

## Engaging Students to Make Creative Music Using Hybrid Learning

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### ABSTRACT:

Creative music is made through various methods and achieving it requires a lot of strategies among which are the application of hybrid learning. Hybrid learning involves the adoption of different methods of learning towards achieving a predefined target. Thus, integrating hybrid learning in creative music is expected to revolutionise creative music teaching and develop it to a degree that can make music as a career very interesting to the upcoming generations.

The study has found that integrating hybrid learning in creative music will unlock many different potentials that could not have been accessed hitherto. The impact of the interaction is also very informing in that the interaction of hybrid learning in creative music can underpin the entirety of whole music not only creative music.

The study used relevant articles generated from the Scopus database to conduct the research and study contributed to many different areas by determining the potential integration of creative music into hybrid learning with the result generated impacting the activities creative music many ways that transformed the way education is being imparted before. The study also identified areas for further research directions.

**Keywords: creative music, hybrid learning, transition, student development and potentials.**

### I. INTRODUCTION

The importance of creative music is enormous that the students are encouraged to engage in creative music from the onset utilising different approaches. One of these approaches that students are made to use is hybrid learning which was adopted in different field with promising result. Students are allowed to play musical instruments in the classroom while also being exposed to creative music. In addition to that, students are given the opportunity to listen to music that was created specifically for them. For the students in the music class to be able to

compose music that is not only successful but also satisfying, the instructor of the class makes it a point to ensure that they pay close attention in class and follow the guided directions that they are given (Bennett, Knight and Rowley, 2020). The instructional designs not only impact the subject matter covered in the music classes but also the dynamics of the relationships between the students and the music teacher. Students need to work together and develop relationships with other people to be able to learn music in an efficient manner. Recent research has demonstrated that the processes involved in making music are creative in nature and require collaboration with other individuals. Students can improvise their interactions with one another in the context of music, and in classical orchestras, the high level of performers want to emphasise the social nature of companionship, communication, and collaboration in music education.

Students can improvise their interactions with one another in the context of music. Within the music framework, students are allowed to improvise their interactions with one another. They can motivate themselves and share ideas to develop their artistic knowledge and ideas by working together in learning groups and utilising collaborative activities. This can be accomplished with the help of the students. This is something that can be accomplished in the realm of music. They can play out in society at individual levels in performance and training such as concerts, recitals, competitions, solo performances, and rehearsals. These pursuits include the following: Students who take part in activities for collaborative music learning have recently been given challenges that require them to adhere to an instructional design that makes use of an online alternative mode. These challenges were recently implemented to encourage students to learn in a more independent manner.

Sufficient research has not been provided in the utilisation of hybrid learning for creative music. Most of the research carried out was on the improvement of music learning approach and development. The integration of hybrid learning in the teaching of creative music has not yet been researched extensively which indicates that more research is required to fill the gap this study unveiled. Thus, this study seeks to determine how students can be engaged in creative music using the capabilities of hybrid learning.

The study intends to achieve its goal through the following objectives:

- i. To integrate creative music with hybrid learning.*
- ii. To determine the impact of hybrid learning on creative music.*

To this end, the following research questions were generated:

- i. Can creative music be integrated with hybrid learning?*
- ii. What is the impact of hybrid learning on creative music?*

This study is intended to contribute to the body of music education through the potential integration of hybrid learning into creative music and thus investigating the impact of the integration hybrid learning on creative music.

The study commenced by highlighting the background of the study in the introduction section which is section 1. Section 2 outlined the literature review on the topic wherein section 3 gave the methodology adopted in conducting the study. Thereafter, section 4 discussed the results arrived at and section 5 discussed the findings and suggested future research directions. The study concluded in section 6 with summary of the study.

## **II. Literature Review**

Integrating hybrid learning into creative music is a challenging task that requires meticulous attention and collaboration between the stakeholders. Because of this unfolding difficulty in

transitioning from one format to another, an online option will not be readily available for all subjects. This is because of the complexity involved in making the switch. For those classes that have an absolute requirement to incorporate the students' participation in the creation process as well as the social interaction between the instructors and the students. In these classes, the students' participation in the creation process is an absolute requirement. To provide their students with learning experiences that were not only factually accurate but also meaningful, the educators started by thinking about a variety of different strategies for the design of the curriculum. Students can improve their learning skills as well as their musical folk talk and singing by listening to music, which serves as a powerful motivator for students and helps them improve their learning skills. Students have access to a wide variety of resources that can help them in their pursuit of knowledge of musical instruments and theoretical concepts, as well as resources that can encourage them to pursue such knowledge (Johnson et al. 2018). The collaboration of educators and students during online face-to-face time as well as the online classroom that was flipped to adopt in this study demonstrates that teachers can involve their students in the preparation of the lesson with the assistance of collaborative activities and a pre-assigned video recorder. This was demonstrated by the fact that educators were able to involve their students in the preparation of the lesson.

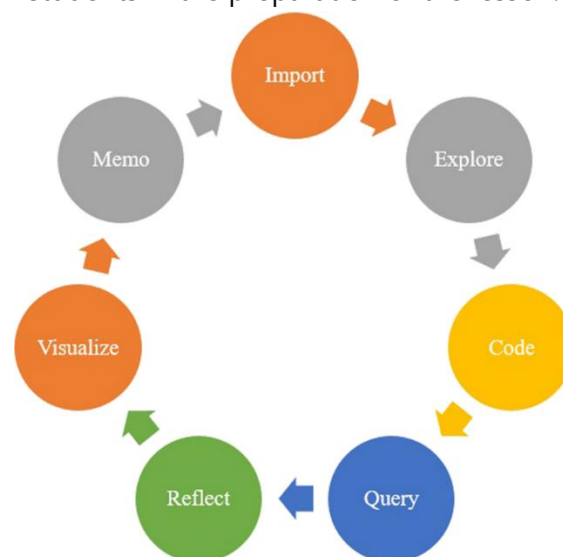


Figure 1. Collaborative activities

### A. Using technology in music education

Students who choose to major in music can become proficient in the use of digital technologies, which can be of assistance to their participation in collaborative learning activities beginning in the first year of study and extending into other academic fields. The implementation of digital technologies in the context of online education, such as social media tools, networking sites, wikis, and simulations, are all prime examples of the things that can significantly enhance students' learning experience. This is especially true in the case of online education. The findings of this study raise questions about how useful an effective understanding of online pedagogy would be for the participants' musical education. These questions are raised because this study raises questions about how useful the findings of this study would be. According to the findings of the study, there are a variety of advantages connected to teaching music in settings where computers are used as aids or where the instruction is carried out online. Students who choose to pursue their education through online learning have more leeway in how and when they complete their coursework. While they are in the process of making music in the studio, it is expected of them to leave room for creative

expression. It should encourage students to exchange their dialogues with one another to engage in collaborative learning, and students should be allowed to promote music acquisition using knowledge they already have (Mumford and Dikilitaş, 2020). This is because collaborative learning allows students to learn more effectively.

Students can learn more effectively when they participate in activities that involve collaborative learning. Researchers have demonstrated that some multimedia technologies, such as recordings, videos, and interactive presentations, help students improve their music learning skills by reading musical scores, hearing of musical instruments, exposure to different cultures, and listening to music. Other examples of these technologies include virtual reality and augmented reality technologies. Technologies such as augmented reality and virtual reality are two additional examples of these kinds of technologies. Students are given scaffolding to aid in their musical comprehension by way of demonstrations using recorder videos, physiological prompts, and instruments playing relatively simple musical compositions. The online instructors demonstrate the musical instruments in both the correct and incorrect ways to play them, and the students are given pedagogical advice to address any potential problems that may arise. This is being done to improve the students' capacity to understand music and make it easier for them to do so.

Having the chance to get hands-on training with the technological tools that made the learning experiences possible was a huge benefit. Researchers have shown to demonstrate that the applications for musical instruments are successfully engaging with secondary school students and require the students to participate in blended performing music learning activities. In addition, the researchers have shown that the applications for musical instruments are successful in attracting the attention of secondary school students. In addition, the researchers have demonstrated that secondary school students can be persuaded to take interest in musical instruments by using applications designed specifically for those students. As a necessary component of their education, today's students are expected to have prior experience playing a variety of virtual musical instruments before they graduate. Students need to have an interest in music and be motivated by the various approaches to music learning that are available to them for them to be successful in their musical endeavors.

## **B. Flipping the music classroom**

The implementation of blended learning, which can be used in a wide variety of academic specialisation, needs to use the flipped classroom methodology to succeed. If students made use of the many different kinds of educational technologies that are available to them in the modern era, they would have an easier time learning (Edward, Asirvatham and Johar, 2018) They are required to study the digital materials that have been pre-assigned to them, such as simple tasks, reading, and videos that have been recorded, so that the teachers can use those materials in their face-to-face lessons to conduct activities that build higher order thinking skills. For example, the teachers may assign the students simple tasks, and the students may be required to watch videos that have been recorded. For instance, the teachers might give the students straightforward assignments, and the pupils might be required to watch videos that have been previously recorded. Rather than simply sitting and listening to a lecture throughout the entirety of this lesson, students will be expected to participate in a greater variety of interactive activities and pay increased attention. In this way, it is possible to implement classroom flips, which are inversions of traditional pedagogies that engage students in direct music instruction through digital materials and online interaction.

This makes it possible to implement classroom flips, which are inversions of traditional pedagogies. Students can also be given flipped classrooms in a digital format, which is beneficial to their musical education and can be accessed online. This format can also be presented to students. Many of the different classes offered in the field of music education use a variety of the materials that have been given to the students in the past. It's possible that these materials will just consist of some straightforward activities, readings, recordings, or even prerecorded lectures. The online session provides the opportunity for teachers to lead their students in interactive activities that require higher order thinking. These activities might include the solving of problems, the creation of things, and the performance of music. These aspects contribute to the transformation of the learning environment into one that is more interactive and dynamic for the students, which is occurring because of the transformation. The students will gain advantages because of these factors. They can imaginatively apply their ideas and concepts to the situation at hand because the assistance provided by these enables them to do so.

Students concentrate on their informative method of learning outside of class, and teachers spend class time either guiding pairs of students through group projects or working on projects with students in groups. Students focus on their informative method of learning outside of class. The students pay careful attention to the ways in which they acquire information outside of the classroom. It appears to be a learning activity that is predicated on the completion of tasks and can be carried out in a cooperative fashion. When it comes to the study of music, it is to everyone's advantage to engage in a greater number of collaborative endeavors during the allotted time in the classroom. The singing, playing, and lyrical content of this type of music all serve to highlight the distinctive aspects of the culture that inspired it. This type of music was developed in Africa. The musical style, which includes the beat, a wide variety of sentence styles, and the rhythm of the lyrics (Ng and Chu, 2021). According to the findings of this research, for students to develop the skills that are necessary to learn music, the teachers need to have conversations with those students.

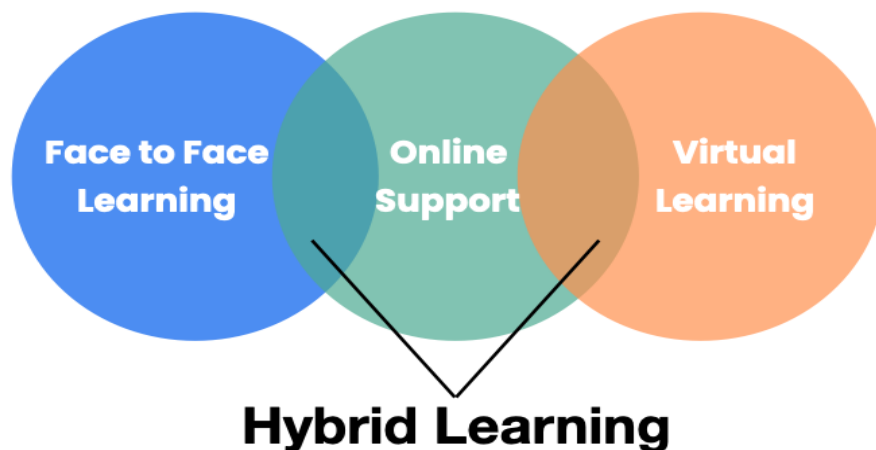


Figure 2: Difference between blended learning and hybrid learning  
(Source: Ng and Chu, 2021)

### C. A hybrid learning pedagogy in performing music education

It is the method of education utilised in the field of performing arts for each of the numerous types of educational pursuits available to be learned. This method of education is known as "the apprenticeship model." The world of the performing arts was the one that pioneered this technique. Because of the research, both students and teachers have gained new

understandings, and a general improvement in their level of comprehension regarding online learning and teaching. This is because two separate groups carried out the research. To be more specific, a considerable amount of research and investigation has been carried out into the subject of education, and it has been accomplished through a combination of traditional and digital methods. As a direct consequence, there has not been nearly enough research done on hybrid learning in the performing arts, including areas such as music, theatre, and creative arts.

During this investigation, innovative projects will be carried out to present the concept of outcome-based education in addition to the concept of flipped classrooms. "Hybrid learning" refers to the practice of combining a variety of distinct approaches to education in one educational setting. The new pedagogy provides support for both the activities that take place in the classroom and the academic pursuits that students pursue when the academy is closed. This support is offered to both the educators and the students. They can now gain access to the necessary resources to assist their students in further developing their capabilities, which will allow them to provide better service to their students. The hybrid learning pedagogy has been shown to be very effective in the learning processes of both students and teachers, according to the findings of various research projects. The findings of this study lend credence to the assertions made by proponents of the hybrid learning approach.



Figure 3. SWOT analysis for blended learning

### III. Methodology

The study adopted a narrative analysis in this study given the nature of the research. The study identified 172 relevant documents in the Scopus database. The filtration approach proposed by Scopus in their database was utilised with promising results. The refinement process began by the identification of 172 documents in the Scopus. Year of publication, Subject area, document types, language and keywords were all considered before arriving at 50 relevant articles that are eventually available to carry out the research. The 50 articles that were finally identified for the conduct of the research were later studied and analysed in order to establish a meaning from them. These articles were relevant to the study at hand and various insights

were generated during the analysis that was carried out. Most of the papers discussed the significance of creative music in the development of a student. The method of creative music and the advancement of creative music. Other articles from the available articles were basically on hybrid learning and the process of using hybrid learning for achieving the best results. The components that make up hybrid learning were discussed by two of the articles.

#### **IV. Results**

From the results generated and the findings arrived at, the study has indicated that integrating hybrid learning in creative music can be achieved using a systematic approach. The study has found that hybrid learning was long utilised in many different fields with positive results. Thus, integrating hybrid learning in creative music is achievable for better results. Instances were given to support the claim that hybrid learning can be adopted in creative music. Therefore, the interaction of creative music and hybrid learning seems to be a promising one that can lead to development of the field of not only creative music but also the wider scope of the field of music. The utilisation of hybrid learning in teaching of medical courses has transformed the field of medicine even though many areas in the field are practice based. In the same vein, adopting hybrid music especially in creative music will go a long way in developing the field.

On the other hand, the impact that will be generated from the integration of hybrid learning in creative music teaching is robust. This is possible given the kind of development that was achieved around technologies that can directly impact the way creative music is being taught at present. The potential of creative music can best be uncovered when hybrid learning is introduced into the field. This will broaden the field of creative music and make it more accommodating and interesting to the upcoming generations to aspire to pursue a career in the field of music that interest is presently diminishing. Therefore, the potentialities of hybrid learning should be explored in the field of creative music which will in turn revolutionise not only creative music but also the field of music in general.

However, hybrid learning improves engagement. The adoption of hybrid learning essentially enhances student participation in music education. This is achieved by gathering both in-person, and online learning. Thus, students are supplied with a different type of resources and opportunities for the interplay encouraging to further explore the potentialities and create music in the process.

The flexibility of hybrid learning has made students carry out music creation in different platforms conveniently. These students are moved towards further experiment with different styles, and technologies therefore uncovering creativity and helping the emergence of different results of musical expressions.

The introduction of hybrid learning in creative music means the integration of technology into musical creativity. These tools in the learning environment brings out the best of learning experience from the students. Having access to software for music composition, production and collaboration sharpens students' capacities to explore new concepts and work with fellow students without minding any barriers between them because technology has taken care of that.

#### **V. Discussion**

The educational approach known as "blended learning" refers to bringing students together for in-person and online instruction. This term is most used in the context of traditional music education. According to Hilli, Nrgrd, and Aaen's (2019) findings, this approach is utilised in the traditional method of education, which is also referred to as "passive learning." Students are

only able to achieve a low level of success in their capability to think critically because of using this method, which is also an approach that centres on the instructor. Whether or not the focus of the lesson is on the students themselves, the flipped classroom still offers opportunities for active learning and student engagement. This is true regardless of whether the students are the primary topic of discussion. They place a significant amount of importance on actively involving their students in the framework of the educational experience that they are having for themselves. However, for students to be interested in using them, teachers need to raise the learning bar to a level acceptable to the community. These technologies make academic activities and their performances better. When it comes to education, both the challenges and the existing merits involve things that can be found on the internet. To acquire an all-encompassing comprehension of the circumstance, these aspects need to be arranged in three-dimensional schemes such as learning principle, perception, and educational mode.

However, for the students to experience the benefits of these strategies, which will help them improve their music learning, it is essential for them to pay more attention to what is being taught to them. If they do this, they will be able to experience the benefits that these strategies will help them experience, that is; helping them improve their music learning. If students wish to make use of mobile learning, they will need to demonstrate both efficiency and flexibility in their previous educational experiences. Mobile learning has the potential to help students achieve in an environment that is simultaneously exploratory; however, students are also required to use mobile learning to fulfil their educational requirements presenting many opportunities for them to engage in music learning, and that despite the fact that these opportunities are made available to them; they are still required to improve their abilities in music.

Therefore, future research on the topic is required to explore the striking impact of hybrid learning on motivation, creativity, and musical development. In addition to that, adequate effort to geared towards refining and optimizing hybrid learning models, giving access and effective adoption of technology to achieve the best in student engagement and learning output.

Finally, hybrid learning has a numerous potential for engaging students in the art of creative music making through putting together the advantage of in-person directives with the flexibility and technological capabilities offers by online learning platforms. Taking advantage of this kind of situations through addressing associated setbacks, educators stand to mold a dynamic and beneficial musical learning environment and experience that provides the students the opportunity to explore their creativity and emerge as musicians.

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