



ABSTRACTS

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

THE 27TH ICSEI conference YOGYAKARTA, INDONESIA

Redefining Education,
Learning,
and Teaching
in the 21st Century:
The Past,
Present and Future
of Sustainable School
Effectiveness



YOGYAKARTA STATE UNIVERSITY





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INTERNATIONAL CONGRESS
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SELF-CONCEPT DEVELOPMENT AND VISUAL IMPAIRMENT

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Abstract

The encouragement of the development of a positive self-concept of the children in their classes is an important challenge for school teachers (Bental & Hasi, 2008; Linnemann & Albrecht, 2010; Rapp, Wilschmitt & Henrich, 2004; Prochot, 2009). Children who experience their strengths and weaknesses can work on the competencies which need to be improved, more effectively.

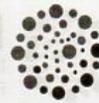
The study investigated first-grade students and their teachers working at the development of the children's self-concepts concerning their mathematical competencies. Working at 100-year classes with children with low visual impairments, the aim is to find out whether there are differences in the self-concept development of the children with and without visual impairments and how teachers work with the special needs of their students.

UNDERSTANDING CHINESE

SCHOOL LEADERSHIP

Paper Session #1

This project studies the main leadership practices from the perspectives of teachers in the school curriculum reform in a northern city of China. Key words representing transformational school leadership practices were identified using content analysis based on the answers from 123 teachers in 4 urban upper secondary schools. Additionally, the Chinese transformational school leadership questionnaire was formulated using principal component analysis according to the answers of 215 teachers in 4 schools. This research identified 25 effective leadership practices in Chinese school change context, among which 12 leadership practices can work effectively across cultures and 17 leadership practices are unique to Chinese context. The research seeks to contribute to leadership development and school change practice in the Chinese school context.



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 music 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, Sectionirini, 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 all, 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 (Hogreveen), 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

No.	Component	In Netherlands	In Indonesia
1.	Educational system	Students are led to choose level and content when they are in senior high schools. Students who have relatively high academic capacity can prepare to continue studying in university. Other students prepare to work or to continue studying in	Every student is given freedom to continue studying to the highest level as long as they have capability.

		vocational schools.	
2.	Curriculum	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.	Curriculums among educational levels have less interdependence. Each educational level has its own authority. Curriculum is set up top down way.
3.	Learning materials	Learning materials are given thematically and integrated .practice is given more portion than theory.	Learning materials is taught specifically and separately among subject matter. Theory has more portion than practice.
4.	Learning theory	Learning theories that are embraced keep up with the development. The theory used now is constructivism.	Like Netherlands, Indonesia also follows the development of the theory. In Indonesia, the theory that is embraced I constructivism too.
5.	Learning Approaches	Learning approach that is implemented is student centered, and it is well implemented.	The learning approach used is the same as in the Netherlands, but it is not yet implemented optimally.
6.	Learning Method	Using many methods that can make students active such as discussion, presentation, and demonstration.	Mostly using lecturing method.

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.

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ICSEI

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

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Rector of Yogyakarta State University,

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