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**LEARNING FROM DIVERSITY AND COMMONALITY:**
**WAYS FORWARD FOR MORAL EDUCATION IN THE ASIA-PACIFIC**

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**LEARNING FROM DIVERSITY AND COMMONALITY:**
**WAYS FORWARD FOR MORAL EDUCATION IN THE ASIA-PACIFIC**

# *Preface to the papers on this CD*

The papers in this CD are papers based on abstracts that have been submitted by presenters participating in the 8th International Conference on Moral Education of The Asia-Pacific Network for Moral Education (APNME): *Learning from Diversity and Commonality: Ways Forward for Moral Education in the Asia-Pacific* held at Yogyakarta State University from 26-30 June 2013. While presenters' abstracts have been reviewed by the Conference Programme Committee and accepted for presentation at the Conference (whether as a paper or poster presentation), the papers appearing on this CD have <u>not</u> been reviewed by the Programme Committee or APNME and are being reproduced by Yogyakarta State University on this CD on behalf of the respective presenters as a courtesy to them and for the convenience and reference of other Conference participants.

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**Developing a cooperative attitude through cooperative music learning**

By. Kun Setyaning Astuti
Yogyakarta State University
kunastuti@yahoo.com

This paper is based on research entitled *Developing a learning model for music based on cooperative learning in international classes in Yogyakarta*. Passive attitudes of students in the classroom were the main focus of the research. Students became passive when the teacher teach by speech method because they were not given an opportunity to interact with other students during the teaching and learning process. Teachers mostly taught in such a way that they gave little opportunity for the students to initiate activities. Over the long-term, this can cause students to be passive and selfish. Implementing cooperative learning can be an alternative to developing students' cooperative attitudes by involving them actively in groups. This research used a pre-test and post test experimental design. The research results show that the students were very active and they exhibited good cooperative attitudes, especially when discussing and reaching agreement on interpreting the symbols and playing them on instruments. As a result of this cooperative approach, the teaching and learning process also became very enjoyable; some 90% of students said that the learning process was fun.

## A. Background to the Study

In 2013, Indonesian government is planning to implement the new curriculum, Curriculum 2013. The integration of several subjects is the fundamental changes in Curriculum 2013, compared to the previous curriculum. Some of the examples are the integration of sciences and social subjects into *Bahasa Indonesia* at primary and secondary levels; the increasing of time allocation for culture and the art subjects; the changing of duration of each subject from 45 minutes to two hours ; the changing of teaching focus, form single-subject oriented to the thematic-oriented.

Those fundamental changes in curriculum demand massive changes to its implementation. Changing in the longer instructional allocation time requires method development of teaching in which it can attract students' attention for about 2 hours. Changing in teaching direction into thematic one requires the development of models of teaching that integrates interdisciplinary field.

One effort to attract the student's attention or concentration in a relatively long time is to make them active (being engaged). In order to make the well-directed activeness and all students having an equal opportunity, it is necessary to engage student in teaching. One of the methods that enable this activity is "cooperative teaching".

Yogyakarta International Integrated Islamic Elementary school, located in Kotagede, is one of schools that has developed thematic teaching. Science, social and religious studies and other subjects are taught integratedly. Some examples are: (1) the students are taught to recognize the nature richness and beauty, as well as empower them to increase their faith in the God the Creator, (2) when students are taught to plant crops, water them, and harvest them, they will realize that they only water the plants, but the plants turn out fruit and vegetables, such as eggplants and tomatoes. The teacher can make the students aware that God is Merciful.

Based on interviews with the teachers of Kotagede Yogyakarta International Integrated Islamic Elementary School, it can be noticed that they require the development of thematic models of teaching for the art of music. So far, the teachers develop their own models of teaching for the music subject. In this regard, the researcher is interested in conducting a research and development (R and D) for models of teaching of musical art in the schools.

Based on the problems above, the main purpose of this study is to find the appropriate models of cooperative learning in the field of art and culture. Particularly the art of music.

## B. Literature Review

1. Teaching Models

Models of teaching are teaching designs that aim to optimize the utilization of components involved in the teaching. Components of teaching include teachers, students, materials, methods, media, evaluation, and feedback. Ellis (1979:42) reveals that the models of teaching are designed for specific purposes, for example: the teaching of information concepts, ways of thinking, the study of social values and so on by asking students to engage in particular cognitive and social tasks, as revealed as follows:

> "Models of Teaching are designed for specific purposes-the teaching of information concepts, ways of thinking, the study of social values and so on by asking students to engage in particular cognitive and social tasks. Some models center on delivery by the instructor while others develop as the learners respond to tasks and the student is Regarded as a partner in the educational enterprise. However all emphasize Models mature how to help students learn to construct a knowledge-learning how to learn Including learning from the sources that are Often stereotyped passive, such as learning from lectures ... "

Based on these descriptions, it can be said that basically a good teaching model is aimed to organize teachings which are capable to make students active. Student activeness provides experiences to students to appreciate better so that they can understand the teaching material more deeply.

2. **Cooperative Learning Model**

Nowadays, there are many kinds of teaching models. Cooperative learning is learning which is organized in such a way that all students can learn in

cooperative ways. This model is developed based on the premise that interactive learning is much better than the one-way learning.

## a. The Assumption of Cooperative Learning

The assumption of cooperative learning is that students working in groups will learn from and teach one another. By working in groups, the students will be able to increasetheir  understanding of the subject matter including communication and teamwork skills. As noted by Haller et al.([http://www4.ncsu.edu/~vgallagh/HallerWorkGroup.pdf](http://www4.ncsu.edu/~vgallagh/HallerWorkGroup.pdf)), the assumption of cooperative learning is as follows:

> *"A key assumption of cooperative learning is that students working in groups will learn from and teach one another. In fact, both instructors and students report that structured cooperative learning improves students' understanding of course material as well as their communication and teamwork skills."*

It can be said that the above opinion is in line with the theory of "learning by doing" which essentially states that learning and practicing when they are done at once, they will result in better learning outcomes compared to just learning in theoretical level.

By implementing that model the students will be able to interact directly with the learning objects. Mursell (1977) said  that the results of learning process which begins with providing a real context for the students will be able to produce authentic learning results, i.e. durable, useful, and meaningful learning outcomes for the students.

## b. The Definitions of Cooperative Learning

Davidson and Worsham (in Isjoni, 2012:45) state that cooperative learning is teaching and learning activities conducted in small groups. The students learn and work together to get the optimum learning experience both individual experience and group experience.

Cooperative learning is a learning process that encourages students to interact directly with the real learning object. In other words, the cooperative learning model can provide a real learning context. This real context would set the students on the real issues. By understanding the issues properly, it will be easier for the students to respond to an object or phenomenon correctly, even though it will be viewed from different perspectives. It is the major basis for the success of the learning process.

**c. The Characteristics of Cooperative Learning**

Bennet (in Isjoni, 2012:60) asserts that the characteristics of cooperative learning include positive interdependence, face-to-face interaction, individual accountability, flexibility, and enhancement of teamwork skills through problem-solving process.

Positive interdependence shows a growing mutual need among the group members. The students raise their awareness that the achievement of every individual in completing their own task will influence the success of the group, as the part of the task assigned to them is one of the important parts that supports the success of their joint effort.

Face to face interaction is the reciprocal relationship between the students as the result of direct communication without intermediaries. The process of

discussion and deliberation to solve problems is one of the natural maturing processes.

The provision of individual tasks that contributes towards the group effort will bring confidence to all students. The students will feel that he or she is needed by the group.

The establishment of intensive interaction and communication among the students is an effective medium to raise awareness that every human being has different characteristics. This awareness will increase the students' attitude of flexibility.

By understanding their different characteristics, the students will not only raise their attitude of flexibility but also improve their skills in working in groups. Differences in the potential and capabilities of the students can be combined so that each participant can take up the slack with the surplus of each student.

Roger and David Johnson (Asri, 2012:22) suggests the elements that must exist in the learning process of cooperative learning, namely 1) there is a positive interdependence; 2) there is an individual responsibility; 3) there is a face-to-face interaction among the group members to get to know each other; 4) there is a communication among group members; and 5) there is a group process evaluation.

**d. The Types of Cooperative Learning**

In general, there are six types of cooperative learning, namely STAD (Students Team Achievement Division), Jigsaw, TGT (Teams Games Tournaments), Rotating Trio Exchanges (RTE), and Group Resume.

### 3. The Models of Teaching of Musical Arts

Astuti et al (2012) found that the appropriate model of teaching for learners in learning the musical arts at Public School is a model of teaching which implements these following principles: the learning context must be concrete; the lesson plans are based on the learners' needs; the teaching and learning process is conducted based on the student centered view by employing the cooperative learning approach; the learning strategies used are thematic learning with a combination of theory and practice; the learning methods are by doing tasks, discussions, and demonstrations; the learning materials include appreciation, creativity, and expression; the evaluation employs an authentic evaluation conducted by both the teachers and the students.

### 4. Development of cooperative learning teaching model in music subject.

The aim of learning art and culture in a school is not to make the student become an artist, but to stimulate and improve student's aesthetic sensibility through a medium called sound. However, if later on in the future one of the students would become an artist, it would not be a mistake instead art and culture learning process works well over the par. Most important thing is that teachers must be able to create learning process innovatively that can increase aesthetic sensibility of the students in music.

The development of cooperative learning model in musical arts can be done by giving appreciation to art of music then giving students a group assignment to create and express their musical sense of art. Based on the elaborated study

theory, it is proposed a cooperative learning model for musical arts with patterns as follow:

a.  The teacher prepares a real learning context by designing learning that enables the students interact with music.

b.  The teacher chooses material based on standard of competence and base competence by considering students' interest. The material is a combination of theory and practice which is thematic.

c.  The teacher explains learning outlines and tasks to do to the students.

d.  The teacher divides the students into groups and each group consists of 4 to 6 students.

e.  The teacher gives task to each group.

f.  Each group of students presents its work to the class.

g.  The teacher and the students evaluate and do reflection on learning outcomes they achieved.

## 5.  Development of Musical Art Learning Models

Components of learning are teacher, student, material, method, evaluation, facilities as well as feedback. Those are basic components in learning that must be organized orderly so that is able to create an authentic learning outcome which is durable, useful, and meaningful for the students and applicable in real live. The learning outcome mentioned above can be realized if the students happen to be in a real context. In such situation, students will face real problem that makes students be able to understand the root of the problem, to see the problem comprehensively, and to solve the problem accurately.

By overcoming a real problem, student will not only learn how to think specifically toward a particular subject, but also will learn how to think comprehensively, either theoretically or practically. A combination of theory and practice will assist the students in implementing theory and practice itself.

In such situation, theory and practice will automatically blend and no distinctions between both. When a student practices a skill automatically he/she learns the theory. Hence, the ability to practice and knowledge of theory will walk in synergy.

This kind of learning outcome is more perennial compared to learning outcome when a student learns the theory and practice separately. Leaning theory and practice separately, student will possibly master theory only but unable to practice it or vice versa. Learning outcome that is only theory usually tends to be neglected and forgotten. In other hand, practice only without theory will result inaccurate learning outcomes.

Musical art is an intact subject. Cognitive, affective and psychomotor domains are needed in a contribution to be able to play music perfectly. Therefore, to play music must involve those three domains. As a result, theory, practice and appreciation must be taught all together.

Someone will have broadened knowledge if he/she is in a community or group. A job will have better result if it is done in group rather than individually. The same situation will occur when a job will be finished faster, more thorough, and intact if it is done in group. However, it is noted that each member of the group has equal role and important contribution.

Cooperative learning gives possibility to students to study in group, to be faced a real problem, and learn music by combining theory and practice in a unity. Thus accordingly, cooperative learning model is able to increase achievements in learning musical art.

## C. Research Methodology

The approach used in this study is a quantitative approach. The type of the research is the Research and Development in nature. The research utilizes experimental methods by design comprising Pre-Test, Post-Test, and Control Group Design.

1. Product Development

Cooperative learning model developed in this study has the following scheme:

**The scheme of cooperative learning model for musical arts**
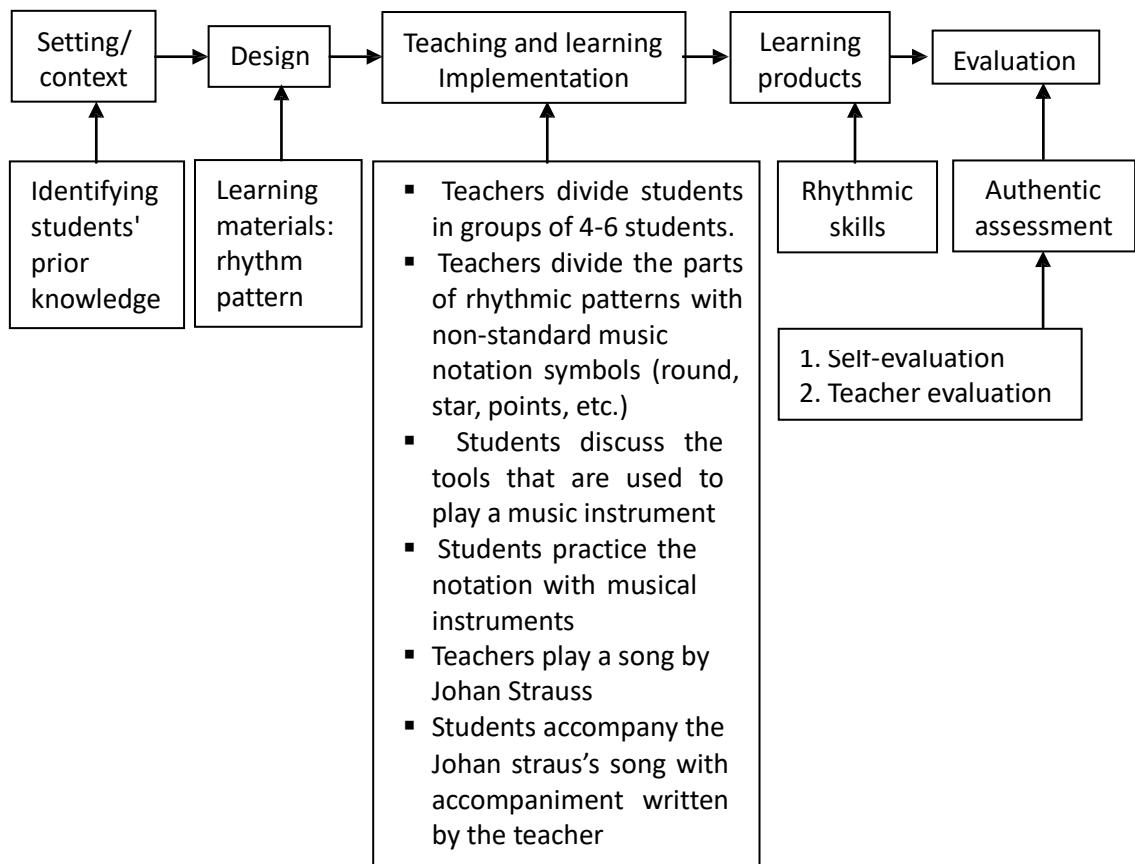
2. Research Variables

    The variables of the research comprise one independent variable and one dependent variable. The independent variable is learning the musical art with cooperative learning models.

3. Data Collection Method

    The data collected in this research is descriptive data of model development and implementation, and outcome achievement data from learning musical arts. In Lukmanul Hakim Islamic Integrated Elementary School, such a model of

cooperative learning has not been applied yet, hence the researcher created a condition required in the research study by conducting experiments. While the data of the learning outcomes achievement are obtained by using tests.

4.  Research Instruments

Broadly speaking, there are two kinds of research instruments developed for the study, namely an instrument to measure models of teaching, and instrument to measure the achievement of learning outcomes of music. Achievement of learning outcomes includes accomplishments related to the cognitive, psychomotor, and affective domains. Cognitive domains are the things related to the theoretical material, psychomotor domains are related with the practice, and the affective domains are related to the students' feelings towards the implementation of the model of teaching.

The models of teaching instruments are used to determine whether the model of teaching has been developed in accordance with the characteristics of cooperative learning or not. The instruments are in the form of observation sheets which are developed based on the characteristics of cooperative learning as argued in the literature review of the study.

The second research instrument is an instrument used to measure the achievement of outcomes in learning music. There are three aspects that should be assessed, namely cognitive, psychomotor, and affective. Thus, the development of the instrument to measure achievement of learning outcomes covers those three aspects.

5.  The Criteria of the Model Effectiveness

The effectiveness criteria of the model of teaching is evaluated in terms of two aspects, namely the level of feasibility or likelihood of a model to be applied and the increase of student achievement results after using the model. The feasibility of the model can be viewed from the ease and smoothness of the learning process; while the achievement of learning outcomes can be evaluated from the development of students' achievement of learning outcomes from the beginning to the end of the lesson. The model of teaching is said to be effective when it can be implemented easily and the achievement of student learning outcomes has increased.

6. Population and sample

The population of the study is all elementary students of international class of Lukmanul Hakim Islamic Integrated Elementary School Kotagede from grade I to VI. Meanwhile, the study sample numbers over 24 students of fourth graders. Grade 4 students are taken for samples since the psychological development of the students is in the middle of between the lower grade students and upper grade students.

**7. Data Analyses**

Data analyses used in this study were descriptive and inferential statistics. The descriptive statistics were obtained to determine the distribution of the data. They consisted of ranges, minimum values, maximum values, the mean, and SD. Inferential statistics which used *t-test* was obtained to determine whether cooperative learning method in the music subject can enhance students' achievement of learning outcomes significantly.

Results of t-test analysis were also used to test the effectiveness of the cooperative learning model. The model is said to be effective, then, if the experimental group's achievement of learning outcomes are significantly better than before.

**D. Results of the Study**

The students' achievement of learning outcomes was seen in terms of cognitive, psychomotor and affective domains while effectiveness of learning was seen through t-test analysis. Based on t-test analysis, there were significant differences between the cognitive achievement of learning outcomes before and after learning processes in the significance level of 5%. The same results occurred in the psychomotor and affective domains. Therefore, the cooperative learning model could improve students' achievement of learning outcomes in the cognitive, psychomotor, and affective domains. In short, the cooperative learning model, used in music subject, improved students' achievement of learning outcomes significantly.

Cooperative learning model let all students to have the same opportunity to think and argue with a clear context. Its clarity led students to have the same perception of an object; as a result misperceptions among the students could be avoided. In other words, difference interpretations of the students on subject matters related to learning materials could be minimized. The same perception facilitated communication among students as well. It made communication processes run smoothly; therefore the achievement of learning outcomes could easily be achieved.

**E. Conclusions**

Based on the results of this study, it can be concluded that cooperative learning model improves students' achievement of learning outcomes in the cognitive, psychomotor, and affective domains at significance level of 0.05. These results can be interpreted that the cooperative learning model is effective in improving achievement of learning outcomes of music students.

In addition, there are some suggestions related to the procedures of implementing cooperative learning model in music subject.

a.  In the implementation of cooperative learning for elementary school students, it is advised that every student gets a chance to play music instrument such as Carl Orf, for example castanet, triangle, cowbell, and maracas. They are easy to play and produce a variety of sounds. Besides, their prices are relatively affordable.

b.  Given that scores a song in general has a long bar, music teachers then should guide their students by giving taps and thus students can always follow the tracks.

c.  Next, learning materials should enhance aspects of melody and harmony. It is aimed at giving the students a more comprehensive understanding of the music.

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