ABSTRACTS

THE 27TH INTERNATIONAL CONGRESS FOR SCHOOL EFFECTIVENESS AND IMPROVEMENT
2-7 JANUARY 2014

THE 27TH ICSEI conference
YOGYAKARTA, INDONESIA


YOGYAKARTA STATE UNIVERSITY
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SNA CONCEPT DEVELOPMENT AND VISUAL IMPAIRMENT

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ABSTRACT

The encouragement of the development of a student’s self-concept ability changes in their school environment is an important outcome for school teaching. This study, conducted in the Netherlands, examines the relationship between student self-concept and school environment. The results suggest that a student’s self-concept is significantly influenced by their school environment. The findings provide practical implications for educators, suggesting strategies to enhance student self-concept and improve overall academic performance.

UNDERSTANDING DIFFERENT SCHOOL LEADERSHIP

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This study examines the main leadership practices of school leaders in the UK. The research identifies five key leadership practices: clear communication, supportive leadership, goal-setting, team building, and monitoring. The study finds that effective leadership practices lead to improved student outcomes and increased staff satisfaction. The findings have implications for schools seeking to improve their leadership practices.

Paper Session#1

This session will feature a panel discussion on the role of leadership in education, with contributions from experts in the field. The panel will address the impact of leadership on student outcomes, the challenges faced by school leaders, and strategies for developing effective leadership practices.

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ICSEI 2032 | Berlin, Germany

ICSEI 2033 | Paris, France

ICSEI 2034 | London, England

ICSEI 2035 | New York, USA
A COMPARATIVE STUDY OF MUSIC TEACHING AND LEARNING BETWEEN
INDONESIA AND THE NETHERLANDS

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Abstract

This paper is based on a study entitled Developing a Model for Teaching & Learning Music in Public Schools Based on Comparative Study between Indonesia and the Netherlands in 2010. The objectives of the study were 1) to analyze the difference of teaching and learning model between Indonesia and the Netherlands, and 2) to find an appropriate strategy to improve effective teaching and learning music in Indonesia.

The data were collected through observation, interview, and documentation study. An observation of a teaching and learning music process was conducted 20 times in Indonesia and 20 times in Netherlands. The interviews were conducted with educational experts, headmasters, music teachers, students, parents, and stakeholders. The data were analyzed using the quantitative and qualitative descriptive methods.

The result of the study shows that music teaching and learning model in Indonesia tends to be teacher-centered. This is shown by the ratio of student and teacher activity which is 25%; 75%. Furthermore in Indonesia, there is a tendency that theory and practice are separated. In the Netherlands, students have many opportunities to express themselves. The ratio of students and teacher activity in the classroom is 76.67%; 23.33%. Theory and practice are organized as a unity.
A. Background
Research results show that in Indonesia students are generally passive (Astuti, Sectiorini, Pamadhi. 2008). Most of the students’ activities are just listening to the teachers. If they ask and answer questions, it is just based on teachers’ instruction. Very few students have initiatives.

It is considerably different from the teaching of music in the Netherlands. The researcher’s observation at schools (Astuti, et al, 2008), indicated that the music teachers are quite professional in teaching and the majority of students in the Netherlands are extremely enthusiastic in learning, including those in the musical field. They are extremely active and are always ready to present their works. This is supported by the research by Sutapa, et. All (2008: 15) which indicates that students in the Netherlands are quite independent in their attitude. It is further recommended to adopt the competitive strong points of education in the Netherlands as one of the countries considered in possession of its superiority in education (Sutapa, 2008: 31).

B. Objectives of the Research
The specific objectives of the research are:
1. to analyze the difference of model teaching and learning music between Indonesia and the Netherlands.
2. to find appropriate strategy to improve teaching and learning music in Indonesia.

C. Theoretical framework
The characteristics of learning are influenced by the surrounding components, both internal and external. Internal factors are the components directly related to learning, such as teachers, curriculum, materials, methods, media, facilities, students, and evaluation. External factors are factors that are not directly related to the learning process, but have a big impact, such as philosophy, education systems, approaches, and school culture or environment.

Related to this, it can be said that the quality of learning of a country depends on the philosophy, system, culture, and educational curriculum adopted by the country as well as the approaches and learning models that are implemented in schools. Thus the differences in music learning in Indonesia and the Netherlands are caused by these factors.
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 disciplines that form school of thought in the world of education.

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. Teaching and learning process encompass some components, that is teacher, subject matter, method, media, hardware and software, students, evaluation, and follow up. Joyce and Weil (1996:11) calls it learning model.

Learning model plays very important roles for effective learning. It can be seen from the learning process and learning result. An effective learning process is one that can arouse students’ initiative to be actively involved in the teaching and learning process.

D. The Method of the Research

1. The Approach of the Research

This is a comparative study with qualitative and quantitative approach. The qualitative approach was used to know the bases of philosophy, paradigm, culture, environment, educational system, curriculum, teachers, materials, methods, media, facilities, students, and evaluation that are implemented in both countries. The quantitative method was used to know the significant difference of learning between the two countries viewed from the frequency of phenomenon (evidence).

In Indonesia, the research was conducted in 5 schools and UNY, (in Yogyakarta Special Territory and Central Java provinces), while in Netherlands it was conducted in Utrecht, Calls College 16 (Nieuw Wegein), Dacosta (Hogreven), and Hoogeschool Vor de Kunsten Utrecht. The method of data collection included observation, interviews, and documentation. Observations were conducted in Dutch schools, from elementary school level (Basis School), High School up to Higher School of music teacher candidates (Hoogeschool Kunsten Utrecht). The observations were conducted in Basic School in Hoogreeven Utrecht, Calls College 16 in Nieuw Wegein, and Hoogeschool Vor de Kunsten Utrecht.

Interview was conducted with educational experts in Indonesia and Netherlands. Those who were interviewed are supervisors, educational consultants, lecturers, school principals, teachers, students, parents, and stakeholders. Documentation study was done by collecting data from curriculum, materials, and evaluation forms.

2. The Data Analysis

Qualitative data were analyzed using descriptive qualitative technique. The
activities included a description of the data, data organization, synthesizing, finding the steps, finding the important things to be reviewed, and deciding whether to publish the data or not. While quantitative data were analyzed using descriptive statistics and inferential statistic (t-test) (Pallant, 2007). Quantitative data analysis was used to reveal the different frequency of students and teachers’ activities as well as types of activities.

Variables that are considered to have influence on learning effectiveness are shown by different evidence that appears. The frequency of significantly appearing different evidence is variables that determine the effectiveness of learning.

E. The Result of the Research

Formal Educational system in Netherlands is different from that in Indonesia. In Netherlands; the age for compulsory education is four years while in Indonesia it is seven years. However, in reality, children in Indonesia start going to school at the age of 4 for kindergarten or the age 3 for play group. Educational system in Indonesia is similar to that of the USA in which: primary school is 6 years, junior high school is 3 years, senior high school is 3 years, and university is 4 years.

In Indonesia, a teacher plays dominant roles in learning process, and lecturing is the dominant way of teaching. Although students have opportunities to express their idea in certain occasion, the opportunity is very little. This is very different from learning process in the Netherlands where students play important roles. Teachers use most of the time to explore students’ ideas through students’ work that have been prepared. Group work is more dominant than individual one. Based on researchers’ observation, learning patterns in the Netherlands are almost the same in all education levels. The patterns are 1) the teacher gives apperception; 2) the teacher gives students chances to work in group; 3) students work in group to produce a work; 4) each group presents their work; 5) teacher and students evaluate the work presented. Learning process in Indonesia is as follow: 1) the teacher gives apperception; 2) teacher gives learning materials through lecturing or demonstration; 3) Students learn materials that the teacher teach them. 4) teacher gives evaluation without involving students. The following is the comparison of music teaching and learning in Indonesia and Netherlands based on frequency and the forms of students and teachers’ activities.

Table 1. Comparison of music teaching and learning model in Indonesia and Netherlands

<table>
<thead>
<tr>
<th>No.</th>
<th>Component</th>
<th>In Netherlands</th>
<th>In Indonesia</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Educational</td>
<td>Students are led to choose level and content when they are in senior high</td>
<td>Every student is given freedom to continue studying to the highest level as</td>
</tr>
<tr>
<td></td>
<td>system</td>
<td>schools. Students who have relatively high academic capacity can prepare to</td>
<td>long as they have capability.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>continue studying in university. Other students prepare to work or to continue</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>studying in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Curriculum</td>
<td>Curriculums among educational levels have high interdependence. A Curriculum is set up by parliament based on input from people, experts, and stake holders. Hence, a curriculum is made through bottom up way.</td>
<td>Curriculums among educational levels have less interdependence. Each educational level has its own authority. Curriculum is set up top down way.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>3.</td>
<td>Learning materials</td>
<td>Learning materials are given thematically and integrated. Practice is given more portion than theory.</td>
<td>Learning materials is taught specifically and separately among subject matter. Theory has more portion than practice.</td>
</tr>
<tr>
<td>4.</td>
<td>Learning theory</td>
<td>Learning theories that are embraced keep up with the development. The theory used now is constructivism.</td>
<td>Like Netherlands, Indonesia also follows the development of the theory. In Indonesia, the theory that is embraced I constructivism too.</td>
</tr>
<tr>
<td>5.</td>
<td>Learning Approaches</td>
<td>Learning approach that is implemented is student centered, and it is well implemented.</td>
<td>The learning approach used is the same as in the Netherlands, but it is not yet implemented optimally.</td>
</tr>
<tr>
<td>6.</td>
<td>Learning Method</td>
<td>Using many methods that can make students active such as discussion, presentation, and demonstration.</td>
<td>Mostly using lecturing method.</td>
</tr>
</tbody>
</table>
7. Learning procedures
Based on researchers’ observation, learning patterns in The Netherlands are almost the same in all education levels. The patterns are 1) the teacher gives apperception; 2) the teacher gives students chances to work in group; 3) students work in group to produce a work; 4) each group presents their work; 5) teacher and students evaluate the work presented.

Learning process in Indonesia is as follow: 1) the teacher gives apperception; 2) teacher gives learning materials through lecturing or demonstration; 3) teacher gives evaluation without involving students.

7. Learning evaluation
To determine students’ success, especially in primary and secondary schools, supervisors determine it using instruments standardized for every subject matter.

Test conducted regionally and nationally is used to determine students’ success.

8. Culture
The relation between teachers and students are close, less informal, and open.

The relation between teachers and students is very formal so that the teaching and learning process is formal too.

G. The Results of the Research
Each learning model above has strength and weaknesses. Learning process in the Netherlands takes relatively long time because it emphasizes on the process, while learning process in Indonesia takes shorter time. But, the learning achievement of students in Netherlands is more authentic than that in Indonesia.

There is also a basic different in terms of the material being taught. In The Netherlands, the material is thematic. It means that teachers relate one material to the others in accordance with the theme. In Indonesia, the material is taught specifically without connecting to other lessons. The strength of thematic learning is that students can think holistically and solve problem by relating to other subjects. Meanwhile teaching
materials discretely and specifically gives students opportunity to learn in more detail and deep but maybe they cannot relate it to other subjects.

Based on the t-test, it is found that music teaching and learning in Indonesia and Netherlands is significantly different in terms of the focus and form of activity. In Netherlands, it is more students centered and group work, while in Indonesia it is more teacher- centered and individual work. It is shown by significant level of 5%.

H. Conclusion

This study found that learning music that combines theory and practice produces more authentic learning result than that the one that separate theory and practice. This study recommends that music teaching and learning in Indonesia should integrate theory and practice and emphasize student-centered.

The result of this study can be in an input to improve learning effectiveness, especially music learning in Indonesia. Music learning result can be improved by activating students through giving actual and real materials, and integrating theory and practice.

DAFTAR PUSTAKA


Certificate of Distinction

This is to certify that

Kun Setyaning Astuti

has participated in the 27th ICSEI Conference hosted by Yogyakarta State University, Yogyakarta - Indonesia on 2 - 7 January 2014 as a

presenter

The President of ICSEI,
Prof. Alma Harris, Ph.D.

Chairperson of the Organizing Committee,
Prof. Suwarno, Ph.D.

Director of Yogyakarta State University,
Prof. Dr. Rochmat Wahab, M.Pd., M.A.