



THE USEFULNESS OF MUSIC AS A TOOL OF TEACHING AS EVALUATED BY THE TEACHERS OF ISLAMIC EDUCATION

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Introduction

- Music and singing are highly demanded entertainment activities.
- Music or “edutainment” became popular among pupils of primary schools.
- Recent researches have shown that singing activities can help pupils develop listening responses and skills.
- Pupils’ collective singing and music activities can help instill values. (responsibility, cooperation, confidence, tolerance)

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- Edutainment is a new approach adopted by the Malaysian Primary Schools' Standard Curriculum (KSSR)
- Many teachers in Malaysian primary schools responded positively to this approach. They adapted and adopted it in their instructional class activities.



Challenges in the Teaching of Islamic Studies in Malaysian Primary Schools

- The inability of IS to vary their teaching methods or activities as suggested in the curriculum (limited to lecturing, and exam oriented strategies)
- Most of the IS teachers lack teaching pedagogy skills and innovation.
- Lack of students' interest in learning IS subject.





Could using songs as method of teaching IS be useful?

Could gender, teaching experience and academic qualification of the teachers have an impact on the usefulness of songs and music?

- These are the main Research Questions.
- To answer them the researchers prepared a questionnaire.
- The population of this study comprised 361 primary school IS teachers in Kuala Selangor.
- The sample size of the study consisted of 186 respondents.
- 142 of the respondents were females, the rest were males (44)
- In terms of experience, 22.6 % of respondents had a teaching experience of 1-5 years, 34.4% had 6-10 years, 14.5 % had 11-15 years, and 28.5% 15 years or more.
- In terms of academic qualification, 15.6% had a Diploma, 82.8% had a Degree, and 1.6% had a Master Degree.

Usefulness of Singing as evaluated by the respondents

- The overall mean for this variable was 4.19 which indicated that singing is very useful as evaluated by the respondents. The highest mean was 4.45 in which 97.3% of the respondents stated that singing is a creative method in teaching. Whereas only 0.5% disagreed, and 2.2% were neutral.
- The lowest was 3.77 in which only 7% respondents did not agree that singing is useful in raising spiritual awareness among teachers.



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- An overwhelming majority of the respondents (95.2%) did not agree with the negative statement that singing wastes time. 90.9% disagreed with the statement that singing is not suitable to be used in the teaching of IS. 97.8% also disagreed with the statement that singing does not make positive effect in teaching.



Self-Practice of the Singing Method

- The overall mean for this variable was 2.7 which indicates that most of the respondents frequently practiced and used the singing method in their instruction.
- 14.5% stated that they rarely used the singing method, and 2.2% never used singing as a teaching method.
- In terms of using musical instruments, a significant number of respondents (41.4%) stated that they never use any musical instruments in their teaching process. 37.1% and 17.2% respectively rarely or sometimes used musical instruments. Overall, most of the respondents preferred to use singing as method of teaching without using any musical instrument.



Gender

- The study did not reveal any statistical difference in terms of evaluating the singing method that could be attributed to gender (84.40 % for males, and 96.32% for females)



Teaching experience

- There was no significant statistical difference in the rating level across respondents with different teaching experience, although the respondents who had a 5-10 year experience had scored slightly higher rating than those in the other 2 categories.



Academic Qualification

- There was no significant difference in the rating level across the respondents with regard to their academic qualification, although the respondents with a Degree had higher rating levels than those who hold a Diploma or a Master degree.



Conclusion

- The majority of the respondents rated the singing method as very useful.
- Despite the differences of gender, educational qualification and experience, the rating of the singing method was not statistically significant. This shows that the majority of the respondents believe that singing is a useful method in the teaching of IS.
- The majority of the respondents agreed that singing helps in developing the thinking skills among teachers, raising their emotional and spiritual awareness, self-motivation, effective communication and many more advantages.

