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DEVELOPING AN INTEGRATED MUSIC TEACHING MODEL IN INDONESIA BASED ON THE DUTCH MUSIC TEACHING MODEL AS THE IMPLEMENTATION OF THE 2013 CURRICULUM

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ABSTRACT

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This article is based on the research done in cooperation between Yogyakarta State University Indonesia, *Hoogeschool voor de Kunsten Utrecht*, and Utrecht University in the Netherlands entitled *Developing The Music Thematic Teaching and Learning Based on Implementation in the Netherlands*. One of the objectives of the study was to develop an integrated music teaching model as the implementation of the 2013 curriculum in Indonesia, which up to now has not been completely formulated.

The data collection techniques used were interviews, observations, documentation, and literature study. The researchers interviewed educational experts in the Netherlands, i.e. the policy makers, school principals, teachers/lecturers, students, and other stakeholders. The researchers also observed the music teaching learning processes in the Netherlands, from the early childhood education, primary school, secondary school, and the university level.

The findings showed that the integrated music teaching model developed in the Netherlands had the characteristics which were in accordance with the new curriculum of Indonesia, so that the model can be applied in Indonesia, which was in accordance with the characteristics of the teaching situations in Indonesia. The procedures are: a) the teacher gave explanation about the core materials; b) the teacher gave an assignment to be done in groups, each group having different assignments but each assignment became a part of the class project; c) the students discussed the assignment and formed the music concept and practiced the materials which would be performed; d) the students presented their works in groups; e) the students had a reflection; and f) evaluation.

Keywords: Teaching, Music, Integrated, Netherlands, The 2013 curriculum.

INTRODUCTION:

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In 2012, the Indonesian government realized the need for a curriculum change. The vice minister of Education stated that although students had studied hard, their achievement was still far from the expectation (Astuti, setyaning, Widyantoro, Wubbels, & Hoogeveen, 2016). The new curriculum, which was named the 2013 curriculum (K13), should be able to develop a balance of the spiritual, social attitude, curiosity, creativity, cooperation, and intellectual competences. It's formulated by four core of competences, that are, 1) competence related to the spiritual competence, 2) Competence related to the social competence, 3) Competence related to the knowledge competence, and 4) Competence related to the skill competence.

Basically, the purpose and the basic concept of K13 is similar to the previous curriculums, but the movement to realize the ideals embodied in the curriculum 2013 is made more tangible which is practical so that all people really feel the movement of K13 and consider that K13 is something completely new. For some progressive educators, K13 is not something completely new, because the philosophy, paradigm, approaches, and methods suggested in K13 have been known. Even some educators have already practiced it in their teaching. Given that understanding and school readiness varies, the implementation of K13 is not carried out simultaneously in all parts of Indonesia because many schools are not ready yet.

The 2013 curriculum also demands that the materials be developed using the thematic approach because there is a tendency that students cannot think comprehensively. They also cannot transfer the knowledge they get in schools to solve problems in real life. Through the thematic teaching, it is expected that students will be able to think comprehensively and they can use their knowledge to solve everyday problems.

The implementation of the 2013 curriculum demanded a great change seen from the materials development and the teaching learning process. Although the philosophy, paradigm, and approach of the 2013 curriculum were not significantly different from the previous curriculum (the school-based curriculum), at the implementation level, the 2013 curriculum seems to be more realistic. The student-centered approach, the contextual learning, and the project-based learning in the school-based curriculum were still in the theoretical level. There was no effort or movement to implement them in the teaching learning process.

Based on the observations done in 23 (about 2300 minutes) classes in the Netherlands, from the early childhood education level to the university level, it was found out that in every teaching learning process, there was always a session for the students to perform the result of the group work in front of the class. The students were given the freedom to express their ideas (Astuti, Setyaning, Zuchdi, & Sudiyono, 2012). So, essentially the teaching learning process in the Netherlands had used the project-based approach.

The Netherlands had made great changes in the teaching learning process dated back in 1980s. The result of these changes could be seen more than 50 years later. Based on the interview with Dr. Karin Hoogeveen, a researcher of the art education field in Hogeschool voor de Kunsten, the researchers got the information that educational experts and other experts were asked to design a new educational system and process. This was supported by a statement made by Prof. Theo Wubbels, an educational expert from Utrecht University saying that all components of the community were involved in the changes. The development of the curriculum also involved the approval of the Parliament in the city and province levels. In this way, the curriculum was developed using the bottom-up approach. The curriculum change has resulted in the active students. They are clever at putting forward their opinion, caring for the environment, and being willing to work cooperatively.

In the Netherlands, Music taught integratively in different educational levels, from the primary school level, the junior and senior secondary levels, up to the university level. In addition, the materials also be presented using the thematic approach based on the students' needs. For example, in the fall season, 4-to-six-year-old students are taught to anticipate the coming of the fall season and they are also taught songs related to situations in the fall season. (Astuti, Setyaning, Zuchdi, & Sudiyono, 2012) said that in Hoogeschool Kunsten Utrecht, as a college that trains music teacher trainees, the subjects taught are in line with the learning materials in primary and high schools. Based on an observation in a vocal class of the first semester of taught by Christiane Nieuwmeijer, Music teacher trainees were taught how to teach music for primary schools. The theme of the lesson was Autumn. The lecturer taught the students about the song and the dwarf's dance. Teacher trainees explored the sounds and movements of the nature and dwarf to be taught to children. The lecturer and the trainees practiced the movement following the music and the sound from the recorder. They also used properties such as the hat and bag used by the dwarf. In teaching music to children, teachers use the context familiar to the children.

Thematic learning such as found in the Netherlands has not been known and developed in Indonesia, so many teachers, especially music teachers have not understood it. However, as stated before, the music teaching model in the Netherlands was more comprehensive, that is, integrating theories and practice, integrating different

components of music, and also developed the cognitive, affective, and psychomotoric domains. In relation to this, it is believed that an integrated thematic music teaching model needs to be developed based on the teaching process which has proved to be successful in the Netherlands. This model should be developed and matched with the condition in Indonesia.

Based on the background of the study, the problem in this study could be formulated as follows:

- a. In what way does the music teaching in the Netherlands match the demand of the 2013 curriculum?
- b. How is the integrated music teaching model developed to develop the students' competences as a whole as demanded by the 2013 curriculum?

The objective of the study is to develop an integrated music teaching which can develop the students' spiritual, social, knowledge, and psychometric competences. The four types of competence development must always exist in any learning process. This policy is increasingly supportive of effort to establish students' personality through music.

LITERATURE REVIEW:

The Curriculum 2013 (K13):

The curriculum 2013 (K13) explicitly mentions that every lesson should contain core competence 1 that contains spiritual attitude formation, Core Competence 2 contains social attitudes, Core Competence 3 contains knowledge, and Core Competence 4 contains skills (Kemendikbud, 2013). The four types of competence development must always exist in any learning process. This policy is increasingly supportive of effort to establish students' personality through music, considering the moral degradation that happens in Indonesia.

The 2013 curriculum encouraged teachers to use the scientific approach consisting of observing, questioning, experimenting, associating, and communicating (Kemendikbud, 2012). The students' achievement must be obtained through an observation about an object. This kind of observation was observation in the wide sense, not only observation through the eyes, but also observations using other senses. The observation was expected to inspire students and they could develop their curiosity so that finally students would do questioning. The next was doing the experiment. Based on the experiment, it was expected that the students would be able to make an association so that they would find general and specific concepts which could be used for solving relevant problems. The next, the students were expected to be able to communicate and to present their achievement in front of the class.

The Educational Paradigm on The Curriculum 2013:

Educational paradigm is a way of looking at education. This way of view will influence the philosophy, principles and concepts of education adopted and considered true by the teachers. Each paradigm is followed by its own disciples who form school of thought in the world of education. There are at least five schools of thought, namely the new stream, progressivism, essentialism, the perennials, and reconstructivists (Barnadib & Barnadib, 1995). The advances of information technology make a variety of sources of knowledge can be obtained easily, teachers no longer be the only source of learning, even students can search knowledge source of its own easily. Therefore the best paradigm in teaching learning on K13 is constructivistic. This paradigm demand a teacher helps students to select information so that learners access good and right information, and also provides reinforcement for correct information so that students are sure about the truth of the information obtained.

The Approach of Teaching on The Curriculum 2013(K13):

The procedure of teaching and learning in K13 demand scientific approach that content of observing, questioning, experimenting, associating, and communicating process by students. The scientific approach above demanded the application of the contextual learning approach, the student-centered approach, and the project-based approach. The observation could be meaningful when it was done in relation to real objects which enabled students to interact dynamically. This is in accordance with (Mursell, 2007) opinion stating that a good learning context could make students "the opponents" in the interaction. Furthermore, it is stated that to be able to have a concept, students need a context consisting of real and actual experience.

Through the observations, the teaching learning must be student-centered. The teachers should be able to accommodate the result of the observation and the students' opinion, even if the result was not the same as that stated in textbooks or the teachers' opinion because the students acted based on their level of reasoning. The result of such teaching would be able to be obtained in years to come i.e. the students would become critical and constructive.

The teaching process in the 2013 curriculum of Indonesia also demanded the project-based approach, because

through this approach, the teaching process would be focused on a certain objective. Although each student would do his or her part, he or she would contribute to the bigger project. The teaching learning process using the project-based approach would develop the students' ability in accordance with their potential and interest. This could also develop their social attitude because the final result would be united with the result from other students so that they should be able to understand each other.

The teaching learning process using the project-based approach would be able to run smoothly when there was a unity of the competences, both the unity of the theory and practice, and the unity of the components in each field and subject matter, or even the unity among different fields. Therefore, to implement the 2013 curriculum, an essential change should be made to organize the teaching learning process in Indonesia. For example, the teaching of theories and practice should be integrated. The understanding of the concept and theory come hand in hand with the practice done. So far, the materials have been taught in isolation. With the change in the curriculum, the materials taught should be in the form of a theme so that the materials taught in one meeting should be related to the materials taught in the next meetings. (Mursell, 2007) stated that in an effective teaching learning process, there must be a focus to which the students' attention would be paid. Meanwhile, the characteristics of a good focus are, among others: 1) the focus could mobilize the students' willingness to learn; 2) the focus could organize the materials so that the students could see the relation among the components, patterns, plans, or things they study; 3) the focus must organize the learning as an exploration process and a discovery process so that students would have questions to be answered, a problem to be solved, or a concept to be understood or used.

This focus should be the center of the teaching learning process, which guides the direction of the teaching learning process. One of the ways to determine the focus is through determining the theme.

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The objectives of Music Teaching and learning:

Pusat Kurikulum states that arts education aims at developing all activities concerning aesthetic zest which includes any activities in expressing, exploring, creating and appreciating arts in the form of visual, sound, movement, and character languages (Astuti, Setyaning, Zuchdi, & Sudiyono, 2012). Therefore, the objective of music teaching at schools is not that students will become artists, but to improve their aesthetic zest. However, when one day there are students who become artists, it is not something avoidable.

The Music Teaching Model:

a. The Teaching Model:

A teaching model is a design to achieve optimal learning achievement through organizing all the teaching components including the teacher, the students, materials, methods, media, evaluation, and feedback based on appropriate paradigm, approach, and theories (Astuti, setyaning, Widyantoro, Wubbels, & Hoogeveen, 2016). Furthermore, to arrangement a integrated music teaching must be consider all the components.

b. Music teaching model:

(Astuti, Setyaning, Zuchdi, & Sudiyono, 2012) states that music teaching model contains five components. That is setting/context, design, teaching and learning implementation, product of music teaching, and evaluation. Setting is activity to identification of problem and student's needs. Based on the setting, the teachers determine the pre-materials consisting of real and actual experience which enable the students understands the problems (context). Based on setting/context, the teacher determines the aims of music teaching and learning process. The implementation of teaching and learning using student centered approach. The product of music teaching must be authentic learning. i.e. it can be used by student in their live for long lasting. Evaluation done by the teacher and students. The scheme of the model of music teaching as follows.

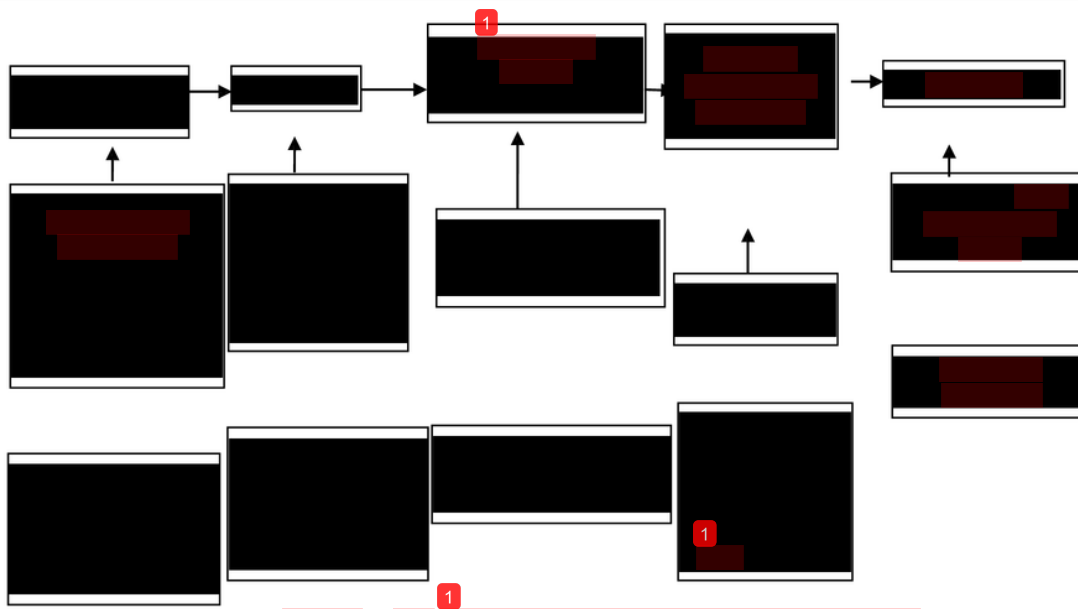


Figure 1: Scheme of The Developing Model for Teaching and Learning Music in Public School Based on Comparative Study between Indonesia and the Netherlands

THEMATIC LEARNING MODEL:

Thematic teaching is required on Curriculum 13. Meanwhile, (Trianto, 2011) stated that thematic teaching could be defined as the teaching learning process designed based on certain themes. Further, it was stated that thematic teaching was a model of integrated teaching.

The same thing is found by (Astuti, Setyaning, Zuchdi, & Sudiyono, 2012) which found that the music Thematic learning can master learning materials holistically, authentically, and long lastingly, because theory and practice are presented integratedly, they say:

“The strength is that students can master learning materials holistically, authentically, and long lastingly, because theory and practice are presented integratedly. Besides, students can solve problems holistically because materials are given thematically. The weakness is that it takes students relatively longer to master subject matters.”

From the above explanation it can be concluded that thematic teaching is a teaching model which aims at giving students opportunities to think holistically and integratively so that they can solve real life problems holistically. The thematic teaching is carried out through organizing the teaching on certain themes.

THE MODEL OF INTEGRATED MUSIC TEACHING:

(Trianto, 2010):1 states that the teaching model of integrated is a teaching and learning which enables students find concepts and principles by authentically and comprehensively. Furthermore in the integrated teaching model the students must be capable to solve problems holistically.

It can be said that the model of integrated music teaching giving students an opportunity to learn music elements integration. For example, they can learn rhythm, melody, harmony, scale and so on in the same time.

Based on the terms of the Curriculum 2013, the paradigm, the objectives of music teaching, the music teaching model, the thematic teaching model, and principles of Integrated music Model. The principles of integrating music teaching as follows:

- a. Base on constructivist paradigm.
- b. Involving the teacher, the students, materials, methods, media, evaluation, and feedback.
- c. The approach of teaching and learning used contextual approach, student-centered approach, and project-based approach.
- d. The objectives of teaching music is developing feeling of aesthetic which includes expressing, exploring, creating and appreciating of sound.

- e. The sequence of lesson based on theme and in accordance to the meaningfulness, timeliness, interest, and students' development.
- f. Learning materials among educational levels must be close interdependence.

Based on the principle of integrated music teaching, furthermore developed the scheme of the integrated music teaching model as follows:

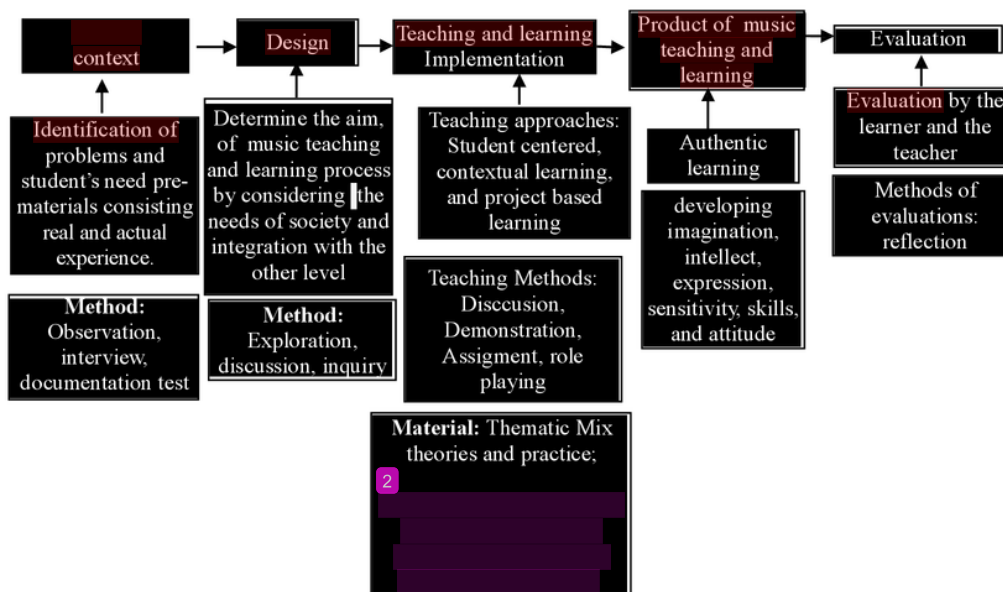


Figure 2: Scheme of The Developing Integrated Music Teaching Model

RESEARCH METHODOLOGY:

The Research Design:

This study utilized the Research and Development study. There are four stages in this study. The stages include, first, the collection of the data on the concept of the music thematic teaching in Indonesia. Second, the collection of the data on the concept and implementation of the thematic music teaching in the Netherlands. Third, the development of the thematic music teaching model. Fourth, the development of the materials used in the thematic music teaching.

Data Collection Techniques:

The data in this study were collected using the documentation, observations, and interviews. The documentation technique was used to collect data related to the concept and the implementation of the integrated music teaching both in the Netherlands. The interview was used to collect data from educational experts in the Netherlands, among others the policy makers, school principals, teachers/lecturers, students and other stakeholders. The educational experts were Ben Smith (the Director of teacher training, ICLON Leiden University), Prof. Theo Wubbels (Associate Dean Faculty of Social and Behavioural Sciences, Utrecht University), Jos Jaspers (Utrecht University), Susan Lutke (a trainer of art teachers), Jos Schillings (The Director of Hogeschool voor de Kunsten Utrecht), Servaas Schreuder (a lecturer of solfeggio and choir at Hogeschool voor de Kunsten Utrecht), Erzie Ladage (a lecturer of Hogeschool voor de Kunsten Utrecht and music teacher in Montessori Lyceum Herman Jordan), Marco Oude Molemann (a lecturer of drama in Utrecht University and Hogeschool voor de Kunsten Utrecht), Christiane Nieuwmeijer (lecturer of ensemble music in Hogeschool voor de Kunsten Utrecht), Mary Ann (a lecturer of Micro Teaching in Hoogeschool Voor De Kunsten Utrecht), Elleke Bijsterveld and Bastiaan Van Der Waals (teacher of Royal conservatoire The Hague), Shirley Vrede (a teacher of class I in Hoogreven), Joost Overmars (a music teacher at Cals College Nieuwegein).

The observation technique was used in observing the music teaching process in the Netherlands starting from International Refereed Research Journal ■ www.researchersworld.com ■ V61- VIII, Issue - 2, April 2017 [6]

the early childhood education to university levels. The observations were carried out on 40 (about 4000 minutes)

teaching processes in the Netherlands from 4 October 2015 to 22 October 2015 and 23 May 2016 to 1 June 2016. The observations took place in Hogeschool voor de Kunsten Utrecht, The Royal Conservatorium Den Haag, Cals College Nieuwegein, Montessori Lyceum Herman Jordan Zeist, Kees Boeken School Bilthoven, DaCosta school Hoograven, and Akoesticum Ede.

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DATA ANALYSIS:

In the first year, the data analysis used was the descriptive analysis. This was meant to obtain comprehensive information and explanation about integrated thematic music teaching including the materials, teaching design, and implementation. Meanwhile, the analysis of the data from the field followed the procedure suggested by (Bogdan & Biklen, 1982), that is, 1) collecting as many data as possible and then the data relevant to the research were selected; 2) determining the appropriate study in accordance with the research type; 3) developing the research questions; 4) determining the data collection sessions based on the previous observations; 5) noting the comments and opinions related to the emerging ideas; and 6) noting the findings based on the research data.

FINDINGS AND DISCUSSION:

FINDINGS:

Teaching Approach in the Netherlands:

Based on the interviews with educational experts in the Netherlands, it was found out that the Netherlands had made great changes in the educational system in 1970s. Experts in education and other fields were involved to improve the educational system. Before that, the teaching learning process in the Netherlands was done conventionally, but after the change, there had been a change in the teaching learning process based on recent scientific findings. The teaching learning process was really based on the development of students' potential so that the materials were matched with the students' competence and interest.

The students were given the opportunity to explore the world around them and to present the result in the class. The relationship between the teachers and the students was democratic and open. The students had freedom to express their questions and opinions without having to wait for the teacher. The teaching materials should not be based on the textbooks, but even students could also develop materials based on their creativity. In every teaching process, there was an assignment to make a product which could be done either individually or in groups. So, it can be concluded that the teaching approach implemented in the Netherlands was student-centred, contextual learning, and project-based approach.

The teaching model in the Netherlands:

Based on the observations done in teaching processes in the Netherlands, it could be concluded that the teaching procedure in the Netherlands was as follows: 1) The teachers gave directions to the students for about 10 minutes; 2) the students made an experiment and produced a work in groups; 3) the students presented their work in front of the class; 4) the teachers and the students made a reflection on the result of the presentation in a democratic situation.

The Integrated Music Teaching Materials in the Netherlands:

Different from the teaching process in Indonesia in which there were a lot of teaching materials, in the teaching process in the Netherlands, common ground for the materials was developed as the core of the teaching materials which were then developed by the teachers or the students. With this brief common ground materials, the teachers could develop the teaching learning process without leaving the basic teaching learning materials.

The theory and the practice could be taught at the same time. The concepts and theories of music were taught based on the emergence of the understanding and of the problem in the practice. For example, the theories on the scale emerge while the students practiced improvisation on the scale so that the students could understand the concept of scale in depth because they learned from real situations. The students did not only memorize the concepts but they could define the concept using their own words.

This could also be seen from the music textbooks in the Netherlands which proposed actual problems such as integrating music illustration taken from a well-known film like Flinstone cartoon film (Bezemer, Macco, Overmars, Putte, & Vriend, 2007), a popular film *Pirates of the Caribbean* (Overmars, et al., 2012), legendary musicians like ABBA (Giesberts, Gobbens, Hereijgers, Veen, & Weitering, 2008).

The integration could also be found in the learning aspects developed. The cognitive, psychomotor, and affective aspects were developed at the same time. For example, when the students learned how to conduct,

the lecturer observed the students' movement and directed the students to conduct with their heart in accordance with the characteristics of the song. The interpretation and expression were strongly emphasized so that students could conduct a song not only by having the correct notes and movements but they could also understand and express the song.

DISCUSSION:

Based on the description of theories, it is clear that the music teaching model developed in the Netherlands is in accordance with the demand of the 2013 curriculum of Indonesia. If there are still many interpretations of the implementation of the 2013 curriculum up to now, in the Netherlands a similar curriculum has been implemented since about 40 years ago. Therefore, the teaching model developed in the Netherlands has been validated more than 50 years. Therefore, it is considered as appropriate to adopt the teaching process developed in the Netherlands to be implemented in Indonesia with some modification in accordance with the characteristics and situation of the teaching process in Indonesia. If this model will be use in Indonesia, it's must be considering The values owned by Indonesian that is the philosophy of the nation called Pancasila which consists of believing in one God, humanity, unity, democracy, and social justice.

In general, there are nine teaching process components, that is, the students, the teachers, the objectives, materials, media, methods, facilities, evaluation, and feedback. In the integrated music teaching, the students should be treated as individuals who have unique abilities. They would develop in accordance with their interest and ability. So, the teachers could not determine that the learning achievement will be the same for all students. This will influence the evaluation whose system must be opened, that is, being able to accommodate students' various music learning achievements. The evaluation should be able to measure the students' music creativity or the emerging improvisation.

In the integrated music teaching, teachers must lessen their domination in the class. The dialogue between the teachers and the students should be improved so that the students' understanding was really based on the development of the reasoning level. In presenting the materials, the teachers do not give information directly to the students, but they must create conducive situations so that the understanding can be achieved by the students from the learning process. For example, the students should have a lot of experiences to make the performance to obtain high skills. At the beginning of the performance, the students' ability may be limited so that they cannot perform well. However, the teachers need to realize that it is the process which the students have to undergo to achieve the high skills. If this is related to the theory developed by Derrida (Supardan, 2015), teachers must make a kind of deconstruction in the teaching process, that is, doing a procedure which they had never done before. The teaching process should match what happens in the field.

The teachers must be able to provide conducive situations so that every student could develop well at the same time. One of the ways was using the project-based learning. The teachers give a big project such as a performance which would be done by all the students. Each student can choose the task which he or she can do to support the big project based on his or her interest. In this way, each student can learn and develop their potential in accordance with his or her ability and at the same time give contribution to the big project in the class.

The fast development of technology and information makes students able to get knowledge from various sources. So, the teachers are not the only learning sources. Therefore, the teachers will have to give a lot of opportunities to students to find information and skills, including those in the field of music. It is possible that in the process of mastering the good skill, students will have to experience failure. Teachers will have to understand this because this is a part of the learning process so the teachers need to be more patient and they have to train students to achieve the best ability.

Seeing that knowledge develops quickly and students can get access to knowledge, it is possible that students will have more knowledge on a certain aspect than teachers. So, in the class, teachers will have to give opportunities for students to present their ability. This will be able to develop the students' competence comprehensively, that is, the increase of the knowledge, skills, and soft-skills.

Giving freedom to students to develop their knowledge and skills at playing music may give the possibility that the teaching learning process will develop widely. In order that the teaching learning process runs as demanded by the curriculum, core materials are needed. Therefore, common ground needs to be developed, that is, the core materials which need to be mastered by all students at a certain level.

In the Netherlands, the common ground materials can be summarized only on a few pieces of paper containing core materials which should be mastered by students. For example, for students of grade 7, in one year they have to be able to read rhythms up to 1/16.

The existence of the common ground can tie up the music teaching process as a whole. The common ground

can also be used as a standard for achieving the same competence for all students while still maintaining freedom for teachers and students to develop their music ability in accordance with the characteristics of their own surroundings and their own ability.

Teachers can develop various media and methods based on the expected learning achievement. They do not have to depend on the standard media and methods such as written in books, but they can develop their own media and methods to meet the needs of every student.

An important part of the teaching learning process in the Netherlands which is not implemented in Indonesia is the reflection process. This is the stage done after the students present their work. In this reflection process, students give feedback to other students and express their experience in completing the assignment or in their effort to achieve the skills. This reflection process can develop the students' objectivity and their critical thinking. They learn to analyze a real object and to evaluate the strengths and weaknesses. This can make students have realistic attitude. The reflection can also be used for getting feedback from other students.

The explanation depict that the procedur of teaching and learning in the Netherlands at least contain: 1) The teachers gave directions to the students for about 10 minutes; 2) the students made an experiment and produced a work in groups; 3) the students presented their work in front of the class; and 4) the teachers and the students made a reflection on the result of the presentation in a democratic situation. The procedures is appropriate with scientific approach that contains observing, questioning, experimenting, associating, and communicating process.

CONCLUSIONS:

Based on the research findings, it can be concluded that:

- a. The integrated music teaching model developed in the Netherlands have the characteristics which are in accordance with the 2013 curriculum so that the model can be developed and used in Indonesia suitable with the characteristics of the areas and the teaching situations in Indonesia.
- b. The development of the integrated music teaching to implement the 2013 curriculum follows the following procedure: a) Teachers give a short and clear explanation of the core materials; b) Teachers give an assignment to be done in groups, each group doing various assignments but they are all parts of a big project; c) Students discuss the assignment and develop a music concept and the materials to be performed; d) Students present or perform their work in groups; e) Students and teachers have the reflection, that is, they express their experience in making and practising their work; and f) reflection and evaluation.

SUGGESTIONS:

To be able to implement the integrated music teaching model optimally, it is suggested that: a) the learners must be treated as unique individuals so that teachers will have to provide materials which are not always the same for every student; b) Teachers will have to lessen their domination in the teaching process by giving more opportunities to students to do the presentation; c) common ground materials need to be developed, that is, core materials which need to be mastered by students in every educational level; d) theories and practice must be taught integratively so that the students' understanding of the competence develop. In this way, the cognitive, psychomotor, and affective aspects will be able to be developed at the same time; e) Teachers need to develop media and methods suitable with their own needs. It is not necessary to use the standard media or methods as suggested in textbooks; f) the reflection stage must be done because in this stage students can develop their objectivity and their critical thinking; and g) the evaluation process needs to be developed in such a way so that it can accommodate various music learning achievements.

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