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Effects of the Peer-Assisted Aesthetic Learning Model Using Multimedia to Enhance Undergraduate Students' Songwriting Skills for Children's Songs

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Abstract
This study aimed to study the effects of implementation of the peer-assisted aesthetic learning model using multimedia to enhance undergraduate students' songwriting skills for children's songs, to assess young children's satisfaction with the composed children's songs, to explore undergraduate students' satisfaction with the model, and to evaluate the suitability and the quality of the model. It is one of the mixed methods designs, regarding research and development (R&D). The research sample was divided into 2 groups: 30 undergraduate students and 430 preschoolers. The research tools included 1) the peer-assisted aesthetic learning model using multimedia to enhance undergraduate students' songwriting skills for children's songs2) a rating scale for assessing songwriting skills 3) a questionnaire for young children's satisfaction with the composed songs 4) a questionnaire for assessing satisfaction with the model and 5) an evaluation form of the suitability and the quality of the model. The findings were: 1) the implementation of the model revealed that 100% of students met the 70% criterion. 2) most preschoolers liked the children's songs composed by the undergraduate students.3) the evaluation of the model was rated the highest level of satisfaction by participants and 4) experts also endorsed the model at the highest level overall. According to the findings, it was concluded that the model is effective by supporting the students who have no background in music and have low confidence in songwriting for children's songs. It can also be stated that the peer-assisted aesthetic learning model using multimedia met undergraduate students' satisfaction positively. Research Implications and future directions were presented.

Keywords: Peer-Assisted Aesthetic Learning, Multimedia, Songwriting Skills, Children's Songs, Undergraduate Students

Introduction

Children's songwriting skills are one of the important professional competencies of early childhood teachers because such abilities of higher education learners in the field of early childhood education must be applied in practice in caring for and promoting early childhood holistically and developing the potential of early childhood as much as possible. Such abilities reflect knowledge. Ability, skills, and innovators are essential attributes of early childhood education learners in the modern era that can be linked to the actual practice as early childhood teachers. The development of skills, especially the skill of composing children's songs. If it is developed during the period when learners are studying in higher education, it will lay a solid foundation for becoming a knowledgeable early childhood teacher ability and skills in early childhood songwriting that can be used to further and develop their own knowledge. It can be seen that composing music for one's own use

to meet the needs is truly beneficial for both teachers and learners. More importantly, the organization of early childhood learning experiences. Ministry of Education, Thailand (2017) has stipulated in the Early Childhood Education Curriculum 2017 that the experience for early childhood children should be arranged in an aesthetic atmosphere. Therefore, the use of music is the main approach to creating a learning atmosphere surrounded by aesthetics. Music is something that happens throughout the day of learning in early childhood. Therefore, music is an important media used to organize experiences to develop and promote early childhood learning (Dechakupt, 1997). It helps encourage children to understand. It is easy to remember and more interesting than normal speech. These things help to create an aesthetic atmosphere to embrace the learning period of early childhood very well, but nevertheless, the problems related to children's music are diverse and have been around for a long time, especially the practical use of music by early childhood teachers. It was found that most of the early childhood teachers prefer to use the existing songs from the experience plan, knowing the lyrics but not the melody, so they cannot use the existing songs as a media to promote development and learning for children effectively, which is a great pity. This problem is also found in the research of Kulchart Panthuwarkul (Pantuworakul, 2021), which found echoes from the lecturers of the early childhood education program on the lack of skills in using children's music and the lack of skills in creating a classroom atmosphere. In addition, most teachers feel insecure because of their lack of musical ability. This may be because today's world is full of easy-to-use music media, so teachers do not have to create their own music, or maybe it is because they lack encouragement to think of themselves as musicians (Dechakupt, 1997). This condition still occurs until the present day, resulting in most teachers still relying on various types of ready-made music media such as music CDs, children's music video clips, etc. The nature of music is mostly played from technology media alone. This type of application, if practiced regularly, may deprive children and teachers of opportunities for quality development and learning. Because children will not have the opportunity to hear music clearly and see the shape of teacher's mouth while the teacher sings to imitate the natural vocalizations of learning. As Inner Art (2023), the keynote speaker of the Inner Arts Project and an expert in human music philosophy stated "*The best music for children is music that comes from parents or teachers, it doesn't have to be Mozart or it has to be a song that teaches anything, anything comes from parents, especially composed songs. Children will like whatever parents and teachers make them listen to and sing to him, not just to let the ready-media do instead which the child does not absorb much. But when his parents or teachers sing by themselves, he will absorb it from there without having to play music. In human philosophy, we let the kindergarten children hear the real voice, the voice of the teacher singing. They do not open CDs and do not play artificial voices because they are voices that have no life force, but the teacher has to sing with the children, and the teacher is like a mother, hugging the children with the teacher's own voice. If we turn on the sound through a recording device, details will not come. The child will not focus on the songs in which media presents, but if the teacher sings, he will listen very carefully and then it will gradually seep into him...*". Therefore, if those involved in early childhood have composed and sung their own songs, it will have long-term value and benefits for children.

One approach to learning to help promote songwriting skills for children's songs of learners in higher education who do not have the musical background is to use appropriate multimedia to help promote songwriting skills for children's songs more easily and without the need to learn about musical notation or musical principles directly. The teaching model using multimedia is a learning method that combines various media to enhance learning for learners. It is called the multimedia approach (Malithong, 2005). Moreover, interaction between learners in the form of aesthetic dialogue is also a popular approach because the use of dialogue is a collaborative thinking process of learners. There are some good points of this process, namely, the openness to dialogue, a powerful collective idea, and mutual understanding among member group. This kind of discussion process does not set objectives and goals, nor is it a brainstorming process to solve a problem. Rather, it is to jointly create an atmosphere of freedom as much as possible. It causes the exchange of ideas, feelings, and true understanding

within the group. Everyone has a common feeling and feelings of joy if someone succeeds in a certain matter. Everyone will feel a sense of togetherness and creative energy that merges together (Pinitjitsamut, 2009). Therefore, exchanging and sharing children's songs with members of the aesthetic dialogue group will encourage the creation of children's songs to be more successful. There are six characteristics of peer-assisted learning applied to the aesthetic dialogue method: tutoring, modeling, education, counseling, monitoring, and assessment (Topping & Ehly, 2009).

The appropriate songwriting approach for those who are just starting out and have no knowledge of musical notation should be an easy one. It is called the naturalistic approach to songwriting, or lyric conversion, which is to change the lyrics but still retain the melody of the song. From this approach, therefore, the approach of composing music according to the naturalistic method without knowing the musical score is an easy approach. It is possible and suitable for the natural characteristics of undergraduate students who do not know music notes to develop songwriting skills. The approach is easy to learn, making it easy to succeed. It helps to inspire and motivate positively, as well as build confidence for learners. Consequently, it is interesting to study the effects of the integration of multimedia, aesthetics, and music conversion as a model to promote the songwriting skills of undergraduate students without a music background, to survey the satisfaction of both young children and undergraduate students, and to evaluate the suitability and quality of the model.

Research Objectives

- To study the effects of the implementation of the peer-assisted aesthetic learning model using multimedia to enhance undergraduate students' songwriting skills for children's songs
- To assess young children's satisfaction with the composed children's songs
- To explore undergraduate students' satisfaction with the model
- To evaluate the suitability and the quality of the model

Research Methodology

1. Implementation of the Peer-assisted Aesthetic learning model using multimedia to enhance undergraduate students' songwriting skills for children's songs

Population and Sample

Population is the number of undergraduate students in the field of early childhood education. The sample group was 30 undergraduate students majoring early childhood education who were selected and willing to participate in the research.

Population: young children in early childhood development centers and preschools. The sample group is 430 young children who are obtained from a specific selection, 29 from early childhood development centers and 401 from preschools.

Variables used in Research

The independent variable is the peer-assisted aesthetic learning model using multimedia to enhance the undergraduate students' songwriting skills for children's songs.

The dependent variables are the songwriting skills for children's songs andthe satisfaction of young children with composed children's songs.

Research Tools

The tools used in the research, which have been developed and improved according to the recommendations of experts are as follows:

- Six lesson plans
- Model draft comprised of 11 components
- Songwriting skills for children's songs assessment form
- Children's songs composed by undergraduate students
- Questionnaire on young children's satisfaction with composed children's songs
- Questionnaire on undergraduate students' satisfaction with the model
- Evaluation form of the suitability and the quality of the model for experts

All tools were developed and revised based on the experts' comments. A total of 12 experts from various related disciplines examined and considered research instruments, divided into 4 areas, each three experts as follows: early childhood education,

music, measurement and evaluation, and educational technology. In addition, five experts, 3 in early childhood education and 2 in both early childhood education and a music background, considered suitability during the developing of the model draft. The IOC showed 0.50 – 1.00. Additionally, data analysis of the study on current conditions, problems, and needs of teaching and learning that support songwriting skills for children's songs in higher education was used to develop the model draft and the tools as follows:

Table 1 Levels of Problems and Needs for Enhancing Songwriting Skills for Children's Songs in Higher Education

Items	Students		Interpretation	Instructors		Interpretation
	$\bar{x}$	S.D.		$\bar{x}$	S.D.	
Problems level	2.73	1.18	Moderate	3.38	0.98	Moderate
Needs level	3.97	0.97	High	4.02	0.84	High

Table 1 shows that the level of problems of both students and instructors is moderate. The average values were 2.73 and 3.38, while the standard deviations were 1.18 and 0.98, respectively, and the level of needs for both students and instructors was the same at high. The average values were 3.97 and 4.02, while the standard deviations were 0.97 and 0.84, respectively.

Based on the data mentioned above, the outline of the model draft was developed, comprising of 11 important elements as follows:

- Goal setting: Learners can compose early childhood songs.
- Analysis of the objectives and content of the study
- Learner Analysis
- Study of principles and concepts theory
- Designing the event procedure
- Assignment of Instructor and Learner Roles
- Multimedia use
- Environmental design
- Formative assessment and implementation
- Summative assessment
- Consideration of reflections for improvement

After the draft of the model has been completed. Five experts evaluated the suitability and the quality as table 2.

Table 2 Results of the Model Draft Suitability

Items	Levels of the suitability by the experts					$\bar{x}$	S.D.	Interpretation
	1	2	3	4	5			
Targeting: Learners can compose children's songs	5	4	4	4	4	4.20	0.45	high
Analysis of the objectives and content of the course	3	3	5	5	3	3.80	1.10	moderate
Learner Analysis and Learning Environment	3	3	4	4	3	3.40	0.55	moderate
Study of Principles and Concepts theory	4	4	4	4	5	4.20	0.45	high
Designing the steps of organizing activities	3	4	5	5	3	4.00	1.00	high
Assigning Instructor and Learner Roles	5	5	4	4	4	4.40	0.55	high
Multimedia use	4	5	5	5	4	4.60	0.55	highest
Environment Design	5	5	4	4	4	4.40	0.55	high
Formative assessment and implementation	4	4	5	5	4	4.40	0.55	high
Summative assessment	5	5	5	5	4	4.80	0.45	highest
Consideration of feedback to revise	5	5	5	5	4	4.80	0.45	highest
						4.27	**0.60**	**High**

From Table 2, the overall level of the suitability of the model draft is high ($\bar{x}$=4.27), when considering each aspect of the assessment, it is found that summative assessment and feedback are at the

highest level ($\bar{x}$ = 4.80), followed by multimedia use at the highest level ($\bar{x}$ = 4.60) and assigning the role of instructors and learners. Environment design and formative assessment and implementation were at the same level at high ($\bar{x}$ = 4.40).

Table 3 Results of the Model Draft Quality

Items	Levels of Quality by the experts					$\bar{x}$	S.D,	Interpretation
	1	2	3	4	5			
Academic Accuracy	5	4	5	5	4	4.60	0.55	highest
Feasibility of application	5	4	5	5	4	4.60	0.55	highest
Benefits and value	4	5	5	5	4	4.60	0.55	highest
						4.60	**0.55**	**highest**

From Table 3, the overall level of the quality assessment of the model draft by5experts was the highest level ($\bar{x}$= 4.60).

Revision of the Model Draft After Expert Evaluation and Pilot Study

The researcher has developed the draft of the model in component 1, setting goals, by specifying the goals more clearly. Added sub-skills according to the list of 10 songwriting ability assessments. The songwriting approach uses the method of converting the song by changing the lyrics but maintaining the original melody of the original song, and using 5 prototype songs composed by the researcher with 10 sub-goals as follows: 1) tapping the rhythm of the original song, 2) singing the master song to the rhythm, 3) singing the melody of the song, 4) tapping the rhythm of the song, 5) singing the song with the rhythm, 6) singing the melody of the song, 7) composing the lyrics in accordance with the problem, 8) pronunciation of the words correctly when singing the song, 9) lyric composition: converting some of the lyrics. convert most of the lyrics and convert all lyrics and 10) composition time duration. However, after the pilot study, the sub-goals number 1 and 4 were deleted because metronome application, a tool providing rhythm, was used instead. The researcher has improved element 3,learner analysis and learning environment by removing the term and learning environment because it is redundant with element 8, environment according to the recommendations of experts.

The researchers adjusted the data of component 5, activity procedure design by identifying peer-assisted aesthetic learning in other stages from step 4, Peer-Assisted Learning (PAL), namely step 1-motivation plus PAL, step 2 -multimedia plusPAL, and step 3 -modeling plus PAL.

The researcher adjusted the data and added multimedia to element 7: multimedia use. as follows: 1) prototype music audio file with backing track 2) prototype music slide with metronome audio file 3) A4 paper, 4) aesthetic dialogue slides, and 5) lesson plans.

2. Evaluation the use of the Peer-assisted Aesthetic Learning Model using Multimedia to Enhance undergraduate Student's Songwriting Skills for Children's Songs

This stage of research is in the process of evaluating young children's satisfaction with composed children's songs, undergraduate students' satisfaction with the model, and evaluating the suitability and the quality of the model.

Informant

- A sample of young children who participated in the research
- A sample of undergraduate students majoring in early childhood education who participated in the implementation of the model
- Three relevant experts

Research Tools

- Questionnaire on young children's satisfaction with composed children's songs
- Questionnaire on undergraduate students' satisfaction with the model
- An evaluation form for the model suitability and quality for experts

Results

- The average score and percentage of all 30 undergraduate students passed the criteria of 70

percent, accounting for 100 percent, the average score was 86.65 percent.

- The satisfaction of young children with children's songs showed that most of those children liked it, followed by feeling indifferent. It was not found that there were any children who did not like the songs composed by the learners.
- The overall level of satisfaction with the model of undergraduate students, was the highest ($\bar{x}$ = 4.61).
- The results of the evaluation to ensure the suitability of the model by 3 experts. It is at the highest level. The average value was 4.67 and the standard deviation value was 0.46. The quality level was also the highest level. It has a mean of 4.67 and a standard deviation of 0.58.

Table 4 Results of the Model Suitability

Items	Levels of the suitability by the Experts			$\bar{x}$	S.D.	Interpretation
	1	2	3			
Targeting: Learners can compose children's songs	5	4	3	4.00	1.00	high
Analysis of the objectives and content of the course	5	4	5	4.67	0.58	highest
Learner Analysis	5	5	5	5.00	0.00	highest
Study of Principles and Concepts theory	5	4	5	4.67	0.58	highest
Designing the steps of organizing activities	5	4	4	4.33	0.58	high
Assigning Instructor and Learner Roles	5	4	5	4.67	0.58	highest
Multimedia use	5	5	5	5.00	0.00	highest
Environment Design	5	5	5	5.00	0.00	highest
Formative assessment and implementation	5	4	5	4.67	0.58	highest
Summative assessment	5	4	5	4.67	0.58	highest
Consideration of feedback to revise	5	4	5	4.67	0.58	highest
				4.67	**0.46**	**highest**

From Table 4, the overall level of appropriateness of the model is highest ($\bar{x}$ = 4.67). However, it is found that targeting: learners can compose children's songs and designing the steps of organizing activities are at high level ($\bar{x}$ = 4.00, 4.33 respectively). The highest includes learner analysis, multimedia use, and environment design ($\bar{x}$ = 4.00).

From Table 5, the overall level of quality assessment of the modelby3 experts was the highest level ($\bar{x}$= 4.67).

Table 5 Results of the Model Quality

Items	Levels of the Quality by the Experts			$\bar{x}$	S.D.	Interpretation
	1	2	3			
Academic Accuracy	5	4	5	4.67	0.58	highest
Feasibility of application	5	4	5	4.67	0.58	highest
Benefits and value	5	4	5	4.67	0.58	highest
				4.67	**0.58**	**highest**

Discussion and Conclusion

It can be concluded that the peer-assisted aesthetic learning model using multimedia enhances undergraduate students' songwriting skills for children's songs effectively in this study, especially the students majoring in early childhood education, with no music background and low confidence. The implementation of the model showed that 100% of undergraduate students met the 70% criterion. Most young children liked the composed children's songs. Also, the experts rated the model at the highest level overall.

The results of the implementation of the peer-assisted aesthetic learning model using multimedia

to enhance undergraduate students' songwriting skills for children's songs found that all students passed the criteria of 70 percent. In addition, learners can also talk, consult, and ask their peers if they do not understand, are not confident, or are unsure about composing children's songs. It was also found that learners would choose to sit near their peers who were already close in pairs or in groups. In this method, the researcher applied the approach of peer-assisted aesthetic learning,which is characterized by peer tutoring, peer modeling, peer monitoring, and peer assessment (Topping & Ehly, 2009). This helps create a positive attitude and promotes success for learners, especially in the first step of learning a new thing. Motivation is an important first process for learners to have the courage and confidence to compose children's songs successfully because there is an appropriate and easy way to compose children's songs for learners who do not have a musical background and do not know music notes, which is composing songs in a natural way or music conversion. Therefore, allowing learners to know that easy success is to encourage learners to be motivated to compose children's songs in accordance with Kowtrakul (Kowtrakul, 2010), motivation and learning have been explained,and motivation is an important component in learning. A student's academic achievement depends not only on ability, but also on motivation. Students who are highly capable but lack motivation to learn will have low academic achievement. Students who are successful and score well in exams generally have no problems with motivation to learn, but students who are not successful in learning, such as getting low grades or failing exams, often lack motivation to learn, which should be helped by teachers and those involved.

Moreover, in the step of multimedia use, the second step, learners were excited about a variety of multimedia such as children's song composition clips because they are new, metronome application because they have never used and are not known before, and prototype children's songs because they are new and have never heard before. Therefore, they can attract a lot of attention from learners. In the step of modeling, the third step, learners learn from the prototype material of the slide to compare the voice of the lyrics. In the fourth step of PAL, learners share their own songs, listen to and sing the songs of their peers in the group who use the same original melody, as well as join the aesthetic dialogue group to have a conversation with the group members. This makes learners more aware, understand, learn, and imitate from their peers in the group naturally. The students learned about their own songs composed through the singing of their peers in a group, the reaction and attitude of their peers to their own songs. It can be seen that the whole process of organizing teaching and learning activities, helps to promote songwriting skills for learners very well. The results of the research mentioned above are consistent with the research of Panyasriwichai (Panyasriwichai, 2020), the research on the development of creativity in composing songs using the Team-Pair-Solo technique through a smart device application for third-year secondary school students found that students mett he criteria for team learning the most. The skill ability of the learners has increased, and the satisfaction of the learners is in a positive direction. Team technique showed the most effective of composing songs rather than other two techniques, pair and solo. In line with the research of Phasouk and Chuangprakhon (2019), a study on the development of instructional multimedia for teaching of sight-singing class at College of Arts Education, Lao PDR, the results showed that the academic achievement after school was statistically significantly higher than before the school at the level of .01 and the students had a high level of satisfaction, the average value is 3.69. Moreover, the results are also in line with Yang's research (Yang, 2020) who has studied the application of multimedia technology in vocal music digital teaching reform of singing teaching through digital media. Multimedia teaching is a relatively new mode of teaching. It uses a variety of display modes, such as video, images, and audio, which can help increase students' interest in learning. It can visually display teaching content and improve students' learning efficiency. The combination of multimedia technology and computer-based teaching can bring about a better reform of singing teaching in digital form. Additionally, Zhang and Zhang (2024) found that multimedia tools promote skill demonstration and make learning more intuitive. The researchers studied a new model of vocal music teaching in the context of internet distance learning, focusing on the internet-based remote vocal teaching undergraduate students majoring in vocal music in

China. The research of Segar and Asmawi (2024) revealed that utilization of multimedia in English-speaking classrooms significantly enhance lower secondary students' engagement and speaking ability, including good qualifications of active and efficient learners. Multimedia is mentioned as a powerful tool for promoting English-speaking skills. It should be widely used in educational settings to overcome obstacles for the digital era.

Furthermore, the results of the research are also in line with the research of Nambundit (2019), who studied effects of learning basic keyboard of grade 1 students using peer-assisted learning method. The results showed that grade1 students who received basic keyboard learning activities using the peer-assisted learning technique had a score of 10.81 or 90.33 percent. Also, peer assessment application was used in Tunagür's study (Tunagür, 2021) and it showed 6th grade students' writing anxiety reduction and students' writing motivation increase. In addition, the results of the research are also in line with the research of Kongdam (Kongdum, 2018) who studied effects of khim teaching activities for mathayomsuksa II students with the application of using peer-assisted learning method. Khim is one kind of Thai music instruments. The results showed that attitude towards the organization of Thai music teaching activities in the Kim for grade2 students has a high level of attitude. It is also in line with Morrison's research (Morrison, 2021) who conducted a research study on composition: the concept of collaborative work in music education. The results showed that collaborative work in the music education classroom can increase student engagement and students are more engaged in learning. Working collaboratively reduces the burden on teachers of music lessons and gives students the opportunity to take control of themselves as they learn and grow together. Because the collaborative songwriting project helps support learners to work together independently. Educators may see progress and improvement in their ability to manage learning in the classroom. Working collaboratively is one way to create beautiful music activities that will impress students forever. Basically, collaborative learning allows peer help each other to achieve their goal.

Research Implications and Future Directions

The natural characteristics of learners should be considered as important because the model of this research is suitable for learners who do not have a background in music but need to use music in their learning and professional practice as early childhood teachers in the future. Therefore, it is important to develop the ability to compose children's songs so that it can be truly utilized in a simple and feasible way. Understanding learners will help them access the promotion and development of children's songwriting skills more easily. The emphasis should not be on the application of musical principles at the beginning. The important thing is to give learners access to success and see the results easily and quickly. In addition, songwriting in children's songs without knowing the musical notes is also something that can be done. However, learning musical notes can also be learned later at the appropriate time.

Consider using AI tools for songwriting appropriately. Although there are a variety of AI tools for songwriting to choose from in today's era, music copyright is something that should be watched out for and studied carefully before using it. However, the model of this research already presents a simple approach to songwriting for children's songs, which may not require much to help. It helps to encourage learners to feel proud of their songs composed and have a good motivation, as well as to have a positive attitude, which is an important factor in learning.

It should be applied to learners who are at an age where they can learn as peer, help their peers, and participate in aesthetic dialogue. Recommended for secondary school students onwards. The faster the foundation for songwriting skills is laid, so they can continue to develop this ability at a higher level.

The characteristics of the songs that are composed can be applied to other types of music other than children's songs, depending on the person who will apply the model shall consider the context and suitability according to the target group. For example, songs based on primary and secondary curriculum with a variety of music styles that meet students' interests should be considered and applied appropriately.

The duration of the activity can be adjusted flexibly according to the actual application of the model, which can be adjusted in phases according

to various steps, namely, step 1: motivation + PAL, step 2: multimedia + PAL, step 3: modeling + PAL, and step 4: PAL.

For the motivation + PAL step, the first step, instructors should study and provide information that is consistent and related to students' interests. The needs and nature of the subject of the student so that the student can relate and realize the importance, the benefits, and the advantages of songwriting. With the proper initial stage of model implementation, it is likely to lead to positive outcomes afterwards.

Providing opportunities for learners to be free to sit in class or do activities according to the motivation principle. The relationship between classmates is one of the important factors that can affect motivation. If learners have relationship problems with each other but have to be in the same work group, it may negatively affect learning. Therefore, giving them the freedom to choose their seats and choose peers to work in a group together.

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