

MOTIVATION OF LEARNING MANAGEMENT TO ADJUST ATTITUDE TOWARDS THAI CLASSICAL MUSIC CLASS OF GRADE 5 STUDENTS, DEMONSTRATION SCHOOL, SUAN SUNANDHA RAJABHAT UNIVERSITY, BANGKOK, THAILAND.

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ABSTRACT

The objectives of this research were to adjust attitude towards Thai classical Music Class and to compare pre-learning achievement and post-learning achievement using IKPE Teaching Model in Grade 5 class. The sample group of this research was one classroom of 26 Grade 5 students at Demonstration School, Suan Sunandha Rajabhat University, Bangkok, Thailand, academic year 2018. The instruments used in this research were questionnaires of attitude towards Thai Classical Music Subject and practical skills test. The data was analyzed by x-bar average, standard deviation and T-test for dependent samples.

The result shown that post-learning achievement in Thai Classical Music Class on Khui Piang Or, Thai Traditional Flute of Grade 5 students using motivation was higher than pre-learning achievement at 0.5 of significance.

Keywords: motivation, Thai Classical music, student's achievement

INTRODUCTION

Teaching and learning today, teachers focus on students to have knowledge and skills in various areas to the full potential, but teaching music, which is a subject that students have to practice their skills and the teachers encounter problems with some students, such as students do not have time to practice, students do not have enough skills to learn, or students lack understanding and patience in training, etc., resulting in a bad attitude to learn in subjects music.

Music is an important subject that helps to support group work, enhances personality, as well as promotes morality, ethics, and enhances physical and mental health. It also helps to enhance the teaching of other subjects more interesting. At present, music is recognized as a subject that has its own subject matter and, importantly, music has made people in the society have a better taste for listening to music.

In addition to the above importance, it has been discovered that playing music does not use only one right hemisphere as it was understood in the past, but must use both hemispheres simultaneously together, by using the right brain in the emotional, aesthetic and musical abilities, coordinating with the use of the left brain to read music notes. Therefore, while children are playing music happily and emotionally with music, both brains the hemisphere will exchange information with each other, allowing the brain to work more efficiently (Nantiya Tansrichaen. 2002: 26). Playing music not only will improve the performance, but the size of the brain that works in the voice also gets bigger, and playing music at an early age will cause the brain to develop more (Nongyao Phetkae and Patchara Prawalathip 2002: 57). Therefore, many elementary schools all over the world, especially in

Germany, students are assigned to playing violin, playing the flute, or playing at least one other type of music, 10-15 minutes before the start of the first course every day, And require that every student choose to study at least 1 type of musical instrument, because they believe that having students learn music consistently will improve the mood, mind, and intellect of the students (Nantiya Tansricharoen 2002: 26).

From music learning management, it was found that the academic achievement had a relatively low average, so teachers studied various teaching techniques in order to adapt.

The Reinforcement is a theory about the teaching and learning process that results in the learner learning by B.F. Skinner, Operant Conditioning Theory. The basic idea is that human-being learning behavior responds to internal stimuli, whenever the reinforcements are reduced, the response is reduced. The Reinforcement is important in learning management, which is encouraging to learners, it is divided into 2 types: Positive Reinforcement, Negative Reinforcement. The Music subject uses positive reinforcement. When the students answered correctly or performed correctly, the teacher praised them for encouragement or may show through the body with facial expressions, smiles, nods, and touches to give the students confidence in their actions. Provide support by allowing students to express themselves frequently on the stage in order for students to be proud of their work, encourage students to try to do it, by creating serious practice schedules, helping students to practice with the skill. Create self-esteem and self-worth, therefore, using what they have in their mind, combined with music skills, to be a volunteer spirit helping others to learn and overcome difficult difficulties that are simple matters for many people.

RESEARCH OBJECTIVES

1. To assess the academic achievement of the music of Prathom Suksa 5 students, Suan Sunandha Rajabhat University Demonstration School, before and after learning management.
2. To adjust the attitude towards the music of Prathom Suksa 5 students, Suan Sunandha Rajabhat University Demonstration School.

RESEARCH METHODOLOGY

Step 1. Inspire: It is the stage to clarify the learning objectives to create a mutual understanding between the learner and the teacher, as well as to inspire by giving advice on music lessons. In order to be successful, in which the teacher will ask students to present the song they are impressed with as the first step in order to adjust the attitude of the learners to be curious.

Step 2. Knowledge: It is to bring easy notes to difficult ones, then let students read the music notes at the same time, the teacher providing advice and encouragement during the reading of the notes until ready, the teacher conducts a demonstration of how to chase the note from the musical instrument.

Step 3. Practice: It is for the students to practice by using the instrument in practice, during the practice session, the teacher will help teach and advise the students closely.

Step 4. Evaluation: It is a measure of the ability to perform an instrument individually on a purpose by using the rating scales.

RESULT

From the test before and after learning the music subject, ART 15101, Ping-Or flute playing, Teuy Khong song of Prathom Suksa 5 students, amount 26 students.
Analysis results of learning achievement before and after teaching.

	Full Scores	\bar{X}	S.D.	T - test
Before teaching	20	4.87	0.97	29.80
After teaching	20	16.37	1.83	

From the table, it was found that the average of the test of learning outcomes of the students in the experimental group after learning was 16.37, the standard deviation was 1.83, higher than before learning. Which has an average of 4.87, a standard deviation of 0.97 with statistical significance at the level of 0.5, which shows that when students learn by motivation.

The effect of using reinforcement techniques is consistent with the set objectives: Using positive reinforcement can reduce disregarded behavior in the study of target students, and some lessons may be easy for some students but it may be difficult for many students. However, regardless of the lesson, every lesson is considered a lesson that teachers can learn that Teaching should not be limited just to teach a lesson, but should teach skills and the students regularly.

SUGGESTION

Implementing the IKPE teaching process in teaching and learning management, teachers should study individual learners in advance, so that teachers understand the characteristics of each learner, which will make teaching and learning to be conducted efficiently.

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