

UNIVERSITI TEKNOLOGI MARA

**EFFECTIVE PEDAGOGICAL
APPROACHES IN PROVIDING AN
INCLUSIVE MUSIC CLASSROOM
AMONG SCHOOL MUSIC
TEACHERS**

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Dissertation submitted in partial fulfilment
of the requirements for the degree of
Master of Music Education
(By Coursework)

Conservatory of Music
College of Creative Arts

February 2022

ABSTRACT

In the realm of education, "inclusion" refers to ensuring that all children, regardless of their individual learning needs or difficulties, have equal opportunity to attend school. When a teacher focuses on a student's ability rather than their disability, the experience is uplifting and transforming for both the student and the teacher. Students might accelerate their learning and teachers could deliver a more effective education. The purpose of this study is to investigate the challenges music teachers face in providing an inclusive music classroom, the current strategies employed, and to propose effective pedagogical approaches for inclusive music classrooms. Included in the thematic, content, and narrative analysis are the results of a systematic literature study comprising four publications from 2015 to 2021, one educational conference video, and seven lesson plans provided by music teachers. Based on the findings, it was determined that there are several factors that contribute to making a music classroom accessible to all students: teachers training, differentiation, and four interrelated areas including curriculum, abilities, motivation, and the classroom setting. Recommendations for future research and the gaps have been presented.

Keywords: Music Education, inclusion, and pedagogical approaches

ACKNOWLEDGEMENT

My deepest appreciation goes out to everyone who played a role in making this research project a success. I want to express my gratitude to Dr. Ong Wen Bin for all her support and guidance as I worked on this research. Thank you to my family and friends for always being there as a source of encouragement and support.

Finally, I would express my eternal appreciation to Md Ali Abu Bakar, Zanariah Zakaria, and Nina Amirah. I am eternally grateful for the unconditional, unequivocal love and support during the entire process of drafting my thesis and every day.

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