



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun  
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi

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

**TEI WEI MEI**



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun  
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi

**UNIVERSITI PENDIDIKAN SULTAN IDRIS**

**2022**



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun  
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun  
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi

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

**TEI WEI MEI**



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun  
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi

**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**

**2022**



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun  
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi



Please tick (✓)

Project Paper

Masters by Research

Master by Mixed Mode

PhD

✓

**INSTITUTE OF GRADUATE STUDIES****DECLARATION OF ORIGINAL WORK**

This declaration is made on the .....13.....day of.....December.....20...22...

**i. Student's Declaration:**

I, TEI WEI MEI, M20162001840, FACULTY OF MUSIC AND PERFORMING ART hereby declare that the work entitled PRIMARY YEAR THREE STUDENTS' ATTITUDE TOWARDS MUSIC LEARNING IN CHINESE SCHOOLS, GERIK PERAK is my original work. I have not copied from any other students' work or from any other sources except where due reference or acknowledgement is made explicitly in the text, nor has any part been written for me by another person.

Signature of the student

**ii. Supervisor's Declaration:**

I, DR. CHRISTINE a/p AUGUSTINE hereby certifies that the work entitled PRIMARY YEAR THREE STUDENTS' ATTITUDE TOWARDS MUSIC LEARNING IN CHINESE SCHOOLS, GERIK PERAK was prepared by the above-named student, and was submitted to the Institute of Graduate Studies as a \* partial/full fulfillment for the conferment of MASTER OF MUSIC EDUCATION, and the aforementioned work, to the best of my knowledge, is the said student's work.

19.12.2022

Date

Signature of the Supervisor





**INSTITUT PENGAJIAN SISWAZAH /  
INSTITUTE OF GRADUATE STUDIES**

**BORANG PENGESAHAN PENYERAHAN TESIS/DISERTASI/LAPORAN KERTAS PROJEK  
DECLARATION OF THESIS/DISSERTATION/PROJECT PAPER FORM**

Tajuk / Title: PRIMARY YEAR THREE STUDENTS' ATTITUDE TOWARDS  
MUSIC LEARNING IN CHINESE SCHOOLS, GERIK PERAK

No. Matrik / Matric's No.: M20162001840

Saya / I : TEI WEI MEI

mengaku membenarkan Tesis/Disertasi/Laporan Kertas Projek (Kedoktoran/Sarjana)\*  
ini disimpan di Universiti Pendidikan Sultan Idris (Perpustakaan Tuanku Bainun) dengan  
syarat-syarat kegunaan seperti berikut:-

*acknowledged that Universiti Pendidikan Sultan Idris (Tuanku Bainun Library) reserves the right  
as follows:-*

1. Tesis/Disertasi/Laporan Kertas Projek ini adalah hak milik UPSI.  
*The thesis is the property of Universiti Pendidikan Sultan Idris*
2. Perpustakaan Tuanku Bainun dibenarkan membuat salinan untuk tujuan rujukan  
dan penyelidikan.  
*Tuanku Bainun Library has the right to make copies for the purpose of reference and research.*
3. Perpustakaan dibenarkan membuat salinan Tesis/Disertasi ini sebagai bahan  
pertukaran antara Institusi Pengajian Tinggi.  
*The Library has the right to make copies of the thesis for academic exchange.*
4. Sila tandakan (✓) bagi pilihan kategori di bawah/ *Please tick (✓) for category below:-*

☐

**SULIT/CONFIDENTIAL**

Mengandungi maklumat yang berdarjah keselamatan atau  
kepentingan Malaysia seperti yang termaktub dalam Akta Rahsia  
Rasmi 1972. / *Contains confidential information under the Official  
Secret Act 1972*

☐

**TERHAD/RESTRICTED**

Mengandungi maklumat terhad yang telah ditentukan oleh  
organisasi/badan di mana penyelidikan ini dijalankan. / *Contains  
restricted information as specified by the organization where  
research was done*

☐

**TIDAK TERHAD / OPEN ACCESS**

**DR. CHRISTINE AUGUSTINE**  
PENSYARAH KANAN  
Jabatan Muzik & Pendidikan Muzik  
Fakulti Muzik & Seni Persembahan  
Universiti Pendidikan Sultan Idris

(Tandatangan Pelajar/ Signature)

(Tandatangan Penyelia/ Signature of Supervisor)  
& (Nama & Cop Rasmi / Name & Official Stamp)

Tarikh: 15.12.2022

Catatan: Jika Tesis/Disertasi ini **SULIT @ TERHAD**, sila lampirkan surat daripada pihak berkuasa/organisasi berkenaan  
dengan menyatakan sekali sebab dan tempoh laporan ini perlu dikelaskan sebagai **SULIT** dan **TERHAD**.

*Notes: If the thesis is CONFIDENTIAL or RESTRICTED, please attach with the letter from the organization with period and  
reasons for confidentiality or restriction.*



## ACKNOWLEDGEMENT

First and foremost, my deepest gratitude goes to my beloved family members for their constant support and encouragement. They gave me the physical and mental strength to carry on this project up to completion. I would not have been at this level without them being my vital support of all. Throughout the months, they eased everything for me and in the end, I completed this.

I wish to express my utmost appreciation to my supervisor, Dr. Christine a/p Augustine for her excellent supervision, advice, suggestions, and comments throughout the completion and implementation of this study. She gives a lot of support to me through all the stages of writing my research study and thus made this work possible. She makes everything seems like an easy task for me. She always believes that I can do it although I almost give up halfway.



To my friends and also my postgraduates batchmates, I would like to extend my gratitude for all direct and indirect contributions to the accomplishment of this study and throughout my years at University Pendidikan Sultan Idris.

Finally, I would like to thank God, for letting me through all the difficulties. I have experienced your guidance day by day. You are the one who let me finish my master's. I will keep on trusting you for my future.





## 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 ( $\mu=3.04$ ) dan terdapat penurunan skor min yang minima semasa ujian pasca ( $\mu=2.98$ ). 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 ( $\mu=3.07$ ). Responden 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.





## CONTENTS

	<b>Page</b>
<b>DECLARATION OF ORIGINAL WORK</b>	ii
<b>DECLARATION OF DISSERTATION</b>	iii
<b>ACKNOWLEDGEMENT</b>	iv
<b>ABSTRACT</b>	v
<b>ABSTRAK</b>	vi
<b>CONTENT</b>	vii
<b>LIST OF TABLES</b>	xii
<b>LIST OF FIGURES</b>	xiv
<b>LIST OF ABBREVIATIONS</b>	xv
<b>LIST OF APPENDICES</b>	xvi
<b>CHAPTER 1 INTRODUCTION</b>	
1.1 Introduction	1
1.2 Background Research	3
1.3 Problem Statement	5
1.4 Research Objectives	9
1.5 Research Questions	10
1.6 Purpose of the Study	10





1.7	Operational Definitions	11
1.7.1	Attitudes	11
1.7.1.1	Affective	12
1.7.1.2	Behaviour	12
1.7.1.3	Cognitive	12
1.7.2	Art Education	13
1.7.3	Music Learning	13
1.7.4	Primary Students	14
1.8	Limitations	14
1.9	Summary	14

## CHAPTER 2

## LITERATURE REVIEW

2.1	Introduction	16
2.2	Models of Attitudes	18
2.2.1	History of Tripartite Model	21
2.2.2	Tripartite Model	22
2.3	Attitudes	24
2.3.1	Affective	26
2.3.1.1	Self-confidence	26
2.3.1.2	Music Anxiety	27
2.3.1.3	Enjoyment of Music	28
2.3.2	Behaviour: Intrinsic Motivation	29
2.3.3	Cognitive: Perceived Usefulness	30
2.4	Malaysia's Education System	31





2.4.1	Art Education	34
2.4.2	Music Learning	36
2.5	Cognitive Development of Primary Year Three Students	37
2.6	Teaching and Learning from Home	38
2.7	Attitude towards Online Learning during Covid-19 Pandemic	40
2.8	Summary	41

### **CHAPTER 3 METHODOLOGY**

3.1	Introduction	43
3.2	Research Design	44
3.3	Instrument	46
3.3.1	Questionnaire	46
3.4	Participant	49
3.4.1	Participant Recruitment	49
3.5	Procedures	51
3.5.1	Intervention	52
3.6	Data Collection	54
3.6.1	Questionnaire	54
3.7	Data Analysis	57
3.7.1	Questionnaire	57
3.8	Summary	59

### **CHAPTER 4 FINDINGS**

4.1	Introduction	60
-----	--------------	----





4.2	Demographics Details of the Participants	62
4.3	Questions 1: Impact of Affective Component	64
4.3.1	Self-Confidence	64
4.3.2	Music Anxiety	66
4.3.3	Enjoyment of Music	69
4.4	Question 2: Impact of Behaviour Component	71
4.4.1	Intrinsic Motivation	72
4.5	Questions 3: Perceived Usefulness	74
4.5.1	Perceived Usefulness	75
4.6	Question 4: Overall Impact	77
4.7	Summary	79

**CHAPTER 5****DISCUSSION AND CONCLUSIONS**

5.1	Introduction	81
5.2	Summary of Findings	82
5.3	Discussion	84
5.3.1	Question 1: Impact of Affective Component	84
5.3.2	Question 2: Impact of Behaviour Component	88
5.3.3	Question 3: Impact of Cognitive Component	90
5.3.4	Question 4: Overall Impact	92
5.4	Implications	96
5.4.1	Teachers	97
5.4.2	School Administrators	98
5.4.3	Ministry of Education	99





5.5 Further Study Recommendations	101
5.6 Conclusions	102
<b>REFERENCES</b>	103
<b>APPENDICES</b>	112



## LIST OF TABLES

Table No.		Page
3.1	Description of the Attitude Aspects	48
3.2	Number of Participants According to Different Gender	50
3.3	Number of Items and Descriptions for Each Aspect	55
3.4	Mean Score Range Interpretation	58
3.5	Rule of Thumb	58
4.1	Distribution of Participants from Three SJKC	62
4.2	Distribution of Gender	62
4.3	Distribution of Races	63
4.4	Description of the Items in the Aspect of Self-Confidence	65
4.5	Paired Sample Statistics for Aspect of Self-Confidence	65
4.6	Description of the Items in the Aspect of Music Anxiety	67
4.7	Paired Sample Statistics for Aspect of Music Anxiety	67
4.8	Description of the Items in the Aspect of Enjoyment of Music	69
4.9	Paired Sample Statistics for Aspect of Enjoyment of Music	69
4.10	Description of the Items in the Aspect of Intrinsic Motivation	72
4.11	Paired Sample Statistics for Aspect of Intrinsic Motivation	72
4.12	Description of the Items in the Aspect of Perceived Usefulness	75



4.13	Paired Sample Statistics for Aspect of Perceived Usefulness	75
4.14	Comparison of the Average Mean Between Pre and Post-Test	77
5.1	Overall Mean of the Five Attitude's Aspects	83





## LIST OF FIGURES

No. Figures		Page
2.1	Three Components View of Attitude	22
2.2	The Changes of Curriculum Over Time in Malaysia	33
3.1	Overview of Research Design	45
3.2	Five Aspects of attitude in Attitude Components of Affective, Behaviour, and Cognitive	47
3.3	Number of Participants According to Different Races	50



## LIST OF ABBREVIATIONS

DSKP	<i>Dokumen Standard Kurikulum dan Pentaksiran</i> (Standard Document for Curriculum and Assessment)
EPRD	Education Planning and Research Division
JPN	<i>Jabatan Pendidikan Negeri</i> (State Education Department)
KBSR	<i>Kurikulum Baru Sekolah Rendah</i> (New Primary School Curriculum)
KBSR	<i>Kurikulum Bersepadu Sekolah Rendah</i> (Primary School Integrated Curriculum)
KSSR	<i>Kurikulum Standard Sekolah Rendah</i> (Primary School Standard-based Curriculum)
MOE	Ministry of Education
PPD	<i>Pejabat Pendidikan Daerah</i> (District Education Office)
SK	<i>Sekolah Kebangsaan</i> (National school)
SJKC	<i>Sekolah Jenis Kebangsaan Cina</i> (National-type Chinese school)
SJKT	<i>Sekolah Jenis Kebangsaan Tamil</i> (National-type Tamil school)
T&L	Teaching and learning



## LIST OF APPENDICES

- A Permission Letter from EPRD
- B Student Verification for Conducting Research
- C Permission Letter from Perak State Education Department
- D Permission Letter from Hulu Perak District Education Office
- E Parent Consent Form
- F Questionnaire Form
- G Music Lessons of Ten Weeks for Schools A, B, and C
- H Comparison of Music Lessons Between Pre-Test and Post-Test



## 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 Music (Ghazali, 2006).



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 National-type 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



have decreased the time duration of learning music which is thirty minutes per week for each lesson (MOE, 2010 & MOE, 2016).

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

 05-4506832 The research objectives of this study are:

1. To determine the Chinese primary Year Three students' attitude in affective component towards music learning.
2. 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:

1. What is the impact on the affective component of attitude of the Chinese primary Year Three students towards music learning?
2. What is the impact on the behaviour component of attitude of the Chinese primary Year Three students towards music learning?
3. What is the impact on the cognitive component of attitude of the Chinese primary Year Three students towards music learning?
4. 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.



#### **1.7.1.2 Behaviour**

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



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

### 1.7.2 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.

### 1.7.3 Music Learning

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.

#### **1.7.4 Primary Students**

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.

