

Asia Pacific Network for Moral Education

APNME

5th Conference

11-13 June 2010

in

Nagasaki

in conjunction with

JAMME

Moral Education in Asia's
Globalising Societies :
Concepts and Practices

program (APNME)

Home page of APNME: <http://www.apnme.org/>
Conference contact address: apnmenagasaki@ml.nagasaki-u.ac.jp

The Fifth Conference
of the
Asia Pacific Network for Moral Education

**Moral Education in Asia's Globalising
Societies: Concepts and Practices**

Nagasaki University
Japan

11-13 June, 2010

Sponsored by:

The Uehiro Foundation on Ethics and Education

In association with the Japanese Association for Methods of Moral Education

(Attendants of the Asia Pacific Network for Moral Education are also welcomed to the conference of
Japanese Association for Methods of Moral Education)

APNME Conference Organizing Committee

PROGRAMME

Day 1. Friday 11th June

(Elementary School, Faculty of Education, Nagasaki University)

Session 1 14.10-17.00pm

Moral education Lesson 14.15 - 15.50 pm

Makoto Nagata (The Elementary School Attached to Faculty of Education, Nagasaki University)

Moral education lesson for 1st graders

Keiichi Hattori (The school board of Osaka-city)

Moral education lesson for 5th graders

Post-lesson discussion 16.00 - 17.00 pm

Facilitator: Kohtaro Kamizono

Comments about the lessons by Makoto Nagata and Keiichi Hattori

(translated by Kaori Okumoto, Yukiko Maeda)

(Loisir Hotel Nagasaki)

AGM

5.30 - 6.45 pm APNME Annual General Meeting

7.00 pm - Optional Welcoming Dinner (4,000 yen per person)

Day 2. Saturday 12th June

(at Faculty of Education, Nagasaki University)

Registration 8.30 am - 17.00 pm

(Entrance of Faculty of Education)

Session 2 8.50 - 9.10am

(SCS room)

Welcome speech to the Fifth Annual Conference of APNME in Nagasaki

Kohtaro Kamizono (Nagasaki University)

Globalisation, Responsibility for Peace and moral Education

Session 3 9.15 - 10.45 am

Parallel Session A: Regional Challenges and Opportunities for Moral Education

(room 238)

(3 papers of 20 minutes each, plus 30 minutes discussion)

Facilitator: Guozhen Cen

(1) Yoshiro Kanematsu *Continuity and Discontinuity of Moral Education in Japan: Encouraging high schools to make moral education relevant*

(2) Gao Guoxi *On the Orientation and Approach of Moral Education in China Today*

(3) Vishalache Balakrishnan *Vygotskian ZPD to ZCD in Moral Education: Reshaping Western theory and practices in a local context*

Parallel Session B: Philosophical and Psychological Perspectives on Moral Education

(room 206)

(3 papers of 20 minutes each, plus 30 minutes discussion)

Facilitator: Yong-Lin Moon

(4) Laurance J. Splitter *Moral Education: Respecting relationships over boundaries*

(5) Yong-Lin Moon, *The Relationship between LifeGoal and Life Satisfaction with Adolescents in Korea*
Suehyeon Paek &
Jeongyi Yoon

(6) Ann, Tzu-yu Yen, *Philosophy for Children and Education for Democracy: A Deweyan perspective*
Jessica Ching-sze Wang

Parallel Session C: Character Education

(room 204)

(3 papers of 20 minutes each, plus 30 minutes discussion)

Facilitator: Derek Patton

- (7) Darmiyati Zuchdi *Character Education through Life Skills Development in Indonesia*
(8) Chen Hui-Mei *A Case Study on the Ideology of Character Education in Taiwan*
Chou Pei-I
(9) Hsing-Yuan Liu, *Service-learning as Character Education in Taiwanese Universities*
Kuei-Lan Yu.

Session 4 Parallel Sessions 10.50 am - 12.20 pm

Parallel Session A: Moral Education and Religious Tradition

(room 238)

(3 papers of 20 minutes each, plus 30 minutes discussion)

Facilitator: Laurance J. Splitter

- (10) Muhimatussolihat, *A Glimpse of Some Approaches to Values Education in Indonesia and the*
Christopher Drake *Legacy of Dewantoro*
(11) Muhammad Nasir Khan *The Impact of Moral Principles and Academic Ethics of Mystic Education on*
Societies in the Indo-Pak Sub continent
(12) A.M.Susilo Pradoko *Differences of Norms and Values Criteria in Asian society: Sadness and solutions*

Parallel Session B: Moral Education, Human Rights and Democracy

(room 206)

(3 papers of 20 minutes each, plus 30 minutes discussion)

Facilitator: Helena Meyer-Knapp

- (13) Hueyguan Cheng *A Study of Human Rights Curricula Focusing on UDHR and the Taiwanese*
Context
(14) Astri Dwijayanti Suhandoko *Institutional Caring in Higher Education: International "Muslim" Students'*
Reality in Taiwan
(15) Ruyu Hung *An Exploration of Aesthetic Pedagogy of Human Rights Education:*
Neo-pragmatism, Phenomenology and Aesthetic Experience

Parallel Session C: Moral Education and Student Morality

(room 204)

(3 papers of 20 minutes each, plus 30 minutes discussion)

Facilitator: Minkang Kim

- (16) Xianqing Wang *On the Psychological Difficulties and Moral Education of College Students' Network*
Anomie
(17) Ho Hsiu Hwang *Whose Moral Education? The student's or the teacher's?*
(18) Ma Le Chen *Expectation and Reality: A survey of ideals and individual development of students in*
an MA programme

12.20 - 1.10 pm Lunch

Session 5 Parallel Sessions 1.15 pm – 2.45 pm

Parallel Session A: Cultural Traditions and Moral Education

(room 238)

(3 papers of 20 minutes each, plus 30 minutes discussion)

Facilitator: Dorrie Hancock

- (19) Di You, Yukiko Maeda *Moral Sensitivity: What we know and what we still need to know*
- (20) Kohsuke Amano *Moral Education Adopting the Jigsaw Method: What are the problems of moral education classes in Japanese Public Schools?*
- (21) Hsing-Yuan Liu, Sheau-Ming Wu *Constructing and Practicing a Friendly Campus by Character Education*

Parallel Session B: National Contexts and Moral Education

(room 206)

(3 papers of 20 minutes each, plus 30 minutes discussion)

Facilitator: Nobumichi Iwasa

- (22) Maosen Li *A Traditional Chinese Concept of Moral Education and its Implication for Globalization*
- (23) Leticia Nagao *Japanese Moral Education, Outside Japan*
- (24) Yong-Lin. Moon, Hee-Sun Chang & Jeoyng-Hyun Ryu *An Analysis of Dishonesty Behavior Patterns of Korean Adolescents*

Parallel Session C: Globalisation and Modernity

(room 204)

(3 papers of 20 minutes each, plus 30 minutes discussion)

Facilitator: Thomas Kwan-choi Tse

- (25) Ruyu Hung *The Meaning of Place and Place-based Education: Confronting Homogenisation and Globalisation*
- (26) Yu-hui Chen *Multiculturalism and Lyotard's Discourse of Post-modernity*
- (27) Ssu-Yu Lu *A Study of Contemporary Discourses of Citizenship and its Implications for Taiwanese Civic Education*

Parallel Session D: Globalization and Self-Esteem

(room 203)

(3 papers of 20 minutes each, plus 30 minutes discussion)

Facilitator: Kohtaro Kamizono

- (28) Hongyan Cheng *Moral Values among Chinese College Students in a Globalizing Society*
- (29) Young Yoon *Study for Distance and Difference between Education of Personality in Home and School*
- (30) I-Ling Ling *The Effects of Self-esteem and Emotional Maturity on Revenge Behavior: An empirical study of nurses' responses to negative patients' behaviors*

Session 6 Symposium 2.50 – 4.40 pm

(SCS room)

Moral Education in Asia's Globalising Societies: Concepts and Practices

(translated by Kaori Okumoto, Yukiko Maeda and Itsuro Inage)

Chairs: Maosen Li (Renmin University, PRC)

Kanji Uechi (Ryukyu University, Japan)

Speakers: Shenghong Jin (Nanjing Normal University, PRC)

What the Confucian Idea of Harmony Contributes to Education in an Age of Globalization

Tak-Joon Jung (Mokpo National University, Korea)

The Main Characteristics of Korean Moral Education and the Direction of its Development

Yasunari Hayashi (Joetsu University, Japan)

Moral Education in Asia's Globalising Societies: Considerations from the current situation in Japan

4.45 pm – Visit to Nagasaki Atomic Bomb Museum

6.30 pm Social meeting and buffet with members of the Japanese Association for Methods of Moral Education (4,000 yen per person) (1st floor of COOP restaurant)

(Interpreters will be present at the meeting)

Day 3. Sunday 13th June

(at Faculty of Education, Nagasaki University)

Registration 8.30 - 11.00 am

(Entrance of Faculty of Education)

Session 7 Invited Lecture: 8.50 – 9.40 am (translated by Kaori Okumoto)

Speaker: Keiko Kamide (Kwassui Women's College)

(SCS room)

Peace Studies for Children: Children as peacemakers

Session 8 Parallel Sessions and Symposium 9.45 - 10.45 am

Parallel Session A: Moral Education by Music and Comic literature

(room 238)

(2 papers of 20 minutes each, plus 20 minutes discussion)

Facilitator: Monica Taylor

(31) Kun Setyaning Astuti *Shaping Morality through Music Learning in Formal Schools in Indonesia: An evaluation study*

(32) Xiao-lei Wang *A Comparative Study of How Moral Values are Conveyed in Chinese, American English, and French Children's comic Literature*

Parallel Session B: Moral Development Research

(room 206)

(2 papers of 20 minutes each, plus 20 minutes discussion)

Facilitator: Chen Yen-Hsin

(33) Thomas Bienengräber *Moral Development is not Homogeneous – but what else?*

(34) Minkang Kim *Universality and Cultural Diversity in Moral Development: From the perspective of the Dynamic Systems Approach*

Symposium C: Teachers' Narratives and Moral Education

(room 204)

(2 papers of 20 minutes each, plus 20 minutes discussion)

Chair: May Mei-lin Ng

(35) May Mei-lin Ng *Les Misérables in the Making (Part I): Learning from teachers' experience as moral educators*

(36) Dorrie Hancock *Finding the Warmth of the 'ger' in Mongolian School Relationships: The use of virtues recognition in language improves relationships within a school*

Session 9 Roundtable and Symposium: 10.50 – 12.20 am

Roundtable A: (Japanese is also used)

(room 238)

Chair: Helena Meyer-Knapp

- (37) Helena Meyer-Knapp *Museums Teaching the Histories of War and Peace: Victims and nationalists in an interdependent world.*
- (38) Karl Gustafsson *The Role of War Museums in education in China: Patriotism and morality*
- (39) Sayako Okuno-Shirokane, *Memory and History in the Hiroshima Peace Memorial Museum*
Yoshitsugu Hirata

Symposium B: Perspectives from Thailand (discussion interpreted into Japanese)

(room 206)

Chair: Duchduen Bhanthumnavin

- (40) Sr. Kanchana Singhsa *A Century of Ethics Instruction in Thai Primary Education (1871-1970): Its mode and means*
- (41) Duchduen Bhanthumnavin *State-of-the-art Research into the Antecedents of Moral Behaviour in Thai Youth*
- (42) Duangduen Bhanthumnavin *Evidence-based Policy and Programme for Creating Moral Citizens in Thailand*

12.20 – 1.10 pm Lunch

Session 10 Symposium and Two Parallel Sessions 1.15 – 2.45 pm

Symposium A: Moral Education in Mongolia (discussion interpreted into Japanese)

(room 238)

Chair: Dorrie Hancock

- (43) Khulan Chimedtseye, *Current Moral Education Approaches in Mongolian Schools Today*
Dorrie Hancock &
Nadmidiin Begz
- (44) Nadmidiin Begz, *Mongolian Cultural and Moral Values in the Current Time of Transition*
Sid Sanjaabadam &
Dorrie Hancock
- (45) Batsukh Sanduijav, *The Phenomenon of Educator Peer Teacher Training of Moral Education Programmes in Ulaanbaatar Schools*
Dorrie Hancock
- (46) Dorrie Hancock, *Looking towards a Nationwide Action Research Approach to Moral Education Development in Mongolia*
John Grayzel

Parallel Session B: School-based Research

(room 206)

(3 papers of 20 minutes each, plus 30 minutes discussion)

Facilitator: May Mei-lin Ng

- (47) Chen Yen-Hsin, *The Moral Practice of a Taiwanese Schoolteacher: A case study*
Wang-Bei Ye
- (48) Wing-Wah Law *School-based Curriculum Development and Moral Education in a Global Age: The experiences of three schools in China*
- (49) Tso-Yi Lin, *An Action Research on Developing Character-based School Culture Curriculum*
Tso-Hsien Lin

Parallel Session C: The Impact of Global Information Technology on Morality

(room 204)

(3 papers of 20 minutes each, plus 30 minutes discussion)

Facilitator: Li Maosen

- (50) Chin-Chueh Wang *A High-tech Illusion or a Solution? Some perspectives on E-democracy in the global society*
- (51) Tu Yi Ju *Moral Education in Progress: A case study at Shantou University*
- (52) Ruth Fallon, *Using The World Challenge to Broaden Students' World view of Social Entrepreneurship*
Robin Sakamoto

Session 11 Symposium and two Parallel Sessions 2.50 - 4.20 pm

Parallel Session A: Research into Behaviour

(room 238)

(3 papers of 20 minutes each, plus 30 minutes discussion)

Facilitator: Xiao-lei Wang

(53) Liqi Zhu, *Does Group Discussion Make Chinese Children More Pro-social or More Rational?*
Monika Keller

(54) I Ju Chen *The Study of Behavioural Intention of Preschool English Teacher in Participating in Early Childhood Education Training and Teaching Employment Service*

(55) Yohann Yezdi Engineer *SMU Student Council of Discipline: A peer approach to ethical moderation and awareness*

Parallel Session B: Development of Moral Education in China

(room 206)

(3 papers of 20 minutes each, plus 30 minutes discussion)

Facilitator: Christopher Drake

(56) Thomas Misco *Karl Marx and Reflective Thinking: The synthesis of Communism and democracy in China's moral education*

(57) Guozhen Cen *The Status of Moral Education in the Family: Based on an investigation of family education among primary and middle school students*

(58) Thomas Kwan-choi Tse *Continuities and Changes in the Role Models in the School Textbooks of People's Republic of China (1997-2005)*

Parallel Session C: Concept and Practice of Moral Education

(room 204)

(3 papers of 20 minutes each, plus 30 minutes discussion)

Facilitator: Shenghong Jin

(59) Tu Yi Ju *Moral Education in Progress - Case Study on Shantou University*

(60) Derek Patton *Investigating the Virtues Project Effects in a Preschool*

(61) Chen Guo *What is the Relationship between Concept and Practice in Moral Education?*

Closing Plenary 4.30 - 5.00 pm

(room 238)

Chair: Monica Taylor, *Editor, Journal of Moral Education*

Comments:

1. In this conference English is used as the medium for communication, but many attendants are not native English speakers. Therefore, please bear this in mind by helping each other in communication and avoiding speaking too fast.
2. As the number of presentations exceeds the expectations of the organizers, time allocations are somewhat tight. Please do your best to observe time limits in order to maintain the smooth progress of the conference.
3. We appreciate your generosity and cooperation in helping to solve any unforeseen problems.

(31) Shaping Morality through Music Learning in Formal Schools

in Indonesia: An evaluation study

Kun Setyaning Astuti

The purpose of education is to shape personality. A teacher has a responsibility not only for the teaching of knowledge, but also the development of commitment to its highest values. The students' personality could be shaped through school subjects taught. Hence, the aim of music teaching and learning is to increase the quality of human esthetics.

There are three domains of achievement that should be developed in the process of learning, namely cognitive, affective and psychomotor. In general, there are three phases in creating a piece of music: appreciation, creation, and expression. Appreciation is an awareness to appreciate art works by recognizing various forms of music. Creation means activities to create or produce musical work, while expression refers to activities to express or actualize the music work with certain techniques. The essence of music itself, viewed from their output, is capable of developing imagination, intellect, expression, sensitivity, and skills.

In Indonesia, music is taught in formal schools from the level of elementary schools, junior high schools, up to senior high schools. The material taught covers the local music, national music and foreign music. The average number of students is 40 in each class, so that the form of music which is generally taught in such a class is ensemble music, which is presented together in a group involving many different players, each of whom may have a different function. There are two factors that influence the success of ensemble music, i.e. individual ability, and team ability. Individual ability includes personal musicality and interpersonal skills. Group ability is the ability to play music together in harmony. To achieve that ability, every member of a music ensemble has to be disciplined, able to self-adjust, cooperative, empathetic, and able to respect others. These are the moral values taught through music ensembles. Music teachers in Indonesia, in addition to teaching the skills to play music, also teach discipline, teamwork, and empathy.

This article is based on the development of an evaluation model for art and culture learning in Junior High Schools that has been conducted for two years. The study was a research and development study. It employed a mixed approach, i.e. both quantitative and qualitative approaches. The results show that music learning is capable of shaping morality in the aspects of discipline, cooperation, and empathy.

Presentasi Konferensi Internasional



JUDUL MAKALAH

*Shaping Morality through Music Learning
in Formal Schools in Indonesia:
An Evaluation Study*

Oleh:

Dr. Kun Setyaning Astuti, M.Pd.

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**UNIVERSITAS NEGERI YOGYAKARTA
2010**

Shaping Morality through Music Learning in Formal Schools in Indonesia:

An Evaluation Study

**By. Kun Setyaning Astuti
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The purpose of education is to shape personality. A teacher's has a responsibility not only teaching of knowledge, but also the development of commitment to its highest values. The students' personality could be shaped through school subjects taught. Hence, the aim of music teaching and learning is to increase quality of human esthetic.

There are three domains of achievement that should be developed in the process of learning, namely cognitive, affective and psychomotor. In general, there are three phases in creating an music: appreciation, creation, and expression. Appreciation is an awareness to appreciate art works by recognizing various forms of music. Creation is activities to create or produce music work, while expression is activities to express or actualize the music work with certain techniques. The essence of music itself, viewed from their output, is capable of developing imagination, intellect, expression, sensitivity, and skills.

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This article is based on the development an evaluation model for art and culture learning in Junior High Schools that has been conducted for two years. The study was a research and development study. It employed the mix approaches, i.e. the quantitative and qualitative approaches. The results show that music learning is capable to shaping morality in the aspects of discipline, cooperation, and empathy.

1. Introduction

Morality constitutes the core issue for the existence of a nation. Self-awareness that each individual is part of the nation will generate the awareness to form a state and nation. Such awareness will develop the efforts in forming the character (character building) of the nation. Character building of a nation grows continuously and incrementally. Character building of a nation is influenced by its history, geography, and the potentials. The difference in those aspects makes varieties in the values of life which are upheld by different nations. Similarly, the moral values reflected in the order of life of different nations will also be different.

Such differences in the order of life make every nation has different characteristics. These characteristics constitute the identity of the nation, which distinguishes that nation from another nation. At the time when advances in transportation and information technology grow rapidly like this time, each nation struggle to strengthen their respective moral values and cultures. Many countries feared that the influence of foreign culture would fade their original cultures, so that many countries closed themselves from foreign influences.

In the 21th century, where advances in technology and information were growing very rapidly, distance is not a problem anymore to have communication and cooperation between one nation with the others, creating so many links. Such links made happen cultural transformation, including moral values among nations. It caused the moral values shared among the nations of the world increasingly get more and more universal. In the end, all nations around the world may embrace the same moral values.

This nation is responsible in transforming the moral values to its young people. One of the media used in transforming the moral values is through education. Based on the Law of the Republic of Indonesia No. 20 in 2003 concerning the national education system, in section 1 of

Article 13-15, it is stated that education consists of formal, non-formal, and informal education that can complement and support one another. Formal education consists of elementary education, secondary education, and higher education. The types of education include general, specific, academic, professional, vocational education. The non-formal education is carried out for the citizens who need the educational services that function as a substitute, supplement, and/or complement to formal education in order to support the concept of lifelong education. Informal educational are activities undertaken by the family and the environment in the forms of independent learning activities.

As mention as that statement before can be said that the purpose of education is to shape personality. A teacher's has a responsibility not only teaching of knowledge, but also the development of commitment to its highest values.

Chazan(1985: 5) argued that a teacher as educated person have dealt with the relationship between moral knowledge and moral action in the educational sphere. Furthermore, Durkheim (Chazan, 1985:11) considered that moral goals are those the object of which is society. The domain of the moral begins where the domain of social begins. Morality begin with membership of group. It is not related to an act which has individual interest (alone). Campbell(2004:451), said that teacher effectiveness research has tended to neglect the analysis of values in two senses: the general values associated with the process of education, and the more specific values underlying effective teaching. He argued that effective teaching is underpinned by a framework of general moral values associated with education systems, and specific values in relation to the nature of learning and classroom climate. It follows that any model of teachers effectiveness must include an analysis of the values of the schools and teachers involved in teacher effectiveness research and teacher appraisal.

Based on the statements it can be said that the process of education is suffused with values and moral purpose. Durkheim (Campbell, 2004:452) argued that, the teacher is supposed to represent certain ideals in the community. The most complete ineffectiveness as a teacher does not always constitute a valid ground for dismissing a teacher, in any moral dereliction causes a teacher's contract to be broken at once.

The implication is a teacher's responsibility for the initiation of members of society into its cultures will involve not only teaching of knowledge, but also the development of commitment to its highest values. Thus, subject teachers must be able to shape personality. The students' personality could be shaped through school subjects taught. For example, mathematics should be able to develop the way of thinking and the way to act in daily life. History subjects should be used to reflect life, and arts and cultural subject should be able to develop esthetics, etc.

Based on the explanation above, an effective teaching and learning process should consider three aspects: transferring moral, knowledge, and shaping personality. Besides that, every teacher has an educational platform which expresses the normative assumptions, principles, beliefs and values that guide their teaching activity and usually encompass the aim of education, the teacher's preferred pedagogy, the image of the learner, the social significance of the student's learning, but the most important things students should learn.

B. Discussion

The students' personality could be shaped through school subjects taught. Hence, the aim of music teaching and learning is to increase quality of human esthetic. Bloom, Simpson, and Gagne prove that there are three domains of achievement that should be developed in the process of learning, namely cognitive, affective and psychomotor. Astuti (2009) said that In general, there are three phases in creating an music: appreciation, creation, and expression.

Appreciation is an awareness to appreciate art works by recognizing various forms of music. Creation is activities to create or produce music work, while expression is activities to express or actualize the music work with certain techniques. The essence of music itself, viewed from their output, is capable of developing imagination, intellect, expression, sensitivity, and skills. Hence, through music learning can be developed, cognitive domain, psychomotor domain and affective domain.

The function of arts is not only as an entertainment but also as educational media, a means of religious and customary rituals, and as a presentation of aesthetic. Music as apart of art can train listening sensitivity that leads to soft feeling and behavior. Rhythm of music- can facilitate physical work, support the brain work, development improve moral, and bring the spiritual power alive. Astuti (2009)The creation process of art, viewed from its outcome, can stimulate empathy, tolerance, democracy, civilization, and harmony of life in heterogeneous society.

In view of its importance, music is taught as a school subject at Formaly schools. In view of the important part music plays in shaping the personality of the young generation, music needs to be seriously taught. Learning music is provided as part of the subject for arts and culture from elementary, junior high and senior high schools in public school. Even there are some majors or departments in music held for high school and university level intended for the prospective music teachers or music artists. The teaching of music at public schools differs in objective from that at vocational schools. The objectives of music teaching at primary and secondary schools are to develop the esthetic sense and creativity of the young generation and to make the young generation become cultured and productive. This is in line with what is opined by Sedyawati (2002: 3), who states that the goal of education in art at public schools that should be attained is to enable the learners' sensitivity to art to be processed. Therefore, the teachers as the resource

persons in class should be the ones who first possess a sufficiently high sensitivity to art so that they could stimulate their students not only in terms of sensitivity to art but also in terms of certain wealth in genres, techniques, and expressions.

1. System of Art Education in Indonesia

Arts education can be carried out in the vocational and non-vocational concept of framework. Vocational education means that art education is carried out individually by exploring and self-trial about the arts, while the non-vocational emphasizes on collective participation to understand the meaning of art. Arts education can be instrumental and substantial. In Indonesia, the teaching of arts in vocational schools uses an instrumental approach, which means more emphasis on the mastery of practice because the goal is to make the students become artists, whereas arts education in public schools uses the substantial approach, whose goal is to provide more space for the development of art appreciation, creation, and artistic expressions in general.

Curriculum Center (2002:7) states that arts education aims at developing all activities concerning aesthetic zests which include any activities in expressing, exploring, creating and appreciating arts in the form of visual, sound, movement, and character languages. Similarly, in the Educational-Unit Based Curriculum, it is stated that the standard of competence for arts and cultural subjects is to appreciate, create and express arts and culture in local, national, and international levels in Asia as well as outside Asia (BSPN: 2006).

2. The Concept of Music Learning in Formal school in Indonesia

In Indonesia, the concept of art education does not only emphasize on establishing sense of belonging and love to the local culture and national culture, but also giving attention to the art of global world. In the Educational-Unit Based Curriculum (KTSP) that has been enacted

since 2006, the Basic Competency Standards listed to be achieved by the students include the ability in appreciating, creative designing and expressing ideas in local music arts, national music arts, and international arts as well.

The competency standards that must be mastered by music students in music art classes are, among others:

- a. Identifying the types of Local Traditional Songs, National Music, and music from abroad, both from Asian countries and from other countries outside Asia.
- b. Performing Appreciative Attitude toward the Uniqueness of Local Traditional Songs, National Music, and music from abroad, both from Asian countries and from other countries outside Asia.
- c. Arranging simple works for Local Traditional Songs, National Music, and music from abroad, both from Asian countries and from other countries outside Asia.
- d. Performing the Results of music Arrangement on Local Traditional Songs, National Music, and music from abroad, both from Asian countries and from other countries outside Asia.
- e. Identifying the varieties of Local Traditional Music, National Music, and music from abroad, both from Asian countries and from other countries outside Asia.

3. The Learning Process of Musical Arts

The learning process is an essential part of the educational process. The process of learning music constitutes a process of interaction which includes activities of perception or feeling, transforming, expressing, and appreciating. The perception activity is the process of understanding and experiencing an object of art through feelings. Transformation activity is a creative process that involves the ability in thinking, feeling, imagining, using intuition, and problem solving. Expression activity is the process of expressing thoughts, feelings, and understanding through the medium of music, while appreciation is the activities of reflecting, analyzing, criticizing, and assessing the art of music.

The average number of students is 40 in each class, so that the form of music which is generally taught in such a class is ensemble music, which is presented together in a group involving many different players, each of whom may have a different function. There are two factors that influence the success of ensemble music, i.e. individual ability, and team ability. Individual ability includes personal musicality and interpersonal skills. Group ability is the ability to play music together in harmony. Musicality is the intelligence power that requires one's sensitivity towards the relationship among the tones and the flexibility of the fingers or other body organs needed to express the music (Gardner, 1993:24). Interpersonal skills include empathy and discipline. Goleman (1998:149) explains that the Empathy helps one to understand others. While discipline is the ability necessary to adjust oneself to the group.

To achieve that ability, every member in music ensembles has to be discipline, able to self-adjust, cooperative, empathetic, and able to respect to one another. Those are the moral values taught through music ensembles. Music teachers in Indonesia, in addition to teaching the skills to play music, also teach discipline, teamwork, and empathy. To determine the influence of art music learning to students' personal development, especially in the aspect of discipline, self-adjustment, cooperation, empathy and respect for others, an evaluation study is conducted.

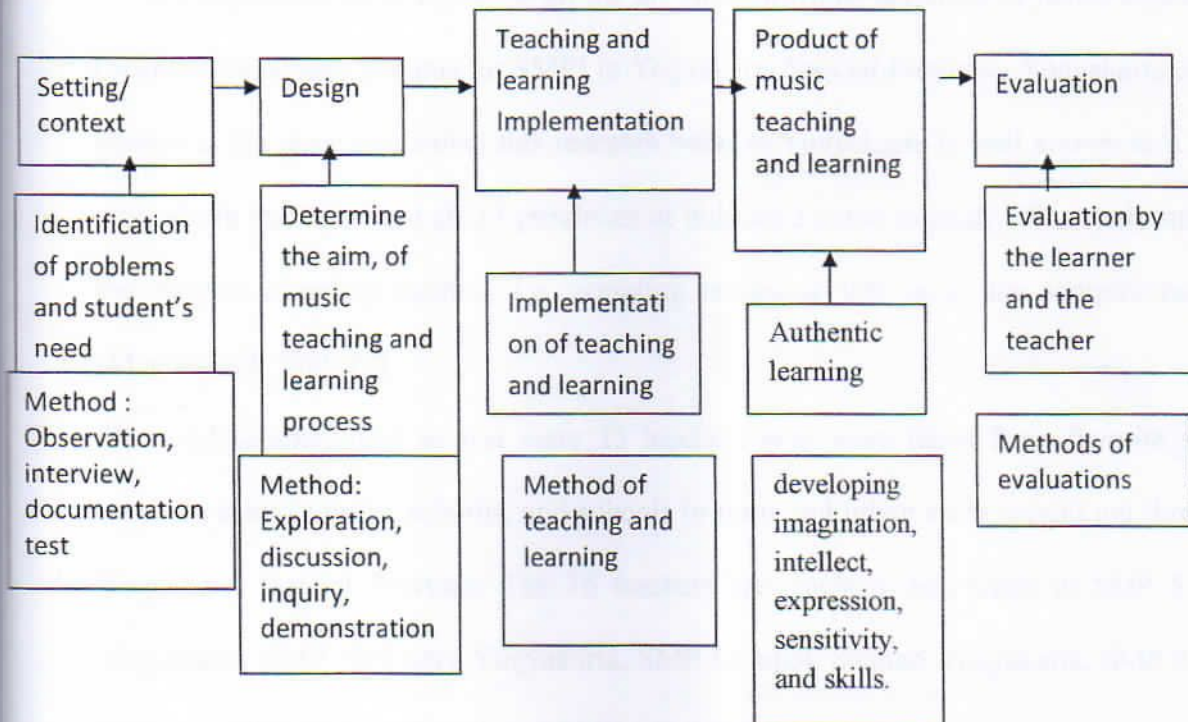
1. Learning Evaluation

Evaluation is a series of activities of a program aiming to determine the success of a program. Clive, et al. (2002:3) explains that in general there are three types of evaluation, i.e. appraisal evaluation, that is an evaluation on the feasibility of a program to be executed, the second, the evaluation on execution or implementation of the program, and the third, evaluation of program results and outcomes. Considering that in the process of music learning there are the stages of planning, implementing, and evaluating towards the learning achievement, then the

evaluation studies here are conducted on the conditions prior to learning, during the process of learning, and on the learning outcomes.

Worthen & Sanders (1981:19) reveal that the evaluation is an activity to determine the value of something, within which there is gaining information which is used to determine the good or bad, the success or failure of a program, product, procedure, purpose, or design of approach to achieve certain goals. There are many models of evaluation developed by educational experts and practitioners, such as: CIPP (Context, Input, Process, and Product) Evaluation Model (Fernandes, 1984: 7), Scriven evaluation model which is based on "consumer-oriented evaluation" because the philosophy of the evaluation model is based on the interests of consumers (Stufflebeam & Shinkfield, 1985:312), Alkin Evaluation Model which pays attention to the potential users, i.e. both users within an institution and outside the institution that have a potential to use the evaluation results either directly or indirectly (Alkin, 1985 : 65), Valadez model of evaluation (1994:12) which stresses the importance of monitoring activities in evaluation, because the quality of evaluation extremely depends on the strength of monitoring, evaluation model of *performance monitoring indicators* that measures the impact, outcomes, outputs and inputs of a project which is being monitored during the project implementation to obtain information about the progress of the project (Mosse, Roberto & Sontheimer, 1996). Astuti (2008) proposed an evaluation model of learning in the perspective of creating a new meaning as a benchmark for the success of learning. The learning principles that must be evaluated must be viewed from the perspective of using of the principles of context, focus, socialization, individualization, sequences, and evaluation in learning.

The scheme of the teaching and learning model of music as follows:



C. Metodologi Research

1. The design of the research

Valadez (1994:227) states that the appropriate design appropriate to examine the impact of a program is a Quasi-Experimental Design. However, in order that the evaluation research is not detrimental to some students because they do not get the same treatment, then there is no control groups used in this study.

This research is a research and development study. The approach used in this research was a combination of quantitative and qualitative approach. The qualitative analysis was used to description change of affective domain, while the quantitative analysis was used to measure the differences affectif between Pre-test and Postest.

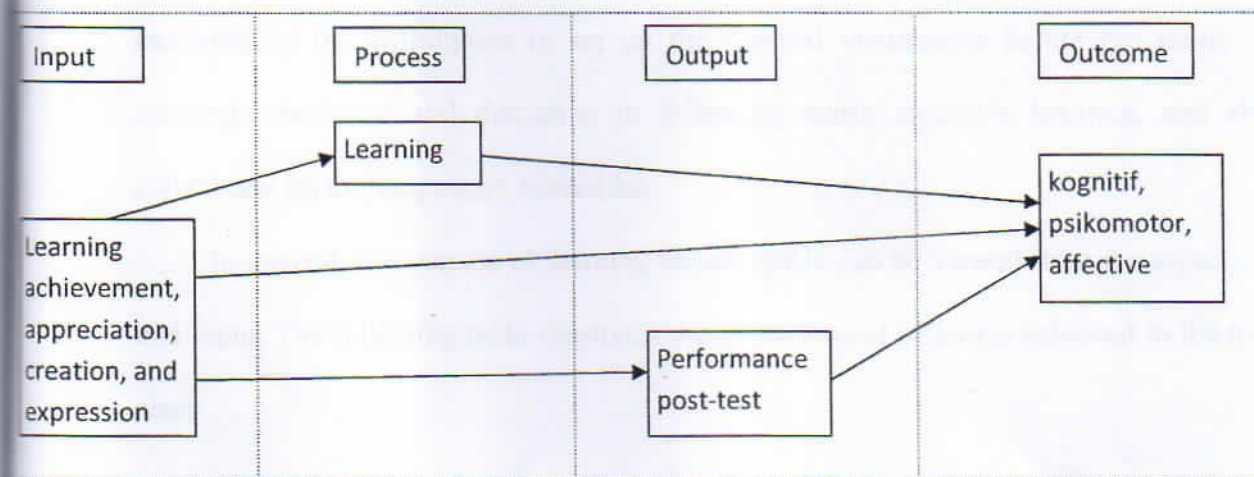
2. Research Population and Sample

The population of this study is all the art music learning activities in junior high schools (Sekolah Menengah Pertama, or SMP) in Yogyakarta Special Province. Yogyakarta city was chosen as the place to conduct this research because Yogyakarta is well known as a student city, where students from all 33 provinces in Indonesia come to study. This study made use the *random sampling method*, i.e. sampling technique that picks the samples randomly (Mendenhall, 1986:79).

The total samples used as test were 15 teachers who were taken from favorite schools, common schools in the suburbs, and schools in rural and urban areas spread out throughout Yogyakarta Special Province. The 15 teachers are teachers who teach in SMP 5 Kodya Yogyakarta, SMP 10 Kodya Yogyakarta, SMP 5 Depok Sleman Yogyakarta, SMP 5 Depok Sleman, SMP 1 Sedayu Bantul, and SMP 1 Kulon Progo.

3. The analysis of the data

The scheme of the relation among the variables can be illustrated as follows:



This research involved three dependent variables and three conditions or categories, namely kognitif variable, psikomotor variable, and affectif variable. To gain the impact comprehensively, the researchers used MANOVA analysis. It is in line with the idea of Pallant (2007:275)

"Multivariate analysis of variance (MANOVA) is an extension of analysis of variance for use when you have more than one dependent variable. This dependent variable should be related in some way, or there should be some conceptual reason for considering them together. MANOVA compares the groups and tells you whether the mean differences between the groups on the combination of dependent variables are likely to have occurred by chance."

In this study, the independent variable is the art of learning music, while the dependent variables are the cognitive, psychomotor, and affective aspects.

4. The result of the research

The result shows that there are significant differences in cognitive, psychomotor, and affective aspects performed by the students between the pretest and posttest. Especially in the affective aspect, after the students follow the learning process of music ensemble, they showed attitudes of more empathic, more disciplined, and able to cooperate with other students. This is indicated by the willingness to set up the musical instruments before the music ensemble learning, obedience and discipline in following music ensemble learning, and abilities to collaborate performing music ensembles.

In general, the success of learning the art music can be viewed from the aspects of output and input. The following table illustrates the improvement of scores achieved in the musical art class:

Table. Scores of inputs and outcomes achieved musical art class

No.	Shools	Degree	Input	Output	Conclusion
1.	SMP N 2 PAKEM	VIIA	30	46	Increase
2.	SMP Negeri 4 Pakem Sleman	VIII	36	29	Decrease
3.	SMP Negeri 5 Depok	VIIA	22	39	Increase
4.	SMPN5 Depok	VIIIB	26	43	Increase
5.	SMP 5 Depok	VII C	22	41	increase
6.	SMP Negeri 2 Nanggulan Kulon Progo	VIII	37	26	Decrease
7.	SMP Negeri 2 Nanggulan Kulon Progo	VIII	22	26	increase
8.	SMP 5 Depok Sleman	IX A	35	56	increase
9.	SMP N 5 Depok	IX B	56	58	increase
10.	SMP N 5 Depok Sleman	IX C	38	56	increase
11.	SMP Ma'arif	VII	38	60	increase

Based on the data, t-test was performed on the difference of output and outcome achievements. Both the data show significant differences. Thus, the average cultural learning process taught by the teachers in junior high schools of Yogyakarta Special Province can be categorized successful. It is shown by the significant value of 0.00 at the level 5%.

A. Closing

a. Conclusion

The students' personality could be shaped through school subjects taught. Hence, the aim of music teaching and learning is to increase the quality of human esthetic. In the process of music learning, especially music ensembles, there are moral values that can be taught to the students, i.e. empathy, cooperation, and discipline. The results showed that there are significant differences on the cognitive aspects between pre-test and posttest; it was shown by the t-test analysis, showing the significance of 0.00, at the level 5%.

b. Suggestion

In the teaching-learning process of musical art, emphasis should not only be focused on the learning achievement that emphasizes psychomotor and cognitive aspects, but should also consider the development of affective aspect. Affective ability is very useful for students in collaboration and self-adjustment to other people in order that they can demonstrate their existence in both school and community environments, so that they can eventually achieve a better quality of life.

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