arts management practices that tend to be unsustainable and insufficiently integrated into long-term development strategies. Nevertheless, this study also demonstrates that strengthening internal engagement has the potential to improve institutional governance, encourage program innovation, and support artist regeneration and intergenerational knowledge transfer.

Theoretically, this study extends research on traditional arts in Indonesia by positioning arts management institutions as the primary unit of analysis, particularly through the lens of members' internal engagement. Practically, the findings provide a reference for regional arts councils in designing institutional strengthening

strategies that emphasize active member involvement as a prerequisite for the sustainability of traditional arts.

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About the Author(s):

Akbariansyah
Akbariyansyah is a lecturer at Universitas PGRI Palembang in the Master's Program of Educational Management. He has more than 5 years of teaching experience and is actively involved in developing academic excellence in the field of educational management, focusing on leadership, school management, and the improvement of educational quality.

Muhsin Ilhaq
Muhsin Ilhaq is a lecturer at Universitas PGRI Palembang in the Primary School Teacher Education (PGSD) Study Program. He has more than 10 years of teaching experience and has been actively involved in teaching, research, and community service, with a focus on improving the quality of elementary education and teacher professionalism.

Triningsih
Triningsih is a lecturer in the Primary School Teacher Education Study Program (PGSD) at STKIP Arrahmaniyah. She has more than 10 years of experience in teaching and conducting research in the field of elementary education. Her academic work focuses on improving the quality of teaching and learning, teacher professionalism, leadership, school management, and the improvement of educational quality.

Syafwatul Putria Hidayatullah
Syafwatul Putria Hidayatullah is a lecturer at Universitas Muhammadiyah Palembang in the Master's Program of Educational Management. She has more than three years of teaching experience and is actively engaged in academic activities, including teaching, research, and community service, with a focus on educational leadership, school management, and the improvement of educational quality.

Jamilah
Jamilah is a lecturer in the Primary School Teacher Education Study Program (PGSD) at STKIP Arrahmaniyah., with more than 10 years of teaching experience in higher education.