

# **Music Education Curriculum Development Bachelor Degree of Rajabhat University in Northeast Thailand**

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## **ABSTRACT**

The purpose of the current study is to develop a curriculum for a bachelors' degree in Music Education in Rajabhat universities in Northeastern Thailand. The study was conducted in a mixed-method approach. The samples include 8 heads of the music department, 8 music instructors, 80 music education bachelors, and 768 students in Rajabhat universities throughout the Northeastern part of Thailand. The instruments were a questionnaire, a structured interview, and an unstructured interview. The data were analyzed using qualitative analysis, mean score, and standard deviation. The results of the study were as follows.

1. In terms of the current situation and problems related to the bachelor's degree in music education in both 5-year and 4-year programs among in Rajabhat universities in Northeastern Thailand, it was found that the major problem is the decrease of student number which is accounted by the decrease of the Thai population. Moreover, the condition of instruments and classrooms is another issue leading to the problem. In terms of student recruitment, it was found that the freshmen have different music backgrounds which do not match music expertise in some cases. They need time to adapt themselves to music practicum. In addition, it was found that most of the students are from schools near the university areas.

2. In terms of curriculum assessment, all 8 curriculums in the Faculties of Education were found to reach the standard demanded by the TQF. 1 for the B.E. To clarify, they have the main components of objectives and purposes, contents, learning management, and evaluation and assessment.

3. In terms of curriculum development, the developed curriculum demands 136 units divided into 30 units for general education, 100 units for major courses, and 6 units for elective courses. In detail, of all 100 units of major courses, 40 units are for teacher profession courses and 60 units are for music courses. The curriculum was designed to have 2 semesters, and the curriculum evaluation indicates a high level of appropriateness ( $\bar{x} = 4.31$ , S.D. = 0.23) and a high level of feasibility ( $\bar{x} = 4.15$ , S.D. = 0.20).

**Keywords:** Curriculum development, Music education

## **INTRODUCTION**

The 21st-century world is a world of information that can be received and transmitted quickly, resulting in people, communities, and societies being aware of information quickly and be aware of changes. People are more knowledgeable and ready to take a more active role and participate in educational management. While the structure and system of education are still managed and managed under the same rules, regulations, rules, and practices, resulting in problems and inflexibility in the management and improvement of the quality of education. In addition, personnel management in educational institutions is a problem, including a shortage of teachers in some fields, insufficient teachers in all classes, and the ratio of teachers to students and students to rooms is not standardized, which affects the development of learning quality. teaching and learning achievement of learners strongly. Improving the administrative structure of the central, provincial, and educational institutions, coupled with improvements in problem-solving and the development of personnel management

systems of administrators, teachers, and educational personnel to solve problems that arise will result in the unit Work and schools can administer and manage education that demonstrates responsibility for quality standards for learners more efficiently and effectively. Including the opportunity for all sectors of society such as individuals, families, communities, society, the private sector, enterprises, foundations, temples, institutions, and organizations in society that have potential and readiness to participate in Conducting educational management in a variety of ways. which has laws, rules, regulations, rules that are the same standard and have policies and incentives for both monetary and other benefits such as tax breaks to foster a network of cooperation in the development of quality education.

Studying the ASEAN Education Plan 2016 -2020 ( THE ASEAN Work Plan on Education 2016 – 2020) has defined 8 key issues (Key Elements on Education) which are: (1) Promote awareness of ASEAN through learning History and indigenous knowledge. (2) Raise the quality and create opportunities for access to education. Fundamentals for all without neglecting the disabled and the disadvantaged. (3) Developing the use of information and communication technology. (4) Supporting the development of vocational education and lifelong learning. (5) Promote the work of all sectors to develop people following the needs of the job market to achieve the goals of education for sustainable development. (6) Strengthen higher education by developing an effective educational quality assurance system. (7) Strengthen the role of higher education by building networks between entrepreneurs and universities. And 8) Implement a project to develop the potential of teachers and educational personnel.

In Thailand, music has been taught at the primary, secondary, and higher education levels. In addition, at each level of study, there are two types of music courses, namely a music education course or general music which is a compulsory music course in the general education system. And there are specific music courses that are suitable for students who want to major in music (Narutt Suttachitt, 1998).

Music programs in higher education in Thailand focus on academic development professionally, therefore the curriculum is specialized, with majors in practice that students can choose to study such as Violin, guitar, piano, dulcimer, fiddle, etc. in theory such as music theory, music history, music education, composition, etc. The learners must have enough knowledge of music to study. The content of the course is profound and comprehensive, especially the study at the master's degree and doctoral level will be more profound. However, many tertiary institutions offer a Music Appreciation Course for choose in the general education course, which is a subject that everyone can choose to study in the style of general knowledge of music and listening to different types of music. It can be concluded that there are two types of teaching and learning at the higher education level: one that everyone can learn, and one that is professional (Narutt Suttachitt, 2001).

However, education reforms currently face three levels of problems: (1) Basic Music Education Education which is the arrangement of music education in basic ordinary schools. There should be quality teaching in schools, encouraging students to learn music because nowadays children who want to study music have to go to private music schools. Which will have to pay for their own tuition and depends on the size. and the reputation of the school. (2) Professional music education in a higher education institution is professional education. Higher education institutions should provide education to a standard. Any higher education institution that is not ready for teaching and learning should close its courses and any higher education institution that is ready should be fully supported by the government. And (3) Organizing music for the general public is organizing music lessons for the general public to have equal access to music, including setting up theaters in different provinces to organize music performances in a form various (Sugree Charoensook, 2008).

Creating a music curriculum, if the course designer or developer has a framework to determine the music learning correctly and appropriately, the music curriculum will be accurate and complete according to the principles of music education (Narutt Suttachitt, 2011: 155-156) Curriculum development is the process of

planning and organizing learning activities that help learners gain knowledge in various fields, including basic subjects, use of life, specific subjects used in their careers. Curriculum development determines what students learn, what activities they do, how they are measured and evaluated to achieve the course objectives. Therefore, a good and appropriate curriculum must always be developed to keep up with changes in various fields such as time, economic, social, political, and governance of the country, as well as advances in science and technology. Producing music teachers in the field of music education is one of the most popular multidisciplinary programs offered at many higher education institutions. Music education is a branch of knowledge that deals with the process of providing music education to learners to help learners develop their musicality according to their abilities to the end both as performers and listeners. Music education is a broad field, primarily aimed at producing music teachers who can educate students as people who have the right to learn one of the man-made subject areas that characterize general education. In other words, it is to produce music teachers who can teach music to those who wish to pursue music as a career as specialized education in the field of music performance and to produce academic music education for educational management related to music both within and outside the school system (Narutt Suttachitt, 2012). In this regard, music teachers are important human resources in basic arts that will help develop students' creativity, artistic imagination and free expression, aesthetics, and appreciation of the value of art which affects the quality of life. Develop students physically, mentally, intellectually, emotionally, and socially, as well as lead to environmental development and encourage learners to have confidence as a basis for further education or career (Office of Academic Affairs and Educational Standards, 2008).

Rajabhat University is another important driving force in the implementation of educational reforms following the National Strategy and Education Plan, which jointly formulated a new strategy for Rajabhat University for local development under the Royal Patronage of His Majesty the King over 20 years. Focusing on producing graduates with excellent quality by Teaching and learning process for community and local development to be strong and sustainable, especially teacher production and development (Meeting of the President of Rajabhat University of Thailand, 2019). The production of music teachers is a field that has received quite a lot of attention from the Rajabhat University group, as can be seen, that at present, 22 Rajabhat universities teach the Bachelor of Education in Music Education program (Office of the Civil Service Commission, 2011).

From both domestic and international research studies, it has been found that the curriculum focuses on the goals, content, and methods of the curriculum with little interest or concern for the learner's feelings or impact. The formula principle determines the purpose for the benefit of the learners primarily and the content throughout the teaching and learning process. But nowadays, this concept has changed and therefore the curriculum developer must find a way to develop the curriculum to be accurate and clear that corresponds to the social context and is useful to the learners. Based on the importance of music programs, concepts, theories, and needs of music education students, the researcher, therefore, wanted to develop a music education program at the bachelor's degree level at Rajabhat University in the northeastern region.

## **OBJECTIVES**

The purpose of this research was to develop a music education program for bachelor's degrees at Rajabhat Universities in the Northeast.

## **METHODOLOGY**

### **Population and sample**

1.1 The population for collecting data and visiting the area, including the Faculty of Education of 8 universities, are (1) Loei Rajabhat University. (2) Nakhon Ratchasima Rajabhat University. (3) Maha Sarakham Rajabhat University. (4) Buriram Rajabhat University. (5) Udon Thani Rajabhat University. (6) Sisaket Rajabhat University. (7) Roi Et Rajabhat University. (8) Surin Rajabhat University

1.2 The sample used the following group selection methods; (1) Program chairman of 8 people in 8 universities. (2) Full-time course instructors in 8 universities selected by a group of information providers on the current state of music education programs, one full-time course instructor by randomly sampling each university. (3) Music Education Curriculum Development Group is an academic or specialist in a music education program at the level of a department head or a department chair, or having an academic position at the level of an assistant professor or higher. (4) Representatives of graduates, 8 universities, 10 people each. (5) Students studying in a sample university. (6) Representatives of graduate users, 8 universities, 10 people each.

In answering the questionnaire, this research used Stratified random sampling with Krejcie & Morgan prefabricated tables (Krejcie & Morgan, 1970: 608; Paisarn Worakham, 2018) as follows;

**Table 1 Population and sample**

No.	University	Population	Sample
1	Loei Rajabhat University	71	59
2	Nakhon Ratchasima Rajabhat University	150	97
3	Maha Sarakham Rajabhat University	150	108
4	Buriram Rajabhat University	150	97
5	Udon Thani Rajabhat University	120	97
6	Sisaket Rajabhat University	210	136
7	Roi Et Rajabhat University	250	152
8	Surin Rajabhat University	150	108

**The research equipment** was (1) questionnaire, and (2) there are 2 types of interview forms: Structured Interviews, and Semi-structured interview form (Semi-Structured Interview).

**The data analysis results:** the data was analyzed by systematic analysis.

## RESULTS

The develop a curriculum for a bachelors' degree in Music Education in Rajabhat universities in Northeastern Thailand were found as follows;

1. The current conditions, problems, and demands of Rajabhat Universities in the northeastern region producing music teachers found that the Bachelor of Education program 5 years and the Bachelor of Education program 4 years and has the following conditions, problems, and needs; (1) fewer students due to less population. (2) The announcement of student admissions is late. (3) There are several steps in the student selection process. (4) The university announces that students must have a grade point average of not less than 2.75 - 3.00 , therefore students cannot apply for the exam. (5) Students, after entering the program, discover that they are unable to study or have no aptitude for the field of study. (6) A student is enrolled as a student who dropped out of admission from another field of study. (7) Students have little basic knowledge which makes it difficult to adjust. (8) Most of the students who attended did not match their own aptitude. (9) Most of the students are local residents in the province where the university is located. (10) The needs and aims of coming to study in the field of music education affect future careers. (11) Classroom condition, insufficient equipment. (12) There are other universities close to Rajabhat University that offer music education.

The format of the music education curriculum of the Rajabhat University in the Northeastern region found that Most music education programs are affiliated with the Faculty of Education, with some universities affiliated with the Faculty of Humanities and Social Sciences, namely: Udon Thani Rajabhat University and Nakhon

Ratchasima Rajabhat University. Most of the faculty members are affiliated with the Faculty of Education, with Udon Thani Rajabhat University, and Nakhon Ratchasima Rajabhat University affiliated with the Faculty of Humanities and Social Sciences. Students of all universities are affiliated with the Faculty of Education. Curriculum, course content still uses the same content from the old curriculum, including participation from graduates, graduate users, resulting in a large number of courses and including the academic performance of the faculty.

The format of the music education curriculum for the bachelor's degree at Rajabhat University in the Northeast was following the standard. It was found that the music education curriculum was in accordance with the National Higher Education Qualifications Framework. The components of the music education curriculum include: (1) As for the objectives or aims of the curricula, it was found that there should be a curriculum philosophy that focuses on the framework of the National Qualifications for Higher Education, focusing on knowledge of the century. 21, focusing on the aptitude of students and teachers in each course, focusing on teaching professional experience, volunteering Local development, profound in music, local development experience, able to teach both theory and practice, focusing on producing music teachers who can manage to teach and integrate teaching in line with the 21st century. (2) As for the content of the curriculum, it was found that the emphasis was on teaching and learning skills and theory, song composition, orchestration, orchestration. (3) In terms of organizing the learning experience, it was found that the arrangement was consistent with the yearly expectations, show performances, field trips, volunteer activity camps, and perform a single show every year., teaching observation, teaching experiments, and teaching practice in educational institutions. (4) As for the measurement and evaluation of the curriculum, it was found that the theory courses, the arrangement of the examination according to the schedule set by the university that the faculty gave the Blueprint test were consistent with the national qualification framework for higher education, and the content was directed by the faculty and the field of study.

2. Analysis of music education programs of Rajabhat University in the northeastern region: The results of the study of documents for Bachelor's degree music education programs, 8 Rajabhat Universities in the Northeastern regions, analyze the data from the course documents on the components of the curriculum and compare them as follows:

2.1. Curriculum Objectives The overall curriculum objectives of the eight universities, in summary, morality, ethics, public mind, graduates have skills and expertise. Use the process of organizing music learning, have a teaching profession, have 21st-century learning skills, have technological skills, have emotional maturity, and can work with others, Be a good leader and follower

2.2 The content aspect is divided into subject categories that are consistent with the curriculum standards according to the National Qualifications Framework for Higher Education as follows:

**Table 2 Structure of the Bachelor of Music Studies Program of Rajabhat Universities in the Northeastern Region**

Courses and Subject groups	Credits	
	Standard criteria according to the National Qualifications Framework for Higher Education Credits (minimum)	Courses offered Credits (minimum)
1 General education subject	30	30
2. Specific subjects	94	100
2.1 Teacher profession group	34	40

Courses and Subject groups	Credits	
	Standard criteria according to the National Qualifications Framework for Higher Education Credits (minimum)	Courses offered Credits (minimum)
2.1.1 Compulsory teaching profession	22	28
2.1.2 Teaching practice subjects in educational institutions	12	12
2.2 Major groups	60	60
2.2.1 Compulsory majors	40	40
2.2.2 Elective Major	20	20
3. Free elective courses	6	6
Total credits (not less than)	130	136

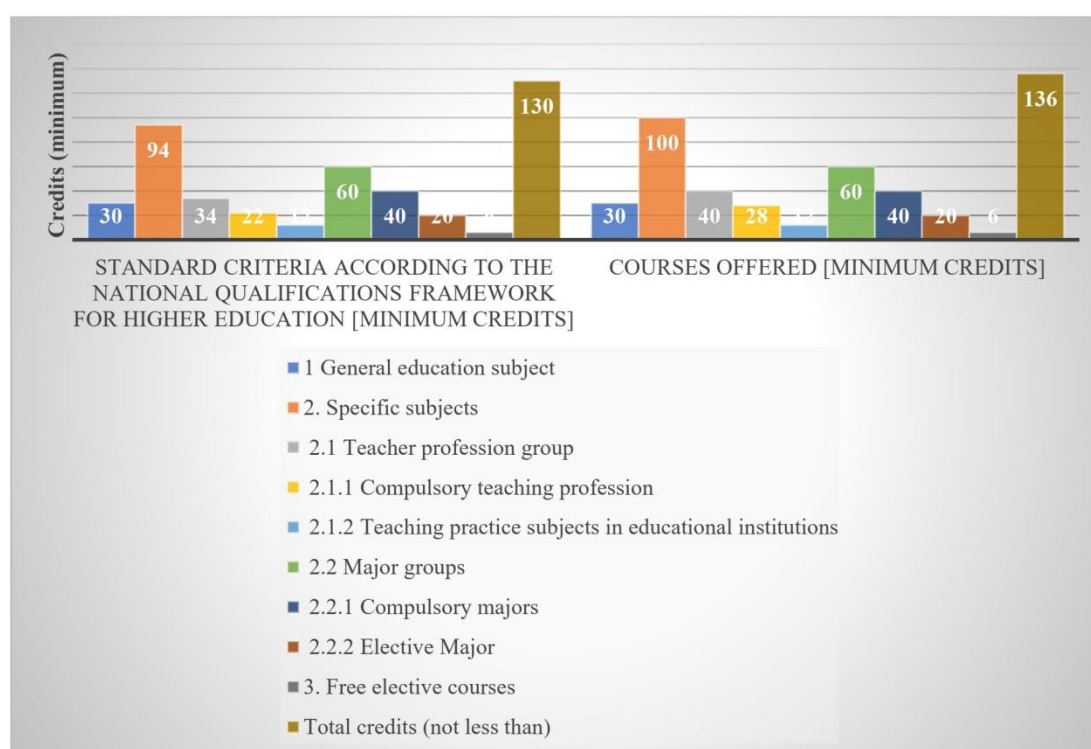


Figure 1: Structure of the Bachelor of Music Studies Program of Rajabhat Universities in the Northeastern Region

From Table 2 and Figure 2, it was found that the results of the music education curriculum development The bachelor's degree at Rajabhat University in the Northeast have a total number of credits of not less than 136 credits, divided into general education courses of not less than 30 credits, and specific courses of not less than 100 credits. There are 40 credits of teaching professions, 60 credits of majors, and free elective courses of not less than 6 credits. Do two semesters of teaching.

2.3. In organizing learning experiences, it was found that the overall curriculum objectives of the 8 universities were summarized as having moral, ethical, and public mind, graduates with proficiency skills, using the process of organizing music learning, professional attitudes. Teachers have 21st-century learning skills, technological know-how, emotional maturity, and able to work with others as good leaders and followers.

2.4. The evaluation and evaluation of the curriculum revealed that the evaluation of the curriculum was as follows: (1) Evaluating teaching strategies by students and analyzing student performance. (2) Assessment of instructors' skills in using the Strategic Teaching Plan, assessed by students, method of observation by the person in charge of the course or by the course president and faculty members, overall assessment by graduates and final year students. (3) Evaluation of the course's performance according to the details of the course Must pass the quality assurance of curriculum and teaching and learn following the Bachelor of Education in Music Education Qualification Standards and Performance Indicators specified in Section 7, Item 7 of the National Higher Education Qualifications Framework, which has a committee. Assessment of at least three persons requires at least one qualified person, including passing the Internal Quality Assurance (IQA) assessment. (4) The review of the assessment results and the curriculum improvement plan are as follows. Recommendations and information from the assessments of students, graduate users, and experts are gathered to analyze and review the information, which the person in charge of the course will be used to formulate a strategic plan.

3. Analysis of music education programs of Rajabhat University in the northeastern region found that (1) Most of the bachelor degree music education programs of Rajabhat Universities in the northeastern region are affiliated with the Faculty of Education. Some universities are affiliated with the Faculty of Humanities and Social Sciences, namely Udon Thani Rajabhat University and Nakhon Ratchasima Rajabhat University. Most of the faculty members are affiliated with the Faculty of Education. which has Udon Thani Rajabhat University and Nakhon Ratchasima Rajabhat University affiliated with the Faculty of Humanities and Social Sciences. Students of all universities are affiliated with the Faculty of Education. Courses and course content still use the same content from the old courses, including participation from graduates, graduate users, resulting in a large number of courses, including the work of the faculty. (2) The format of the music education curriculum at the Rajabhat University in the Northeastern region meets the assessment standards or does not find that the music education curriculum model is following the National Higher Education Qualifications Framework. (3) Components of a music education curriculum include the objectives or aims of the curriculum, the content of the curriculum, the organization of learning experiences, and the measurement and evaluation of the curriculum.

4. It was found that the results of the assessment of certifying the suitability of the draft music curriculum of Rajabhat University in the Northeast were very appropriate, at a very appropriate level. with mean = 4.31, deviation = 0.23. The feasibility assessment of the draft of the Bachelor of Music Program of Rajabhat University in the Northeast found that the assessment results were in the level is very likely with mean=4.15, deviation=0.20.

## DISCUSSION

The research for the development of the Bachelor of Music Education Program of Rajabhat University in the Northeast found interesting issues to be discussed as follows:

1. The current state of Rajabhat University in the Northeast that produces music teachers has a 5-year Bachelor of Education program and a 4-year Bachelor of Education program, with fewer students due to less population. When the students who have attended the study do not understand the concepts that match the purpose of coming to study music studies and think that it will affect their future careers. Classroom conditions and insufficient equipment. There are other institutes close to Rajabhat University that are open for teaching as well, resulting in the problem of working with fewer students. In addition, there are problems with the slow announcement of student admissions, the selection process has many steps, the university announces the admission of students must have a grade point average of at least 2.75 - 3.00 , thus preventing students from applying for the examination. Students, upon entering the school, discover that they are unable to study or have no aptitude for the field of study. Students enrolled are students who dropped out of enrollment in another field of study. The students had little knowledge of the basics which made it difficult to adjust. Most of the students who attended

did not match their own aptitude. Most of the students are local residents of the university province. Consistent with the research of Wathit Suwansomboon (2004), on the trend of music education in higher education in Thailand, which aims to analyze the current conditions and trends of music education in higher education in Thailand found that there are music courses in 59 higher education institutions in Thailand. Personnel at each location are sufficient, but there is also a need for special professors in the field of personnel, and students are balanced in launching courses. The administration found that the aforementioned higher education institutions were affiliated with 2 ministries: the Ministry of Education and the Ministry of Culture. The income budget comes from the cost of education, which is collected by credits and paid for it. The newly opened institution will not yet have a specific building or class. However, the trend of music education is converted to a 5-year music teacher production course. The course in music performance is integrated with other disciplines as interdisciplinary. Personnel has expanded quantitatively and qualitatively, which has continued the development of personnel sent to study. The administration has been upgraded from an institution to a university. The administration in the two ministries remains the same. Budget tends to be used higher because of the need to modernize organizations such as computers, recording rooms, and rehearsal rooms. Including inviting a large number of specialized teachers

2. An analysis of music education programs of Rajabhat Universities in the Northeastern region revealed that most of the bachelor's degree music education programs of Rajabhat Universities in the Northeast were affiliated with the Faculty of Education. However, there are some universities under the Faculty of Humanities and Social Sciences, namely Udon Thani Rajabhat University and Nakhon Ratchasima Rajabhat University. Most of the faculty members are affiliated with the Faculty of Education, with Udon Thani Rajabhat University, and Nakhon Ratchasima Rajabhat University affiliated with the Faculty of Humanities and Social Sciences. Students of all universities are affiliated with the Faculty of Education. Curriculum The course content still uses the same content from the old curriculum, including participation from graduates, graduate users, resulting in a large number of courses, including the work of the faculty. The curriculum of music education is following the National Higher Education Qualifications Framework. The components of a music education curriculum include the objectives or aims of the curriculum, the content of the curriculum, the organization of learning experiences, and the measurement and evaluation of the curriculum. 3. Development of the Bachelor of Music Education Program of Rajabhat University in the Northeastern Region:

3.1 The overall assessment included 5 areas with an average of 4.31, which drafted the Bachelor of Music Education Program of Rajabhat University in the Northeast to be used and the details were as follows: Knowledge and Abilities Mean. equal to 4.18, morality and ethics Mean 4.28, Intellectual Skills Mean 4.45, Interpersonal Skills and Responsibility Mean 4.40, and Numerical Analysis, Communication, and Information Technology skills were at a very suitable level, the mean was 4.28. 4.23. In line with the research of SAYAM CHUANGPRAKHON (2016), The research on the model of distance learning management through the Internet network system for undergraduate music programs of higher education institutions in Thailand found that (1) Elements of a model of distance learning through the Internet network for undergraduate music programs of higher education institutions in Thailand. (2) The model of distance learning through the Internet network system of the Bachelor of Music program consists of 7 components as follows:(1) Remote Instructor. (2) distance learners. (3) Supporting factors. (4) teaching environment. (5) distance learning technology. (6) Distance learning activities. and (7) distance learning courses.

3.2 The Bachelor of Music Program of Rajabhat University in the Northeast that has been developed is suitable and the possibility that it can be used as a guideline for developing a music education curriculum that is modern and interesting by developing teaching and learning management in courses that cover every subject matter, both theory and practice in major courses. Corresponds to the qualification standards for Bachelor's Degree in Education and Education (Four-Year Program) 2019. It also manages the development of students following the



framework of teacher professional development, which emphasizes on yearly development for local development under the Royal Patronage of His Majesty the King over 20 years, emphasizing on producing graduates with excellent quality through the teaching and learning process for community development and Local to be strong and sustainable, especially the production and development of teachers, which is a single course because all Rajabhat Universities will develop a single course. Because teaching management has a duration of study of 4 years, with the number of credits suitable for the course, the number of courses taken is appropriate. Unlike a double degree program which has the same duration of study as 4 years, the number of credits is more than a single course, and students are required to study twice as much as a single course. And also have to have teachers who are responsible for different courses, a single course has 5 responsible teachers, but a double course must have 6 teachers who are taking the course, there is also an impact on the civil service teacher examination because the curriculum Single will be clearer in choosing majors to take the civil service exams than double courses. consistent with the research of Pariwat Tanisaro (2001: 8) Studying the process of teaching international music in the Polytechnic College found that 1) Teaching and learning activities, most instructors create an understanding of learning by teaching practice skills individually in large groups. And by demonstrating that students follow at the highest level is to take students to see music performances in various places. 2) The teaching and practice aspect was at a high level. Instructors use textbooks written or composed by foreign scholars. As for the use of teaching materials with a low level of practice, instructors were involved in procuring teaching materials, producing teaching materials, and having the opportunity to receive training on teaching materials. 3) In terms of musical instruments and locations, teachers are instructed on how to use musical instruments before and actually practice. And the participation of the learners in helping to maintain the instruments in the laboratory is at the highest level. As for the number of instruments, the number of instruments is sufficient for the number of learners to be at a low level. 4) In terms of measurement and evaluation, most teachers use the method of measurement and evaluation by observation. The practice of musical instruments according to practical and behavioral skills was at the highest level. For the use of group-based measurement and evaluation principles, the level was low.

However, the music education program of Rajabhat University in the northeastern region has been developed to develop students' potential in efficiency according to the National Strategy and the Thailand Strategy 4.0. That is to prepare manpower in terms of knowledge, skills, and competencies necessary to be able to adapt and be aware of the changing dynamics of the dynamic world and free competition without borders. The production and development of people in the education sector must still be in line with the potential and readiness of each educational institution, coupled with values and prioritizing diplomas over knowledge and competencies in graduation work. Therefore, this developed curriculum focuses on producing graduates who are competent in music and able to comply with the regulations of the Teachers Council of Thailand as prescribed by the Teacher Professional Ethics following the guidelines of the National Education Act B.E. 2019 and Consistent with the National Education Plan 2017 -2036 on the quality of education Strategic 2: production and development of manpower, research, and innovation to build the country's competitiveness: article 2.2 Educational institutions and agencies that provide education produce graduates with expertise and excellence in specific fields, having important indicators such as The proportion of middle- and high-level manpower production classified by level/type of education in fields of study corresponding to the demands of the job market and national development increases. Increased percentage of educational institutions providing dual-network/co-operation education/factory school curriculum according to established standards. The number of courses of educational institutions that provide dual degree education has increased. The number of vocational and tertiary education institutions offering courses for talent has increased and there has been an increase in the number of partnership networks between the state, the private sector, enterprises, professional associations, and education management agencies. The trend of music teaching management focuses on the development of music skills coupled with

social and cultural understanding, the process of teaching music can develop students into music education and citizenship education. In addition, musical skills are the basis of life and contribute to the development of children and youth in both physical and mental dimensions. Concept of teaching music from the goal to develop an aesthetic experience. education) and skill development music skill) only to teaching world music by applying or integrating the concept of teaching world music to teach the music landscape (musicianship), which includes music skills such as music practice. consistent with the concept of Nantida Chandransu, Surasi Chanoksakul, and Skowrung Saibunmi (2020) That said, world music teaching concepts and techniques are used to transform music teaching by bringing a diverse global musical heritage into the classroom and considering how to bring diversity. How do they enter the curriculum while still respecting music in the traditional cultural area where the school is located? Teaching world music opens up a wide range of musical and cultural perspectives. It also connects to human culture and society. Because world music is taught in many countries around the world. Therefore, it is a trend that should be taken into account in the development of teachers and primary school curriculum in Thailand, teaching world music has the objectives 1) To focus on the content and methods of teaching music in the era of the world without borders. 2) in response to calls for social responsibility, diversity, equality, and inclusion. 3) To emphasize the knowledge of cultural principles in the preservation and learning of music. 4) to emphasize the differences between the cultures of artists, teachers, and learners. 5) Engaging learners in listening leads to participation in the performance. Therefore, creativity and music are like human behaviors that are meaningful to the world music culture. There are 5 steps to teach: attentive listening, active listening, learning to listen, and creating world music, and the integration of world music.

## **RECOMMENDATION**

### **1. Applying research results suggestions**

1.1 The development of a music education curriculum at a bachelor's degree at Rajabhat University in the Northeast can be applied to other research for the benefit of the development of a music education curriculum and as a guideline for other curriculum development.

1.2 Modify the aims of the curriculum to be current, up-to-date, and in line with social and technological changes so that students realize that the curriculum aims to promote the development of knowledge and can be applied to work.

1.3. Provide more opportunities for learners to participate in setting up teaching and learning agreements to ensure that the teaching and learning process is accurate and consistent with the students' needs to satisfy the students' satisfaction and Willing to study and develop themselves fully to benefit the productivity of quality courses.

1.4. Promote the teaching process of analytical and knowledge synthesis and experiences, creating new bodies of knowledge and promoting practical skills, participating in class discussions to develop students' creativity

### **2. Further research suggestions**

Music education courses should be developed in universities other than those in Rajabhat universities to see the format of the course goals or objectives, the content, arrangement of the learning experience of the courses, as well as the measurement and evaluation of the curriculum.

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