

Novice Teacher's Preparation to Teach Music Education in School

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School teachers face challenges during their first few years of teaching, and they need guidance and time to understand their new work culture or environment. Unfortunately, many new teachers are not able to adapt easily. This is due to the lack of support from other employees and the time it takes for the teacher to adapt to the current teaching load can create barriers and frustration. This can then escalate into stress related to job dissatisfaction and lower rates of teacher job retention. This study is intended to explore the best practices and preparation in teaching Music Education in primary schools. This study applied qualitative research design specifically a content analysis study. A total of four (4) videos from YouTube were selected through purposive sampling technique. Data were analysed using thematic analysis through coding techniques. All the domains or themes were verified by two experts in the field. Results revealed novice music teachers must prepare themselves with skills and knowledge before jumping into the real education situation. Classroom management, plan, understanding, motivation, memory, self-professionalism, and social are among the criteria that should be possessed by music novice teachers. This research guides new music teachers and ensures that they are properly prepared throughout their first few years of teaching.

Keywords: *music education; novice teachers; content analysis, thematic analysis; qualitative; teaching and learning*

Introduction

Preparation and readiness are highly valued by teachers. Music teacher training methods included learning music history, theory, performing experience, and music classroom teaching experience. A teacher who has not prepared for the lesson may be unable to deliver it. A strong instructional or pedagogical basis is essential. Mok (2016) stated effective teaching occurs

when there is reflective practice. Reflective practices are seen to be the foundation and engine of good teaching. Music has been demonstrated to increase children's cognitive and physical skills, making learning more fun in the classroom. *“Physical, verbal, social, cognitive, and academic abilities have all been demonstrated to benefit from music intervention.”* (Hollins, 2017). Teachers will be aware of the defects that need to be addressed when they start the teaching profession, as well as the power that they will need to improve classroom lessons. From decade to decade, the teaching profession evolves. For example, technology has an impact on the teaching profession. Although there would be no whiteboard or musical board, slide displays are currently being used in schools to help teachers. Teachers must be able to teach instrumental and group music to the students utilizing the most up-to-date technology. The goal of this study is to identify the specific practices and preparations for novice music teachers in Malaysian schools.

It is found many novice music teachers are not well prepared in terms of teaching musical instruments. Many of them are facing difficulties to teach in school. Nonetheless, a music teacher should be well-prepared to teach a variety of instruments in the classroom. The sections of reading and writing music notation are focused on reading and writing musical notation activities in traditional formats in the curriculum of teaching music in schools (Ismail et al., 2021). Music students can use their knowledge and skills in reading and writing music notation in a variety of ways, including singing, playing musical instruments, and more. In terms of practice, there are a variety of instruments that can be used in an ensemble, including the Orchestra, Gamelan, and many other traditional ensembles and instruments.

Many additional researchers have pointed out that a lack of preparation in teaching music in schools is a prevalent concern. Unprepared teaching results in ineffective education. *“Lack of adequate review and analysis strategies by the beginning teachers in order to address significant concerns”* (Sokanu, 2020). In general, some teachers are aware of what they must do when dealing with children. However, the majority of them are unable to go deeper into their own willingness to teach. To be more specific, they are unable to develop positive character traits such as patience, emotional stability, empathy, feeling of responsibility, discipline, creativity, and many more. According to Mitchell (2019) *“Cultures of collaboration, confidence, mutual respect, and engagement help nurture the development of character.”* Therefore, this research assists novice teachers with a focus on preparation in education to teach music education in schools and thereby serve as role models for their peers. Besides, the issues surrounding novice teachers are not limited to issues in classrooms as they also face other challenges when they start becoming teachers, especially issues related to the emotional quotient, work stress, and their commitment to the organization they work with. In summary, it can be said that novice teachers need to deal with problems regarding emotional quotient, work stress, and job commitment.

Based on the findings, there is evidence of problems faced by novice teachers, locally and internationally, and these problems can affect them in various aspects including their emotion and work stress in the teaching profession and eventually may affect their commitment towards their job and the organizations they are serving. Next, they must have professional knowledge and skills, commitment, and determination, as well as the ability to recognize the attitudes and talents of an effective teacher to become an effective teacher. This is in the field of psychology, and these three qualifications serve as the foundation for developing the character necessary to become a competent teacher and demonstrating that one is ready to teach in a school setting. Novice teachers who take education courses as part of their degree program are more likely to fail their teaching due to a lack of preparation for the session. To ensure that every product is of high quality and can fulfil the objectives and targets set, we must adequately prepare before beginning work or any activity. By that, novice teachers should have solid knowledge and skills in teaching music will profit from it. As a result, if we place less emphasis on these two qualities, it will become a barrier to becoming a respected educator. Next, novice teachers must self-implement the fundamentals of teaching. A firm foundation in the teaching element is critical to ensuring that all of the knowledge imparted reaches students and that students grasp the topics covered in a course. As a result, novice teachers who will be teaching in the future should consider their preparation to ensure that the teaching process runs well.

Music Education in School

Music education has been proven to bring a significant impact to students (Ismail & Anuar, 2020). Many studies have shown that music classes can help students improve their grades. *“The sound discrimination and fine motor skills of children improved as a result of music education”* (Allen, 2017). Therefore, as music educators, we must be well prepared while teaching music in the classroom. As a music educator, you need to have a lot of knowledge and skills. *“A wide range of factual musical knowledge and skills, as well as performing experience on a number of instruments, are required to deliver excellent education to students.”* (Mok, 2016). The importance of cooperative music learning in the classroom was felt on all levels of the educational system. A teacher must be able to comprehend how to teach various topics in accordance with their lesson plan or preparedness. Each topic must be defined and expanded upon so that it may be delivered smoothly, and the student can comprehend the material. *“Educators recognize that, rather than a collection of facts and half-remembered concepts, our grasp of a topic develops depth and clarity only in a dynamic setting, when we attempt to lay out notions for others and have them confront and question us”* (Mok, 2016).

Theory and practice are the next two crucial elements they must grasp in order to teach music in school. *“Professional and service-related educators want their students to understand not only theory and why theories are important, but also how to put theory into practice”* (Woodford, 2017). Music theory is an important component of learning music for all beginners. Without this theory, reading notes, identifying the counting for the rhythm,

memorizing the key signature, building a scale for any key, and so on will be a barrier and a major task. According to Eytan (2018), showed that *“we learn faster when we have a clear grasp of how the item is put together, similar to how knowing how to drive more efficiently when we have a street map.”*

Knowledge of music theory is essential for teachers to be able to impart useful information to their students. A music teacher's function in the classroom is to teach students how to read music notes, musical elements, rhythm (how to count and the names of each rhythm), scoring vocabulary, and much more (Md Jais, 2017). According to Allen (2017) *“a music teacher's goal is to educate students the abilities they'll need to become accomplished musicians in their own right. This encompasses fundamental ideas like tempo, pitch, and rhythm, as well as the fundamentals of teaching how to play an instrument.”*

To be a professional musician, one must practice daily, and the same is true for music teachers. As a musician, practicality is important. It is the role of a music teacher to nurture a craft among students so that they practice the songs they learn in each lesson, not to teach every single note (Anuar & Ismail, 2021). In a school setting, a teacher is responsible for instructing students in ensembles such as choir, commanding a small orchestra, teaching traditional instruments, and other musical practical activities that the school has established. There are a variety of music practical tasks that a teacher might utilize to lead a music class. In a choir, teachers must engage students in musical exercises to keep them engaged throughout the lesson. One of the more interesting activities is a warmup. A teacher can engage students in a variety of musical activities to ensure that they enjoy the lesson while also understanding what they are studying.

According to DuBose's (2020) research stated that *“Whatever instrument you play, you understand the value of a warm-up programme. Aside from the obvious goal of warming up, such as in mental and physical preparation for a game, one of the major benefits of a well-structured routine is the application of fundamental principles.”* In Malaysia, school orchestra is available at only a few schools. *“With a dedicated music teacher, an orchestra could be formed in a school. Teaching several instruments in an ensemble is a challenging task.”* (Ehrlin, 2017). *“The major task of a conductor is to increase rehearsal and performance efficiency by providing musicians with a consistent musical interpretation, clearly indicating nuances of each musical composition, and coordinating various sections of the orchestra.”* (NAFME, 2017). It will be easier for the teacher to teach the students if they have experience teaching an orchestra or have attended an orchestra class, but for those teachers who have no experience teaching or attending any orchestra classes, they can still hire another director to teach and conduct the orchestra.

Music Teachers' Readiness

Teaching profession necessitates extensive preparation, particularly in terms of knowledge and skills, curriculum knowledge, pedagogical subject understanding, and so on. *"To be an effective teacher, we must be knowledgeable in a variety of areas. Preparation is a skill that can be learned and improved over time through practice and training"* (Spiers, 2017). The practicum session can help pre-service teachers enhance their teaching skills to a bigger or expert audience. According to Grilis (2018), *"Pedagogical preparation includes a variety of courses that instructors take on topics such as teaching methods, learning, educational principles, and classroom management."* They should know how to develop their teaching character as a music teacher. The first step in preparing future teachers to develop their character as teachers and become more professional is to enroll in a music training programme. Aside from knowledge and skills, curriculum knowledge, and pedagogical topic understanding, future teachers should focus on honing their communication skills so that they can talk loudly in front of students. *"How well-prepared teachers felt when they first began teaching influenced their judgments of teaching success, sense of responsibility for student learning, and plans to continue teaching"* (Hammond, 2017). Next, according to Hollins (2017) stated that *"teaching is a complicated and multifaceted process that necessitates a broad range of information and understanding, as well as the capacity to synthesis, integrate, and apply that knowledge in a variety of circumstances, under varying conditions, and with a wide range of groups and individuals."*

Pre-Service Music Teachers' Preparation

A music teacher usually will know how to conduct and manage class effectively. Music teachers possess unique perspective when preparing to teach students with varied instruments or in an ensemble group. This is a section where they have had some teaching challenges. For others who are not yet prepared, a lack of experience, skills, and information may be an obstacle. *"Pre-service music educators must learn how to teach through not only in theory, but also in practice"* (Weinstein, 2016).

Pre-service educators' preparation gained more from field training and clinical practice. Teaching is becoming more popular among students. *"High school music lessons pique their interest in pursuing a profession as a music educator"* (Leggette and Mccord, 2015). According to his study, he stated *"students may have created expectations of what a music teacher should know and be able to do before commencing a teacher education programme of study as a result of spending thousands of hours observing teachers during their precollege years"* (Khodyakov, 2017).

Methodology

Research Design

This study applies qualitative approach, in which content analysis research is adopted as recommended by Bengtsson (2016). Qualitative research aims to gain a better understanding of a topic by own experience, accurate reporting, and actual data quotations. This study uses secondary data analysis as shown in Figure 1. Qualitative secondary data include newspapers, films, radio broadcasts, YouTube clips, Facebook posts (diary), autobiographies, letters, diaries, school records, police records, content analysis, minutes from meetings and many more. The sample for this study is YouTube videos.

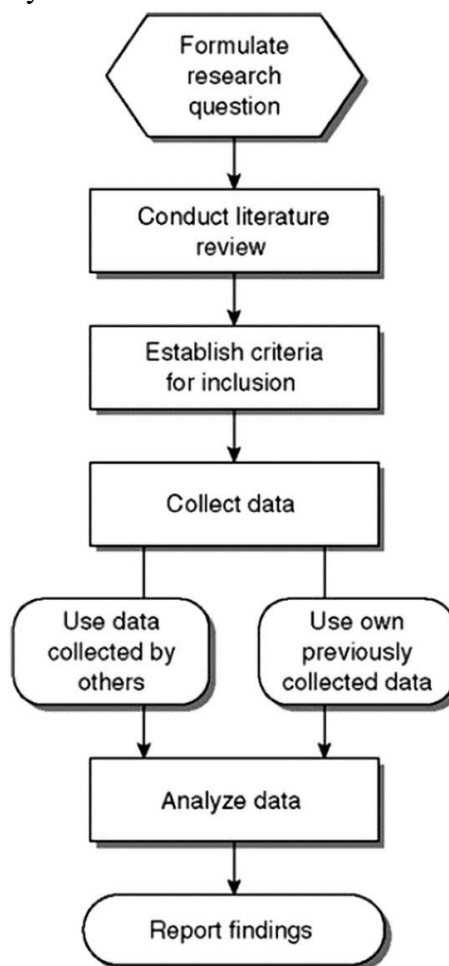


Figure 1. Secondary Data Analysis Framework

3.2 Sample

A total of four (4) videos from YouTube is selected through purposive sampling technique. Purposive sampling helps the researcher to collect qualitative responses, resulting in more precise study results and better insights. The detail of the videos as shown in Table 1.

Table 1: YouTube Videos List

No	Title (Objective 1)	Date	Publisher	Link
1	Orff Music Approach	30 Oct 2013	TheSummitCDS	https://www.youtube.com/watch?v=mmuABvcyyoY
2	How to Teach Primary Music Lessons	7 Apr 2016	J and C Academy	https://www.youtube.com/watch?v=tNbLX2wX4Bs
No	Title (Objective 2)			Link
1	New Music Teacher Tips	13 Jul 2019	Music and Motivate	https://www.youtube.com/watch?v=pTu54g-ULcl
2	Advice For First Year Music Teacher	16 Aug 2020	The Chronicles of Tay	https://www.youtube.com/watch?v=YpIK4zVh8T4

Data Collection

A video analysis was used in this study as Figure 2. Four (4) videos from YouTube were observed thoroughly. This study analyzed what is the best practices in teaching Music Education in primary school and how novice teachers are prepared to teach music class at school.

Cycle of Coding and Analysis

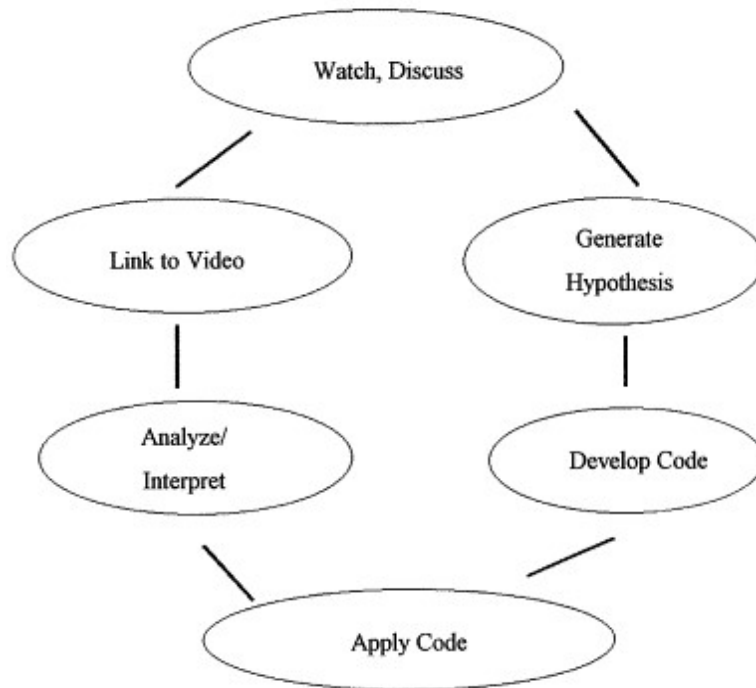


Figure 2. Video Analysis Framework

The information was analyzed and written down as Figure 3. Many written materials were also explored in order to obtain important information. Thematic analysis is used to analyze the data. In thematic analysis, the data was collected and organized in a table for this study. First, the researchers went through all of the YouTube videos one by one. After watching the videos, the researchers created a table with all of the significant information. Next, data were coded into several key aspects. Furthermore, to address the study question, the data were coded into several themes.

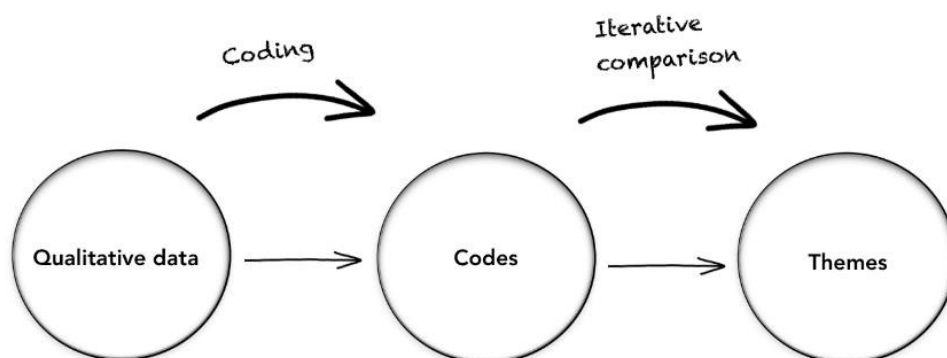


Figure 3: Thematic Analysis Framework

Results

Data were analysed using thematic analysis and the results are presented in Table 2.

Table 2. Thematic Analysis Results

Observation	Code	Theme
<p>Children learn through active participation and their natural instincts. As a result, teachers guide and teach students to constantly expand aspects of play into musical and dance elements. (Video 1)</p> <p>In Orff lesson, the teacher teaches the children to learn by singing, playing a variety of instruments, and doing movements. (Video 1)</p> <p>Some students can sing, some students can play music instruments and some students can dance. (Video 1)</p> <p>Teachers teach students to play and recognize variety of culture and musical instruments from around the world. (Video 1)</p> <p>Warm-up activities are conducted by the teacher in a variety of dynamics, allowing students to express themselves and enjoy the learning process. (Video 2)</p> <p>When the song has ended, the teacher asks anyone holding the maracas to proceed to the middle and play a tambourine, either the beat or the rhythm. It is up to the teacher to decide whether the student will play the rhythm or the beat. (Video 2)</p>	Skillful	Knowledge Organization
<p>The teacher instructs the students to get up according to the song being played. (Video 2)</p> <ul style="list-style-type: none"> - Students can tell the difference between the beat and the rhythm using hand clapping. (Video 2) 		
<ul style="list-style-type: none"> - Children and teacher are always moving and singing together to make the lesson fun. (Video 1) - The teacher sing, dancing and doing all the movements together with the students during the lesson (video 2) 	Involvement	Situational Awareness

<ul style="list-style-type: none"> - The teacher ensures that all students are silent and in the correct position before starting an activity. (Video 2) - During the session, the teacher ensures that all students are singing. (Video 2) 	Disciplined	
<ul style="list-style-type: none"> - The teacher is always aware of the situation in the classroom in order to determine who was the first to raise his hand. (Video 2) 	Aware	
<ul style="list-style-type: none"> - There is always place for children no matter what ability their have. (Video 1) - The teacher use group calling technique, so all students respond together. (Video 2) 	Fair	
<ul style="list-style-type: none"> - So, in this Orff method, children are free to do what they like. (Video 1) 	Choice	

Table 2: Best practices in teaching Music Education in primary school

The data was organized in tables and coded according to aspects of best practices in primary school music education. The data were coded according to educational experts' standards theme. The experts' standard theme is shown below in figure 4.

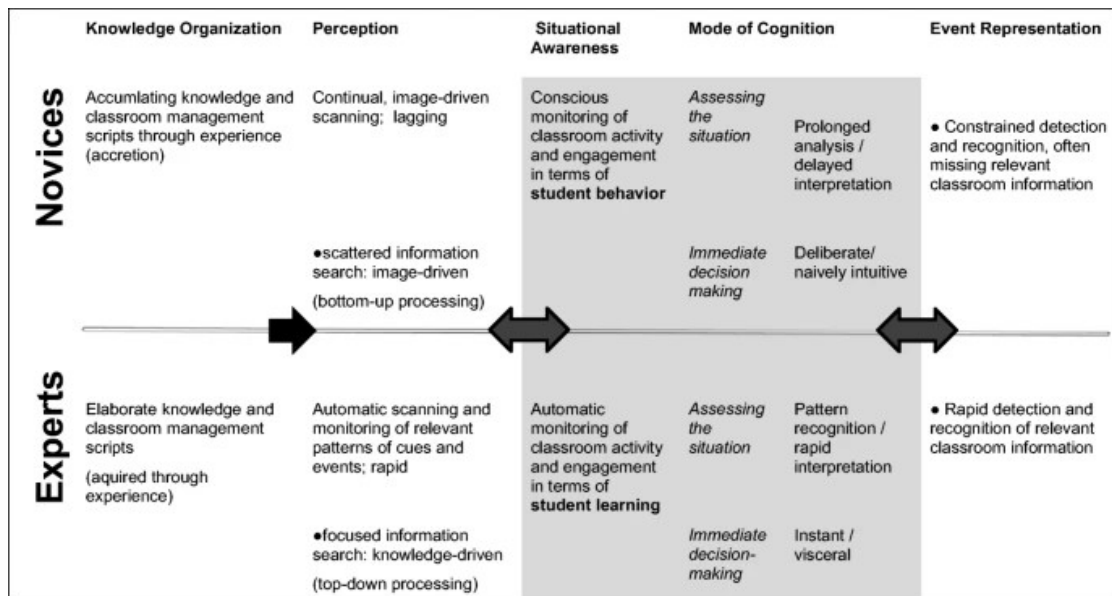


Figure 4. The experts' standard theme

Several best practices in teaching Music Education in primary school are discovered in this study. Because it is referring to educational experts, all of the data is valid.

Novice Music Teacher's Teaching Skills Criteria

The final results related to novice music teachers teaching skills criteria are shown in Table 3.

Table 3. Novice music teachers' teaching skill criteria

Observation	Code	Theme
Take time and prioritize relationship and classroom management first. (Video 1)	Classroom Management	Knowledge Organization
Have the rules and procedure before start teaching. So, teacher can refer to that whenever they are loss. If they loss, restart it referring to the rules and procedure that they have created. (Video 1) Start simple and get the kids excited about music in the first day of teaching. (Video 2)	Plan	
Explore the kid. Figure out what is their music level. Work with what they can do. (Video 1)	Understanding	Event Representation
Names are powers. It is hard to remember all of the student's name if the students are so many. But teachers must remember their name little by little. It is because if the students do wrong, don't just say "hey you or hey blue shirt" because it will not be effective. So, teacher must remember their names. Other than that, if teacher know their names, students will respect and instantly connect with the teacher. Furthermore, kids will feel sad if the teacher didn't know their names. (Video 1)	Memory	
Children need a lot of trust and encouragements to sing or learn music. Teachers need to always motivate them. (Video 1) Make the students smile with the lesson. (Video 2)	Motivation	



Novice teacher must always go to many workshops to get new idea and to get	Self professionalisme	
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<p>knowledge about how to teach music. It is because, some of the lesson plan or the idea that they learn in university will not work in the real school. (Video 1)</p> <ul style="list-style-type: none"> - Know the “why”. Why do you teach music? Why do music education important? Why do you choose music education? This is very important because they will be many questions asked about this. Novice teacher need to know everything and be able to answer all of this question. (Video 2) - Novice teachers will not know about everything during their studies and that is ok. They will learn everything when they start teaching in the classroom. (Video 2) - Novice teachers need to learn many teachings style to teach students. (Video 2) 		
<ul style="list-style-type: none"> - Kids love to do many things and they didn’t like if the teacher are just talking in front. Kids learn by doing and applying. Let the kids do more. (Video 1) 	Student centered	

<ul style="list-style-type: none"> - Novice teachers need to talk and communicate to another teacher. It is because the novice teacher might be isolated in school. Novice teachers need to do this because other teacher can help them if they have any problem. Just join and gather when it is lunch time. Building community with other teachers will make novice teacher feel better when they go to work and doesn't feel alone. Introduce and talk about problem and other teacher can help the novice teacher in school. (Video 1) - Connect and learn through social media, blogs and page about music educations. Novice teacher can learn from other teacher through social media. Take other people ideas and try them out and 	<p>Social Skills</p>	
<ul style="list-style-type: none"> - see what works. (Video 1) - Ask for help from expert teacher (Video 2) 		
<ul style="list-style-type: none"> - Don't break the bank. Novice teacher need to start with what they have (Video 1) - Use the budget provided by the school well and carefully. (Video 2) 	<p>Saving</p>	
<ul style="list-style-type: none"> - Organize yourthe class. Make label for example, label of instruments. Other than that, organize the documents by month. (Video 1) 	<p>Organized</p>	
<ul style="list-style-type: none"> - Have a personal conversation to the kids that always feel sad. Always encourage the kids to sing. If they don't want, at least they speak the word or try and eventually they will improve themselves. 	<p>Interpersonal</p>	

<ul style="list-style-type: none"> - Novice teacher need to build connection with the kids, teachers, parents, and community. Be patient. Research the community and find out what they like. (Video 1) - Trust yourself and be the best music teachers in the school. (Video 2) - Music teachers must be passionate with music education. (Video 2) 	<p>Self-Motivation</p>	
<ul style="list-style-type: none"> - First year is very tough. Sometimes novice teacher is working so hard and didn't remember to take care of themselves. Eat healthy, do some workouts or exercise at home, do fun activities with friends. (Video 1) - Don't push so much pressure that it must be always perfect. (Video 1) - Do not be stress about where to start; new teacher will learn as they go through the teaching process day by day. (Video 2) - Enjoy work and enjoy making music with the students. (Video 2) 	<p>Self-management</p>	

Table 3: Novice teacher's preparation to teach music class at schools.

Based on the second objective that is “To explore novice teacher’s preparation to teach music class at schools”. The researcher has obtained all the data through two YouTube videos under the second objective. The data was organized in tables and coded according to aspects of novice teacher’s preparation to teach music class at schools. Following that, the data is also coded according to educational experts' standards theme. The experts’ standard theme is shown above in figure 6.

Discussion

From the results, we summarize the data into several categories. Novies music teachers’ preparation could be identified as the following categories.

i. Skillful

Anything a teacher does that affects the chances of intended learning is considered skillful teaching. Skillful are under the Knowledge Organization in the experts’ standard theme.

The researcher has found out that children learn through active participation and their natural instincts. As a result, teachers need to guide and teach students to constantly expand aspects of play into musical and dance elements. Next, the teacher teaches the children to learn by singing, playing a variety of instruments, and doing movements. As a result, a music teacher must be well-versed not just in theory but also in movement.

Furthermore, some students can sing, some students can play music instruments and some students can dance. As a result, teachers must be well prepared to teach vocal, instrumental, and dance classes. Next, teachers teach students to play and recognize variety of culture and musical instruments from around the world. As a result, music teacher must be well-versed in many cultures and musical instruments from around the world. Otherwise, the teacher will have a difficult time explaining the topic to their students.

Next, warm-up activities are conducted by the teacher in a variety of dynamics, allowing students to express themselves and enjoy the learning process. As a result, a good teacher should be able to make learning in the classroom more enjoyable by including musical elements. For example, by using dynamic, kids will be able to identify between loud and soft sounds and this will also be making the class and studying more engaging.

Next point is, when the song has ended, the teacher asks anyone holding the maracas to proceed to the middle and play a tambourine, either the beat or the rhythm. It is up to the teacher to decide whether the student will play the rhythm, or the beat and the teacher instructs the students to get up according to the song being played. This point highlighted the importance of a teacher's ability to communicate effectively. *“To teach in accordance with the ability and capability of the students a teacher needs to adopt such skills of communication which motivate the students toward their learning process.”*

(Sng Bee, 2017).

Next, Students can tell the difference between the beat and the rhythm using hand clapping. A music teacher must ensure that all lessons that have been taught show positive results at the end of learning and teachers should ensure that all students achieve the objectives set out in the lesson plan.

ii. Involvement

Involvement is really important role for a music teacher. Teachers can display their involvement by showing affection, and they can demonstrate their understanding of the student by showing that they are aware of his or her needs. Involvement is under the Situational Awareness in the experts' standard theme.

The researcher has found that the children and teacher are singing, dancing, and doing all the movements together during the lesson. As a result, the students will feel more motivated to learn, and their grades improved. It also helps improve student behavior in the classroom. So, music teacher need be active all the times to make the lesson interesting.

iii. Aware

“Results from our data suggest that a teacher’s awareness of interaction plays an important role within the teaching brain and, thus, the developing teaching brain framework.” (Rodriguez, 2017). Aware are under the Situational Awareness in the experts’ standard theme. We have found out that the teacher is always aware of the situation in the classroom in order to determine who was the first to raise his hand. This is important to ensure fair learning sessions. It is also very important to keep all students focused and ensure that the learning situation and environment in the classroom is safe.

iv. Fair

Fair means just and equitable. But for educators committed to educational equity, we need to reframe that question and ask, “How do we treat students fairly so that we have equal educational outcomes?” In order to treat students fairly, educators must have an equity mindset. We have found that the expert teacher said that there is always place for children no matter what ability they have. Other than that, the teacher use group calling technique, so all of the students respond together. Novice teacher needs to teach fairly and needs to have a fair attitude. In addition, teachers need to treat all students equally regardless of religion, skin color, physicality, and gender. As a result, students will be more comfortable studying with the teacher and the teacher will be liked by the students for having a good attitude.

v. Choice

Choice is very important. It gives students more freedom and power in the classroom. It gives students the freedom to choose the path they want to take to learn new abilities. They also choose the approaches they intend to use. Students have the option of selecting the materials and resources they will use. We have found that in this Orff method, the expert teacher said that the children are free to do what they like. Education experts suggests narrowing academic choice down to focus on three key areas: choice in the tasks that students perform, choice in assessment, and choice in learning goals. *“Choice in the classroom has been linked to increases in student effort, task performance, and subsequent learning.”* (Marzano, Pickering, 2017)

Music Novice Teacher’s Skill of Teaching

i. Classroom Management

Classroom management is the process through which teachers and schools establish and maintain appropriate student behavior in classroom settings, as well as improve meaningful

academic learning and facilitate social and emotional growth. Classroom management are under the Knowledge

Organization in the experts' standard theme.

The researcher has found out that one of the novice teacher's preparations to teach music class at schools is to take time and prioritize relationship and classroom management first. It is critical for a teacher to be well-prepared and capable of managing the classroom. If teachers are not prepared in terms of classroom management, they may face numerous issues. *"Unprepared teachers report diminished student learning outcomes associated with poor classroom management, increased stress resulting from student behavior problems, low levels of job satisfaction, and high rates of teacher turnover."* (Brunsting, Sreckovic, & Lane, 2017; Oliver & Reschly, 2017)

ii. Plan

To ensure that the lesson runs smoothly, the teacher must plan ahead of time. Teachers must implement an annual teaching plan, which is a schedule for each subject that specifies which topics must be covered on specified days during the school year. Plans are also under the Knowledge Organization in the experts' standard theme.

The researcher has found out that novice teacher need to have the rules and procedure before start teaching. So, they can refer to that. If they loss, restart it referring to the rules and procedure that they have created. Next, start simple and get the kids excited about music in the first day of teaching. Some experts mention that a well-thought-out teaching plan is crucial. It allows teachers to consider their lesson objectives, the types of activities that will accomplish those objectives, the sequence of those activities, the supplies needed, the length of time each activity may take, and how students should be organized.

iii. Understanding

The definition of understanding is showing comprehension of a subject, or compassion or sympathy for another person. Understanding is under the Event Representation in the experts' standard theme. The researcher discovered that the teacher needs to explore their students. Figure out what is their music level. Work with what they can do. For example, a student who is very smart in music theory. An example of understanding is the teacher who shows sympathy for the students' difficulties. Expert has mention that to be an understanding teacher, one must be able to perceive things from the perspective of the students.

iv. Memory

Memory is very important. Memory plays a crucial role in our daily mental experiences. Our skill to respond successfully is reliant on our long-term memory system's ability to store critical information from previous similar situations. We can alter a memory, think about it, add new information to it, and make decisions based on it when we retrieve it. Memory is under the Event Representation in the experts' standard theme. The researcher discovered that in order to teach well in school, novice teachers must have an excellent memory. For example, a teacher must remember their students' name, it is because, if the students do wrong, do not just say "hey you or hey blue shirt" because it will not be effective. So, teacher must remember their names. Other than that, if the teacher knows their names, the students will respect and instantly connect with the teacher. Furthermore, kids will feel sad if the teacher did not know their names. As a result, teachers must be prepared to memorize their students' names.

v. Motivation

Our enthusiasm for doing something is defined as motivation. In education, motivation aids students in focusing their attention on a certain goal or outcome. As a result, they are unaffected by potential distractions and are able to retain their focus for extended periods of time. We discovered that children need a lot of trust and encouragements to sing or learn music. By that, teacher need to always motivate them and make the students smile with the lesson.

vi. Self-Professionalism

Teacher professionalism is described as the knowledge, skills, and practises that all effective educators must acquire. Teacher must always go to many workshops to get new idea and to get knowledge about how to teach music. It is because, some of the lesson plan or the idea that from the university will not work in the real school. Teachers need to learn many teachings style to teach students. It is because teacher cannot use only one teaching style. As a result, novice teachers need to be very good in knowledge and skill in order to teach well in school.

vii. Student Centered

Student-centered learning is flexible, individualised, and competency-based, and it is not limited to the classroom. Students take greater ownership of their learning and support one another's growth, ensuring that each student acquires the skills necessary to achieve and contribute to society. Kids love to do many things and they did not like if the teacher are just talking in front. Kids learn by doing and applying. Let the kids do more. As a result, music teacher can use student-centered learning. It is because student-centered learning can assist



teachers enhance student motivation, help students take ownership of their learning, and establish strong relationships in their classrooms.

viii. Social Skills

The ability to interact with others through efficient listening and conversation is referred to as social skills. This is one of the most crucial skills for a teacher in the classroom, not just for teaching but also for building relationships with the school's community. As a result, novice teachers need to have good social skill to prevent burnout, improving well-being, and generating a happy learning environment.

x. Organized

Organization indicates that students are in their proper place at the proper time and understand what is expected of them, and that the teacher is prepared with effective lessons and assessment methods. By that, novice teacher must ensure that activities are planned for the students. Other than that, music teacher also need to manage and lable all of the music instrument in the music classroom to make sure it is safe and arranged.

xi. Interpersonal

It is important for a teacher to have interpersonal skills because it helps them connect with people and benefits their personality development too. Generally, teacher learn interpersonal skills at school itself with their students and other teachers. One example of teacher interpersonal skill is to understand their students individually.

xii. Self-Motivation

The ability to urge yourself to take initiative and action in order to achieve goals and accomplish tasks is known as self-motivation. It's a deep desire to act, to create, and to succeed. It's what motivates the teachers to keep continuing on tasks that their passionate about. So, in order to be a better teacher, we must motivate ourselves. Motivation has a big impact on what we think, why we think it, and how we feel, just like so many other "invisible" parts of the educational environment. Identifying our intrinsic motivation may be extremely beneficial to both ourselves and people around us.

xiii. Self-Managements

Self-management is a basic requirement for effective teaching and learning. Novice teacher may face many problems and stress during their first year of teaching. Making time to get

enough sleep, prioritising healthy meals, ensuring a balance of leisure time in your schedule, and making time for friends are just a few examples of self-managements. Do not push so much pressure that it must be always perfect. Do not be stress about where to start, new teacher will learn as they go through the teaching process day by day. Teachers need to enjoy working and making music with the students.

Conclusion

Preparation of novice music teacher is important to ensure that they are more prepared in teaching music education in school. In other words, the experiences during the practicum session in classroom also provide the novice teacher new exposure or experiences in order to be more effective and obtain the best practices for their first year of teaching in school. This statement is supported by one expert that mention “*It is important for pre-service teachers to be prepared for their early teaching experiences so that they are able to approach problem in a dynamic way,*” (Ballantyne, 2017). The preparation of the novice music teacher also depends on the knowledge and experience in learning music program in their university. All these early exposures are important for a teacher to be prepared to deal with students of different personalities. Mastery of knowledge and skills is crucial in making the teaching easy for students to understand (Ismail et al., 2018). According to experts “*students had thought about and could express concerns about teaching within and outside their area of familiarity, were confident that their methods courses were providing them with the skills they needed to be effective teachers and believed that these courses were providing them with adequate knowledge and skills to alleviate any concerns they had about teaching at this point in their careers*” (Leggete and Mccord, 2015), Regarding to the results, classroom management is a in order to apply the learning and teaching in class. Expert stated that “*It is important for pre-service courses to foster a realistic understanding of the realities of teaching life*” (Ballantyne, 2017).

Based on the previous and the current studies, there are similarities which includes the teaching techniques, relationships and students’ abilities is the crucial preparations for a novice teacher. Expert mentions that “*pedagogical content knowledge and skills includes such as aspects as knowledges of music teaching techniques, engaging students with music in a meaningful way, implementing the music curriculum effectively, assessing students’ abilities in the various aspects of music and explaining and demonstrating musical concepts.*” (Ballantyne, 2017). Real teaching situation can develop the teaching practices and preparation in teaching music in school. As a result, for this study, to put it all in perspective even more, real teaching situation demonstrate the complexity and unpredictability of real issues, they are highly engaging, stimulate critical thinking and get novice teacher to think about solutions, rather than just reading the educational theories.



The objectives for this study were fulfilled, and various problems were resolved. Furthermore, there are new findings in this study. Among them is the requirement that new teachers be prepared to teach students of all abilities. Next, new teachers should take care of themselves so that they do not overburden themselves with teaching without considering their physical and mental health, but teachers also need time to manage themselves. Furthermore, new teachers should constantly seek and acquire new knowledge in order to improve their quality and professionalism in the field of music. Finally, this study will benefit a wide range of sides. Among them is the fact that this study can be used as a guide for new teachers who want to take their first steps into the world of school teaching. This research will also assist new teachers in making preliminary preparations related to teaching in school later, particularly in music education. Furthermore, this study can assist the national education minister in providing new teachers with training modules that are relevant to the changes in the field of education today, particularly for music education subjects.

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