

Developing Model for Teaching and Learning Music in Public Schools Based on Comparative Study between Indonesia and the Netherlands

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ABSTRACT

The long-term goal of this study is to improve the teaching and learning quality of music education in public schools in Indonesia, which cover three aspects of musical appreciation, creation, and expression. The improvement of learning quality carried out through developing an appropriate learning model for music education. The learning model developed based on a comparative study on learning models for musical art in public schools in Indonesia and in the Netherlands. In relation with that, the short-term goals of this study are: 1) to obtain a clear and comprehensive description concerning learning models being applied in public schools in Indonesia; 2) to describe the learning models being applied in public schools in the Netherlands; 3) to analyze the weaknesses and strengths of each learning models being applied in both countries; 4) to design an appropriate learning model for music education to be applied in public schools in Indonesia; and 5) to be an initial step to collaborate with *Utrecht Universitet* in the field of music education.

This study constitutes a Research and Development study, which carried out for three years. The first year is data collecting which was performed in Indonesia and in the Netherlands, and to develop a Learning Model for Music Education. The second year is to validate the Learning Model for Music Education, and conduct experiments. These activities carried out in Indonesia by inviting a co-researcher from the Netherlands. The third year is to conduct an analysis concerning the effectiveness of the Learning Model for Music Education and make it the most appropriate learning model to be applied for public schools in Indonesia. The approach was a combination of quantitative and qualitative approach. The sampling technique used in this research was purposive random sampling. This research applied experiment by pre-test and post-test control group design. The method of data collection included observation, interviews, and documentation. The interviews were conducted with experts in the field of education that consisted of curriculum policy makers, teachers, professors, students, and educational experts. The research was undertaken at public schools in Yogyakarta Special Province Indonesia and Utrecht the Netherlands. Data analysis is conducted to determine the significance of the influence of learning model by MANOVA analysis technique.

The result of the research shows that the music teaching and learning model are different. The differences occur on the educational system, curriculum, subject matters, the teaching approach, the teaching methods, and school culture. Considering the strength in both countries the developed learning model consists of concrete contexts; learning design which pays attention to students' need; learning process is based on student centered approach cooperative learning; learning strategy uses thematic learning by combining theories and practice; learning methods use discussion, tasks, and demonstration; materials cover appreciation, creation, and expression; evaluation is authentic that includes teachers' and learners' assessment. MANOVA analysis show that the difference of appreciation, creation, and expression between post-test and pre-test of music competency significant(0,00). Its indicates that the teaching learning model effective to accommodate and develop students' potential optimally. Besides that, the teaching and learning process is fun and it can improve students' competence.

