

Implementation of Primary School Standards-Based Curriculum (Revision 2017) for Music Education: A Focus on Resources and Teacher Knowledge

Hazlifhadihana Rosli¹, Nurfaradilla Mohamad Nasri^{1,2}

¹Faculty of Education, Universiti Kebangsaan Malaysia, 43600, Selangor, Malaysia, ²ELITEE

Research Group: Enhanced Learning for Inclusive and Transformational Education

Experience, Universiti Kebangsaan Malaysia 43600, Selangor, Malaysia

Email: hazlifhadihanarosli@gmail.com, nurfaradilla@ukm.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v13-i3/22641> DOI:10.6007/IJARPED/v13-i3/22641

Published Online: 16 September 2024

Abstract

This study investigates the factors influencing the successful implementation of Primary School Standards-based Curriculum (KSSR) Revision 2017 for Music Education in the Musical Skill Module (MSM) among primary school teachers in Selangor. The research focuses on three key areas: the availability of facilities and resources, teacher knowledge, and the variations in perceptions between music-options and non-options teachers. Using a quantitative approach, the study collected data through surveys with primary school teachers involved in music education. The findings reveal a generally medium-high level of facilities and resources available for MSM implementation while the teachers demonstrated high proficiency in basic education and pedagogical knowledge, though content knowledge specific to MSM showed room for improvement. A significant difference in perceived knowledge levels between music-options and non-options teachers was identified, with the former group feeling more confident in MSM implementation. The study emphasizes the necessity of focused professional development to tackle this discrepancy, guaranteeing that all teachers are similarly equipped to provide exceptional music education. These findings have important implications for educational practice and policy, particularly in enhancing the equitable distribution of resources and knowledge across primary schools.

Keywords: KSSR (Revision 2017), Music Education, Musical Skill Module (MSM), Primary School Teachers, Professional Development.

Introduction

The Malaysian education system has undergone significant reforms to enhance the quality of education and ensure its alignment with global standards. One such reform is the introduction of the KSSR, revised in 2017, which aims to provide a holistic education that fosters intellectual, emotional, spiritual, and physical development (Kementerian Pendidikan Malaysia, 2016). This curriculum emphasizes a balanced approach, integrating academic knowledge with developing soft skills and moral values. The KSSR Revision 2017 is particularly

noteworthy for its efforts to improve the quality of education in various subjects, including music education.

Music education plays a crucial role in the holistic development of students, nurturing their creativity, emotional expression, and cultural awareness (Campbell, 2002; Daniel Lee et al., 2019). The revised KSSR music education curriculum focuses on developing students' musical skills through a structured and comprehensive approach. The curriculum is designed to ensure that students acquire foundational musical knowledge and skills, fostering an appreciation for music and its role in cultural and personal development (Bahagian Pembangunan Kurikulum, 2019). The implementation of the KSSR (Revision 2017) for music education is a critical step toward enhancing the quality and effectiveness of music teaching and learning (T&L) in primary schools.

The Musical Skill Module (MSM), a core component of the revised curriculum, aims to provide students with practical and theoretical knowledge in music. This module encompasses various aspects of music education, including vocal training, instrumental skills, and movement to the music. It is designed to cater to the diverse needs and abilities of students, ensuring that each student can progress at their own pace while achieving the desired learning outcomes. The module also emphasizes the development of critical thinking and problem-solving skills, encouraging students to explore and create music in innovative ways (Bahagian Pembangunan Kurikulum, 2019).

The implementation of the KSSR revision of 2017 necessitates a comprehensive understanding of teachers' readiness, perceptions, and practices in T&L, as well as classroom assessment (Shahudin & Jamaludin, 2024). Their understanding and application of the MSM are essential for achieving the curriculum's objectives. Teachers are required to be proficient in both musical knowledge and pedagogical skills to effectively deliver the curriculum and engage students in meaningful learning experiences (Bautista et al., 2016; Karkina et al., 2023). Therefore, the professional development and continuous training of teachers are crucial components of the curriculum implementation process.

Gaining a comprehensive understanding of the implementation of the MSM can provide valuable insights for enhancing policies aimed at tackling the issues encountered by teachers. This study is highly beneficial to multiple stakeholders. For educators, it provides valuable information on the most effective methods for adopting MSM and identifies areas that may need further assistance. The report offers evidence-based suggestions for policymakers to enhance the distribution of resources, the development of curriculum, and the implementation of teacher training programs. Moreover, the findings can serve as a benchmark for curriculum developers, encouraging the continuous refinement of music education to keep pace with the evolving educational landscape.

KSSR (Revision 2017) represents a significant advancement in the Malaysian education system, particularly in the realm of music education. The revised curriculum and its MSM offer a comprehensive framework for developing students' musical abilities and fostering a lifelong appreciation for music. The role of primary school teachers is critical in this process, and their experiences and feedback are invaluable in refining and enhancing the curriculum (Mansurudin et al., n.d.; Murphy et al., 2021; Wyse & Bradbury, 2022). This study provides a detailed

examination of the implementation of the KSSR (Revision 2017) for music education, offering insights and recommendations for future improvements. This study aims to enhance the quality of education in Malaysia by assessing the usefulness and effectiveness of the KSSR (Revision 2017) in music education by providing pragmatic and efficient perspectives on ensuring the ongoing inclusion of music education as a vital element of the primary school curriculum, along with suggestions for enhancing it in the future.

Problem Statement

The implementation of the KSSR (Revision 2017) for music education in primary schools marks a significant step toward enhancing the quality of music education in Malaysia. Despite the potential benefits of this curriculum, several challenges hinder its effective implementation. One of the primary challenges faced by primary schools in implementing music education is the inadequacy of classroom facilities (Kai Ti & Wong, 2024; Powell, 2019; Qianfang, 2022). Many schools lack dedicated music rooms equipped with appropriate acoustics and space for music activities. This limitation hampers the ability of teachers to conduct effective music lessons, as traditional classrooms are not designed to accommodate the specific needs of music education. The absence of suitable facilities can lead to a suboptimal learning environment, affecting students' engagement and participation in music activities (Dalas et al., 2020; Russell-Bowie, 1993; Saputra, 2020).

According to Juriani et al (2021), physical teaching space, and limited teaching resources restrict the implementation of music activities in primary schools. Resources are another critical issue affecting the implementation of the KSSR (Revision 2017) for music education. Effective music teaching requires a variety of resources, including textbooks, multimedia materials, and assessment tools (Lim, 2019). However, many schools face challenges in accessing up-to-date and high-quality teaching resources. This scarcity can result in a reliance on outdated materials that do not align with the revised curriculum's objectives (Cao, 2022; Jääskeläinen & López-Íñiguez, 2022). Consequently, teachers may struggle to deliver engaging and relevant music lessons that meet the curriculum standards.

In the implementation of KSSR, the time allocation for this subject is a minimum of 16 hours per year, breaking it down by week to 30 minutes per T&L session. Azmi (2021) stated that the 30-minute time reduction for PdP Music Education has had an impact on students and teachers. His study also stated that respondents agreed that teaching ability, T&L process, and student motivation to learn this subject had been affected due to the reduction of T&L time. Noor Shahidah et al (2022), also stated that the reduction of 30 minutes for primary school music education has had an impact on the learning process itself and subsequently also affected the recruitment of students in the field of music education at the tertiary level. Time constraints further exacerbate the challenges of implementing the MSM. This constraint makes it difficult to cover the curriculum comprehensively and provide students with sufficient practice and exposure to music (Yang, 2023). The limited time also affects the ability of teachers to conduct assessments and provide individualized feedback to students, which are essential components of effective T&L (Carioti et al., 2019; Sun & Ancho, 2020).

Teacher knowledge and expertise in music education are crucial for the successful implementation of the KSSR (Revision 2017). However, many primary school teachers lack the necessary training and experience in music education (Md Jais et al., 2021). This gap in

knowledge and skills can impede their ability to deliver the curriculum effectively and confidently (K. Liu & Othman, 2022). Professional development opportunities for music teachers are often limited, and there is a need for continuous training programs to enhance teachers' competencies in music education. Without adequate support and training, teachers may struggle to implement the MSM as intended, impacting the overall quality of music education (K. Liu & Othman, 2022). The need for the support of non-option teachers who teach this subject needs to be taken seriously (Nur Hawa & Juriani, 2021). Addressing these issues requires a concerted effort from policymakers, educators, and stakeholders to provide the necessary support and resources. By overcoming these challenges, we can enhance the quality of music education in primary schools and ensure that students receive a well-rounded and enriching educational experience.

Research Objectives

This research article aims to investigate the factors influencing the effective implementation of the KSSR (Revision 2017) for Music Education in the MSM among primary school teachers, focusing on the availability of facilities and resources, teacher knowledge, and the significant differences between teachers' options based on these factors.

Literature Review

Contents of the KSSR (Revision 2017) for Music Education

The four modules that make up the KSSR Music Education framework served as the basis for the creation of KSSR (Revision 2017) Music Education (Figure 1). The musical skills module and music creativity are the two modules with the highest percentage of curriculum material weighting; together, they account for 40% of the KSSR (Revision 2017) Music Education curriculum's total content. The content for the Language of Music and Music Appreciation modules has a 10% weighting percentage each. Teachers can incorporate knowledge from one module into another while using PdP because all of the content in the modules is interrelated (Bahagian Pembangunan Kurikulum, 2019).

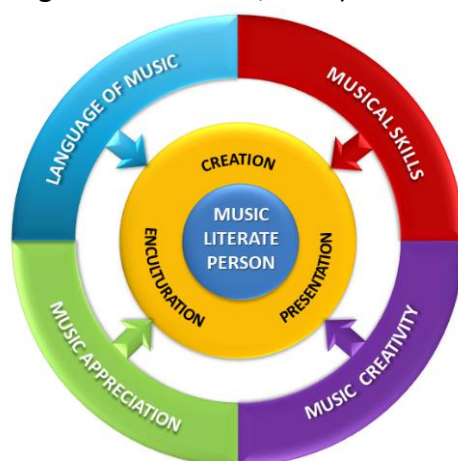


Figure 1: KSSR Model (Revision 2017) for Music Education

In the Musical Skills Module, students acquire musical skills through activities such as singing, moving to music, and playing musical instruments. For the activity of playing musical instruments, students are exposed to the skills of playing percussion instruments and recorders. In general, music can trigger the development of students' intellectual skills, fine motor skills, and various other literacy skills. To achieve these positive effects, a structured

T&L system with a sufficient period is very relevant. The music learning theory developed by Edwin Gordon, among others, mentions that there are two main components, which are structured learning activities and class-based learning activities (Taggart, 2016). The T&L process that focuses on mastering the content of learning individually followed by activities in small or large groups can directly ensure that the knowledge received is well understood in theory and practice. MSM focuses on the mastery of musical skills where classroom activities are based on hands-on practical activities. The application of the teacher's musical background into teaching in the form of demonstrations and practical guidance is more effective than the lecture method (Wilson, 2022). Therefore, the implementation of the T&L of the Musical Skills Module is a process that requires readiness from various aspects to achieve its objectives.

Curriculum Implementation KSSR (Revision 2017) for Music Education

The implementation of the KSSR (Revision 2017) for Music Education in Malaysia represents a pivotal effort to enhance the quality and effectiveness of music education at the primary school level. The evaluation process involves various components in identifying strengths and weaknesses, curriculum alignment with goals, suitability to current demands, and meeting various learning styles. Objectives, design, teaching resources, methods, and evaluation are among the components that need to be included in a curriculum evaluation (Anderson & Rogan, 2011; Hill et al., 2017; Zohrabi, 2016). Hadjikoou & Creech (2023), highlight the positive impact of differentiation implementation on teacher knowledge, stressing the importance of extensive professional development support in music education. Demirtaş & Gündoğdu, (2024) identifies factors influencing music curriculum implementation, such as student preparedness, resource limitations, and the perceived significance of music instruction. Professional development programs are essential to bridge this gap, providing teachers with the necessary skills and confidence to implement the curriculum effectively.

Therefore, effective curriculum evaluation is important to maintain the connection between education and the development and demands of a rapidly changing world (Cassano et al., 2019; Liu, 2022; Whited et al., 2019). The findings of the evaluation process can help various stakeholders, especially curriculum developers in the curriculum construction and development cycle. Curriculum evaluation will also be able to promote accountability, transparency, and continuous improvement in educational practices.

Research Design

A questionnaire instrument is utilized as a research tool in a quantitative survey approach for this study to get data from the respondents. According to Creswell (2012), this method makes obtaining respondent feedback data easy and rapid. This approach has the advantage of continuously offering descriptive information and enabling the collection of many types of information at any particular time (Muhardis et al., 2019).

Population and Sample Study

The population consists of Music Education teachers teaching year 4 of primary school in the state of Selangor. There are 722 teachers involved in the implementation of KSSR Music Education (Revision 2017) in the state of Selangor, spread over 10 districts. The study sample was selected based on a stratified random sampling technique (Tabachnick & Fidell, 2013). The researcher used a stratified random sampling technique to ensure that the distribution of

the sample is even and represents the entire population well because the population of this study is scattered in each district, as Table 1 demonstrates. The determination of the sample size in this study is according to the formulation by Krejcie & Morgan (1970) which is a total of 248 people from a total target population of 722 Music Education teachers. Subsequent samples were selected from each stratum using simple random sampling.

Table 1

Population and sample of the study

No	District	Population	Sample
1.	Gombak	75	26
2.	Hulu Langat	98	34
3.	Hulu Selangor	53	18
4.	Klang	102	35
5.	Kuala Langat	64	22
6.	Kuala Selangor	77	26
7.	Petaling Perdana	98	34
8.	Petaling Utama	63	22
9.	Sabak Bernam	50	17
10.	Sepang	42	14
	Overall	722	248

Research Instrument

The research instrument used in this study is part of a set of questionnaires that have been modified from studies by Azizi (2015) and Liao (2014). The questionnaire for this study consists of three parts consisting of Music Education teacher information, convenience items, and teacher knowledge in the implementation of the Music Skills Module. Sections B and C consist of 30 items and are measured using Taherdoost's (2019) 5-point Likert scale, with 1 representing strongly disagree, 2 disagree, 3 neither agree nor disagree, 4 agree, and 5 strongly agree.

Validity and Reliability

The content validity of the questionnaire instrument was determined by consulting four experts. Experts for content validity have more than 10 years of experience in the field of curriculum and music education and are actively involved in the construction of instruments in the field of education. To assess the reliability of the questionnaire, a pilot study was conducted with fifty teachers. The Cronbach Alpha coefficient obtained is 0.937, indicating a high value. All the items in this questionnaire are maintained for use in the investigation, as indicated by the findings. Table 2 provides detailed information on the values of the Cronbach Alpha coefficient.

Table 2

Cronbach Alpha coefficient values

Construct	Number of items	Cronbach Alpha coefficient value
Level of facilities and resources	16	.909
Teacher knowledge	14	.950
Overall	30	.937

Data Analysis

Statistical Package for the Social Science (SPSS) version 27 is used to acquire, collect, and analyze research data in both descriptive and inferential analyses. Descriptive analysis was used to depict statistics in terms of frequency, percentage, mean, and standard deviation. Table 3 displays the mean score after it was interpreted using the five Likert scale proposed by (Nunnally & Bernstein, 1994)

Table 3

Interpretation of the mean score

Mean Value	Mean Score Interpretation
1.00 – 2.00	Low
2.01 – 3.00	Medium Low
3.01 – 4.00	Medium High
4.01 – 5.00	High

Source : (Nunnally & Bernstein, 1994)

Inferential statistics are used to obtain population information from the sample to interpret the data and test the research hypothesis. In this study, inferential statistics, which is a one-way ANOVA test, is used to answer questions that have differences in the population.

Findings

A stratified random sampling procedure was used to choose a sample of 248 teachers for the study. The study's respondents are primary school teachers who teach Music Education in Selangor. 159 individuals (64.1%) are from urban area schools while 89 individuals (35.9%) are from rural area schools. The results indicate that 38 individuals (15.3% of the sample) were male, and 210 individuals (84.7% of the sample) were female. Regarding teaching experience in Music Education, the group of teachers revealed that 34 respondents (13.7%) had less than 1 year of experience, 69 had 1 to 3 years of experience (27.8%), 50 respondents had 3 to 8 years of experience (20.2%) and 95 had 8 years or more (38.3%). Furthermore, based on the demographic data gathered for the Music Education option teachers, most respondents 142 individuals, or 57.3% are non-options, whereas 106 individuals, or 42.7%, are from Music Education options. It was discovered that 119 individuals (48%) had participated in a KSSR (Revision 2017) for a Music Education course, whereas 128 individuals (52%) had never done so. Table 4 summarizes the respondents' demographic information on gender, teaching options, teaching experience, and participation in DSKP KSSR (Revision 2017) courses in Music Education.

Table 4

Demographics of study respondents

Category	Frequency (%)
A1. School Location	
Urban area	159 (64.1%)
Rural area	89 (32.9%)
A2. Gender	
Male	38 (15.3%)
Female	210 (84.7%)
A3. Experience in teaching Music Education	
Less than 1 year	34 (13.7%)
1 to 3 years	69 (27.8%)
3 to 8 years	50 (20.2%)
More than 8 years	95 (38.3%)
A4. Teachers' Option	
Music Education option	106 (42.7%)
Non-option	142 (57.3%)
A5. KSSR Music Education-related course	
Attended	119 (48%)
Never attended	129 (52%)

The Level of Facilities and Resources Available for Implementing the Teaching and Learning Process of the Musical Skill Module

To answer the question of the availability of facilities and resource materials in the implementation of the Music Skills Module, 16 items in the Music Education teacher questionnaire were used. Table 5 details the findings. The findings indicated that the facilities and resources were at a medium-high level overall, with a mean of 3.63 and a standard deviation of 0.659. Specific areas evaluated included the availability and suitability of music rooms, audio-visual equipment, musical instruments, teaching and learning resource materials, and the adequacy of the teaching time allocation

Table 5

The level of facilities and resources available for Music Education implementation

No.	Item	Mean	Standard Deviation	Level
Classroom Facilities				
B1	The school is equipped with a music room.	3.76	1.226	Medium High
B2	MSM T&L is conducted in the music room.	3.48	1.227	Medium High
B3	There is a clash in the use of the classroom for Music Education.	3.29	1.233	Medium High
B4	The classroom/music room for MSM T&L is suitable.	3.81	.990	Medium High
B5	Audio-visual equipment for MSM T&L is easily obtainable	3.65	1.030	Medium High
Musical Instruments				
B6	Musical instruments for MSM T&L are sufficient	3.62	.958	Medium High
B7	Musical instruments for MSM T&L are always in good condition (usable)	3.75	.904	Medium High
B8	PCG allocation is sufficient to buy musical instruments for MSM T&L	3.70	1.023	Medium High
T&L Resource Materials				
B9	Resource materials for MSM T&L are easily obtainable	3.86	.844	Medium High
B10	The provided textbooks have content appropriate for MSM T&L	3.92	.803	Medium High
B11	Textbooks are easy for students to understand	3.84	.884	Medium High
B12	Information and communication technology materials provided are suitable for MSM T&L.	3.92	.740	Medium High
Teaching Time Allocation				
B13	The MSM content can be completed within the proposed time (7 hours a year / 14 weeks).	3.47	1.033	Medium High
B14	The allocation of 30 minutes a week is sufficient for MSM T&L.	3.12	1.249	Medium High
B15	I am comfortable with the set timetable allocation for MSM T&L.	3.33	1.096	Medium High
B16	Classroom assessment can be carried out within the T&L period.	3.55	1.048	Medium High
Overall Mean =		3.63	.659	Medium High

The Level of Teacher Knowledge for Implementing the Teaching and Learning Process of the Musical Skill Module

To answer the question of the availability of facilities and resource materials in the implementation of the Music Skills Module, 16 items in the Music Education teacher questionnaire were used. Table 6 details the findings. The teacher knowledge level was measured through various aspects, including basic education knowledge, pedagogical knowledge, and knowledge of MSM content. The overall mean score for teacher knowledge was 4.07, indicating a high level.

Table 6

The level of teacher knowledge of Music Education implementation

No.	Item	Mean	Standard Deviation	Level
Basic Education Knowledge				
C1	I know about teaching theories.	4.05	.798	High
C2	I know about the teaching profession.	4.29	.654	High
C3	I know about the code of ethics for teaching.	4.30	.642	High
C4	I know about teacher accountability and integrity.	4.30	.650	High
Pedagogical Knowledge				
C5	I understand how to control the classroom.	4.29	.640	High
C6	I understand how to create student readiness to learn.	4.27	.628	High
C7	I am skilled in using various teaching methods in MSM T&L sessions.	4.05	.732	High
C8	I have a high level of pedagogical knowledge in implementing MSM.	3.96	.791	Medium High
C8	I use various teaching strategies in implementing MSM	4.04	.704	High
Knowledge of the MSM Content				
C10	I understand the MSM	3.91	.766	Medium High
C11	I can teach singing effectively.	3.92	.783	Medium High
C12	I can teach moving to music effectively.	3.94	.820	Medium High
C13	I can teach percussion instruments effectively.	3.83	.885	Medium High
C14	I can teach the recorder effectively.	3.78	.897	Medium High
Overall Mean =		4.07	.588	High

Significant Differences between Teachers' Options Regarding the Level of Facilities and Resources in the Implementation of MSM

The descriptive analysis carried out has found that respondents who are music options teachers (mean=3.65, SD=.713) stated that the suitability of MSM implementation based on the level of facilities and resources is higher compared to non-option teachers (mean=3.62, SD=.618). Table 7 below shows the results of descriptive analysis for teacher options based on perceptions of the level of facilities and resources.

Table 7

Results of descriptive analysis of teacher options based on perceptions of the level of facilities and resources

Teachers' Option	Frequency	Mean	Standard Deviation
Music Education option	106	3.65	.713
Non-option	142	3.62	.618
Overall	248	3.63	.659

An inferential analysis has been used to investigate the differences between teachers' options regarding the level of facilities and resources in the implementation of MSM. This analysis is

carried out based on the research hypothesis (H_0^1), there is no significant difference between teachers' options regarding the level of facilities and resources in the implementation of MSM. The data is normally distributed and variance for all groups is homogeneous which means that all the requirements for carrying out this analysis have been met. A one-way between-group ANOVA was conducted to explore the impact of teachers' options on the facilities and resources level for the MSM implementation. Table 8 below is referred to find the p-value. Based on the table, the value of the statistical test at the $p < .05$ level for the three conditions [$F(1,246) = .114$, $p = .736$]. As a result, H_0^1 has been accepted as is found that there is no significant difference between teachers' options regarding the level of facilities and resources in the implementation of MSM.

Table 8

Results of one-way ANOVA of teacher options based on perceptions of the level of facilities and resources

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.050	1	.050	.114	.736
Within Groups	107.192	246	.436		
Overall	107.242	247			

Significant Differences between Teachers' Options Regarding the Level of Teachers' Knowledge in the Implementation of MSM

The descriptive analysis carried out has found that respondents who are music options teachers (mean=4.25, SD=.624) stated that the suitability of MSM implementation based on the level of teachers' knowledge is higher compared to non-option teachers (mean=3.93, SD=.520). Table 9 below shows the results of descriptive analysis for teacher options based on perceptions of teachers' knowledge.

Table 9

Results of descriptive analysis of teacher options based on perceptions of the level of teachers' knowledge

Teachers' Option	Frequency	Mean	Standard Deviation
Music Education option	106	4.25	.624
Non-option	142	3.93	.520
Overall	248	4.07	.588

An inferential analysis has been used to investigate the differences between teachers' options regarding the level of teachers' knowledge in the implementation of MSM. This analysis is carried out based on the research hypothesis (H_0^2), there is no significant difference between teachers' options regarding the level of teachers' knowledge in the implementation of MSM. The data is normally distributed and variance for all groups is homogeneous which means that all the requirements for carrying out this analysis have been met. A one-way between-group ANOVA was conducted to explore the impact of teachers' options on the teachers' knowledge level for the MSM implementation. Table 10 below is referred to find the p-value. Based on the table, the value of the statistical test at the $p < .05$ level for the three conditions [$F(1,246) = 20.073$, $p = < .001$]. As a result, H_0^2 has been rejected as was found that there is a significant

difference between teachers' options regarding the level of teachers' knowledge in the implementation of MSM.

Table 10

Results of one-way ANOVA of teacher options based on perceptions of the level of teachers' knowledge

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.449	1	6.449	20.073	<.001
Within Groups	79.036	246	.321		
Overall	85.486	247			

Discussion

This study explores the factors that impact the successful implementation of the KSSR (Revision 2017) for Music Education in the MSM among primary school teachers. It specifically focuses on the availability of facilities and resources, teacher knowledge, and the differences in teachers' options based on these factors. Thus, the analysis of the facilities and resources available for implementing Music Education in primary schools reveals a generally medium-high level across various aspects. The availability and suitability of classroom facilities are crucial for effective MSM implementation. The study found that while most schools are moderately well-equipped with dedicated music rooms, there is significant variability, with some schools lacking this essential facility. The use of music rooms for MSM teaching and T&L is common but not universal, possibly due to space constraints or scheduling conflicts. Occasional clashes in classroom usage further highlight the need for dedicated music spaces. The suitability of these rooms was rated high, suggesting a generally conducive environment for music instruction. However, access to audio-visual equipment, while moderately available, underscores the need for consistent resources to support effective T&L. Meanwhile, musical instruments are vital for MSM, and their availability and condition significantly impact the quality of instruction. The study revealed that instruments are generally sufficient but not without occasional shortages. The condition of these instruments is slight, indicating they are mostly in good working order. However, the sufficiency of funding through the Per Capita Grant (PCG) for purchasing instruments suggests that while generally adequate, funding may fall short for more specialized needs.

Resource materials play a critical role in supporting musical skills instruction (Causby, 2022). The study found that most teachers can easily access these materials. The appropriateness and comprehensibility of textbooks were rated highly, indicating alignment with the curriculum and student comprehension. Additionally, the suitability of ICT materials in MSM T&L was also rated positively reflecting the effective integration of digital tools in enhancing music education. Time allocation for MSM T&L emerged as a significant challenge. The study found that while the proposed timeframe allows for content completion, the weekly time allocation of 30 minutes is often insufficient, leading to possible compromises in instructional quality. Teachers expressed moderate comfort with the timetable, indicating a need for adjustments to better meet the demands of MSM instruction. Moreover, the ability to conduct assessments within the allocated time was feasible but tight, requiring efficient time management. Addressing these gaps could lead to more equitable and higher-quality music education across different schools, ultimately benefiting both teachers and students.

The study evaluates the level of teacher knowledge in the implementation of Music Education, particularly the MSM revealing a generally high proficiency among teachers. This knowledge is categorized into three key areas: basic education knowledge, pedagogical knowledge, and content knowledge of MSM. Teachers demonstrated a strong foundational understanding of essential educational principles. High mean scores in teaching theories, the teaching profession, ethics, and accountability indicate that teachers are well-equipped with the necessary knowledge to guide their instructional strategies effectively. This strong foundation is critical for maintaining professionalism and ensuring effective teaching practices in Music Education. Pedagogical knowledge, which focuses on effective teaching methods, also showed high proficiency. Teachers excelled in classroom control, creating student readiness, and using various teaching methods. However, the general pedagogical knowledge in MSM, though still strong, had a slightly lower mean score, suggesting some areas might benefit from further development. Using diverse teaching strategies reflects teachers' adaptability in meeting students' needs, crucial for engaging students in Music Education (Pan & Luen, 2024).

Content knowledge specific to MSM showed room for improvement. While teachers had a medium-high understanding of MSM content, areas like teaching singing, movement to music, percussion instruments, and the recorder were rated lower. These findings suggest that while teachers are generally confident, targeted professional development could enhance their effectiveness in teaching specific musical skills, particularly in percussion and recorder instruction. Overall, the study indicates that teachers possess strong foundational and pedagogical knowledge, essential for effective Music Education. However, the slightly lower proficiency in certain areas of MSM content highlights the need for additional resources and professional development to ensure comprehensive and effective instruction in primary schools.

In terms of the perceptions of music-specialized teachers (music option teachers) and non-specialized teachers (non-option teachers) regarding the facilities and resources available for implementing the MSM in Music Education, the descriptive analysis reveals a slight difference in perceptions between the two groups. Music option teachers reflect a moderately high satisfaction with the facilities and resources, while non-option teachers reported a slightly lower mean score. The overall mean score across all teachers indicates a generally medium-high level of satisfaction with the facilities and resources available for MSM implementation. A one-way ANOVA test was done to see if there were significant differences in how teachers view the facilities and resources for MSM implementation. The results show that there are no significant differences between the two groups of teachers, meaning they have similar opinions on the adequacy of these resources. The findings suggest a uniform perception of resources across specializations, implying consistent resource allocation and quality across different classrooms. However, the slight difference in perceptions may indicate that non-option teachers face subtle challenges in utilizing resources effectively due to a lack of expertise or comfort with specialized music tools. To address this, additional support or professional development could be beneficial to ensure that all teachers are equally equipped to deliver musical skills knowledge successfully (Valdebenito & Almonacid-Fierro, 2022).

This study also examines the significant differences between music option teachers and non-option teachers regarding their perceived levels of knowledge in implementing the

MSM. The descriptive analysis reveals a notable difference between the two groups. Music option teachers reported a high level of perceived knowledge in MSM implementation, while non-option teachers reported a lower mean score. Although both scores reflect a generally high level of knowledge, the gap suggests that music option teachers feel more confident and better equipped to deliver MSM effectively. A one-way ANOVA test was performed to see if the difference in perceptions between the two groups was significant. The results, with a p-value less than 0.001, showed a significant difference. This means the null hypothesis was rejected and confirms that music option teachers feel they have much more knowledge about MSM implementation compared to non-option teachers. The findings highlight important implications for both practice and policy. The higher knowledge levels among music option teachers likely stem from their specialized training and experience, making them more confident in teaching musical skills (Conway, 2007). In contrast, non-option teachers may face challenges due to a lack of specialized training, potentially impacting the quality of instruction in their classrooms.

To address this disparity, the study suggests the need for targeted professional development programs for non-option teachers. Providing additional training and resources can help bridge the knowledge gap, ensuring that all teachers, regardless of their specialization, are equally prepared to implement MSM effectively. This is crucial for achieving educational equity, as it ensures that all students receive high-quality Music Education, regardless of the teacher's background (Zhao et al., 2021). Addressing this disparity through targeted professional development is essential for ensuring all teachers are equally equipped to deliver effective Music Education, thereby promoting equity and quality in the classroom.

Conclusion

Since 2017, training sessions, courses, and other activities have been organized by the MoE, JPN, PPD, and the school to assist instructors in comprehending and implementing the KSSR (Revision 2017) for Music Education. The teacher who finishes the course will stand out from those who don't since it can boost their confidence in reaching their objectives. However, the successful implementation of MSM in KSSR (Revision 2017) Music Education requires sufficient facilities, resources, and teacher knowledge. While overall satisfaction with facilities is medium-high, variability in resource availability and minor challenges faced by non-option teachers indicate a need for improved support. The significant difference in perceived knowledge levels between music option and non-option teachers underscores the necessity for targeted professional development. Providing additional training and resources can help bridge the knowledge gap, ensuring that all teachers, regardless of their specialization, are equally prepared to implement MSM effectively. This is essential to attaining educational fairness because it guarantees that all children, irrespective of the background of the teacher, receive a high-quality music education. (Zhao et al., 2021). Addressing this disparity through targeted professional development is essential for ensuring all teachers are equally equipped to deliver effective Music Education, thereby promoting equity and quality in the classroom.

References

- Adekunle, S. E., Adewale Olumide, S., & Boyinbode Olutayo, K. (2019). Appraisal on Perceived Multimedia Technologies as Modern Pedagogical Tools for Strategic Improvement on Teaching and Learning. *International Journal of Modern Education and Computer Science*, 11(8), 15–26. <https://doi.org/10.5815/ijmecs.2019.08.02>
- Anderson, T. R., & Rogan, J. M. (2011). Bridging the educational research-teaching practice gap: Curriculum development, Part 1: Components of the curriculum and influences on the process of curriculum design. *Biochemistry and Molecular Biology Education*, 39(1), 68–76. <https://doi.org/10.1002/bmb.20470>
- Azizi, J. (2015). *Penilaian Pelaksanaan Kurikulum Pendidikan Islam Sekolah Menengah Berasaskan Model Context-Input-Process-Product (CIPP)*. Universiti Utara Malaysia.
- Azmi, A. (2021). Reduction Of Music Class Time: Impact On National Primary Music Education In Malaysia. *Proceedings of the Malaysian Music Education Conference 2021 (MusEd'21)*.
- Bahagian Pembangunan Kurikulum. (2019). *Dokumen Standard Kurikulum dan Pentaksiran Pendidikan Muzik Tahun 4*. Kementerian Pendidikan Malaysia.
- Bautista, A., Toh, G. Z., & Wong, J. (2016). Primary School Music Teachers' Professional Development Motivations, Needs, and Preferences: Does Specialization Make a Difference? In *Musicae Scientiae*. <https://doi.org/10.1177/1029864916678654>
- Begić, J. Š., Begić, A., & Škojo, T. (2017). Opinions of University Music Teachers on the Musical Competencies Necessary for Primary Education Teachers. In *International Journal of Higher Education*. <https://doi.org/10.5430/ijhe.v6n1p197>
- Campbell, P. (2002). Music Education in a Time of Cultural Transformation. *Music Educators Journal*, 89. <https://doi.org/10.2307/3399881>
- Cao, X. (2022). An Investigation on the Effectiveness of Creating a Music Classroom Teaching Environment Based on Psychological Expectations. *Journal of Environmental and Public Health*, 2022. <https://doi.org/10.1155/2022/8951587>
- Carioti, D., Danelli, L., Guasti, M. T., Gallucci, M., Perugini, M., Steca, P., Stucchi, N. A., Maffezzoli, A., Majno, M., Berlingeri, M., & Paulesu, E. (2019). Music Education at School: Too Little and Too Late? Evidence From a Longitudinal Study on Music Training in Preadolescents. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.02704>
- Cassano, R., Costa, V., & Fornasari, T. (2019). An Effective National Evaluation System of Schools for Sustainable Development: A Comparative European Analysis. *Sustainability*, 11(1). <https://doi.org/10.3390/su11010195>
- Causby, M. (2022). Instrumental Music Education in Rural North Carolina: A Descriptive Study. In *Bulletin of the Council for Research in Music Education*. <https://doi.org/10.5406/21627223.234.04>
- Conway, C. M. (2007). Setting an Agenda for Professional Development Policy, Practice, and Research in Music Education. In *Journal of Music Teacher Education*. <https://doi.org/10.1177/10570837070170010109>
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson.
- Dalas, N., Hadiyanto, & Muhaimin. (2020). The relationships of learning independence, family support, facilities and service of institutions through quality of learning students. *Journal of Critical Reviews*, 7(6), 815–821. <https://doi.org/10.31838/jcr.07.06.140>
- Daniel, L., Baker, W. J., & Haywood, N. (2019). The Role of Music in Higher Education: Cultural Perpetuation in Hidden Curriculum. *ResearchGate*. https://www.researchgate.net/publication/337286070_The_Role_of_Music_in_Higher

- _Education_Cultural_Perpetuation_in_Hidden_Curriculum
- Demirtaş, A. O., & Gündoğdu, K. (2024). Evaluation of 8th Grade Music Curriculum Utilizing Eisner's Educational Connoisseurship and Criticism Model. In *Uluslararası Eğitim Programları Ve Öğretim Çalışmaları Dergisi*. <https://doi.org/10.31704/ijocis.1498474>
- Hadjikou, C., & Creech, A. (2023). The New Cypriot Music Curriculum: Teachers' Interpretation and Implementation of Differentiation. In *British Journal of Music Education*. <https://doi.org/10.1017/s0265051723000050>
- Hill, S., Dennick, R., & Amoaku, W. (2017). Present and future of the undergraduate ophthalmology curriculum: a survey of UK medical schools. *International Journal of Medical Education*, 8, 389–395. <https://doi.org/10.5116/ijme.59ac.f69b>
- Jääskeläinen, T., & López-Iñiguez, G. (2022). Tools for Teachers to Support Music Students in Managing and Coping With Their Workload in Higher Education. *Frontiers in Education*, 7. <https://doi.org/10.3389/feduc.2022.895090>
- Juriani, J., Anna Christina, A., & Jason, T. K. C. (2021). CREATIVE THINKING IN MUSIC: A PEDAGOGICAL APPROACH OF TEACHING MUSIC IN THE CLASSROOM. *Proceedings of the Malaysian Music Education Conference 2021 (MusEd'21)*.
- Kai Ti, S., & Wong, K. Y. (2024). The Impact of Popular Music Teaching in Music Classrooms: Perspectives of Malaysian Primary School Music Teachers. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 9(5), e002826. <https://doi.org/10.47405/mjssh.v9i5.2826>
- Karkina, S., Mena, J., Valeeva, R., Yarmakeev, I., Dyganova, E., & Bhullar, M. (2023). Fostering Future Music Teachers' Professional Skills: Developing a Signature Pedagogy Using E-Learning. In *Frontiers in Education*. <https://doi.org/10.3389/feduc.2023.1162748>
- Kementerian Pendidikan Malaysia. (2016). *Buku Penerangan Kurikulum Standard Sekolah Rendah (KSSR 2017)*. k.
- Liau, S. F. (2014). An Evaluation of Teachers' Perceptions of the KBSM Music Programme in Lower Secondary Schools in Malaysia Based on the CIPP Model. In *Universiti of Malaya*. Universiti Malaya.
- Lim, L. W. (2019). *a Kodály Based Music Teaching Sequence for Teaching Singing To Year One Pupils in a Malaysian Chinese Primary School Dissertation Submitted in Fulfillment of the Requirement for the Degree of Master of Education (Music Education) (Research and Coursework*. Universiti Pendidikan Sultan Idris.
- Liu, D. (2022). Instructional evaluation of Music Course in Elementary and Secondary Schools based on SOLO Theory. *International Journal of Education and Humanities*, 6, 166–169. <https://doi.org/10.54097/ijeh.v6i1.3085>
- Liu, K., & Othman, J. A. (2022). Knowledge and Abilities of Music Teachers in Primary and Secondary Schools: A Survey of Graduates From a Normal University in GuiZhou, China. In *Asian Journal of Education and Social Studies*. <https://doi.org/10.9734/ajess/2022/v36i2775>
- Mansurdin, M., Helsa, Y., & Desyandri, D. (n.d.). Primary School Teachers Problems in Implementation of Curriculum 2013. *Proceedings of the 5th International Conference on Education and Technology (ICET 2019)*, 672–677. <https://doi.org/10.2991/icet-19.2019.163>
- Md Jais, I., Loo, F. C., & Azu Farhana, A. (2021). Learning Music Through Rhythmic Movements in Malaysia. *Malaysian Journal of Learning and Instruction*, 18(1), 241–263. <https://doi.org/10.32890/MJLI2021.18.1.10>
- Muhardis, M., Tola, B., & Haribowo, H. (2019). The respondent factors on the digital

- questionnaire responses. *REID (Research and Evaluation in Education)*, 5(2), 144–151. <https://doi.org/10.21831/reid.v5i2.26943>
- Murphy, F., Marron, S., & Coulter, M. (2021). Primary field experiences: Critical for primary generalist physical education teachers? *European Physical Education Review*, 27(4), 761–778. <https://doi.org/10.1177/1356336X21991188>
- Shahidah, N. S., Md Jais, I., & Yap, E. S. (2022). Perceptions toward Music Education. *International Virtual Colloquium on Multi-Disciplinary Research Impact (3rd Series)*, 353–357.
- Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric Theory* (Issue 972). McGraw-Hill Companies, Incorporated. <https://books.google.com.my/books?id=r0fuAAAAMAAJ>
- Hawa, Z. A., & Juriani, J. (2021). THE SOURCES OF SELF-EFFICACY TO TEACH MUSIC AMONG NON-MUSIC MAJOR TEACHERS IN PRIMARY SCHOOL. *Proceedings of the Malaysian*
- Rodríguez, O. (2019). Music education and social development. *INNOVARE Revista de Ciencia y Tecnología*, 8, 124–127. doi: 10.5377/INNOVARE.V8I2.9089
- Pan, X., & Luen, L. C. (2024). Essential Experience and Skills for Successful Music Teaching in Preschool Education. In *International Journal of Academic Research in Progressive Education and Development*. <https://doi.org/10.6007/ijarped/v13-i1/20182>
- Powell, B. (2019). The integration of music technology into popular music ensembles: Perspectives of modern band teachers. *Journal of Music, Technology & Education*, 12(3), 297–310. https://doi.org/https://doi.org/10.1386/jmte_00012_1
- Qianfang, W. E. I. (2022). Practice and Exploration of Music Teaching in Primary Schools under the Background of New Curriculum Standards. *Higher Education and Oriental Studies*, 2(6), 34–39. <https://doi.org/10.54435/heos.v2i6.84>
- Russell-Bowie, D. (1993). Where Is Music Education in Our Primary Schools? In *Research Studies in Music Education*. <https://doi.org/10.1177/1321103x9300100106>
- Saputra, D. N. (2020). Effort To Improve Elementary Students Interest On Music Subject With “Learning By Doing” Method Class: (Case Studies of School Curriculum in Music Education). *ADI Journal on Recent Innovation*, 2(2), 201–207. <https://doi.org/10.34306/ajri.v2i2.74>
- Shahudin, M. S., & Jamaludin, K. A. (2024). The Implementation of DSKP KSSR (Revision 2017) for Visual Arts Education Among Primary School Teachers. In *International Journal of Academic Research in Progressive Education and Development*. <https://doi.org/10.6007/ijarped/v13-i1/20660>
- Sun, Y. H., & Ancho, I. (2020). Experiences, Issues, and Challenges in Curriculum Implementation of a Music Training Institution. *Jurnal Pendidikan Progresif*, 10(1), 22–32. <https://doi.org/10.23960/jpp.v10.i1.202003>
- Tabachnick, B. G., & Fidell, L. S. (2013). *Using Multivariate Statistics*. Pearson.
- Taggart, C. C. (2016). Music Learning Theory: A Theoretical Framework in Action. In *Teaching General Music: Approaches, Issues, and Viewpoints*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780199328093.003.0010>
- Valdebenito, K., & Almonacid-Fierro, A. (2022). Teachers’ Conceptions of Music Teaching: A Systematic Literature Review 2010-2020. In *International Journal of Evaluation and Research in Education (Ijere)*. <https://doi.org/10.11591/ijere.v11i4.22950>
- Varner, E. (2019). Holistic Development and Music Education: Research for Educators and Community Stakeholders. *General Music Today*, 32(2), 5–11. <https://doi.org/10.1177/1048371318798829>
- Whited, T., Feng, Y., & Bruhn, C. M. (2019). Evaluation of the high school food safety

- curriculum using a positive deviance model. *Food Control*, 96, 324–328. <https://doi.org/https://doi.org/10.1016/j.foodcont.2018.09.004>
- Wilson, E. (2022). 'It's music and we came to play instruments': teaching for engagement in classroom music. *Music Education Research*, 24(4), 455–466. <https://doi.org/10.1080/14613808.2022.2080811>
- Wyse, D., & Bradbury, A. (2022). Reading wars or reading reconciliation? A critical examination of robust research evidence, curriculum policy and teachers' practices for teaching phonics and reading. *Review of Education*, 10(1), e3314. <https://doi.org/https://doi.org/10.1002/rev3.3314>
- Yang, Y. (2023). Assessing alignment between curriculum standards and teachers' instructional practices in China's school music education. *RESEARCH STUDIES IN MUSIC EDUCATION*, 45(1), 56–76. <https://doi.org/10.1177/1321103X221099852>
- Zhao, X., Guo, Z., & Liu, S. (2021). Exploring Key Competencies and Professional Development of Music Teachers in Primary Schools in the Era of Artificial Intelligence. In *Scientific Programming*. <https://doi.org/10.1155/2021/5097003>
- Zohrabi, M. (2016). The Application of Curriculum Components for Course Evaluation. *Journal of English Language Teaching and Learning*, 17.