

Integration of Music in Teaching and Learning in Preschool: Teacher Readiness

Lydora Patrick, Kamariah Abu Bakar

Faculty of Education, Universiti Kebangsaan Malaysia, 43600, Selangor, Malaysia

Corresponding Authors Email: P130313@ukm.edu.my

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Abstract

The integration of music in preschool teaching and learning has received attention in efforts to enrich children's learning experiences. According to the 2017 revised National Preschool Standard-Based Curriculum Malaysia, music is recommended as one of the teaching activities based on creativity and aesthetics. The utilization of music in early childhood education not only stimulates cognitive and emotional development, but also enhances their social and motor skills. However, the effectiveness of integrating music in preschool education largely depends on the readiness of the teachers. Based on a literature review, it is shown that teachers' knowledge of the use of music in preschool education is at a moderate level and lacks appreciation for the importance of music. Furthermore, teachers often feel uncertain and lack confidence in utilizing music as a teaching aid. Therefore, this concept paper discusses the issues and challenges faced by preschool teachers in integrating music into teaching and learning. In addition to examining the importance and approaches of music education that can help enhance the effectiveness of music integration. Several theories regarding teacher readiness and music learning are discussed to gain a deeper understanding of the implementation of music integration in preschool teaching and learning.

Keywords: Music Integration, Teacher Readiness, Issues, Challenges, importance, approaches

Introduction

Education is a transformative process that can either deliberately or unintentionally change individuals. Preschool education is a crucial experience in early infancy, providing young children with early readiness, imparting fundamental skills, enhancing self-assurance, and fostering a positive outlook towards others. This level of schooling is considered essential for the advancement of social aspect of communication, the refinement of motor skills, the cultivation of adaptive and social abilities, and as a preparation for entering primary school. Preschool education is widely acknowledged as a cornerstone in the growth and progress of young children. Children's intellectual abilities begin to develop around the age of five, and music, movement, and drama at the preschool level are crucial for music education. These aspects can be further developed through a range of activities that foster creativity, enjoyment, and amusement. Students are provided with the chance to showcase their talents and interests in the field of music, based on their own level of development. In Malaysia, preschools cater to the requirements of four- to six-year-olds, irrespective of their ethnic or

cultural background. Music falls under the categories of creativity and aesthetics, and is considered a tool that contributes to the holistic development of children, encompassing aesthetic, social, emotional, physical, and intellectual aspects. Integration of preschool music education entails more than simply instructing students in singing, piano playing, and dancing; it aims to cultivate and enhance pupils' aesthetic aptitude, accomplishments, and appreciation of music, encompassing the comprehension and examination of musical individuals as well as musical proficiencies.

In order to successfully integrate music into teaching and learning, preschool teachers must make an effort to comprehend and excel in the art of integrating music into appropriate educational activities. The Davidova study (2020), highlights the importance of efficient utilization of music integration, which requires a thorough understanding of children's learning processes. When implementing curriculum integration, it is important to consider various factors, such as defining commonly used terms such as theme, continuity, and results, assessing existing resources, determining flexibility in scheduling, considering support services, identifying topics and concepts to be integrated, understanding the relationship between integration and extended outcomes, establishing the scope and sequence of curricula, determining the evaluation process, assessing parental and community support, selecting themes that promote knowledge transfer and linkage, and coordinating group timing for exchanging information about content, students, teachers' fields of expertise, and teaching methods.

Gardner (1983) ,posited that musical intelligence plays a crucial role in the cognitive growth of children. Academics advocate for the examination of preschool teachers' readiness to integrate music into daily instruction in preschool settings. The significance of addressing questions and concerns regarding teacher readiness arises from findings in the literature that demonstrate the pivotal role of teacher impact in influencing the result of any given change. The key components of teacher quality in their research, including knowledge, abilities, and teaching attitudes. To effectively integrate music into preschool education, preschool teachers must possess positive attitudes, wide knowledge, abundant resources, and exposure to effectively integrate music into their educational practices for children. It serves as the main driving force in promoting comprehensive child development.

Problem Statement

Preschool education is gaining attention to enhance teaching quality and meet children's holistic developmental needs. Teacher readiness is crucial for offering meaningful learning experiences. Studies by Kim and Kemple (2011), and Rajan (2017), indicate a low level of teacher readiness in kindergarten education. Li (2019), found that despite preschoolers' interest in music, teachers struggle with music teaching due to insufficient skills and knowledge, as noted by Augustine and Wong (2016). This deficiency leads to less effective music teaching and reduced student interest.

Many early childhood educators underestimate music and movement's importance in children's development (Bautista & Ho, 2022). Serani (2019), states that some view music education as insignificant or just for enjoyment, contributing to a teacher-centered, boring approach (Md. Jais et al., 2021). Key issues include preschool teachers' lack of knowledge about music's role in development and their unfavorable attitudes towards music education.

Literature Review*Preschool Teacher*

The Education Development Plan 2013–2025 (PPPM) identifies teachers as the most important drivers at the school level in ensuring that students' events reach optimum levels based on quality. Safiek Mokhlis (2019), also identified preschool teachers as curriculum implementers who play an important role in fostering and stimulating children's creativity. Preschool education is a program that provides early education for children between the ages of four and six, with the involvement of relevant enforcement agencies. The primary goal is to develop children's potential in all areas of development, absorb basic skills, and form a positive attitude as a preparatory measure for entry into elementary school by implementing the National Preschool Standard-Based Curriculum which has been mandatory for all kindergartens since 2003 under the *Akta Pendidikan 1996*. Therefore, it can be concluded that preschool teachers refer to individuals who have the qualifications and experience in implementing curricula to teach pre-school children.

Teacher Readiness

Teacher readiness encompasses the mental, physical, and emotional states necessary for implementing changes in teaching approaches, including using music as a learning tool (Hanifah, 2019). Readiness is the state of being prepared to perform tasks. In preschool education, teacher readiness is crucial for effective teaching activities that engage children. It involves integrating physical, mental, and emotional factors. Mental readiness is the ability to understand and apply new teaching concepts; physical readiness is the health and energy needed for daily tasks; and emotional readiness is the ability to handle teaching challenges. Motivated teachers with high readiness are more confident and willing to fulfill their responsibilities. They continuously seek to improve, find new teaching methods, and adapt effective techniques. Conversely, a lack of readiness and motivation can lead to passive and ineffective teaching, failing to meet preschool children's developmental needs.

Fullan's Theory of Educational Change

The Fullan theory of educational change emphasizes the importance of education leaders, continuous learning among stakeholders, and a systemic approach to understanding the complex relationships between various components of the educational system. It emphasizes collaboration in leadership and judgment as key agents of change, which can lead to improved student learning experiences and overall educational performance. Teachers' readiness to adapt and implement change is crucial for facilitating educational transformation. This process involves several continuous phases, including the initial stage, the operating stage, and the establishment stage. The initial stage involves a research process that guides individuals in justifying changes, the operation stage involves gaining early knowledge and applying it, and the establishment stage evaluates whether a system is ready for renewal.

The educational administration plays a crucial role in managing and sustaining change through five actions: addressing complex environmental issues, fostering productive communication, showcasing adaptability, using cutting-edge technology, and merging traditional and modern concepts. To integrate music into preschool teaching and learning, three dimensions of curriculum change are necessary: using a new teaching reference base, applying a new approach, and changing views or beliefs. Teachers' willingness to change is critical for the

success of school transformation, and understanding this theory can help shape strategies to improve preschool teachers' readiness to integrate music into teaching and learning.

Teaching and Learning

Jasmi (2016), asserts that teaching and learning are two different terms. Teaching is defined as *ta'lim*, or teaching as a humanitarian and educational container, i.e., the transmission of information and knowledge from the teacher to the pupil. Noraini and Shuki (2009) share the belief that teaching encompasses all the methods, strategies, and approaches utilized to instruct the curriculum's content. This study also argue that teaching is an adventure in which teachers face a variety of circumstances and challenges, While learning, according to Jasmi (2016), refers to how students can acquire mastery of character, skills, and knowledge that benefits their self-development. Learning also defined as the process of acquiring knowledge and skills through self-activity that changes behaviour. Preschool learning transforms children's behaviour by acquiring knowledge that connects to their daily experiences. They learn both collectively and individually, depending on their own tendencies. The teaching and learning process involves the application, transmission, and reception of knowledge and skills, facilitating interaction between the teacher conducting the teaching and the student receiving the learning. The process of teaching and learning occurs through various ways and channels, utilizing various methods or methodologies, and taking into account the student's holistic experience.

Bryant's Educational Process Model (1974)

The Bryant Educational Process Model is a framework developed by Walter W. Bryant in 1974 to guide teachers in designing, implementing, and evaluating teaching. It emphasizes understanding educational goals, formulating specific learning goals, effective teaching planning, effective implementation, learning evaluation, and reflection for future adjustments. The model identifies key factors determining the effectiveness of educational practices and influences student learning. The term "educational outcome" encompasses knowledge, skills, and attitudes influenced by various factors. While some factors can be measured with measurable data, others cannot be adequately measured. Data analysis becomes useless without additional information. During the interpretation process, researchers must understand the total efficacy of the educational process, whether at the national level or for a designated sub-group, and assign distinctions that could either positively or negatively affect the sub-group in question. Bryant's (1974), model of the educational process emphasizes the importance of analysing variables that determine teaching and learning outcomes. It differentiates the educational process from other factors that could be controlled or modified. The simplified model, with an arrow sign representing negative influences, adopts the path coefficient model developed by (Duncan et al 1972).

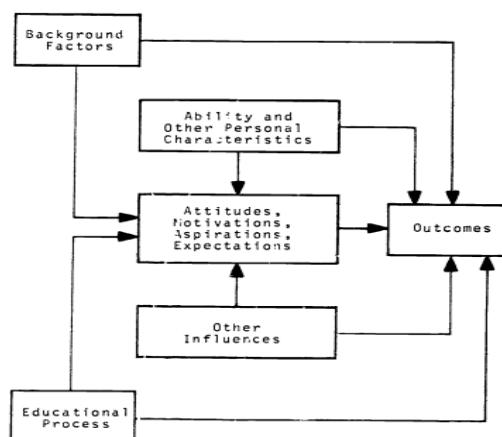


Figure 1. Educational Association Model

The study identifies three key factors influencing the success of music teaching in preschool contexts: inputs, work movement, and attitude. Inputs refer to preschool teachers' knowledge of integrating music into teaching, work movement refers to their ability to integrate music, and attitude is closely linked to their perception of music. Understanding these factors can provide a comprehensive view of the aspects supporting the success of music instruction among preschool teachers.

Theory and Approaches to Music Learning

Music learning theory has significantly influenced preschool education, laying the groundwork for effective teaching strategies that stimulate children's holistic development through musical media. Gardner (1997), outlined seven types of multiple intelligence, including musical skills, gift, talent, musical ability, potential, and individual musical talent. An individual's ability in music does not solely depend on their heritage but also on the process of learning, absorbing musical skills, and maturity. Exposing and learning music early can support individuals with musical skills as they age. This section explores relevant music learning theories, discussing key concepts and their practical applications in the preschool context.

Edwin Gordon's Theory of Music Learning (1989)

Music is often associated with creativity, but it is important to recognize that teaching musical creativity is a complex task that involves factors such as audition, music learning theory, and musical abilities. Audition involves understanding music in various tones and meters and requires a deep understanding of musical elements. Music learning theory suggests that auditions help arrange musical sounds into tonal patterns and meaningful rhythms, similar to language thinking. Music creativity and improvisation require extensive audio vocabulary and a deep understanding of these patterns. Legitimate musical ability testing can improve teaching quality without causing student rejection. Musical abilities are developmental (before the age of nine) and stable (after the age of nine). After nine, the environment no longer significantly influences a person's level of musical ability. Teachers must understand their role in nurturing an audition rich in tonal patterns and rhythms from the pre-school stage.

Orff Approach

Carl Orff Schulwerk, introduced in 1950, is a method for teaching children music through sounds, movements, and musical instruments. It focuses on the integration of music and movement elements in children's learning, contributing to their emotional development. The

method consists of four parts: exploration, imitation, adaptation, and creation. During exploration, children learn about different sounds and instruments, whereas in the simulation, they learn about movements. The adjustment phase allows children to learn rhythms and melodies, while the creation phase prepares instruments for children to create music. The Orff Schulwerk approach aims to make music learning a holistic experience, fostering social, emotional, and cognitive skills essential for comprehensive development.

Dalcroze's Approach

Emile Jaques Dalcroze introduced eurhythmics, a method for learning and expressing music that combines movement, flexibility, and adaptation. This approach sees the child's body as an important musical instrument, emphasizing multi-sensory activity and integration. The two main criteria are internal hearing and kinesthesia, which refer to awareness and sensitivity to body movement in space. Dalcroze's theory emphasizes improvisation, constantly modifying music to enhance children's hearing, understanding, and learning skills. This dynamic and interactive approach to preschool music teaching enhances the effectiveness and comprehensiveness of learning, boosting self-confidence, critical thinking, and problem-solving skills.

Kodaly's Approach

Kodaly's core approach emphasizes singing and learning basic musical instruments and elements to foster children's musical abilities and cultural development. Smith (1967) found that Hungary's music education positively influences students' achievements in mathematics and reading. Kodaly believes singing is the core of musical skills and that teaching and learning music should start early, especially at preschool. Dalcroze, Orff, and Kodaly emphasize the importance of limb movement and musical elements in teaching and learning. The integration of singing, music, and movement is believed to be effective in improving teaching and learning among children.

The Importance of Music Integration in Preschool Education

Hisham (2022), argues that music education nurtures children's creative expression, allowing them to share ideas, think critically, and build relationships. It offers opportunities for performance, composition, reaction, and listening, developing their capacity to understand (Ubaidillah, 2019). Music activities significantly influence developmental domains and school subjects, improving language skills, spatial-temporal awareness, mathematical development, and overall academic achievement (Arini et al., 2021). Serani (2019), showed that music helps babies and children connect with peers and teachers through shared songs and movements. Music supports emotional development and encourages pro-social behavior. Research shows that music integration benefits preschool curricula, teachers, and children, promoting skills use, accelerating information acquisition, fostering integrated knowledge, encouraging positive attitudes, and providing quality exploration time (Davidova, 2020; Lipson et al., 1993). Bilbokaite (2020), found music education in preschool aids communication skills, emotional expression, artistic expression, and topic knowledge. Teacher reflection indicates that music integration improves student motivation and effectiveness, making children more active, cheerful, attentive, and expressive.

Jiang (2023), supports music education's roles in developing aesthetic sense, promoting interaction, and boosting intelligence. Nizam et al. (2021) highlighted music's positive effects on math education, enhancing attitudes, motivation, higher-level thinking, group work, self-confidence, empathy, creativity, and social skills (Azam & Kamariah, 2021). Music can also regulate emotions and promote social engagement. Music also aids vocabulary acquisition, as shown by Ainul et al (2020), who found that songs improve vocabulary knowledge. In addition, another research study found that songs help three-year-olds acquire English vocabulary and improve speech development. also regulate emotions and promote social engagement. Syamim et al (2022), found singing activities increased children's happiness, activity, and engagement, leaving favorable impressions. Morvafcik and Nolte (2018) argue that music-based backgrounds facilitate effective teaching and learning, enhancing academic performance and cognitive growth.

Preschool education integrating music offers significant advantages, enhancing creative expression, language and math skills, social skills, and self-confidence. It creates an enjoyable and intellectually stimulating atmosphere, fostering student-teacher interaction and positive emotional states. Teachers and stakeholders should promote music integration in preschool curricula, recognizing its benefits for early childhood education.

Strategies and Approaches to Music Integration

Quality early childhood music education consists of a combination of music production, listening, and generating through play and exploration, based on the belief that "early childhood teachers need to understand and be able to perform a variety of musical activities suitable for young children, including singing, playing musical instruments, composing music, and recording music" (Serani 2019). Furthermore, it also affirmed that teachers' teaching uses an approach focused on singing, which supports a teacher's musical conviction. Furthermore, all ages can benefit from progress through singing-based teaching. By examining the characteristics, factors, and success conditions of a diverse musical integration, we can identify a range of methods and approaches for executing successful musical activities. A Davidova study (2020), suggests that the use of thematic approaches in music integration in preschool schools is a way to replace fragmented teaching and learning in an integration context that involves integrating all areas of the subject under one theme and helping children link basic academic skills with the real world. The study also outlined the benefits of using thematic methods, such as children feeling more fun, active involvement, developing learning skills faster, being more confident and motivated, and having fewer disciplinary problems.

Jiang (2023), also discovered several strategies to develop children's creativity through the use of various musical elements, such as rhythm training, singing training, appreciation of music, student involvement in the organization of musical activities, collaboration between teachers, parents, and the community, as well as coordination of family, kindergarten, and social music education. Therefore, we can conclude that the involvement and cooperation of others besides teachers, students, and schools is also essential for the implementation of music-based teaching and learning.

Nizam et al (2021), conducted a literary study that identified several musical methods for teaching early mathematics in preschool. These methods include playing musical instruments, singing, creating music through improvisation and composition, and deepening the

understanding of the culture and background of music. Other methods include playing musical instruments, rhythm applause, chanting, competing and exchanging cultural sciences, learning the theory and history of music, defining the content of mathematical learning before adapting it to musical activities, and utilizing supplementary materials. Additionally, one can engage in musical activities such as counting seconds, expressing and executing rhythms at different tempos, singing, chanting, playing instruments and percussion, composing songs, and responding to musical motifs. (Davidova, 2020).

Early mathematics teachers can use a variety of musical elements and movements, such as choosing music or songs that incorporate mathematical concepts, short, repetitive lyrics that are easy to understand, and commonly heard melodies or rhythms. (Azam & Kamariah, 2021). Besides, the movement elements used are simple, simple, and pleasantly integrated with lyrics and rhythms. According to a Syamim et al. study (2022), an analysis of preschool teachers' perceptions suggests that there are several ways for teachers to observe children's emotions in order to assess the effectiveness of musical activities. Among the methods indicated are selecting the activity at the beginning and end of the singing, observing the child's involvement in the song, observing the child's facial expressions, and observing the child's behavior.

The integration of music into teaching and learning necessitates teachers' wisdom and deep understanding in planning activities, as well as the provision of appropriate and effective teaching materials to meet the learning objectives. In line with the ever-evolving technology and communication, teachers view the use of computers as a crucial component and essential teaching tool for fostering engaging and effective learning in the classroom. Teachers view computers as a significant resource for music preparation, enabling them to access a diverse range of songs and supporting materials via the Internet, including YouTube and other platforms. Children's learning experiences both at school and at home are enhanced by computers.

In conclusion, quality music education in the early stages of childhood requires a combination of various strategies and approaches that are based on relevant musical elements and capable of attracting students' interest and involvement. This approach requires an understanding and implementation of various types of musical activities suitable for preschool children in order to be able to make a significant contribution to enriching and expanding the learning experience of pre-school children.

Issues and Challenges in Integrating Music into Teaching and Learning

Li (2019), conducted a study that examined preschool music education from an ecological standpoint. The findings revealed that 90% of preschool pupils showed strong or moderate enthusiasm for music learning, whereas a significant proportion of teachers encountered challenges in delivering music education. The study revealed that pupils exhibited a lack of proficiency, while teachers had a lesser degree of expertise in music pedagogy. This statement is accurate because the lack of experienced teachers makes it difficult to identify an appropriate teaching approach. Furthermore, we found that less than half of the students expressed interest in integrating music into the curriculum.

Bautista and Ho (2022), asserted that limitations on access to music and movement education, encompassing supplementary curriculum activities, pre-service courses, and professional development initiatives, resulted in adverse consequences. Preschool teachers must possess

extensive knowledge and abilities in order to effectively engage in the process of teaching and learning. Banu and Mua'azam (2018), emphasize the need to focus on less proficient teachers in terms of their readiness for teaching and learning. The readiness of preschool teachers in terms of their knowledge and skills in conducting music activities and motions is a significant concern and challenge when it comes to integrating music into preschool education. According to Augustine and Wong (2016), preschool and elementary school teachers have shown a lack of proficiency in teaching music. Taylor et al (2012), asserted in Siti Balqis et al (2023), that young infants experience pleasure when they engage with music. Nevertheless, the instruction and acquisition of music would lack excitement and dynamism if the teaching methods employed just revolved around the teacher. (Md. Jais et al., 2021). The lack of teacher readiness hampers the successful execution of engaging teaching and learning sessions. Vannatta-Hall (2010), conducted a study arguing that early childhood teachers' limited understanding hinders their effectiveness in teaching music. Teachers lack sufficient teaching, experience, and skills, which hinders their ability to properly carry out musical activities and movements.

According to Ubaidillah (2019), in the implementation of early childhood education, the emphasis on literacy and numeration in the curriculum has overshadowed the importance of music education. The perception that children are the future workers and drivers of the global economy drives this shift. The Batlayar et al (2021), study paralleled this shift, arguing that higher education courses did not adequately prioritize music. However, recognition of this issue over ten years ago prompted further research on the treatment of music instruction by early childhood teachers. The lack of comprehensive musical education results in an emphasis on literacy and numeration in the design document, leading to the creation of music with shorter durations. Muhammad et al (2021), also recognized this perspective, stating that the topic of music in early childhood education settings has received limited attention and requires additional research due to the lack of discourse and restricted focus in this curriculum area. Despite the growing body of evidence demonstrating the significant impact of music education and participation on child development, there is still a lack of policies and recommendations addressing the broader benefits of integrating music into early learning (Hisham, 2022). While we commonly acknowledge the process of creating and enjoying music, we often overlook the less frequently explored realm of generative music techniques, such as experimentation and refinement.

Siti Balqis and Suziyani (2023), research reveals that preschool teachers have a moderate level of proficiency in implementing and utilizing musical activities and motions. Therefore, we can infer that some preschool teachers lack a comprehensive understanding of how to effectively implement musical activities and motions. Gatuyu (2015), found that, despite empirical evidence from prior research demonstrating the efficacy of music and movement as teaching and learning approaches with a significant impact on learning, teachers frequently do not consistently embrace this approach. This is due to teachers' insufficient understanding of musical activities and motions, as well as their failure to thoroughly examine and uncover their advantages for children's development. Hence, it is imperative for preschool teachers to proactively enhance their proficiency and competencies in the domain of music to facilitate the seamless integration of music into the educational process.

Teachers' attitudes towards music education also affect preschool teachers' readiness to integrate music into their teaching and learning. The effectiveness of implementing music integration also depends on the teachers' commitment and skill in appreciating and believing in the benefits of music activities. Many early childhood education teachers underestimate the significant role that music and movement play in the comprehensive development of children (Bautista & Ho, 2022). According to Serani (2019), findings, despite the majority of teachers' positive attitudes towards music, they perceive it primarily as a means to enhance children's social and creative abilities, supplementing their traditional academic education. Therefore, it is natural to promote a positive attitude and acceptance in preschool teachers towards music education, so that teachers will be more willing, enthusiastic, and able to experience the pleasure of conducting music-based teaching and learning.

Other challenges identified include the difficulty of using and accessing technology for music, as well as a lack of resources (Muhammad et al., 2021). Jiang (2023) has also identified some of the major problems faced by the early development of music education in China, namely, the lack of systematic early music education and the imbalance and ignorance of differences in children's abilities. (Hisham, 2022). Teachers' commitment and skill play a key role in ensuring that students' academic achievement reaches a brilliant level. Teachers who have acknowledged knowledge and expertise are able to deliver quality early learning. Therefore, implementing the guidelines aimed at providing the best preschool education is crucial.

Methodology

This concept paper analyses literature methodically. A context review necessitates literature analysis to provide the written work with context and meaning. By reviewing this literature, the researcher can clearly explain to readers why the research topic warrants investigation, taking into account both the subject and its relationship to other relevant research (Afifuddin, 2012). Using literature, the study assessed preschool teachers' readiness for music integration. Journal articles, books, and research reports are carefully examined for the study using Google Scholar, JSTOR, and ProQuest extensively. The searches included "integration of music in preschool education" and "teacher readiness." Thematic analysis is used to identify teacher readiness and preschool music integration issues. This strategy helps determine how preschool teachers use music as an instructional tool based on their knowledge, attitude, and conviction.

Findings

The performed literary studies revealed several critical issues pertaining to preschool teachers' readiness to integrate music into their instructional practices. Several significant studies have emphasized the issues and challenges encountered by teachers in this particular domain.

Enthusiasm for Music Education

Li (2019), found that 90% of preschool-aged children demonstrated a high level of enthusiasm and curiosity towards the acquisition of musical knowledge. Nevertheless, a substantial proportion of teachers faced challenges in the realm of music instruction. This study revealed that the pupils exhibited subpar talents, while the professors showed a deficiency in their knowledge of music pedagogy. This statement is accurate due to the teacher's limited expertise, which made it challenging to identify appropriate teaching techniques. Li also discovered that the proportion of music's relevance in the curriculum did not exceed 50%.

Pedagogical Expertise and Proficiency

The biggest challenge in integrating music into preschool education is the level of readiness of preschool teachers in terms of their knowledge and skills in conducting music activities and motions. According to Augustine and Wong (2016), preschool and elementary school teachers possess a restricted repertoire of music teaching abilities. In a study by Siti Balqis et al (2023), Taylor et al (2012), reported that listening to music brings pleasure to young children. Nevertheless, the process of teaching and learning music becomes tedious and lacking in energy when the instructional techniques employed solely revolve around the teacher (Md. Jais et al., 2021). This poses limitations for conducting successful teaching and learning sessions when the level of teacher readiness is insufficient. Vannatta-Hall (2010), asserts that the constraints on the information possessed by early childhood education teachers hinder their effectiveness in teaching music. Inadequately trained teachers encounter challenges when attempting to execute musical actions and movements with proficiency due to a lack of teaching, experience, and skills.

Insufficient Focus on Curriculum Priorities and Research

Batlayar et al (2021), argued that music was a neglected subject in higher education courses, and this situation was in place more than a decade ago. Lack of musical education causes literacy and numeration to dominate the design document, and when music is designed, its duration is short. Ubaidillah (2019), asserted that the emphasis on literacy and numeration as a child's essential skills for the global economy led to the neglect of music education in the curriculum. Muhammad et al (2021), also stated that music in early childhood education is a subject less studied and requires further research.

The Importance of Comprehensive Music Education

Although there is much evidence to show the important role of music learning in children's development, there is still a shortage of policies and guidelines on integrating music into early learning. (Hisham, 2022). Few people discuss activities like producing music and listening to music more than they do.

Siti Balqis and Suziyani (2023), show that preschool teachers have a simple level of knowledge about the practice and use of music activities and movements. Gatuyu (2015), stated that although previous studies proved the effectiveness of music and movement as meaningful teaching methods, teachers often did not accept this method consistently due to a lack of knowledge and a failure to explore its benefits. Bautista and Ho (2022), asserted that limitations on access to music education and physical activity, such as supplementary curriculum activities, pre-service courses, and professional development initiatives, had an adverse effect. Preschool teachers must possess extensive knowledge and abilities in order to actively engage in teaching and learning. Banu and Mua'azam (2018), emphasized the importance of addressing the needs of less proficient teachers in teaching and learning.

The attitude of teachers towards music education also affects the level of readiness of preschool teachers to integrate music into teaching and learning. Many early childhood education teachers fully underestimate the importance of music and movement in child development (Bautista & Ho, 2022). Serani (2019), asserted that despite the positive attitudes of most teachers towards music, they often view it as a recreational activity rather than a crucial component of academic education.

Other challenges include the difficulty of using and accessing music technology, as well as the lack of resources. (Muhammad et al., 2021). Jiang (2023) found that early music education in China was less systematic and ignored the differences in children's abilities. (Hisham, 2022). To ensure excellent academic achievement, teacher commitment is essential, and we need to draw up clear guidelines to provide the best preschool education.

Discussion

Teacher readiness is an important factor in successfully integrating music into preschool teaching and learning. It involves the knowledge, skills, and attitudes of teachers when using music as a pedagogical tool, it involves teachers knowledge, skills, and attitudes. Teachers who are willing can use music effectively to enhance the cognitive, emotional, social, and motor development of children.

A study shows that many preschool teachers have only a modest level of knowledge about the use of music in education and often lack confidence in their ability to perform it effectively (Hanifah,2019). Edwin Gordon's Theory of Music Learning emphasizes that an in-depth understanding of music is essential for effective teaching. Therefore, comprehensive professional training and development are required to enhance the knowledge and skills of teachers. The training program should include basic musical concepts as well as teaching techniques that use music creatively and effectively.

The teacher's attitude and belief in the use of music in teaching are important factors that affect the effectiveness of music integration. Teachers' attitudes towards music and their ability to control perceived behavior influence their intentions to integrate music. Teachers who have a positive outlook on music integration and are confident in their abilities are more likely to practice and pursue it. Therefore, it is important to enhance the positive attitude and confidence of the teacher through continuous training and support.

Adequate administrative resources and support are critical to the success of music integration. Teachers are often faced with a lack of resources, such as musical instruments, teaching materials, and space for music activities. Moreover, teachers require strong administrative support to allocate the necessary space and time for planning and executing music activities. According to Fullan's Theory of Educational Change, successful change requires a systematic approach that involves collaboration, continuous learning, and commitment to change.

Preschool teachers face challenges in their preparation. The challenges faced by preschool teachers include being willing to integrate music into their teaching. In addition to a lack of training and resources, the pressure to meet the strict curriculum requirements can also impede the creative and thorough use of music. Bryant's Educational Process Model (1974), states that the educational process involves a variety of stages and challenges, including planning, implementation, and evaluation. Therefore, it is important to understand and overcome these challenges to improve the readiness of teachers.

To overcome the challenges of teacher readiness, a comprehensive and continuous training program is critical. These exercises should combine various approaches, such as the Orff approach, the Dalcroze approach, and the Kodaly approach, which emphasizes learning through practical and creative experience. In addition, providing a supportive environment with adequate resources and strong administrative support can significantly improve teacher

confidence and readiness. According to Fullan, successful change requires cooperation, continuous learning, and a commitment to change.

The discovery of teacher readiness has important implications for educational policies and teaching practices. It is important to develop policies that support the training and professional development of teachers in the integration of music. Furthermore, adequate resources and strong administrative support should be a priority to ensure the effectiveness of music integration in preschool teaching.

Proposals for Future Research Future research should focus on developing and evaluating specific training programs for preschool teachers in music integration. Furthermore, studies need to explore the long-term impact of music integration on child development and identify best practices that can be extended and widely implemented. Understanding the factors that affect teacher readiness and addressing barriers to music integration can help create a more effective and exciting preschool education environment.

In conclusion, by focusing on teachers' readiness, we can gain a deeper understanding of the important aspects that influence the successful integration of music into preschool teaching and learning. This can assist in developing effective strategies to improve children's learning experiences through music.

Conclusion

Integrating music into preschool teaching is crucial for children's holistic development, enhancing cognitive, emotional, social, and motor skills. However, the success of this integration relies on the readiness of preschool teachers, who often lack knowledge and confidence in using music as a teaching tool. Continuous training, professional development, administrative support, and adequate resources are essential to improve teacher readiness. Future research should focus on developing specific training programs and assessing their long-term impact on child development. By understanding and addressing the factors that affect teacher readiness, we can create a more effective preschool education environment. With the right skills and support, teachers can use music to significantly enhance preschool children's learning experiences. Therefore, stakeholders must collaborate to promote music integration in the preschool curriculum.

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