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Active Blended Learning Management in Music Subject Based on the Hybrid Learning Framework for Primary 4 Students at Ban Nong Du School, Thawat Buri District, Roi Et Province

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Abstract—The objectives of this research were 1) to develop an active blended learning management plan in Music subject based on the hybrid learning framework to be effective according to 80/80 criteria, 2) to compare the students' academic achievement between pretest and posttest periods, and 3) to study the satisfaction of students towards the active blended learning management in music subject based on the hybrid learning framework. The target group of this research was the 14 primary 4 students of Ban Nong Du School. Thawat Buri District, Roi Et Province in semester 1, academic year 2021, which was selected from purposive sampling. The research instruments were: 1) the index of conformity (IOC) of the music learning management plan according to the hybrid learning framework was 0.87. This showed that experts are of the opinion that an effective learning management plan can be implemented. 2) The achievement test was a 30-item, four-choice test. The test had a difficulty and power value classified between 0.41-0.60, which was appropriate and could be tested. 3) A questionnaire on the satisfaction of students towards active blended learning management in music subject based on the hybrid learning framework consisted of 15 items.

Keywords---active blended, hybrid learning, learning management, music subject, students.

Introduction

The National Education Plan 2017-2036 defines the vision as follows: "All Thai people receive quality lifelong education and learning, live happily in line with the

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Sufficiency Economy Philosophy and the 21st Century World Changes." The preparation of this National Education Plan was necessary for a number of reasons, particularly the need for skilled manpower in the 21st century and the problematic education system. These problems range from quality problems of Thai people of all ages, problems with quality and standards of education at all levels, weaknesses in the educational system of educational institutions that are not suitable, lack of flexibility, inequality in opportunities and educational equality, and many other issues affecting the education system that must adapt to meet and accommodate various challenges. Thailand therefore needs to reform education so that the education system is the main engine of driving the country under the new Constitution of the Kingdom of Thailand, the 20-year National Strategic Framework (2017-2036), and the direction of the 12th National Economic and Social Development Plan (2017–2021) in order to lead the country towards stability, prosperity, and sustainability in the next 20 years (Office of the Education Council Secretariat, 2017).

Music subjects are classified in the 2nd subject in the art learning subject group, which talks about Thai music, international music, and folk music, which are comprised of 2 standards: Standard K 2.1 Understand and express music creatively, analyze, criticize music values, freely convey feelings and ideas about music, appreciate, and apply in daily life and standard K 2.2 Understand the relationship between music, history, and culture, see the value of music as cultural heritage, local wisdom, and Thai and international wisdom. Each standard consists of core indicators and learning materials. Indicators identify what learners should know and do as well as the characteristics of learners at each grade level. This reflects the specific and concrete learning standards that are used to define content, create a unit, organize instruction, and be an important criterion for assessment and evaluation of the quality of learners. In the 2008 Basic Education Core Curriculum, there were indicators instead of expected learning outcomes. The study of music should first be aware of the subject matter of music in order to understand the basis for further teaching or music activities (Shulman, 1986).

In learning good music, there should be a complete composition of the music content because the contents will contribute to the clear guidelines for organizing the learning experience for children. The content of the music subject at each level has a different focus on the subject matter. Therefore, at each educational level, music content should be arranged to be suitable for learners and in accordance with the principles of educational management at each level. The subject should be accurate and quality ready to be used in practice. The music curriculum should consist of a complete musical subject matter which can be divided into two parts: the content part is the composition of music and the musical literature, the skill part is listening, singing, moving, playing, creating, and reading. In teaching and learning music at the primary level, teachers should provide complete experiences according to the specified music content (Appiah et al., 2016; Yan et al., 2019).

In teaching music in the 21st century, teachers need to have competence in technology as a basis for use in learning management. Learners must have the ability to think critically and perform a wide range of tasks based on knowledge of information, media knowledge, and technology knowledge. Therefore, it is necessary to reform and change the teaching and learning management model, as well as to prepare in various fields that are supporting factors to enable learners to learn such learning. Technology has played a role in human life and has led to a transformation in education, opening up many learning opportunities for learners and can change teaching methods and teachers' beliefs about learning management (Erdogan & Sahin, 2010). For this reason, modern teachers need to learn the skills of technology-based lesson design and must apply such lessons to meet learners' learning objectives in the curriculum. Therefore, the integration of technology in teaching and learning activities is important to convey content through appropriate teaching methods (Wong, 2021; Rinartha & Suryasa, 2017).

In the 21st century world change, innovations and advances in technology have forced academics in education, especially teachers, to awaken and adjust the teaching paradigm in traditional learning from lecture-based teaching. Teachers play an important role in imparting knowledge to students solely. If there is a hybrid learning management that focuses on creating interaction learning between learners and learners or learners and teachers using modern technology and teaching innovations to support active learning. Therefore, hybrid teaching and learning is a form of teaching and learning that creates a complete interactive learning process, which is an important part in developing analytical thinking processes, the ability to communicate, and using modern technology, teamwork, collaborative learning, and new knowledge generation. These are all important factors in the development of learners to be global citizens who can live in the 21st century happily and successfully (Chantem, 2010).

Based on such importance, the researcher recognizes the importance of the active blended learning management in music subject based on the hybrid learning framework, which is different from the traditional teaching style that will make music subjects interesting, having complete content, and having modern teaching and learning activity format. Instructors need to create a learning management plan, teaching materials, as well as measurement and evaluation methods that have modified the teaching and learning approach combined with the combination of technology and the diverse presentation methods that have changed according to the context of the music subject content and the nature of the learners (Rolinska, 2021; Ohanezova-Hryhorenko et al., 2021). In addition, during the epidemic situation of COVID-19, researchers need to design integrated teaching and learning activities that can integrate teaching and learning management to be more effective. Students are emphasized to be able to learn on their own according to the availability of each individual anytime, anywhere in order to increase efficiency in teaching music subjects. This results in the students being enthusiastic, curious, and interested in learning music in order to develop the potential of teaching and learning that promotes learning for learners more effectively.

Research objectives

• To develop the active blended learning management plan in music subject based on the hybrid learning framework for primary 4 students of Ban Nong

- Du School, Thawat Buri District, Roi Et Province to be effective according to 80/80 criteria.
- To compare the learning achievement of students between pretest and posttest periods with the active blended learning management in music subject based on the hybrid learning framework for primary 4 students of Ban Nong Du School, Thawat Buri District, Roi Et Province.
- To study the students' satisfaction towards the active blended learning management in music subject based on the hybrid learning framework for primary 4 students of Ban Nong Du School, Thawat Buri District, Roi Et Province.

Conceptual framework



Figure 1. Plant for the active blended learning management

Methodology

Research instruments

- 12-hour four plans for the active blended learning management in music subject based on the hybrid learning framework for primary 4 students of Ban Nong Du School, Thawat Buri District, Roi Et Province, excluding pretests and post-tests.
- The achievement test is a 30-item, four-choice test.
- The satisfaction questionnaire of primary 4 students of Ban Nong Du School, Thawat Buri District, Roi Et Province towards the active blended learning management in music subject based on the hybrid learning framework

Target group

In this research, the researcher selected the research target group by purposive sampling who are the primary 4 students of Ban Nong Du School, Thawat Buri District, Roi Et Province in semester 1, academic year 2021, totaling 13 people.

Procedures

- Instrument creation and instrument quality determination
 - 12-hour four plans for preparation of the active blended learning management in music subject based on the hybrid learning framework for primary 4 students of Ban Nong Du School, Thawat Buri District, Roi Et Province, excluding pre- and post-tests.
 - Creation of the Academic Achievement Test is a 30-item, four-choice test that takes 1 hour before and 1 hour after studying.
 - Creation of a satisfaction measurement model towards the active blended learning management in music subject based on the hybrid learning framework

Data collection

- Assign students to take an achievement test before studying.
- Conduct a study and research on target groups by the active blended learning management in music subject based on the hybrid learning framework for primary 4 students of Ban Nong Du School, Thawat Buri District, Roi Et Province according to the 4 learning management plans, 12 hours in semester 1 of the academic year 2021.
- Instruct students to take an achievement test after studying by using the same set of learning achievement tests as before.
- Ask students to do a satisfaction measure on the active blended learning management in music subject based on the hybrid learning framework for primary 4 students of Ban Nong Du School, Thawat Buri District, Roi Et Province.

Data analysis

- Analyze and determine the efficiency of the active blended learning management in music subject based on the hybrid learning framework for primary 4 students of Ban Nong Du School, Thawat Buri District, Roi Et Province to be effective E1/E2 according to the specified 80/80 criteria.
- Analyze the effectiveness of the active blended learning management in music subject based on the hybrid learning framework for primary 4 students of Ban Nong Du School, Thawat Buri District, Roi Et Province.
- Analyze the students' satisfaction towards the active blended learning management in music subject based on the hybrid learning framework for primary 4 students of Ban Nong Du School, Thawat Buri District, Roi Et Province. The statistics used in the research were mean, percentage, process efficiency and results (E1/E2), and the effectiveness index (E.I.).

Results

From the analysis of the data, the results can be summarized as follows:

• The active blended learning management plan in music subject based on the hybrid learning framework for primary 4 students of Ban Nong Du

- School, Thawat Buri District, Roi Et Province has an efficiency equal to 85.83/84.10, which is higher than the specified 80/80 criteria.
- The effectiveness of learning with the effectiveness of the active blended learning management in music subject based on the hybrid learning framework for primary 4 students at Ban Nong Du School, Thawat Buri District, Roi Et Province had an Effectiveness Index (EI) equal to 0.69. This shows that students have progressed 69% in their studies.
- The satisfaction of students towards the the active blended learning management in music subject based on the hybrid learning framework for the primary 4 students of Ban Nong Du School, Thawat Buri District, Roi Et Province had the same satisfaction as 4.92 with the highest level of satisfaction.

Table 1
The results of the effectiveness of the active blended learning management in music subject based on the hybrid learning framework for primary 4 students of Ban Nong Du School, Thawat Buri District, Roi Et Province

No	Test scores during study	Posttest achievement score		
	(E1) (120)	(E2) (30)		
1	103	25		
2	106	24		
3	104	28		
4	105	25		
5	101	23		
6	101	26		
7	98	24		
8	102	25		
9	100	27		
10	106	26		
11	103	23		
12	105	24		
13	105	28		
Total (Σ)	1,339	328		
N	13	13		
Average	103.00	25.23		
Percentage	85.83	84.10		

Table 2

The results of an analysis of the effectiveness of learning with the active blended learning management plan in music subject based on the hybrid learning framework for primary 4 students of Ban Nong Du School, Thawat Buri District, Roi Et Province

Student	Pretest achievement score/full score (30)	Posttest achievement score (30)
1	14	25
2	17	24
3	16	28
4	15	25

5	14	23
6	13	26
7	10	24
8	12	25
9	13	27
10	15	26
11	17	23
12	16	24
13	12	28
Total (Σ)	184	328
N	13	13
Average	14.15	25.23
Percentage	47.17	84.10

$$E.I \frac{328 - 184}{13X30 - 184} = 0.69$$

Table 3

The results of the analysis of student satisfaction towards the active blended learning management in music subject based on the hybrid learning framework for primary 4 students of Ban Nong Du School, Thawat Buri District, Roi Et

Province

No	Assessment item	Average	S.D.	Evaluation Level
		(\overline{X})		
1	The content is appropriate for the	4.84	0.37	Highest satisfaction
	time spent studying			
2	The content is simple and suitable for	5.00	0.00	Highest satisfaction
	learners			
3	Content can be used in daily life.	5.00	0.00	Highest satisfaction
4	The activities used in each step are	5.00	0.00	Highest satisfaction
	interesting and not boring.			
5	The activities that are used are	4.84	0.37	Highest satisfaction
	appropriate to facilitate learning			
	according to the purpose.			
6	There are new challenging activities	5.00	0.00	Highest satisfaction
	that are inserted in the learning			
	process to facilitate learning.			
7	Activities are appropriate for learners	4.69	0.63	Highest satisfaction
_	and their abilities.			
8	All learners were able to perform the	5.00	0.00	Highest satisfaction
	activities on their own or with the			
	group in every activity.			
9	The active blended learning	5.00	0.00	Highest satisfaction
	management plan in music subject			
	based on the hybrid learning			
	framework is different from traditional			
	learning.			
10	The active blended learning	4.92	0.27	Highest satisfaction

	management plan in music subject based on the hybrid learning framework makes students learn			
	better.	4.00	0.07	TT' 1
11	The active blended learning management plan in music subject	4.92	0.27	Highest satisfaction
	based on the hybrid learning			
	framework provides a variety of			
	learning activities.			
12	The active blended learning	4.84	0.55	Highest satisfaction
	management plan in music subject			
	based on the hybrid learning			
	framework creates more interest in			
1.0	learning.	4.04	0.07	TT: 1
13	The test is appropriate to the	4.84	0.37	Highest satisfaction
14	knowledge of the learners Learners are satisfied with being	5.00	0.00	Highest setisfaction
14	evaluated	3.00	0.00	Highest satisfaction
15	Learners are satisfied with the grades	4.92	0.27	Highest satisfaction
10	they receive	,2	0.2.	
Average		73.81	3.10	Highest satisfaction
Percentage		4.92	0.09	Highest satisfaction

Discussion

The average score from the active blended learning management plan in music subject based on the hybrid learning framework for primary 4 students of Ban Nong Du School, Thawat Buri District, Roi Et Province (E1) was 85.83. The mean score of music learning management outcomes (E1) was 84.10, indicating that the the active blended learning management plan in music subject based on the hybrid learning framework on the learning process of music subjects was 84.10. Integrated teachers choose innovative media technology to be consistent with music teaching theory and music subject content in order to extend their prior knowledge and enhance existing knowledge. Students result in 85.83% of students learning during their studies (Ding et al., 2018; Zhao & Huang, 2007). Highlights include the combination of knowledge and technology learning styles, both face-to-face and computerized learning to create a wide range of knowledge, encouraging students to be alert and fun. In learning music subjects effectively, teachers can know students' learning progress in order to use measurement and evaluation results to improve teaching and learning management effectively. This is consistent with Ayuth Yingkwancharoen, to study the development of integrated web-based lessons on studio photography lighting for undergraduate students with different personalities. The results showed that the efficacy of webbased instructional materials on studio photography lighting for undergraduate students with different personalities was 86/80.76 which met the set criteria (Lonn & Teasley, 2009; McGill & Klobas, 2009).

Nopparat Phonsen, studied the development of blended lessons for social studies and cultural learning groups on the history of Ayudhya for secondary 2 students of Ban Nong Masang School. The results showed that the integrated lessons on

Ayutthaya history for secondary 2 students at Ban Nong Masang School were found to be equal to 85.78/84.22, which met the 80/80 criteria under Brown (1985) conceptual framework for student-centered instructional design. The learning environment is organized by blending regular classroom learning with electronic learning. This is consistent with the research results of Collins-Brown (2006) that investigated the characteristics of online lessons that are more effective and successful than traditional and face-to-face learning. It has been found that student-centered learning contributes to effective and successful online learning (Harrer, & Harrer, 1977; Hamel, 2001).

The effectiveness of learning with the active blended learning management plan in music subject based on the hybrid learning framework for primary 4 students of Ban Nong Du School, Thawat Buri District, Roi Et Province had an Effectiveness Index (EI) equal to 0.69. This shows that students have progressed 69% in their studies. This is also consistent with the research results of Natthep Karithep (2015) who organized learning activities using the Classical Guitar Practice Lesson 1 for undergraduate students, Rajabhat University, which has an efficiency index of 0.71, indicating that students' knowledge has increased by 71.75 or 71% (Mantra et al., 2016; Mawan, 2021).

The students' satisfaction towards the active blended learning management plan in music subject based on the hybrid learning framework for primary 4 students of Ban Nong Du School, Thawat Buri District, Roi Et Province were satisfied at the most level. The mean was 4.92. This is consistent with the concept of Pornthip Saiwaew, who said that the present learning management uses the learning process that creates satisfaction for the learners, causing the learners to be happy, fun, and satisfied with study which makes them want to learn more and not get bored of studying. This is also consistent with the research by Natthep Karithep that found that students were satisfied with learning with the Classical Guitar Practice Lesson 1 for undergraduate, Rajabhat Loei students overall was at a high level. The mean was 3.94 (Agatston et al., 2007; Garg et al., 2001).

Suggestions

- Suggestions for preparation and implementation
 - Teachers should bring the active blended learning management plan in music subject based on the hybrid learning framework to use in learning management for music subjects in the future. Blended learning management is learning both in the classroom and outside the classroom with learning styles that are flexible and responsive to the individual differences of the learners, which should be one way to help develop learner skills in the 21st century.
 - The active blended learning management plan in music subject based on the hybrid learning framework can promote a variety of dependent variables. Depending on the teaching method or the teaching style, the development and design of learning management methods and various forms of media can be linked with a variety of content that will help learners achieve better learning outcomes.
- Suggestions for next research

- There should be the active blended learning management plan in music subject based on the hybrid learning framework in the subject group and other grade levels.
- The effectiveness test of the active blended learning management plan in music subject based on the hybrid learning framework should be created with many schools in order to draw conclusions and make comparison.

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