Making Moral Education Work:

Tradition and Innovation in the Asia-Pacific

The Asia-Pacific Network for Moral Education Ninth Annual
Conference 24-27 October 2014 , Shanghai, China

MAKING MORAL EDUCATION WORK: TRADITION AND INNOVATION IN THE ASIA-PACIFIC

9th Annual APNME International Conference
24-27 October 2014
Shanghai, China

CONFERENCE INFORMATION

Hotels
Crowne Plaza Fudan
Address: No.199 Handan Road, Yangpu District, Shanghai, China, 200433 (上海市杨浦区邯郸路 199 号，近国权路
Tel: +86-21-5552 9999
www.crowneplazafudan.com

Qingyun Hotel 卿云宾馆
Address: No.220 Handan Road, Fudan University, Yangpu District, Shanghai, China, 200433
(上海市杨浦区邯郸路 220 号，复旦大学校内)
Tel: +86-21-6564 3941/3812
www.qingyun.fudan.edu.cn

Fudan University
Local Organising Committee Office
Address: Room 501, 5/F, Guanghua West Main Building, Fudan University, Shanghai 200433, China
Tel: +8621-55665348

Please inform the Conference Office if you are not able to make your presentation as scheduled and consult the Office about any queries you may have in relation to arrangements during the conference.
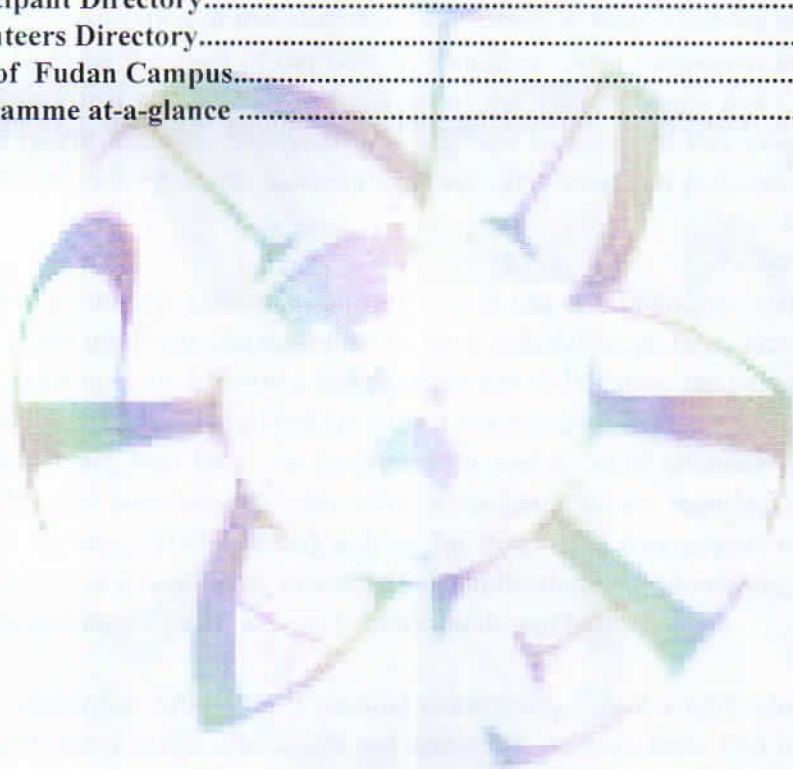
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To avoid disturbance to presenters and participants the use of mobile phones is not permitted during the conference academic or cultural sessions. Please ensure that your mobile phone is switched off during all conference sessions.

Filming and Photography
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SCHEDULE OF EVENTS AND PROGRAMME

Thursday, 23 October

14.00 - 18.00	**ARRIVAL and REGISTRATION**	Fudan Qingyun Hotel & Crowne Plaza Shanghai Fudan Hotel. Registration also at Room 501 5/F, Guanghua West Main Building of Fudan University
15.00 - 17.30	**APNME Committee meeting and Conference Organising Committee meeting**	5/F, Guanghua West Main Building
18.00 -19.00	**Welcome Reception** (followed by self-arranged dinner, i.e. not included in the conference arrangements)	Room 601, 6/F, Guanghua West Main Building

Friday, 24 October

09.00 - 11.00	**OPENING CEREMONY, WELCOME and PLENARY ADDRESSES**	Room102, Guanghua East sub-Building
11.00	**GROUP PHOTO**	In front of main entrance to Guanghua Towers
11.45	**LUNCH and NETWORKING**	Dan Yuan Restaurant, Fudan
12.45	**Buses leave for School Visit**	Outside Dan Yuan Restaurant
13.10	**WELCOME at School**	Various schools
13.30 - 15.30	**SCHOOL VISIT, including introduction, sample lesson and discussion of class observed**	Classrooms in each school

15.30 - 16.00	**COFFEE BREAK**	At each school
16.00 - 17.00	**COLLECTIVE REFLECTIONS ON THE SCHOOL VISIT**	At each of the respective schools visited
18.30 - 21.00	**WELCOME DINNER and CULTURAL PERFORMANCES**	Ballroom, Crowne Plaza Shanghai Fudan

Saturday, 25 October

08.30 - 10.00	**PARALLEL SESSION 1**	Parallel Meeting Rooms, 4/F, Guanghua East Main Building
10.00 - 10.30	**COFFEE BREAK**	2/F, Guanghua East Main Building
10.30 - 12.00	**PARALLEL SESSION 2**	Parallel Meeting Rooms, 4/F, Guanghua East Main Building
12.00 - 12.50	LUNCH and NETWORKING	Dan Yuan Restaurant, Fudan
13.00	**Buses leave for Shanghai Normal University**	
14.00	**Arrive at Shanghai Normal**	
14.30 - 16.30	**PARALLEL SESSION 3**	Shanghai Normal University
16.30 - 17.00	**COFFEE BREAK**	Shanghai Normal University
17.00 - 18.00	**APNME AGM and APNME COMMUNITY FORUM**	Shanghai Normal University
18.30 - 20.15	**Dinner**	Shanghai Normal University
20.15	**Buses leave to go back to Fudan**	

Sunday, 26 October

09.00 - 10.30	**PARALLEL SESSSION 4**	Parallel Meeting Rooms on 4/F and Room 102 on 1/F, Guanghua East Main Building
10.30 - 11.00	**COFFEE BREAK and POSTER PRESENTATIONS**	1/F, Guanghua East sub-Building
11.00 - 12.30	**PARALLEL SESSION 5**	Parallel Meeting Rooms on 4/F and Room 102 on 1/F, Guanghua East Main Building
12.30 - 13.30	**LUNCH and NETWORKING**	Dan Yuan Restaurant, Fudan
13.30 - 15.00	**PARALLEL SESSION 6**	Parallel Meeting Rooms on 4/F and Room 102 on 1/F, Guanghua East Main Building
15.00 - 15.30	**COFFEE BREAK and POSTER PRESENTATION**	1/F, Guanghua East Main Building
15.30 - 16.30	**CLOSING PLENARY and REFLECTIONS**	Room 102, 1/F, Guanghua East sub-Building
19.00 - 21.00	**FAREWELL DINNER***	Crowne Plaza Shanghai Fudan

Monday, 27 October

Approx. 08.00 - 16.00	**CULTURAL CITY SIGHTSEEING VISIT***	One day trip around some of the main sights of Shanghai, including lunch
	DEPARTURE	

Participants who did not elect to join the optional Farewell Dinner or Cultural Tour but who wish to do so should contact the Conference Office, although places cannot be guaranteed.

SCHEDULE OF PARALLEL SESSIONS

	A	B	C
Saturday 25/10 08.30-10.00 Parallel 1 [90 minutes]	**Room 5** PENG Wei-Feng and CHEN Yen-Hsin **A Comparative Study of Moral Teaching in Elementary Schools in Japan and Taiwan** Hecher CHEN Haiqing **The "Cultivation" of Virtue and Character Education** Darmiyati ZUCHDI and Anik GHUFRON **The Implementation of Character Education in Yogyakarta, Indonesia** *Chair: Mayumi NISHINO*	**Room 6** SONG Qiang **The Evolution of the Ideology of World Citizenship Education** YANG Shaogang **Does Democracy in the Family and School Promote Adolescents' Psychological Well-being?: Findings from Urban and Rural China** CHIA Hwee Chin and Norly ABDULLAH **Educators and Families as Partners in Character and Citizenship Education (CCE) in the 21st Century** *Chair: Derek PATTON*	**Room 7** Dorrie HANCOCK **An Articulation of Mongol Nomadic Conceptions of Morality** [45 minutes] Derek SANKEY **Why Should Human Brains Care for Others?** [45 minutes] *Chair: Minkang KIM*
Saturday 25/10 10.30-12.00 Parallel 2 [90 minutes]	**Room 5** Xiao-lei WANG, Minkang KIM and others **People without Borders: Becoming Members of Global Communities** [Symposium – 90 minutes]	**Room 6** Dwi HASTUTI and Sarwititi SARWOPRASODJO **The Influence of Permissive Parenting and the School Environment on Character Strengths of Adolescents in Selected Vocational Schools in Bogor, Indonesia** PANG Yonghong **On University Students' Consumption Ethics Education in Contemporary China**	**Room 7** Kashfi BUTT **Impact of Gullen Movement on Pakistani Students' Behaviour: a Case Study on Changing Values in Pakistani-Turkish Schools** FU Wei-Hsin **Moral Education via Viewing Hayao Miyazaki's Animations: A Semiotic Approach** Siti Irene Astuti DWININGRUM

		WIDIYANTO **Producing Good Moral Graduates through Entrepreneurship Education** *Chair: Eugeniusz SWITALA*	**Dehumanisation in Education: The Challenges for Professional Teachers Wishing to Provide Humanistic Education in Schools** *Chair: XU Ruifang*
Saturday 25/10 14.30-16.30 **Parallel 3** **[120 minutes]** **At Shanghai Normal University**	Laurance SPLITTER **The Role of Roles, Traditions, Cultures, Associations and other Collectives in Moral Education: Our Past but My Future** [45 minutes] LI Xiaojun **The Latest Development of Social Studies Education in the USA: the Adoption of the C3 Framework** WONG Mei-Yee **Learning of Moral and Values Education in an Undergraduate Class** *Chair: Dorrie HANCOCK*	WU Meiyao **The Transformation of Moral-Educational Thought with Regard to the "Other(s)": A Case Study of Modern China's View of Foreigners/Strangers** LIU Jianjin **Knowledge Moral Education, Life Moral Education and Social Cognitive Domain Theory** Jane ZHANG Qian **A Study on the Application of DIT2 in China** KANG Lei and YANG Shaogang **Analysis of the Efficacy of a Moral Development Method: KMDD in China** *Chair: Marion MYHILL*	WANG Yuanmei **A Strategy for Improving the Values Education Capacity of Primary and Secondary School Teachers** [45 minutes] Mehwash JABEEN IBRAR **Bringing Change in Education: Moral Education** Slamet P. HARTO **Making Moral Education Work: Innovating while Learning from the Past** [45 minutes] *Chair: Nobumichi IWASA*
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	A Study of Capability-based Application of Compassionate Citizenry Pedagogy in Taiwan Karena MENZIE and Marion MYHILL **Educating for Global Citizenship in the Asia-Pacific Region** [45 minutes] *Chair: Laurance SPLITTER*	**Patriarchal Clans** XU Ruifang **Responsibility: the Important Moral Value We Can Learn from Confucianism** ZHONG Minghua **Between Tradition and Modernity – the Situation of Moral Education and its Response to Change** *Chair: Visha BALAKRISHNAN*	**Children's Moral Upbringing** Xiao-lei WANG **Raising Globally-Minded Children: It Begins with Core Values at Home** Sri UTAMININGSIH **Moral Education Management in Implementing Curriculum 2013 for Elementary Schools Based on Character** *Chair: Kun ASTUTI*
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			and its Relevance to the Character-Building Education of Javanese People *Chair: Slamet HARTO*
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**Developing Attitudes
of Respect, Critical Thinking, Objectivity, and Honesty,
Through Developing Musicality in Teaching and Learning**

by

Dr. Kun Setyaning Astuti, M.Pd.
Prof. Darmiyati Zuchdi, Ed.D.
Sudiyono, S.Pd., M.A.

presented in in the 9th Asia Pacific Network of Moral Education
hosted by Department of Social Sciences Fudan University,
24 to 27 October 2014

Developing Attitudes of Respect, Critical Thinking, Objectivity and Honesty, through Developing Musicality in Teaching and Learning

Presenter: Kun Setyaning ASTUTI
Co-presenters: Darmiyati ZUCHDI and SUDIYONO
Yogyakarta State University, Indonesia

ABSTRACT

The main aim of the research was to find appropriate strategies to improve the effective teaching and learning of music in Indonesia. One of the models researched was developing musicality by providing a stimulus in the form of chord progression, accompaniment or rhythmic pattern, which can be used by students to improvise according to their musical competencies. Experimental results show that this teaching model enabled students to improvise in different ways and that to be able to improvise required competency in critical thinking and originality. Considering music as an expression of feelings of conscience the most inside, habituation reveals the original idea to build a sense of honesty. At the same time, it appeared that the process and experience of improvisation helped develop attitudes of respect and objectivity. It will develop students' ability to assess music objectively. This is a medium for the formation of the attitude of objectivity. Thus the research results show that attitudes of respect, critical thinking, objectivity and honesty can be developed through developing musicality in teaching and learning and that there is potential for the teaching and learning of music to be used as a method of moral education.

A. Back ground

Every nation has its characteristics and its potential which can be utilized to survive and coexist with other nations. One of the strengths of Indonesian compared to other nations is its richness of arts and cultures. Indonesia has thousands arts and cultures that need to be preserved and developed.

Based on this fact, the teaching and learning of arts and cultures, including music, should run well and full of creativities. However, based on research results by Astuti et. al.(2007-2008),the process of teaching and learning music was not much different from the learning process in general where students just listened to lecture from teachers, took notes, and got examination in the form of written test.

Of course it is very far from the essence of teaching and learning music, which is supposed to be able to develop students' aesthetic sense. Ideally, teaching and learning

music should be full of music exploration activities, and it gives students opportunities to express themselves through music. But in fact the learning process is filled with activities where students take notes and listen to the teachers' explanation.

This is different from the music learning process in the Netherlands. Based on the observation (Astuti et al., 2008) conducted from kindergarten to colleges, it shows that arts learning process in the Netherlands is organized in such a way that students have ample opportunities to explore and showcase their music work in various occasions.

The process of learning music that was developed in the Netherlands proved to be successful to develop learners 'musical ability. Given that the process of learning music in Indonesia is not optimal yet, it is necessary to develop appropriate models of learning music in Indonesia; one of them is by applying the music learning process that proved successful in the Netherlands.

The process of learning music in school is not just to provide knowledge and skills in the field of music for students, but also to form a personality. Thus the music learning process developed should be able to develop educational values .The objective of the research are:

1. Finding a model for learning music which is able to develop students' musicality and their ability to express through music.

2. Developing music learning which is able to develop educational values

B. Discussion

1. Description of theories

a. Objectives of learning music in Public schools

Basically, the purpose of learning music in schools is to develop students' taste for the aesthetic beauty of the sound. Schools are obliged to explore and develop the students' musical potential. The basic elements of music developed are rhythm, melody, and harmony. There is a variety of instructional practices in order to develop the musicality. Its success is determined by many factors including teaching strategies used by teachers. While the selection and implementation of the strategy depends on the creativity of the teacher.(Kamien, n.d.)

b. Assumptions of good music learning principles

As time goes by, learning principles, including in music field, change and develop. Like other learning principles, music learning principles are based on the following:

1) Learning process is students centered so that teachers pay attention to individual student' s need and potential.

2) Learning process is based on contextual learning so that it is adjusted to the students' condition and situation and real problems faced by them.

3) Social relations are democratic, thus students have the freedom to express opinions.

4) The purpose of learning is authentic learning outcomes, that are the learning outcomes that are durable, useful, and students can use them in life. (Mursell,2007).

c. Music learning

There are three basic important components in music: rhythm, melody, and harmony. Related to that, one of the models researched was developing musicality by providing a stimulus in the form of chord progression, accompaniment or rhythmic pattern, which can be used by students to improvise according to their musical competencies.(Kamien,n.d.)

1) Learning rhythm

Learning rhythm is done in a way that the teacher gives a model song, and then the students accompany the model song using a simple musical instrument. In this way students learn to play the rhythm notes ¼ in stable way.

2) Learning the melody

Learning melodies emphasis on developing melodic scales, both major and minor scales. As for how, teachers accompany learners to develop scales by varying rhythms. In this way students are expected to understand the meaning of the scale and also feel it.

3) Learning harmony

Learning harmony is done by the teacher plays a chord progression, then learners improvise in accordance to the teacher's accompaniment. Each learner must be able to develop a different improvisation with other learners.

d. The effect of learning developing rhythm, melody and harmony on attitudes of respect, critical thinking, objectivity and honesty.

Attitudes of respect, critical thinking, objectivity and honesty as well as the knowledge and skill competencies are the basis for the success of a person. Thus music learning process should develop such attitudes. \

The ability to explore and then continued with activities to express oneself through music certainly cannot appear by itself. Teachers need to give students stimuli so that their musical abilities emerge and develop. The teachers in the Netherlands have developed specific strategies to develop students' musicality in accordance with their mental development and ability.

The strategy which was developed by teachers in the Netherlands is successful to encourage students to improvise according to the characteristics and creativity of each student. Each student succeeded to improvise with their own style. It can be said that the participants' generated improvisation reflects the characteristics and musical abilities. Because each individual has different characteristics, then the result of improvisation between students with each other is not the same.

The chances to develop musical ability given to all students provide opportunities for students to explore. Exploration experience that exposes students to search for and find something can develop attitudes to appreciate their own work and works of others. In addition it can develop students' objective attitude because they become more aware of the good work and the work which is not good because they have experienced how to make work.

Satisfaction and happiness because of the success achieved by students in developing their musicality can arouse an attitude of making their own works. This feeling will develop students' honesty because they are well aware that the act of exhibiting work made other people will not foster a sense of happiness, it can even result in a loss of trust from other people on them. The habit to express novel ideas will increasingly make somebody honest both in his behavior and his words. Someone who used to be honest will feel uncomfortable when not being so.

C. Research methodology

This study used an experimental method with pre-test-post-test design. The sample was students majoring in art music education amounted to 35 people. Data were documented by recording the learning process with a handy cam. Data were collected by doing observation for 2 months (8 meetings). Data were analyzed using t-test by comparing learning scores of achievements and attitudes test between the beginning and the end of the study. (Kirk, 1968)

D. Results of Research

The results showed that at the rhythmic learning, learners can play rightly. Meanwhile, on improvising scale and chord progression, students could improvise differently among each other. Considering music is an expression of feelings of conscience the most inside, habituation reveals the original idea to build a sense of honesty. At the same time, it appeared that the process and experience of improvisation helped develop attitudes of respect and objectivity. It will develop students' ability to assess their music objectively.

The change in attitude accomplished by students was that their critical thinking skills increased. It was shown by their courage to give opinion.

Students also prefer and give higher reward to the work of the original melody than to the existing melody. This indicates that learners prefer honesty.

When students make improvisation- whatever the result of improvisation is- the other students always welcome it positively. This shows that they appreciate the work that is produced by others.

The learning process using this model develops students' objective attitudes. This is proved by students' different reaction when they listen to good and bad improvisation.

When linked with the principles of learning, this learning model meets learning principles that are required namely student centered, contextual, democratic, and authentic learning outcomes. This learning process develops more students' creativity. Based on students' capability, it can be said that the learning process is contextual. Students' freedom to express themselves in providing an assessment of the creativity of other students is a democratic learning process. This learning process gives students experience to improvise. This way is a real practice for students to feel the rhythm, melody, and harmony so that they can understand more clearly and develop using their own way to produce authentic product.

E. Conclusion
The research result can be concluded as follow.

1. Developing musicality by providing a stimulus in the form of chord progression, accompaniment or rhythmic pattern, which can be used by students to improvise according to their musical competencies.

2. Attitudes of respect, critical thinking, objectivity and honesty can developed through developing musicality in teaching and learning.

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THE ASIA-PACIFIC NETWORK FOR MORAL EDUCATION

This Certificate is to confirm that

Dr. Kun Setyaning Astuti, M. Pd.

participated in

The 9th Annual APNME international conference on

Making Moral Education Work: Tradition and Innovation in the Asia-Pacific

Held at Fudan University and Shanghai Normal University, Shanghai, China
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and presented a paper entitled

Developing Attitudes of Respect, Critical Thinking, Objectivity and Honesty through Developing Musicality in Teaching and Learning

Christopher Drake, Chairman
The Asia-Pacific Network for Moral Education