# PRIMARY YEAR THREE STUDENTS' ATTITUDE TOWARDS MUSIC LEARNING IN CHINESE SCHOOLS, GERIK PERAK

# TEI WEI MEI











# UNIVERSITI PENDIDIKAN SULTAN IDRIS 2022











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# DISERTASI DIKEMUKAKAN BAGI MEMENUHI SYARAT UNTUK MEMPEROLEH IJAZAH SARJANA PENDIDIKAN MUZIK (MOD PENYELIDIKAN DAN KERJA KURSUS)

# FACULTY OF MUSIC AND PERFORMING ARTS UNIVERSITI PENDIDIKAN SULTAN IDRIS

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## **ABSTRACT**

This research study aimed to determine Year Three students' attitude towards music learning in Chinese national-type primary schools, Gerik Perak. A sample of 54 primary school children aged nine with 22 boys (40.74%) and 32 girls (59.26%) involved in this research study completed a questionnaire with a 4-point Likert scale through pre-test and post-test. The Tripartite model with the affective, behaviour, and cognitive components acted as a framework to determine participants' attitude towards music learning with five aspects of self-confidence, music anxiety, enjoyment of music, intrinsic motivation, and perceived usefulness. The data were collected and analysed using descriptive statistics of mean, standard deviation, and Cohen's d. Results revealed that the participants were at a high level of self-confidence towards music learning during the pre-test ( $\mu$ =3.04) and a slight decrease during post-test ( $\mu$ =2.98). The participants were not feeling anxiety towards music learning as both pre and post-test were at low levels with mean scores of 1.79 and 1.83 respectively. Consequently, the participants were at a high level of enjoyment towards music learning for both pre-test ( $\mu$ =3.13) and post-test ( $\mu$ =3.07). The participants expressed a high level of intrinsic motivation during the pre-test with mean scores of 3.00 and a moderate level with mean scores of 2.97 during the post-test. Lastly, the participants stated a moderate level of perceived usefulness towards music learning for both pre and post-test with mean scores of 2.74 and 2.83 respectively. This research study asserts that the participants enjoyed music learning in school but they hardly perceived the usefulness as they find it less significant in learning music in school. These findings act as crucial implications for certain parties so that suitable efforts can be made to improve and enhance the quality of music learning in primary schools.











## SIKAP MURID TAHUN TIGA TERHADAP PEMBELAJARAN MUZIK DI SEKOLAH JENIS KEBANGSAAN CINA, GERIK PERAK

## **ABSTRAK**

Kajian ini bertujuan untuk mengenalpasti sikap murid Tahun Tiga terhadap pembelajaran muzik di Sekolah Jenis Kebangsaan Cina, Gerik Perak. Seramai 54 responden dengan 22 orang murid lelaki (40.74%) dan 32 orang murid perempuan (59.26%) yang terlibat dalam kajian ini telah melengkapkan soal selidik yang terdiri daripada 4 pilihan skala melalui ujian pra dan ujian pasca. Model Tripartite dengan komponen afektif, perilaku dan kognitif yang mengandungi lima aspek seperti keyakinan diri, keresahan pembelajaran muzik, keseronokan pembelajaran muzik, motivasi intrinsik dan kebergunaan muzik bertindak sebagai rangka kerja untuk menentukan sikap responden terhadap pembelajaran muzik. Data dianalisis dengan statistik deskriptif seperti min, sisihan piawai dan Cohen's d. Dapatan kajian menunjukkan bahawa responden berada pada tahap yang tinggi bagi aspek keyakinan diri semasa ujian pra (µ=3.04) dan terdapat penurunan skor min yang minima semasa ujian pasca (µ=2.98). Responden juga melaporkan bahawa mereka tidak berasa keresahan terhadap pembelajaran muzik kerana kedua-dua ujian pra dan pasca berada pada tahap yang rendah dengan skor min pada 1.79 dan 1.83. Oleh demikian, responden berada pada tahap yang tinggi dalam aspek keseronokan pembelajaran muzik dalam kedua-dua ujian pra ( $\mu$ =3.13) dan ujian pasca ( $\mu$ =3.07). Reponden juga menyatakan tahap yang tinggi bagi aspek motivasi intrinsik semasa ujian pra dengan skor min pada 3.00 dan berada pada tahap sederhana dengan skor min 2.97 semasa ujian pasca. Akhir sekali, responden mencapai tahap yang sederhana dalam aspek kebergunaan muzik dalam kedua-dua ujian pra dan pasca dengan skor min 2.74 dan 2.83 masing-masing. Kajian ini menunjukkan bahawa responden berasa seronak semasa pembelajaran muzik di sekolah, namun kebergunaan pembelajaran muzik di sekolah kurang dititikberatkan. Dapatan kajian ini bertindak sebagai implikasi yang signifikan kepada pihak tertentu agar usaha yang bersesuaian dapat dilakukan untuk menambahbaik dan meningkatkan kualiti pembelajaran muzik di sekolah rendah.











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PustakaTBainun ptbupsi

## LIST OF ABBREVIATIONS

**DSKP** Dokumen Standard Kurikulum dan Pentaksiran

(Standard Document for Curriculum and Assessment)

**EPRD** Education Planning and Research Division

**JPN** Jabatan Pendidikan Negeri

(State Education Department)

**KBSR** Kurikulum Baru Sekolah Rendah

(New Primary School Curriculum)

**KBSR** Kurikulum Bersepadu Sekolah Rendah

(Primary School Integrated Curriculum)

**KSSR** Kurikulum Standard Sekolah Rendah

(Primary School Standard-based Curriculum)

**MOE** Ministry of Education

**PPD** Pejabat Pendidikan Daerah

(District Education Office)

SK Sekolah Kebangsaan

(National school)

**SJKC** Sekolah Jenis Kebangsaan Cina

(National-type Chinese school)

**SJKT** Sekolah Jenis Kebangsaan Tamil

(National-type Tamil school)

T&L Teaching and learning

















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## **CHAPTER 1**

## **INTRODUCTION**











#### 1.1 Introduction

In recent years, Malaysia has put considerable effort into curriculum reforms besides to overcome the shortcomings of the previous old curriculum but to keep up the students with the world trends. This can clearly be seen from the formation of Malaysia's curriculum from the New Primary School Curriculum (KBSR) which was launched in 1983 to the Revised Primary School Standard-based Curriculum (Revised KSSR) which was launched in 2017 and is still being applied currently. There was a total of five curriculum reformations in Malaysia from the year 1983 to 2017 with different improvements made to















prepare the students in facing the challenges of the twenty-first century with relevant knowledge, skills, and values (Ministry of Education Malaysia [MOE], 2017). Furthermore, along with the process of curriculum reformation, it was also aligned with the National Philosophy of Education Malaysia which emphasized an individual's holistic and integrated manner.

Both KBSR and KSSR stated one common significant aim which provides the opportunity for the students to get a holistic education. One of the acquired skills listed in holistic education is the self-development of individuals according to their needs, interest, talents, and mental readiness (Mohd Nor et al., 2017) where the subject of music learning has totally fulfilled this statement. So, it is believed that music learning is able to lead students towards a holistic education in producing well-developed individuals in facing the challenges of the twenty-first century.

The impact of music learning towards achieving the goal of holistic education is based on one of the effective factors, attitude. Attitude is the key for individuals in increasing their knowledge and experiences to achieve their competency at the end of the learning process (Hulya, 2018) as well as knowing the positive or negative impacts on certain aspects (Ardies et al., 2014). So, this research was carried out to study the primary students' attitude towards the syllabus of music learning under the KSSR curriculum which bears the responsibility of producing holistic individuals to face the challenges in the twenty-first century.











#### 1.2 **Background Research**

There was plenty of research studying attitude in the field of education overseas (Ardies et al., 2015; Blazar & Kraft, 2016; Zeidan & Jayosi, 2014; Denac et al., 2013; Lowe, 2016). From the findings in those previous researches, the term "attitude" could be labeled as the factor that absolutely necessary be given high priority in education, especially in the moment of reforming curriculum.

Malaysia's education has no exception from reforming curriculum too as the global educational trends were in drastic changes to prepare the students in facing the challenges of the twenty-first century. This provided the opportunity for the researchers in Malaysia to carry out research to study students' attitude towards any subject as well as to overcome shortcomings. There was some research studying attitudes in the field of education in Malaysia (Siew & Saidi, 2018; Wee et al., 2017; Ismail & Lim, 2018; Ghazali, 2006; Ghazali & McPherson, 2009). Unfortunately, there was limited research on Malaysia's primary students' attitude towards music learning in school.

According to the report on the implementation of the KBSR music curriculum that was submitted in 1988 (Education Planning and Research Division [EPRD], 2000), primary students very much enjoyed and showed talent in music. Besides, most of the students showed positive attitudes in participating in musical activities. However, the students did not recognize the important value of music learning due to music learning is not a core subject included in the examination.











By the year 2006, Ghazali carried out a study to determine primary students' attitude towards music learning in five motivational constructs with the keywords of enjoy, interested, important, useful, and difficulty. It was found that the overall primary school students, aged 9 to 12 showed intrinsic value in music learning by reporting enjoying school music although they did not recognize the importance of music learning as the probable reason for examination-oriented culture in Malaysia. This was consistent with the findings of the study from the Education Planning and Research Division (EPRD, 2000).

In 2009, Ghazali again carried out a study related to primary students' attitude towards music learning. This study was to clarify Malaysia's primary students' attitude, aged 9 to 12 towards music learning in school and learning a musical instrument outside of school according to five motivational constructs namely difficulty, importance, usefulness, interesting, and enjoyment. Generally, students showed a higher attitude towards learning a musical instrument outside of school as compared with attitude towards music learning in school due to the presence of music learners who learn a musical instrument outside of school. However, the primary students did report their attitude towards music learning in school was of high intrinsic value where music learning was enjoyable, interesting, and easy to learn. In contrast, the primary students did not show high attainment value in music learning in school as they stated music learning in school was less important and useful. This could be probably due to the primary students did not realize the benefits of music learning in school were actually a pathway in leading them towards success in overall education (Ghazali & McPherson, 2009).





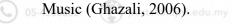






#### 1.3 **Problem Statement**

The global decline of music education has deprived primary student's rights and opportunities in learning music. Although music does not seem as significant as other core subjects for instance English, Mathematics, and Science but music plays an important role in raising the quality of school life related to general satisfaction with the school and provided more achievement and opportunity for the students (Paivi-Sisko Eerola & Tuomas Eerola, 2013). In Malaysia, the status of music learning in primary school as a subject worthy of pursuit remains ambiguous since young children with interest and families with higher income opt for music lessons in the private sector such as the Associated Board of the Royal Schools of Music (ABRSM) and the Trinity College of









Both external music examination boards have been regarded as benchmarks for music talent and are well-known as the symbol of pride in learning music. Consequently, the student's attitude towards learning music in school has been affected as well as having less than positive perceptions towards music learning in school (Lamont, 2002). Accordingly, the students expressed that they had no ability to play real instruments in performances like orchestral or band rather than a recorder. Due to this reason, the students excluded music learning in school as musical training since they did not get to experience the demands and benefits of learning music in school which is also a factor that affects students' attitude towards learning music in school (Ghazali, 2006). Therefore, children's competency beliefs and subjective task value for learning music in school revealed a

















decreased sign among older children (Ghazali, 2006) for example secondary level, university level, or even their career path in the future.

Malaysian children involve actively in music learning mostly learning an instrument outside the school since the means for questions related to learning music in school were lower than the means for learning to play an instrument (Ghazali & McPherson, 2009). The children considered music learning in school as moderately important and interesting, as well as easy. Thus, musical activities that happened in school are considered as something not worth learning and do not regard the benefits of doing well in school music as valuable to their overall education.

Furthermore, it was believed that higher means for learning to play an instrument is related to parental positive attitude and awareness towards music learning (Yew & Foong, 2021). The parents have a persistent goal, which is keeping track of their children's music learning so that their children's development such as musical development, emotional, social, physical, and personal development are being facilitated; enriching their life by providing them opportunities to experience musical elements, exploring music, gaining extra skills to enhance themselves, enjoying music playing and to seek music playing as a beneficial activity in their life as well as prepare various routes in life which is then provide an alternative option for them in the future for career selection (Yew & Foong, 2021). Such a condition will only benefit the children who come from the family with higher socioeconomic that are able to support their expensive spending for courses learning an











instrument outside the school but not the children from rural areas whose families are lower incomes.

The issue of lack of funds to purchase new musical instruments to replace damaged ones causes fewer music-making activities during the school day especially the schools in rural areas (Ghazali, 2006). Thus, music lessons with minimal musicking are perceived as boring, dry, and uninteresting. There is also a finding suggesting that school music is out of touch with the needs of many pupils which could also affect their attitude to learn music in school (North et al., 2000). This causes the children to fail to see the relevance of what they learn in school to their everyday lives and their future since some music that is brought into the classroom does not reflect children's preferences.











The reasons that cause the global decline of music learning are due to reasons found in particular fewer resources available and specifically lack of time for music learning in school (Arostegui, 2016). This problem can also be seen in the results of the Incorporated Society of Musicians' (ISM) surveys (2018) and report by the All-Party Parliamentary Group for Music Education, the Incorporated Society of Musicians, and the University of Sussex (2019). Both the survey and report stated that reducing the time learning music is problematic and not enough since there is little music that is going on in schools.

Adequate time allotted to learn music should not be ignored as the duration of music learning is one of the essential components for a quality music education program (NAMM Foundation, 2015) as well as affecting students' attitude towards learning music (Cuceoglu











Onder, 2015). According to Cuceoglu Onder (2015), the longer the time duration of practice, the higher the students' attitude score in learning music. On the contrary, the shortened time duration of learning music may lead the students to be encountering problems, such as nonparticipation in musical activities, depriving the opportunity to learn music and the benefits of lifelong music-making (Reed-Jones, 2014).

Apparently, the time duration of learning music will affect the student's attitude towards learning music. Jez and Wassmer (2013) delivered the same idea in their study about the importance of learning time to enlarge academic achievement as well as to encourage students' positive attitude towards learning. The same goes for Paivi-Sisko Eerola and Tuomas Eerola (2013) that students who had involved in extended music education where music was taught for up to four hours per week have higher satisfaction in learning music. It seems that students learning time has to be put into consideration in order to enlarge students' positive learning attitudes.

Unfortunately, Malaysian students encountered the same problem without a doubt. Music learning is not under the category of a core subject in the curriculum of Nationaltype Chinese schools. Yet, it is a subject that is compulsory for every student to learn music from Year One until Year Six. From the year music learning was first introduced in the school curriculum which is 1983 to 2010, the duration time of process teaching and learning (T&L) for music learning is one hour per week. Music lessons are conducted twice a week and last for 30 minutes per lesson. However, both KSSR and the revised KSSR



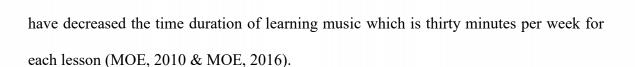






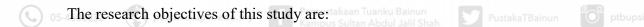






In brief, sufficient learning time has to be put into consideration to enhance and maximize the students' positive attitude towards learning. With that, the purpose of this study is to determine the attitudes of Chinese national-type primary Year Three students towards music learning with a deduction of time from one hour to 30 minutes per week.

#### 1.4 **Research Objectives**







- 1. To determine the Chinese primary Year Three students' attitude in affective component towards music learning.
- To determine the Chinese primary Year Three students' attitude in behaviour component towards music learning.
- 3. To determine the Chinese primary Year Three students' attitude in cognitive component towards music learning.
- 4. To determine the overall Chinese primary Year Three students' attitude towards music learning.

















#### 1.5 **Research Questions**

Based on the research objectives above, the research questions are:

- What is the impact on the affective component of attitude of the Chinese primary Year Three students towards music learning?
- What is the impact on the behaviour component of attitude of the Chinese primary Year Three students towards music learning?
- What is the impact on the cognitive component of attitude of the Chinese primary Year Three students towards music learning?
- What is the overall impact of the attitude of Chinese primary Year Three students towards music learning?











### 1.6 **Purpose of the Study**

This study is to investigate the attitudes which are the combination of affective, behaviour, and cognitive components of Chinese national-type primary Year Three students towards the latest curriculum of music learning in art education. It is significant to identify primary students' attitude towards the latest curriculum of music learning as well as clarify how successful the curriculum has been so that it can be applied to the following generation effectively.



















It follows the importance of students' attitudes as a reflection for the policy-makers and the Ministry of Education about the impact of the latest syllabus of music learning on learners. According to Al-Emran et al. (2016), attitudes help to determine strengths and weaknesses which then facilitates the development of required infrastructure. In this study, the components of attitude are significant to determine the strengths and weaknesses of music learning according to the latest syllabus to provide important information for future policy-makers in refining or improving the implementation of future music syllabi so that address the needs of Malaysian children.

Moreover, it will also get some insights into the current development of music learning and whether the latest syllabus is able to reach the aims stated in Malaysia Education Blueprint 2013 – 2025. It is hoped that this study will be a contribution to the content of textbooks, syllabi, and policies of primary music learning in the future.

#### 1.7 **Operational Definitions**

#### 1.7.1 **Attitudes**

There was a variety of models of attitude that was being used to measure students' attitude (Jain, 2014; Calder & Lutz, 1972; Massri, 2017; Ajzen & Fishbein, 1980; Breckler, 1984). However, the model of attitude that was applied in this research is the Tripartite model. Attitudes of Chinese primary Year Three students towards music learning in this research











focused on three components of attitudes which were affective, behaviour, and cognitive as mentioned in the Tripartite model (Breckler, 1984).

## **1.7.1.1 Affective**

Affective relates to, arises from, or influences feelings and emotions (Merriam-Webster, n.d.-a). In this research study, affective referred to Chinese primary Year Three students' self-confidence, enjoyment of music, and music anxiety towards music learning.









Behaviour is related to student's motivation in learning a certain subject (Mazana et al., 2018) as well as measuring students' interest in learning a subject (Kalder & Lesik, 2011). In this research study, behaviour referred to Chinese primary Year Three students' intrinsic motivation towards music learning.

## 1.7.1.3 Cognitive

Cognitive refers to an individual's mental belief and perception of a stimulus (Mazana et al., 2018). Accordingly, cognitive in the Tripartite model refers to a student's perceived

















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usefulness towards a subject. In this research study, cognitive referred to Chinese primary Year Three students' perception of the usefulness of music learning.

## **Art Education**

Art education is the combination of two components which are music and visual art (MOE, 2017). Art education started to execute in 2017 for all government primary schools including national schools and vernacular schools such as National-type Chinese Schools and National-type Tamil Schools which also known as Sekolah Jenis Kebangsaan Cina (SJKC) and Sekolah Jenis Kebangsaan Tamil (SJKT) respectively (MOE, 2016). This subject is made compulsory for primary students which have started to apply for those Year One students in 2017 and it would be implemented in stages.

#### **Music Learning** 1.7.3

According to the Standard Document for Curriculum and Assessment which also known as Dokumen Standard Kurikulum dan Pentaksiran (DSKP) of art education (MOE, 2017), the syllabus of music learning in the curriculum of art education is based on four curricular modules that include musical language, musical skills, musical creative and innovative and music appreciation.







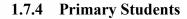












Primary students in Malaysia are divided into two levels with Level one covering Year One until Year Three (seven years old – nine years old) and Level two involving Year Four until Year Six (10 years old – 12 years old). In this research, primary students refer to primary Year Three students, nine years old who study in a National-type Chinese School.

#### 1.8 Limitations

The conclusion of this research does not represent the responses from all government National-type Chinese schools in Malaysia but is only valid for National-type Chinese Schools in Gerik, Perak. The participants in this research will only focus on primary Year Three students from Gerik Perak who go through the current music syllabus for 10 lessons of music learning.

#### 1.9 Summary

This chapter discussed the changes in the curriculum from time to time in Malaysia to make improvements to the existing curriculum. In the latest curriculum, the time duration of music learning in school has been deducted from one hour to 30 minutes per week. According to the findings of previous researchers, the deduction of time duration in music



















learning affected students' attitudes towards learning music. This encouraged the researcher to do a survey in determining the primary Year Three students' attitude towards music learning in three components of affective, behaviour, and cognitive. In addition, this research is hoping to help the syllabus writer, the Ministry of Education, and teachers in getting some insights about the latest syllabus of music learning.

















