



# INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



## Secondary Music Teachers' Concern Stages, Attitude and Practice towards Applying i-Think in Teaching and Learning

Ngo Min Lin & Nurfaradilla Mohamad Nasri

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v9-i5/5857>

DOI: 10.6007/IJARBSS/v9-i5/5857

Received: 22 March 2019, Revised: 03 April 2019, Accepted: 29 April 2019

Published Online: 15 May 2019

In-Text Citation: (Lin & Nasri, 2019)

To Cite this Article: Lin, N. M., & Nasri, N. M. (2019). Secondary Music Teachers' Concern Stages, Attitude and Practice towards Applying i-Think in Teaching and Learning. *International Journal of Academic Research Business and Social Sciences*, 9(5), 268–286.

Copyright: © 2019 The Author(s)

Published by Human Resource Management Academic Research Society ([www.hrmars.com](http://www.hrmars.com))

This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

Vol. 9, No. 5, 2019, Pg. 268 - 286

<http://hrmars.com/index.php/pages/detail/IJARBSS>

JOURNAL HOMEPAGE

Full Terms & Conditions of access and use can be found at  
<http://hrmars.com/index.php/pages/detail/publication-ethics>



# INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



## Secondary Music Teachers' Concern Stages, Attitude and Practice towards Applying i-Think in Teaching and Learning

Ngo Min Lin & Nurfaradilla Mohamad Nasri

Faculty of Education, Universiti Kebangsaan Malaysia (UKM), 43600 UKM Bangi, Selangor Malaysia

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

### Abstract

This study aims to identify the stage of concern, attitudes and practices of secondary school Music teachers in Sarawak on the application of i-Think in teaching and learning. This study used a survey study design using questionnaires and interviews as research instrument. The sample of the study consisted of thirty (30) secondary school Music teachers in Sarawak. The findings show that they are aware of innovation, but are less interested in applying i-Think in their Music's teaching and learning. The findings of the interviews show that the attitudes and practices of secondary school Music teachers on the application of i-Think in Music's teaching and learning is at moderate stage. The implications of this study enable secondary school Music teachers to be more attentive, positive and adopt the application of i-Think in teaching and learning. Indirectly, the application of i-Think can attract students to learn and improve students' achievement.

**Keywords:** CBAM, i-Think, music, teaching and learning, Concern-Based Adoption Model (CBAM)

### Introduction

The alphabet 'i' means innovation and word 'Think' means an innovative thinking that every student should have. Therefore, i-Think is concluded as an innovative thinking which enhances and cultivates students' thinking skills towards creative, critical and innovative. i-Think map consists of eight visual forms of thinking map. It is easy to use and understand across curriculum. The eight types of them are double bubble map, bubble map, circle map, tree map, brace map, flow map, multi-flow map and bridge map.

The i-Think program is a collaborative effort between the Ministry of Education Malaysia (MOE) and the National Innovation Agency of Malaysia (AIM) under the Prime Minister's Department on 21 July 2011. The i-Think program was pioneered in 10 schools comprising of 6 primary schools and 4 secondary schools, then expanded throughout Malaysia. The program had been extended to 1000 schools in 2013 and all schools had implemented this program in 2014 (MOE, 2012). The

implementation of the i-Think program in schools throughout Malaysia is aimed at enhancing and cultivating thinking skills among students towards producing innovative students in the future.

The findings of the survey by Malaysian National Library (2006) show that the rate of literacy has decreased 1% from 93% in 1996. This shows that students are knowledgeable but do not apply their knowledge learnt. Music students have lots of knowledge about the music theory. However, they do not apply their music knowledge. Thus, the introduction of i-Think is aimed at enhancing and cultivating thinking skills among students, including music students.

Hyerle's study (2011) found that a thinking map helps to minimize the gap between students' achievement. This is because the thinking map can help students who are below the grade level to control their own learning and become more successful in writing, problem-solving and acquiring new knowledge. Furthermore, thinking skills can be a practice in music teaching and learning through high-level questionnaire, inquiry and student-centred activities by using various thinking tools.

MOE has introduced critical and creative thinking skills (CCTS) in the teaching and learning process by diversifying thinking tools. This is because of the various existing thinking tools such as mind maps and concept maps, which have been introduced to help students to think. Although i-Think program is implemented, this thinking map is not a new curriculum but a thinking tool that allows teachers to deliver their existing curriculum more easily. i-Think combines cognitive learning process and visual presentation in graphical form (MOE, 2012).

### **Concern-Based Adoption Model (Cbam)**

Hall and Hord (2011) define concerns as individual feelings, thoughts and responses to any change or innovation affecting one's life. Individuals involved in the change will face different stages of concern. The Concerns-Based Adoption Model (CBAM) is a curriculum evaluation model that assesses the implementation of a curriculum innovation (Hall and Hord, 1987). Apart from that, CBAM is a guide to identify the stage of teacher's concern in curriculum innovation. CBAM also describes how an individual acts or responds to an individual's innovation or change to be implemented. According to Irene Ng (2009), CBAM model is a model that focuses on measuring and explaining a process of change experienced by teachers involved in educational innovation.

According to Hall and Hord (2006), teachers' concerns involve the progress of the changing process. The CBAM introduced by Hall and Hord (2006) focuses on three dimensions, namely Stages of Concern (SoC), Levels of Use (LoU) and Innovation Configuration. The Stage of Concern or SoC contains seven stages for Unconcerned (Stage 0: I am not concerned and concerned about this), Informational (Stage 1: I am interested in knowing), Personal (Stage 2: how does this involve me) 3: I'm allocating time to prepare material), Consequences (Stage 4: how this impacts my students), Collaboration (Stage 5: I'm concerned about sharing what's working with colleagues), and Refocusing (Stage 6: I have another idea to make things better). Hall and Hord (2006) also state that the stage of concern or SoC on Information and Personal is a Self-Concern (Management) stage, Management is at the Task-Concern, Temporary Consequence, Collaboration, and Refocusing is the Impact Stage (Impact-Concern). Every individual involved in the implementation of an innovation must move from the Personal Concern to the duties of the task and consequently to the Impact Concern. This shift will result in the success of the innovation.

Levels of Use (LoU) describe the user behaviour of such innovation. Hall and Hord (2006) state that the Usage Level dimension provides an operational interpretation of what innovators are doing. Referring to this CBAM model, there are six LoU that show how an action or behaviour of a person has been introduced. The stage consists of No Use (Stage 0: user has little or no knowledge of innovation), Orientation (Stage 1: acquiring new information and trying to explore the use of innovation), Setup (Stage 2: ready to use innovation), Mechanical (Stage 3: start working for a short time and pursue innovation), Routine and Purification (Stage 4: Stable and diversify usage practices), Integration (Stage 5: strive for innovation and share with friends to achieve impact on customers), and Improvement (Stage 6: assessing the quality of practice, making changes or reaching new alternatives to make it more impact).

According to Hall and Hord (2011), No Use, Orientation and Setup levels are Non-Users (Non-users) whereas Mechanical, Routine and Purification, Integration and Renewal levels are Users. Although in a curriculum innovation, sometimes teachers feel that they have made the reforms implemented, but in terms of actions, it is clearly different from what co-workers or what has been outlined by the designer of the change (Hall and Hord, 2006).

The dimensions of the focus of the study are the Level of Consciousness and Level of Use (LoU) referring to what people are doing about innovation received and implementing innovation (Loughridge & Tar). This study will identify the stage of teacher's concern over the application of i-Think in Music teaching and learning through both dimensions. (Antino, 2005) According to Synder, Bolin and Zumwalt (1992), there are two approaches in the implementation of the curriculum namely the fidelity approach and adaptation approach (mutual adaptation). In this study, the stage of concern and stage of application of i-Think in Music teaching and learning can be identified based on what is being done in teaching.

Table 1

*Stages of Concern of Innovation. Source: Adaption from Hall and Hord (2011)*

Not Related	0	Awareness	The teacher is less concerned or less involved in applying i-Think in teaching and learning.
Self	1	Information	The teacher is aware about the importance of the application of i-Think in teaching and learning and are keen to learn more about the features, implications and requirements of i-Think that apply.
Task	2	Personal	The teacher concerns about the role and ability to carry out in application of i-Think in teaching and learning. include concerns about the impact on their own and their routine activities.
	3	Management	The teacher focuses on processes and tasks in in applying i-Think in teaching and learning by utilizing optimum information and resources. The issues of efficiency, preparation, management, scheduling and the required time period are prioritized
	4	Impact	The teacher focuses on the impact of changes on students, especially students' achievement and competency assessment.
	5	Collaborations	The teacher works with other teachers to improve the effectiveness in applying i-Think in teaching and learning.
	6	Refocusing	The teacher explores the benefits of the change being implemented. They are looking for alternatives to improve the application of i-Think in teaching and learning.

### Problem Statement

The application of i-Think in teaching and learning is one of the teaching techniques introduced to encourage students to think and focus more on understanding the subjects studied (Hyerle & Yeager, 2007). A study of the requirements of Kestrel Education (UK) and 21st Century Schools (USA) consultants presented on 2 November 2011 found that higher-order thinking skills (HOTS) among teachers and students in Malaysia is still low (Malaysia Education Development Plan, PPPM 2013-2025). According to Hyerle (2011), a thinking map can promote meta cognition and continuous cognitive development for students in the field of careers and academics in addition to art components and kinetics for students who are learning according to the rules in learning. He also adds that the teaching objectives can be maintained in a short time when using mind maps. Teachers can determine the diversity of students before teaching a topic to further observe students' performance from time to time.

Conroy (1999) states that one of the factors that influence the implementation process of curriculum change is the role of the teacher. Thus, curriculum changes will involve teachers as agents of transformation and curriculum change. Thus, Abdul Rahim (2007) emphasize that if the teacher is not clear about the curriculum changes, it will directly disrupt the implementation process of the change. Baharuddin (2009) states that the success or failure of a transformation depends on the teacher as they are responsible for implementing such transformation in the classroom. Sharifah et al. (2012) shows that teachers are less understanding in terms of teaching strategies as well as curriculum reform goals.

Practice is defined as practicing something learnt with sincerity and doing it properly and perfectly (Mohd Muhsinul, 2006). According to Esah (2003) and Ismail (2003), a teacher's professionalism is evaluated through their attitudes and practices. Kamarudin (2010) states that a person who shows a positive or negative attitude can be observed through a change in practice. According to Ball and Garton (2005), a majority of teachers do not understand the method of applying these thinking skills in teaching. In addition, teachers at school complain about the lack of teaching skills in the i-Think thinking map. The problems often faced by teachers are the lack of time (Rhoades, Ricketts and Friedel, 2009; Abd Wahid Mukhari & Liew, 2010) because they are busy completing the syllabus, lack of information about thinking skills, do not know the methods of teaching appropriate thinking, uncertainty and insufficient training (Fani, 2011), and less exposure to i-Think thinking map.

It is important to find out the stages of teachers' concern towards applying i-Think in music teaching and learning in order to make sure the i-Think is being applied. However, according to Hall et. al. (1973), it is hard to examine the stages of concern for an education's innovation. Different person have different stages of concern. Some teachers may apply the i-Think in their teaching and learning, but some teachers are not. The process of applying i-Think in teaching and learning may not going smoothly without teachers' concern. Sultana (2015) states that an individual's work quality is closely related with his or her concerns towards the innovation. Therefore, their concern's stage should be examined in order to

However, only few Music teachers pay attention to the application of i-Think in Music teaching and learning. This study was conducted to fulfil the gap that exists based on the previous studies that no research was conducted on the application of i-Think in the Music teaching and learning among secondary school Music teachers.



## Methodology

This study was conducted using mixed method research. The data for this study were collected in two phases. In the first phase, questionnaires were distributed to obtain quantitative data. Data were collected and analysed to determine the findings of the study which required further exploration in the qualitative phase and questions to ask the teacher in this qualitative phase. In the second phase, the interview method was used to collect qualitative data. The sample of the study used in this study was thirty secondary school Music teachers in Sarawak. The respondents' descriptions are divided into gender, age, academic qualifications and online i-Think courses and teaching experience (Table 2).

The research instrument used in this study was questionnaire. The instrument of study was modified from the questionnaire stage of concern known as Stages of Concern Questionnaire, SocQ (George et al., 2006) which was constructed based on the CBAM model by Hall and Hord (2011) (Refer to Appendix A). The SoCQ used in this study has been translated into Malay from English. Thus, the validity of the questionnaire was reviewed and validated by a lecturer from Universiti Malaysia Sabah (UMS), a Chairman of the Malay Language Committee and an experienced English Committee Head.

SoCQ covers 35 questionnaires related to seven stages of concern. The stage of teacher's concern in this study led to the seven stages of modified concerns from Hall and Hord (2011). Each statement was based on 8 scales according to the different intensities from 0 (unrelated) to 7 (very true) on the Likert scale. All 35 items for the questionnaire (SoCQ) were valid (Cronbach alpha from 0.64 to 0.83) and had high reliability (coefficient test from 0.65 to 0.86) (Hall & Hord, 2011). The pilot study for this study was conducted on 10 Music teachers in Limbang district, Sarawak.

Interviews were conducted after the questionnaire data were collected. Interviews can provide more information than questionnaires. Two new secondary school Music teachers (1 to 5 years) and one secondary school Music teachers teaching more than five years were randomly selected for an interview session. Each interview session lasted for 20 to 30 minutes.

The data collected were analysed quantitatively and qualitatively, that is through questionnaire and interview. Questionnaire was distributed to 30 secondary Music teachers in Sarawak. The data collected through the questionnaire were analysed manually and a simple calculation was based on the number of Music teachers who answered according to the Likert Scale. Through this analysis, the stage of Music teacher's concern over the application of i-Think in teaching and learning can be determined.

Interview methods were used to obtain attitudes and practices of secondary school Music teachers on the application of i-Think in teaching and learning. The interviews of three secondary school Music teachers were held to obtain information on the attitude and practice of Music teachers by observing their CBAM result and their opinion in application of i-Think in teaching and learning.

## Result and Discussion

### Quantitative's Result and Discussion

A total of 30 responds were collected in this study. The majority of respondents were aged between 30 to 39 years, which were 16 people (53.3 percent), followed by 7 (23.3 percent) Music teachers aged between 20 and 29, 6 (20.0 percent) Music teachers aged between 40 and 49, and one (3.4

percent) between 50 and 59 years old. The majority of respondents, 25 (83.3 per cent), had a graduate academic qualification, 3 (10.0 per cent) were non-graduate and 2 (6.7 per cent) had postgraduate academic qualifications. 17 people (56.7 per cent) have taken the i-Think Online course while 13 (43.3 per cent) have never attended the i-Think Online course. There were 8 people (26.7 per cent) teaching Music teachers between 1 to 5 years, 13 (43.3 per cent) teaching Music teachers between 6 to 10 years, 4 (13.3 per cent) teaching Music teachers between 11 to 15 years, 3 people (10.0 per cent) teaching Music teachers between 16 to 20 years, and 2 (6.7 per cent) teachers teaching Music over 20 years.

*Table 2*  
*Demographic Background of Respondents*

Variables	Demography	Frequency N = 30	Percentage (%)
Gender	Male	9	30.0
	Female	21	70.0
Age (years old)	20 - 29	7	23.3
	30 - 39	16	53.5
	40 - 49	6	20.0
	50 - 59	1	3.4
Academic Qualification	Non Graduate	3	10.0
	Graduate	25	83.3
	Post Graduate	2	6.7
Had Been Following the i-Think Online Course	Yes	17	56.7
	No	13	43.3
Teaching experience (years)	1 - 5	8	26.7
	6 - 10	13	43.3
	11 - 15	4	13.3
	16 - 20	3	10.0
	21 and above	2	6.7

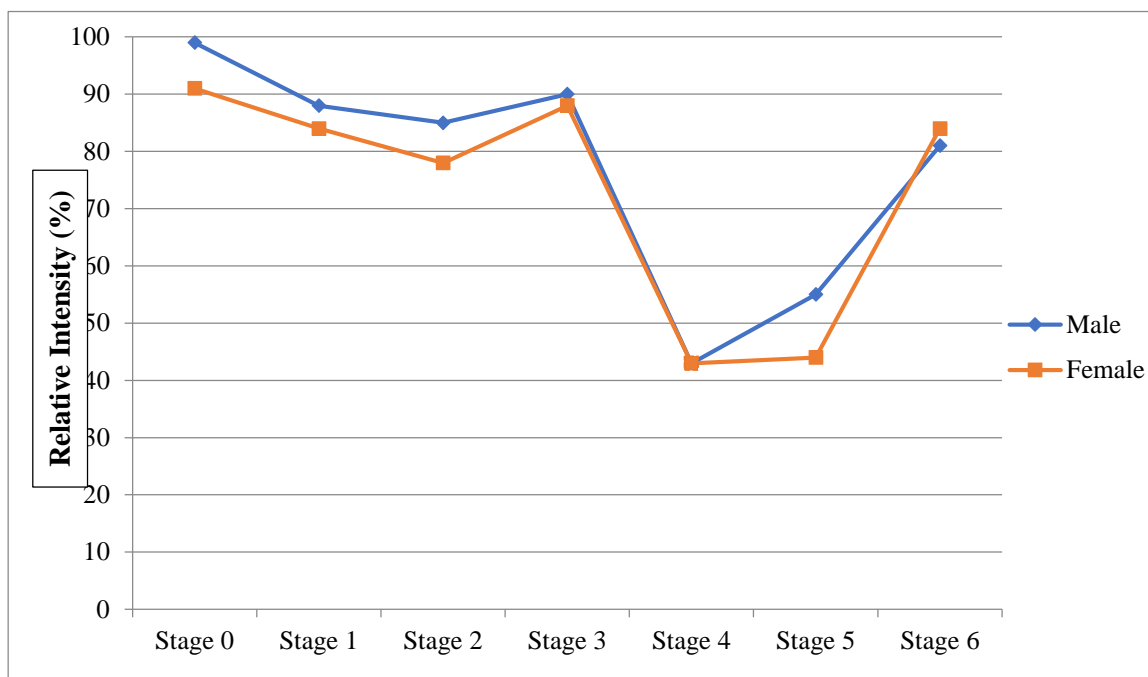
### **Stages of Concern towards Application of i-Think in Teaching and Learning Based on Gender**

The teacher profile of all teacher genders for Unconcerned Stage (Stage 0) showed the highest percentage of 99 percent for the male category and 91 percent for the female category. The high score in Stage 0 shows that the respondents have to be concerned about a lot of tasks and activities apart from the application of i-Think in teaching and learning. The results show that the second highest score for each age is Stage 3 (Management). This shows that the respondents are focusing on the processes and tasks in applying i-Think in teaching and learning by utilizing optimum information and resources. They prioritize the efficiency, preparation, management, scheduling and the required time. The graph shows the lowest score in Consequence Stage (Stage 4) which shows that the respondents are less concerned about the effect of the application of i-Think in teaching and learning to their students. Profiles of both genders in Tasks Concern (Stage 5) indicate a low percentage score. This shows that all the respondents are less concerned about the collaboration with other teachers



to improve the effectiveness in applying i-Think in teaching and learning. The profile also highlights the increase in tails (Stage 6) on the graph as shown in Figure 1. The age group percentage score is shown in Table 3 as follows.

*Figure 1  
Teachers' Stages of Concern towards Application of i-Think Based on Gender*



*Table 3  
Stages of Concern Percentage Score Based on Gender*

Gender	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Male	99	88	85	90	43	55	81
Female	91	84	78	88	43	44	84

**Stages of Concern towards Application of i-Think in Teaching and Learning Based on Age Group**

All age groups show the highest score at Unconcerned Stage (Level 0). George, Hall & Stielgelbauer (2006) mention that high score of Stage 0 represents the respondents are less concerned and less involved in applying i-Think in teaching and learning. Meanwhile, they show the lowest score at Collaboration Stage (Stage 5) and an increase in Refocusing Concern Stage (Stage 6) namely the tail increase in the graph as shown in Figure 2. This shows that teachers in all age groups are less concerned in working with other teachers to improve the effectiveness of applying i-Think in teaching and learning. The age group percentage score is shown in Table 4 as follows.

Figure 2

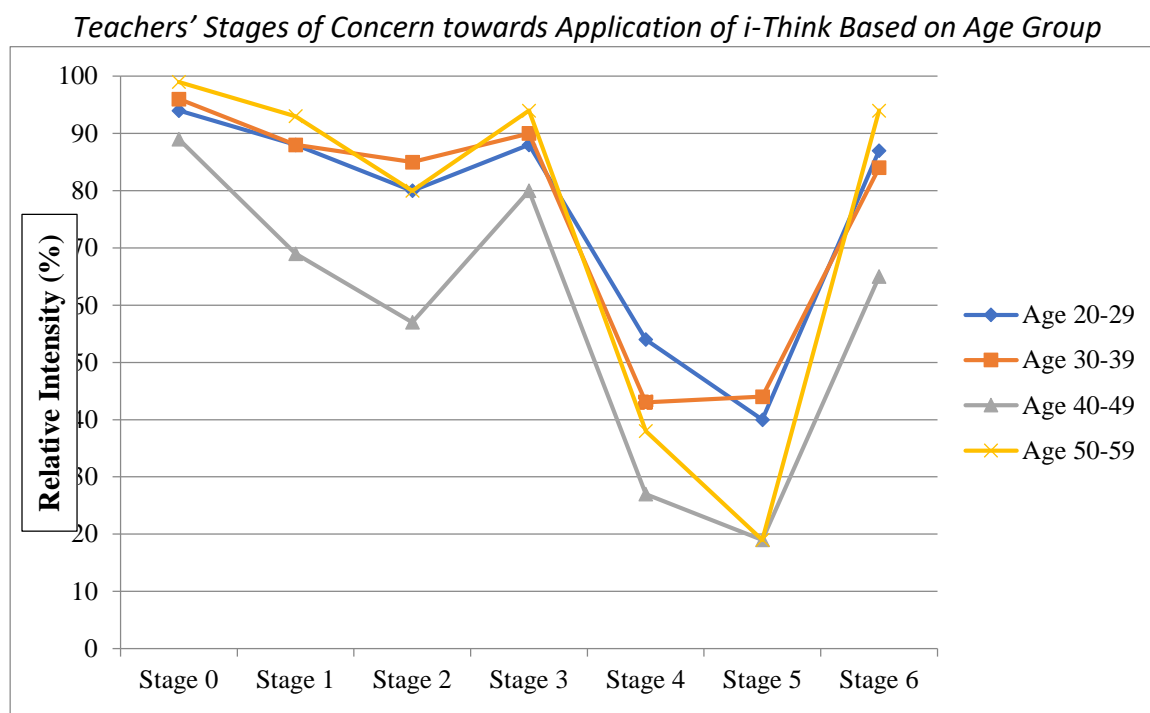


Table 4

*Stages of Concern Percentage Score Based on Age Group*

Age (years old)	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
20 – 29	94	88	80	88	54	40	87
30 – 39	96	88	85	90	43	44	84
40 – 49	89	69	57	80	27	19	65
50 – 59	99	93	80	94	38	19	94

**Stages of Concern towards Application of i-Think in Teaching and Learning Based on Academic Qualification Group**

Teacher profiles for non-graduate and non-graduate teachers are shown in the Unconcerned Stage (Stage 0), Personal Concern Stage (Stage 1 and 2), and Management Stage (Stage 3). Postgraduate teachers show the highest score in Stage 3 which indicates that the respondents have high management concerns and highly opinionated that they should focus more in processes and tasks in applying i-Think in Music teaching and learning. These two teachers' groups show an increase in the percentage intensity for the Refocusing Concern (Stage 6) from Collaboration Concern (Stage 5). They prefer exploring the benefits of the change after i-Think is implemented in teaching and learning rather than collaborating with other teachers to improve the application of i-Think in teaching and learning. The profiles for postgraduate teacher groups show the lowest percentage intensity for Unconcerned Stage (Stage 0), percentage intensity increases at each subsequent level up to Stage 5 and decreases its intensity at Stage 6. This indicates that they are less concerned and less involved in applying i-Think in their teaching and learning, however, they are willing to collaborate with other teachers and afterwards less explore the benefit after i-Think is applied in teaching and learning. The percentage score of the academic qualification group is shown in Table 5 as follows.

Figure 3

Teachers' Stages of Concern towards Application of i-Think Based on Academic Qualification Group

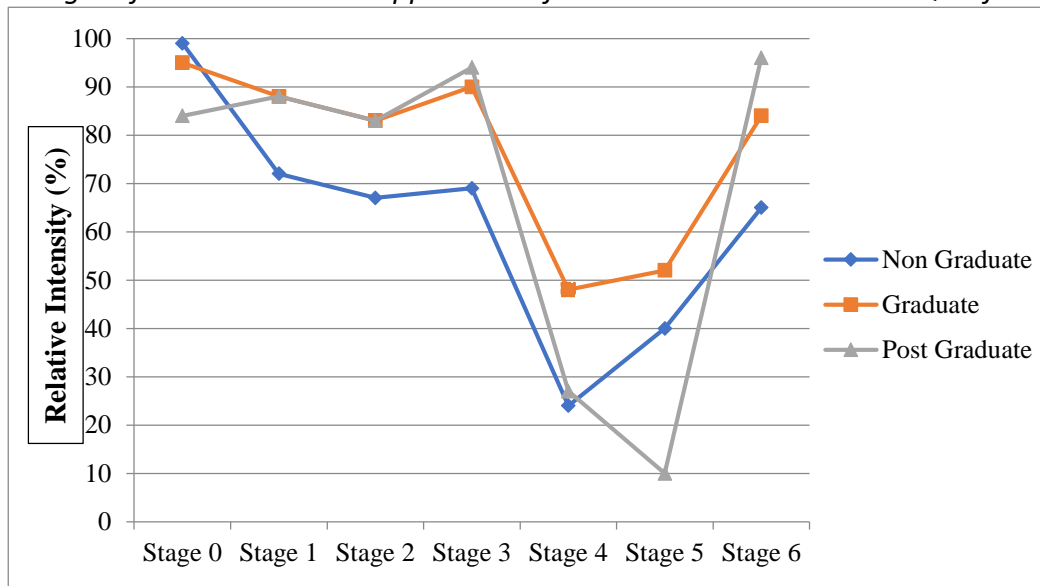


Table 5

Stages of Concern Percentage Score Based on Academic Qualification Group

Academic Qualification Group	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Non Graduate	99	72	67	69	24	40	65
Graduate	95	88	83	90	48	52	84
Post Graduate	84	88	83	94	27	10	96

**Stages of Concern towards Application of i-Think in Teaching and Learning Based on Have Been Following the i-Think Online Course**

The findings of the study found that Music teachers who have been and have not been following i-Think Online course demonstrate high intensity of Stages 0, 3 and 6, and low intensity for Stages 1, 4 and 5. This shows that their concerns in involving stage in applying i-Think in teaching and learning, their focus on the consequence of i-Think on the students, and their collaboration with other teachers to improve the application of i-Think in teaching and learning are high.

Figure 4

Teachers' Stages of Concern towards Application of i-Think Based on Had Been Following the i-Think Online Course

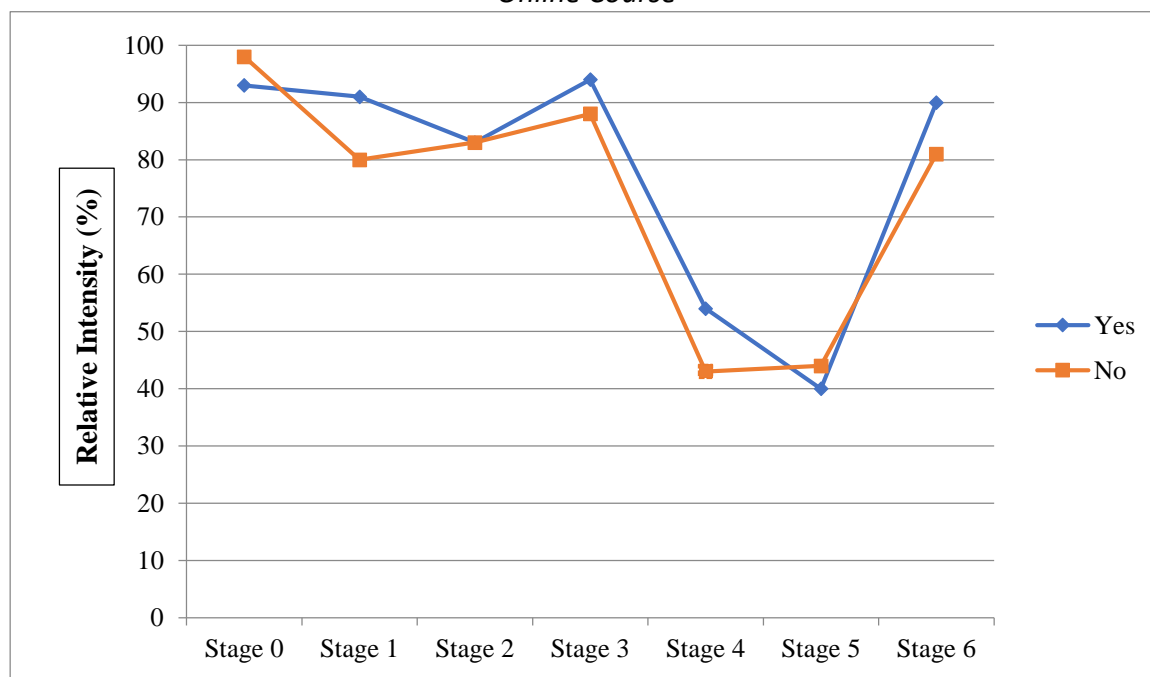


Table 6

Stages of Concern Percentage Score Based on Had Been Following the i-Think Online Course

Had Been Following the i-Think Online Course	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Yes	93	91	83	94	54	40	90
No	98	80	83	88	43	44	81

### Stages of Concern towards Application of i-Think in Teaching and Learning Based on Teaching Experience Group

The findings show that the five groups of experienced teachers teaching between 1 to 5 years, between 6 and 10 years, between 11 and 15 years, between 16 to 20 years and 21 years and above show the highest intensity of Unconcerned Stage (Stage 0) which shows that the respondents are not concerned about the application of i-Think in teaching and learning. They show a high intensity of the Concern Tasks Stage (Stage 3). They are highly concerned about processes and tasks in applying i-Think in teaching and learning by utilizing optimum information and resources. They emphasize on the efficiency, preparation, management, scheduling and the required time. Meanwhile, the consequence concern stage (Stage 4) and cooperation stage (Stage 5) show relatively low intensity. This shows that the respondents have low concerns about the effect of application of i-Think on their students. Furthermore, the percentage of refocusing concern (Stage 6) increases for all groups of teaching experience. They are looking towards the alternatives to improve the application of i-Think in teaching and learning.

Figure 5

Teachers' Stages of Concern towards Application of i-Think Based on Teaching Experience

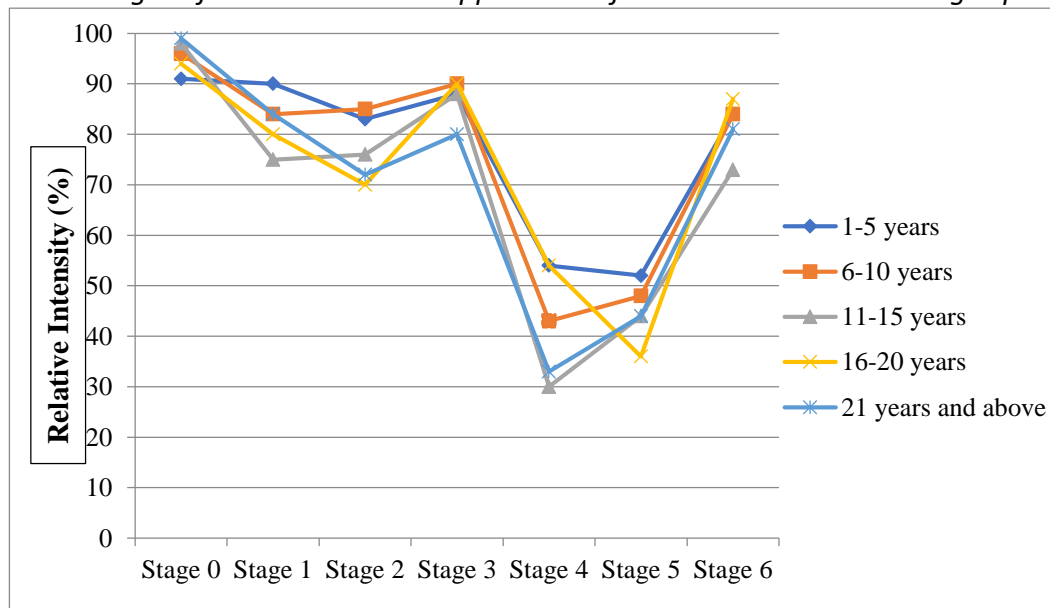


Table 7

Stages of Concern Percentage Score Based on Teaching Experience Group

Teaching Experience Group	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
1 – 5 years	91	90	83	88	54	52	84
6 – 10 years	96	84	85	90	43	48	84
11 – 15 years	98	75	76	88	30	44	73
16 – 20 years	94	80	70	90	54	36	87
21 years and above	99	84	72	80	33	44	81

**Stages of Concern towards Application of i-Think in Teaching and Learning in General**

The profile of all teachers shows the highest intensity (96 percent) for Unconcerned Stage (Stage 0), meanwhile the intensity for Informational Stage (Stage 1) 84 percent, Management Concern (Stage 3) 88 percent and Refocusing Concern (Stage 6) 84 percent respondents which are higher than the Consequence Stage (Stage 4 and 5) of 43 percent and 48 percent. The percentage score, mean and standard deviation for each stage of concern are shown in Table 8.

Figure 6  
 Teachers' Stages of Concern towards Application of i-Think in General

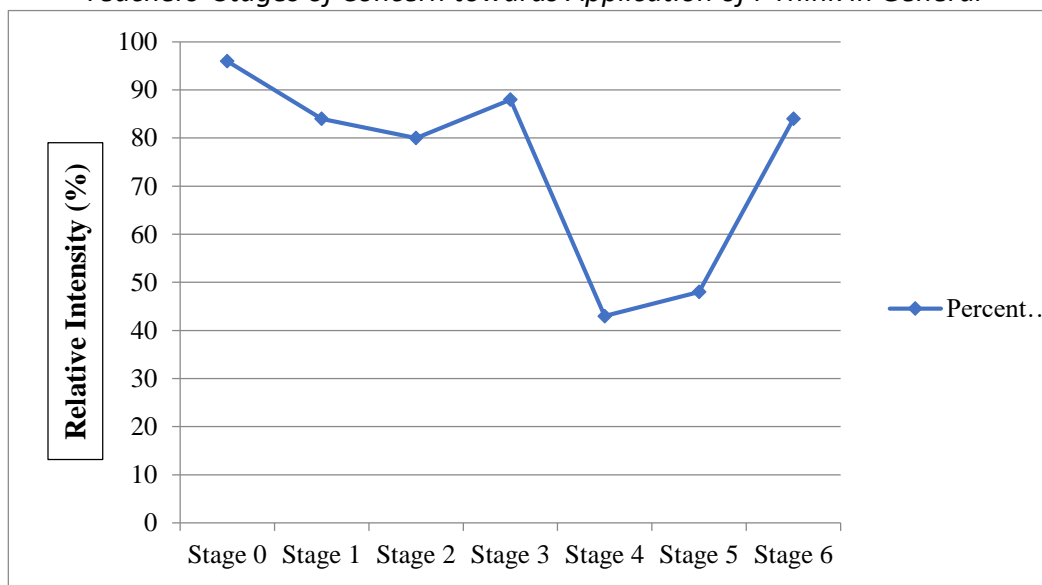


Table 8  
 Stages of Concern Percentage Score in General

Stage of Concern	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Percentage Score	96	84	80	88	43	48	84
Mean	3.51	4.65	4.59	4.85	4.63	3.93	4.95
Standard Deviation	0.72	0.30	0.35	0.48	0.26	0.71	0.22

**Qualitative's Result and Discussion**

**Stages of Concern of Respondent 1 towards Application of i-Think in Teaching and Learning**

Respondent 1 is a female teacher teaching Music for Form 1 and Form 2 in a rural secondary school for 3 years. She holds a Bachelor in Music Education at the Sultan Idris Education University, Tanjung Malim, Perak. She has attended the i-Think Online course. The analysis on the stage of concern of Respondent 1 is shown in Table 16.



Figure 7  
 Respondent 1's Stages of Concern towards Application of i-Think

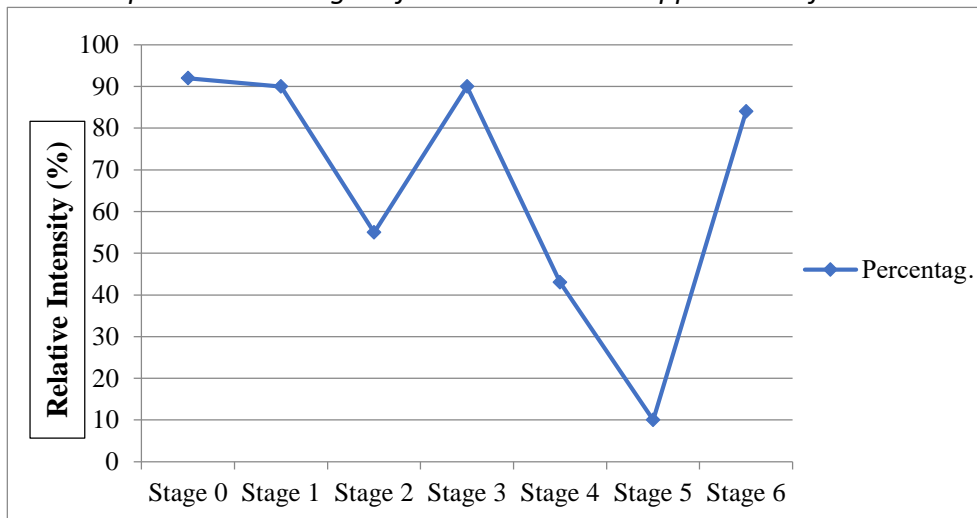


Table 9  
 Stages of Concern Percentage Score of Respondent 1

	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Respondent 1	92	90	55	90	43	10	84

"I was not interested in using the i-Think map while I was teaching. But I know that the map i-Think is the information are visually displayed. I rarely worry if my principal wants to observe me. For me, the i-Think map is not the only way to teach more interestingly. However, if the principal requests, I will use the i-Think map to teach. I do not care if I use the map i-Think or not. That's one of the reasons I've never talked with other teachers about how to apply the i-Think map in my teaching sessions. But since you've been talking to me about i-Think, I'll consider applying i-Think in my lessons later. "

~ Respondent 1 ~

Unconcerned Stage (Stage 0) for Respondent 1 shows the highest percentage with a score of 92 percent. This means she is less concerned about or using the i-Think map in teaching and learning. She has shown high stage of personal concern from the information aspect (Stage 1) with a score of 90 percent. This means that she has a high stage of knowledge about the i-Think map. However, she has a relatively low percentage of personal concern (Stage 2), which is 55 percent. She is less concerned about the application of the i-Think map. The percentage of job-management duties (Stage 3) shows an increase of 90 percent. Furthermore, the consequence percentage (Stage 4) and collaboration (Stage 5) show a sharp drop, a 43 percent score and a 10 percent score. This shows that she is less focused on changing student achievement due to the application of i-Think maps and less collaboration or discussion with other teachers on the application of i-Think maps. The tail increases

in the graph as shown in Figure 15 which shows a high concerned Respondent 1 (Stage 6), which is a score of 84 percent. Finally, she considers to apply the i-Think map in her teaching and learning.

**Stages of Concern of Respondent 2 towards Application of i-Think in Teaching and Learning**

Respondent 2 is a female teacher teaching Music for Forms 1, 2 and 3 in secondary school in Sarawak for 5 years. She graduated from Music Education at Sultan Idris Education University, Tanjung Malim, Perak. She has attended the i-Think Online course. Table 17 shows an analysis of the level of concern for Respondent 2.

Figure 8  
 Respondent 2's Stages of Concern towards Application of i-Think

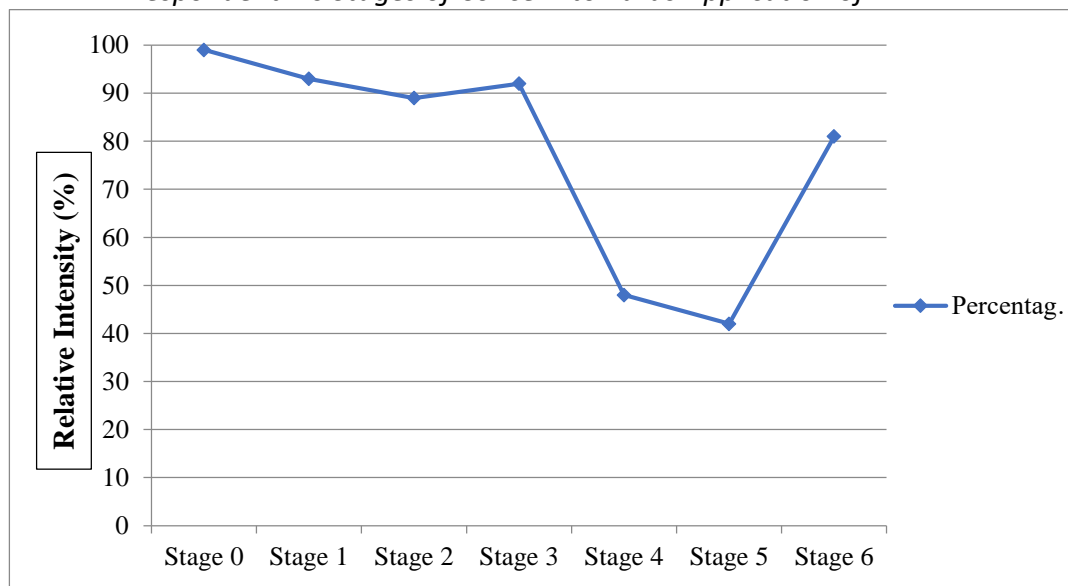


Table 10  
 Stages of Concern Percentage Score of Respondent 2

	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Respondent 2	99	93	89	92	48	42	81

"I've been on the i-Think Online course and is clear about what i-Think is. However, I rarely use i-Think maps when I teach in class. This is because I feel I'm not good at using this i-Think map. So, I did not emphasize and restricted my students to use i-Think maps in my subjects, but I always encourage them to use the i-Think map. Of course, I rarely talk to my other friends about using the i-Think map. When I refreshed my mind using the i-Think map during my day-to-day routine, I think it's important, and I'll try to use the i-Think map in my class even though I'm not good at using it. "

~ Respondent 2 ~

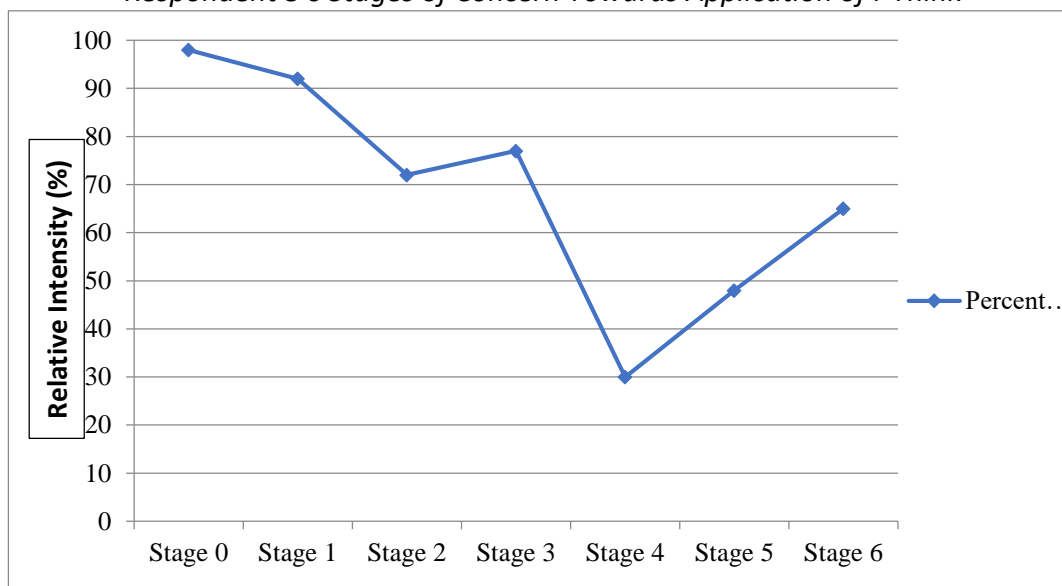
The percentage of Unconcerned Stage (Stage 0) for Respondent 2 is the highest until the score reaches 99 percent. This means she is unconcerned or sometimes apply the i-Think map in her teaching and learning. Her stage of personal concern from informational (Stage 1) is also at a fairly

high score of 93 percent. She is well acquainted with the i-Think map. Percentage of personal concern stage from personal aspect (Stage 2) and management aspect (Stage 3) is still a high score of 89 percent and 92 percent. Her concern about using the i-Think map in teaching and learning is at a high stage. She sometimes uses the i-Think map during teaching. She encourages students to use the i-Think map to make notes and also observe how students use the i-Think map in the classroom. She states that she would apply the i-Think map although she is not good at using the i-Think map.

**Stages of Concern of Respondent 3 towards Application of i-Think in Teaching and Learning**

Respondent 3 is a male teacher teaching Music for Forms 4 and 5 in urban secondary school in Sarawak for 15 years. He holds a Diploma in Music Education from the Institute of Teacher Education Rajang Campus and a Bachelor of Music Education at the Sultan Idris Education University, Tanjung Malim, Perak. He has never attended the i-Think Online course. The analysis on the stage of concern of Respondent 1 is shown in Table 11.

*Figure 9  
 Respondent 3's Stages of Concern Towards Application of i-Think*



*Table 11  
 Stages of Concern Percentage Score of Respondent 3*

	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Respondent 3	98	92	72	77	30	48	65

"I have never followed the i-Think course but I know what I'm thinking about. The top secretary emphasized the use of the i-Think map earlier this year. So, I did some research on how to use the i-Think map. I used to try to use the i-Think map in my class, but for me, it is only suitable to make notes of Music theory. For example, playing G Major. It's hard to apply it in the practical aspects of Music, but it is necessary to make Music training and practice the theory of Music that has been learnt, rather than reviewing Music notes just like any other subject."

~ Respondent 3 ~

Again, the percentage of the Unconcerned Stage (Stage 0) for Respondent 3 shows the highest score of 98 percent. This means he rarely applies the i-Think map in his teaching and learning. His informational stage (Stage 1) is at a high score of 92 percent. He is very knowledgeable about using the i-Think map. He also shows a high level of personal concern (Stage 2), which is 72 percent. Scores for task management concerns (Stage 3) increase to 77 percent. However, there is a decrease in percentage for the consequence aspect (Stage 4) and cooperation (Stage 5), which is 30 percent and 48 percent, respectively. The improvement in the score is shown in the graph (Figure 9) which has shown an increase in the percentage refocusing on Respondent 3 (Stage 6) to a 65 percent score.

### Conclusion

In this study, the general profile of the Music teacher's stage of concern over the application of the i-Think map in Music teaching and learning is a "non-compliant user" profile. This type of profile shows information about the i-Think map which was not delivered effectively. Accordingly, the respondents of this study struggled with their personal issues during the application of i-Think in Music teaching and learning. There was a barrier in implementing the changes shown in profile with "tail raising" at stage 6 (George et al., 2006). This should be emphasized and considered as a warning.

Based on the 9th principle in the CBAM model, schools are the main unit of change (Hall & Hord, 2011). The change of an organization relies closely on the change of a teacher who performs the change. Thus, curriculum changes can be implemented smoothly if the school gives full support to the teacher. This further strengthens the principle of "teamwork facilitates change" (Hall & Hord, 2011).

Therefore, i-Think facilitators are required to identify emerging obstacles, uncertainties, concerns and doubts of teachers when applying the i-Think map in teaching and learning. It is hoped that appropriate interventions can overcome teachers' problems individually or in groups. Lastly, the school should take action to assess and overcome teachers' obstacle in applying the i-Think map through investigations.

*There are two major limitations in this study. First, this study only focus on secondary music teachers from Sarawak. Second, it is a small sample which involved 30 respondents. Therefore, this study is not generalizable. Bigger sample size and the population of the respondents are recommended for the next study on application of i-Think among the music teachers.*

## References

- Mukhari, Abd. W. & San, L. P. (2010) Pandangan guru terhadap pengurangan waktu pengajaran Kemahiran Hidup Bersepadu daripada empat waktu kepada tiga waktu: Satu tinjauan di sekolah menengah daerah Hilir Perak.
- Abd. Rashid, A. R. (2007). Profesionalisme keguruan. prospek dan cabaran. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Jabar, B. (2009). Sikap, pengetahuan, kemahiran pedagogi dan keprihatinan guru terhadap perubahan kurikulum sejarah. Universiti Sains Malaysia.
- Ball, A. L. & Garton, B. L. (2005). *Modeling Higher Order Thinking: The Alignment between Objective, Classroom Discourse and Assessments*. Journal of Agricultural Education, 46 (2). 58-69.
- Conroy, C. A. (1999). *Identifying barriers to infusion of aquaculture into secondary agriscience: Adoption of a curriculum innovation*. Journal of Agricultural Education, 40(3), 1-10
- Sulaiman, E. (2003). Amalan Profesionalisme Perguruan. Skudai: Penerbit Universiti Teknologi Malaysia.
- Fani, T. (2011). Overcoming Barriers to Teaching Critical Thinking. The Future of Education Conference. Florance, Italy: PIXEL. ms. 1-5
- George, A. A., Hall, G. E., & Stiegelbauer, S. M. (2006). *Measuring implementation in schools: The Stages of Concern Questionnaire* (2nd ed.). Austin, TX: Southwest Educational Development Laboratory.
- Hall, G. E. & Hord, S. M. (1987). *Change in schools: Facilitating the process*. New York: State University of New York Press.
- Hall, G. E. & Hord, S. M. (2006). *Implementing change: Pattern, principles and potholes*. Boston: Allyn & Bacon
- Hall, G. E., & Hord, S. M. (2011). *Implementing change: Patterns, principles, and potholes* (3rd ed.). Upper Saddle River, NJ: Pearson.
- Hall, G. E., Wallace, R.C., & DOssett, W. F. (1973). *A developmental Conceptualization of the Adoption Process within Educational Institutions*. Austin: Research and Development Centre for Teacher Education.
- Hyerle, D. & Yeager, C. (2007). *Thinking Maps: A Language for Learning*. New Jersey: Thinking Maps, Inc.
- Hyerle, D. (2011). *Student successes with thinking maps*. 2nd ed. Thousand oaks, CA:Corwin Press.
- Ng, I. (2009). *Using CBAM (Concerns-Based Adoption Model) to understand the implementation of the SAIL approach teaching and learning strategies and practices*. International Association for the Scientific Knowledge. Teaching and Learning 2009 Conference, 9 December 2009.
- Ismail A. K. (2003). Status dan Amalan Pengurusan Sekolah Selamat dari Perspektif Kaunselor Pelajar di Dua Buah Sekolah Menengah Daerah Pasir Mas/Tumpat. Tesis Sarjana, Universiti Malaya.
- Ismail, K. (2010). Pengetahuan, Kemahiran Pelaksanaan dan Sikap Guru Kimia terhadap Kaedah Malaysian National Library. (2006). *The reading profile of Malaysians 2006*. Malaysian National Library: Kuala Lumpur.