

The Development of Instructional Model for Vocal Skills Using Hybrid Learning programs for Secondary Schools in the Upper Northeastern region Thailand

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Abstract

The objectives of this article were to 1) analyze the Basic Education Core Curriculum B.E.2551, Art Learning Areas, Content 2, Music (R1), 2) develop the instructional model for teaching vocal skills using hybrid learning program (D1), 3) study the results of teaching vocal skills using hybrid learning program (R2), and 4) study satisfaction with teaching vocal skills using hybrid learning program (D2). The research tools were interview, observation forms, questionnaires, and an instructional model for vocal skill using hybrid learning program. The research results were as follows. The Basic Education Core Curriculum B.E. 2551 consisted of key content leading to the development of the instructional model for vocal skill including vision, principles, objectives, key competencies, desired characteristics, and learning standards. The total study time for the Art learning area, Content 2: music for the upper secondary education level was 120 hours for all 3 years, and total time for music study is 40 hours. The development of hybrid learning program consisted of three main development concepts: hybrid education program, voice practice, and reinforcement positive in the learning system which were developed into a system for teaching music skill practice using hybrid learning program, divided according to the working system into 5 phases: Phase 1 creating an agreement, Phase 2 training, Phase 3 implementation of the program, Phase 4 reinforcement positive, and Phase 5 assessment and evaluation. The efficiency of the instructional model for vocal skill using hybrid learning program for secondary schools in the upper northeastern region was 80.36 /91.07, which is higher than the preset standard criteria of 80/80. And, the satisfaction with the developed hybrid learning program was at a high level ($\bar{x} = 4.44$, S.D. = 0.62). The study result of satisfaction of the samples with the instructional model for vocal skill using hybrid learning program for secondary schools in the upper Northeastern region was found that the overall satisfaction was at a high level ($\bar{x} = 4.44$, S.D. = 0.62).

Keywords: Development, Instructional Model, Vocal Skill, Hybrid Learning Program, Secondary Schools in The Upper Northeastern Region

INTRODUCTION

Vocal skill is like the first human's musical instrument before there was any application to create musical instruments. Later, humans originally knew how to pronounce melodies to communicate in their groups, among their races or tribes as an expression of danger, celebration, worship, and even the warfare of the tribes in the past. Later on, language was created along with the melody of pronunciation resulting in singing and so on. In the same way, in Thailand, vocal skill initiated from speaking transformed into melody, adjusting the content to combine with poetry with high and low sounds according to the pattern of pronunciation of each type of poetry, and resulting in a pattern that has spread throughout the region. After that, there was the adoption of the vocal or singing culture applied in the community of their own using the local language, resulting in a culture of singing using the human voice in the past, such as Mor Pood, Mor Lam, Lam Korat, Lam Khiow Khao, and etc. In other words, vocal skill is gift given by the nature along with human life. Singing is science and art that makes humans happy, fun, and joy, and music has an influence on human life. Good music helps the human brain work well resulting in complete physical and mental health.

Presently, education in Thailand is rapidly adapting and changing according to environmental conditions, disasters, or epidemics that cause in the rapid development of innovation and technological progress. There was a sudden change in technology affecting the system in all sectors. It also affects the lives of all groups of Thai people who must adapt and face many technologies in everyday life including help service system,

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treatment system, booking system, and various services in government agencies that need to adapt to the periods of time. Especially, teaching and learning in educational institutions where the information for administration and teaching needs technology to play a role in the teaching and learning process in order to organize teaching and learning effectively or as a teaching media, this allows teachers to help convey concepts and facts to students to recognize the value of content taught by teachers. This is the foundation for enhancing students' permanent understanding and memory.

Music learning and teaching is included as part of the arts learning group. The artistic activities help develop students in the physical, mental, intellectual, emotional, and social aspects. These encourage students to have self-confidence which is the basis for study or occupation (Ministry of Education. 2008. 181-182). Learning music does not only focus on developing musical skills only, but it can also create learning and understanding of the beauty of sound, effort, patience, discipline, living together as a society, sacrifice, and teamwork to create various businesses that are completely successful (Narut Sujit. 2002: 3) Music is therefore an important factor that affects the functioning of the body in many sectors. Particularly, the work of the brain system through music perception will cause the imagination created within the brain's thinking system to be reflected and forwarded in physical, emotional, mental, intellectual, and social aspects. Therefore, in order to create music learning activities effectively, it is very important to create appropriate teaching and learning process with proper reinforcement for students to have the most effective learning outcome.

The music instruction management in secondary schools in the upper northeastern region has many factors that cause learning problems. These factors affecting teaching and learning is attitude towards learning or lack of motivation to practice, making music learning difficult because the students are familiar with and accustomed to the teacher. Additionally, in each school, there were usually only a handful of music teachers. As a result, students began to study and learn from online learning media in various channels. As a result, teaching and learning by music teachers in schools became more difficult with a process that emphasized goals rather than creating development. The students may be able to play within a few days, but no basis to transfer and develop. Therefore, reinforcement in stimulating learning is a very important part in the development of musical learners. With the current learning format being changed to a fully online learning system after the spread of the COVID-19 virus, the guideline for teaching and learning during the COVID-19 outbreak was introduced as 5 On's teaching style, namely, On Site, On Air, Online, On Demand, and On Hand. Importantly, the Northeastern region is an active area where chorus band was created as well as solo singing, but there are not enough personnel to pass on knowledge in the upper northeastern region.

Adaptation of teaching methods in all learning areas with the goals to have students learn during the crisis resulted in intense criticism regarding the quality of education of many learning areas. Particularly, the learning areas related to practical skills were found with problems in a variety of issues resulting from changing learning methods, including the teaching and learning process, style, method of presentation or adjusting many other factors to attract attention and creating teaching activities that can communicate with students. Therefore, adapting the music teaching process is extremely important. During the past crisis, it is an important lesson related to teaching and learning and a challenge to change or create more efficient learning mechanisms with limitless learning space, reduce limitations in learning towards the development of quality music learning areas.

According to the principles and reasons mentioned above, hybrid learning model can be used as a guideline for developing and creating learning in the future. The researcher is therefore interested in conducting research on the development of an instructional model for vocal skill using hybrid learning program for the secondary schools in the upper northeastern region to analyze Basic Education Core Curriculum B.E.2551, Arts learning area, Content 2, Music, and develop a system of vocal skill learning using hybrid learning system as well as studying the results and satisfaction of using an instructional model for vocal skill using hybrid learning program to create the body of knowledge, and develop a model for teaching and learning music in the aspect of vocal skill effectively. In addition, there is also strengthening learning between students and music lessons and students and teachers in the school as a sustainable learning model.

Objectives of the Research

1. To analyze the Basic Education Core Curriculum, B.E. 2551, Arts learning areas, Content 2, Music.
2. To develop an instructional model for vocal skill using hybrid learning program.
3. To study the results of using the instructional model for vocal skill using hybrid learning program.
4. To study the satisfaction with the instructional model for vocal skill using hybrid learning program.

RESEARCH METHODOLOGY

The scope of the research and development entitled “the development of an instructional model for vocal skill using hybrid learning program for secondary schools in the upper northeastern region was in 7 provinces in the Northeastern region because these areas were interested in teaching vocal skill in educational institutions both in the form of solo and chorus singing. These provinces included Loei Province, Nong Bua Lamphu Province, Udon Thani Province, Nong Khai Province, Sakon Nakhon Province, Bueng Kan Province, and Nakhon Phanom Province

Population and Samples

The researcher created this topic “population and samples” based on the concept of research and development methods and proposed according to the research processes. These include phase 1, analyzing the curriculum structure (R1), phase 2, developing, creating and developing a model (D1), and phase 3, experimenting the innovation (R2) as follows.

Phase 1: Analysis of the core curriculum (R1). Collection of data from document which is the information collected from documents regarding educational issues by conducting an analysis study of the Basic Education Core Curriculum B.E.2551, Art Learning areas, content 2 Music, in terms of curriculum structure, content and vocal skill teaching, management process, measurement and evaluation, research related to teaching music and art in educational institutions, learning to practice music, hybrid learning program management, techniques for teaching vocal skill, techniques for developing vocal skill practice, the concept of the system for developing students' learning levels; and analyze the results to create an integrated music practice teaching and learning system; and present the tools for examination with experts

Phase 2: Development, creation, and development of the model (D1). The population used in the second phase of the research involved selecting a specific target group using purposive sampling technique, consisting of the following population groups:

Group of knowledgably people consisted of totaling 5 informants, 3 practitioners including 1 lecturer, 1 system administrator, and 1 supervisory teacher in the sample group. There were 20 students in participating schools acquired by using Purposive Sampling, which was a group of volunteers who were interested in participating in a research project on learning to practice vocal skill in order to participate in vocal skill learning and teaching, total 28 participants in this phase.

Phase 3: Experiment with innovation (R2) and Step 4: Analyze results and satisfaction (D2). Research on Development of a teaching system for singing skills using a blended learning system for a group of secondary schools in the upper northeastern region, totaling 7 provinces, consisting of Loei Province, Nong Bua Lamphu Province, Udon Thani Province, Nong Khai Province, Sakon Nakhon Province, Bueng Kan Province, and Nakhon Phanom Province. Determine the population used in research steps 3 and step 4. A specific target group (Purposive Sampling) is selected, including a knowledge group of 5 people, a lecturer of 1 person, an administrator of 1 person, a teacher supervisor of 7 people. From the 7 participating schools in the research area, the sample number was 70 people. The total population used in research steps 3 and step 4 was 84 people.

Data Collection

The data collection was divided into two phases based on the objectives of the research as follows.

Phase 1 Analysis of core curriculum

Data collection: Collection of information from documents related to the Basic Education Core Curriculum, B.E. 2551, Art Learning areas, Content 2, Music, and research related to the teaching of music and art learning subjects, music in educational institutions, learning to practice music Integrated teaching and learning management, techniques for teaching and practicing music skills, techniques for developing music practice, and concept of development system for learners.

The samples were 5 specialists in teaching music.

The research tools comprised basic survey, structured interview, and unstructured interview.

RESULTS: To analyze the Basic Education Core Curriculum, B.E. 2551, Arts learning area, content 2, Music, in terms of curriculum structure, content, and teaching of practical music skills, teaching management process, measurement and evaluation, and application of the analysis results to create an integrated music (singing) teaching and learning system and submit to the experts.

Phase 2 Development of learning and teaching vocal skill using Hybrid learning program

Data collection: The data collection consisted of the following steps: 1) Bring the tested tools and present them to experts. To request advice on improving and correcting the tool to make it correct and complete. 2) Print the complete questionnaire. 3) Put it into practice. 4) Check the results of using the system. 5) Improve and correct the completeness of the tool. 6) Propose to experts.

Population and samples consisted of 5 specialists in teaching music, 3 practitioners, and 20 volunteers, totaling 28 participants.

The sample population includes a total of 5 music teaching experts, 3 practitioners, and the sample group. There were 20 volunteers participating in the project, totaling 28 people.

The research tools comprised interview form, questionnaire, focus group discussion, and questionnaire.

Results: The instructional model for teaching vocal skill using hybrid learning program can be developed and the tools were tried out with the sample group. The obtained data was returned for improving and developing the tools, and the tools were submitted to the experts before proceeding to the next stage.

Phase 3 (R2), Innovation experimentation and Phase 4 (D2), analysis results and satisfaction

- 1) Implement the system for teaching vocal skill using hybrid learning program with the sample group.
- 2) Examine the achievement, analyze results and satisfaction with the implementation of the singing skills learning system using the hybrid learning program in educational institutions participating in the project with work processes.

The population and samples include: 1) a group of experts consisting of the specialists in music teaching, the specialists in teaching, and the specialists in teaching vocal skill online; 2) a group of practitioners consisting of 1 teacher, 7 supervising teachers, 1 system administrator, 9 people, and a sample group. There were 70 students in the participating schools, totaling 84 people.

The research tools included observation forms, questionnaires, focus group discussions, and an instructional model for vocal skill using hybrid learning program, and the achievement and satisfaction with the instructional model for vocal skill using hybrid learning program.

Data Analysis

In this research, the statistical data used for analyzing in this research comprised basic statistics namely mean, S.D., and statistics used for testing the hypothesis of the relationship of the samples by examining the average scores from the pre-test and post-test of samples to investigate the development of the samples after using the instructional model for music skill practice in form of hybrid learning program to reinforce learning and

develop musical skill achievement. Then, the research results were presented using descriptive analysis with tables.

RESEARCH RESULTS

1. Analysis of Analysis of the Basic Education Core Curriculum, B.E. 2551, Art learning area, content 2, Music.

Analysis of the Basic Education Core Curriculum, B.E. 2551. The results of the analysis of the Basic Education Core Curriculum, B.E. 2551, and the elements of the curriculum that were relevant for creating an instructional model for music skill practice using hybrid learning program consisting of the following factors: Curriculum, vision, course principles, objectives of the course, key competencies of students, desired characteristics, and learning standards with detailed analysis.

The researchers analyzed, studied, and adopted the Basic Education Core Curriculum, B.E. 2551, which was developed and improved from the Basic Education Core Curriculum 2544, together with the 10th National Economic and Social Development Plan, in terms of guidelines for human development in Thai society and the Ministry of Education's focusing on youth development into the 21st century to review the Basic Education Curriculum, B.E. 2544. The results of the review were used for the development of the Basic Education Core Curriculum, B.E. 2551 with specific goals in terms of the curriculum, student quality development, model and the process of implementation of the curriculum into practice at the educational service area and educational institution level in order to analyze according to the curriculum components consisted of the curriculum vision that has a direction to develop youth into the 21st century, along with 5 curriculum principles, 5 curriculum objectives, 5 key competencies, 8 desirable characteristics, and 8 learning standards for creating the instructional model for vocal skill using hybrid learning program in the next step.

Content and learning standards, content 2, Music

The Basic Education Core Curriculum, B.E. 2551, sets learning standards for 8 learning areas, totaling 67 standards, by containing music learning in the arts learning area group, content 2, music, which is related to the development of learning system for vocal skill using hybrid learning program with elements of music learning. From the analysis of content, the relevant issues can be used to develop a system for teaching and practicing music skills with a blended learning system is organizing teaching and learning according to the standards of Art 2.1 with the following details.

Teaching and learning according to the standards of Arts 2.1 focuses on teaching and learning management organized to enhance the students to be able to understand and express themselves in music, able to make points of observations including and skilled at analyzing, commenting, and criticizing the value of music, including to be able to convey feelings with music and appreciation and apply in daily life. These issues are used as a guideline for teaching and learning, focusing on teaching musical practice skills and creative performance for students.

Study time structure system, content 2, Music. From the analysis of high school learning levels, Years 4-6, the study time of Music learning area 2 for 3-year levels is 120 hours, with 3 credits. It can be seen that the Study time structure system, content 2, Music. From the analysis of high school learning levels, Years 4-6, the study time of Music learning area 2 for 3-year levels is only 120 hours when separating according to the teaching management of the art learning areas that consists of visual arts, music, and dance when comparing the ratio of study time structure, content 2, music

Indicators and content for learning music. From the analysis of the objectives of content 2, music, students have knowledge and understanding of the elements of music, are be able to freely express feelings through music, express music in various forms, express opinions about musical works including express feelings towards music in an aesthetic form, understand the relationship between traditions, cultures, and historical events, are able to think, analyze, and criticize musical works, understand the relationship between music, history, and culture, recognize the value of music as cultural heritage, Thai and international wisdom, sing and

play music instruments in various forms, express opinions about the sound of music, and express their feelings towards music aesthetically, and understand the relationship between music and cultural traditions and historical events.

According to the analysis, the researchers were interested in developing learning system for music skills using hybrid learning program by focusing on the vocal skill as the model skill for practicing.

2. The development of instructional model for vocal skill using hybrid learning program

The development of an instructional model for vocal skill using hybrid learning program after synthesizing the core curriculum in areas related to the development of the instructional model of hybrid learning program, the researchers adopted the concepts and theories related to the development of teaching and learning systems in the ADDIE Model using core curriculum analysis. The data is then used for designing, developing, and implementing before being evaluated for development together with creating the hybrid learning program which consisted of distance learning and interactive learning combined with the concept and theory Guilford's Structure of Intellect Model to create dimensions of teaching and learning when learning is created time by time. The learner must enter into the content containing communication and knowledge through practice to enhance skills and good results for the students. It is a positive result for lecturers, teachers, and students. It is a product of the development of a blended learning system that explain the blended teaching and learning process.

The researchers implemented this information to develop a teaching management system called “Hybrid Education: Music Practical” consisted of key elements: 1) Teaching together with distance learning through an online network system; 2) Interactive learning or interaction, and 3) Active Learning combined with teaching concepts through the thinking system as follows.



Figure 3 Concept used for developing learning system for vocal skills using hybrid learning program

Source: Komphorn Prachumwan

After combining these 3 concepts together, the researchers designed a system for teaching music practice skills using hybrid learning program. The researchers then experimented with the creation using vocal skills as an example, planned for organizing the instructional model for vocal skill using hybrid learning system within the total learning time of 20 hours, consisting of 8 hours of lecture/theory/practice via distance learning) with project teacher leaders and 12 hours of supplementary teaching/practice, interactive learning (Interaction) led by school teachers in order to create continuous learning and get the best results, the researcher designed the learning process for developing the instructional model for vocal skill using hybrid learning program into 5 phases, as follows:



Figure 4 Working system of 4 Hybrid Education: Music Practical

Source: Komphorn Prachumwan

Phase 1: Create an agreement: To start the program, it needs to make an agreement for teaching and learning between the agencies who want to use the program in the same direction.

Phase 2: incubation/training, organize focus group discussion about the working process of the program and topics to be used in teaching. Teachers or school instructors of each learning resource learn about the topic and ask for teaching, observing, and measuring techniques in the classroom between training participants and teachers. This is the stage where the key specialist meets with the teachers.

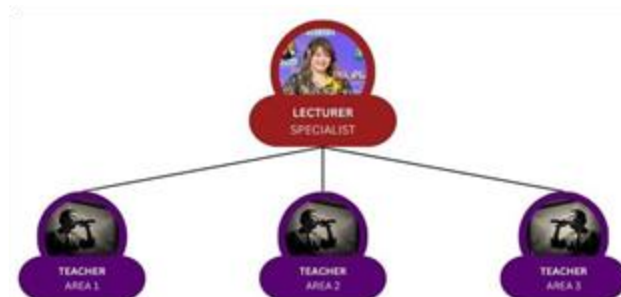


Figure 5 Phase 2 Training Session by specialist and teachers

Source: Komphorn Prachumwan

Phase 3 Operation of Hybrid Education where the learning management using Hybrid Education begins in vocal classroom by the specialist and learners through distant learning.

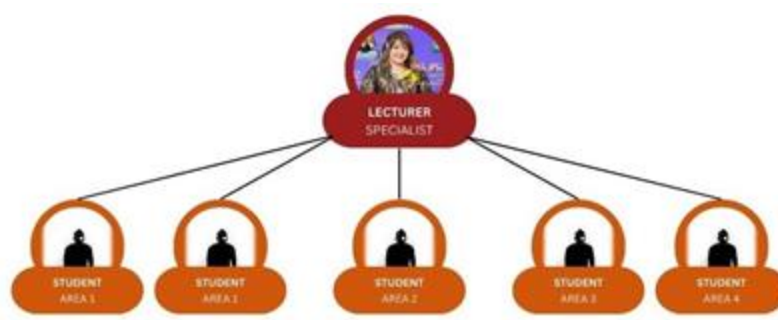


Figure 5 Phase 3 Operation of the system by specialist and learners from each area

Source: Komphorn Prachumwan

Phase 4: Reinforcement during the process of learning activities using active learning, thinking system, and facilitator by teachers, this process is performed by learners and teachers.



Figure 6. Phase 4: Reinforcement by teachers and learners in each area

Source: Komphorn Prachumwan

Phase 5: Assessment and evaluation by using skill practice exams according to the evaluation criteria of teachers and lecturers. The assessment can be made through various approaches following the criteria or from practicing from observation according to the agreement of creating the teaching toolkit at that time in the form of measurement and evaluation (Rating scale) by tools used to measure by teachers observing the improvement of their teachers in each topic of learning in each teaching hour. The pattern of skill practice is assessed in numbers that are classified as rank or range for placing students being measured, from least (score equal to 1) to highest (score equal to 5).

Achievement in using instructional model for teaching vocal skill using hybrid learning program

The highest points made by students during learning or doing exercise were in week 4, and the total points was 620 ($P = 8.86$, $\bar{x} = 88.57$, S.D. = 0.84), following with week 3 with the total point of 857 ($P = 8.36$, $\bar{x} = 83.57$, S.D. = 0.66), week 2 with the total point of 540 ($P = 7.71$, $\bar{x} = 77.14$, S.D. = 0.64), and the lowest point was in week 1 with the total point of 505 ($P = 7.21$, $\bar{x} = 72.14$, S.D. = 0.95). The effectiveness of learning was E1, averagely 80.36 percent.

The average posttest score was 1275 ($P = 18.21$, $\bar{x} = 91.07$, S.D. = 1.26), and the effectiveness of posttest scores E2 was 91.07 percent.

To summarize, the efficiency of instructional model for teaching vocal skill using hybrid learning program for secondary schools in the upper Northeastern region, 70 participants, was 80.36 /91.07 which is higher than the preset criteria 80/80.

The comparison of the difference between the pre-study average score and the post-study average score of the sample using the instructional model for vocal skill using hybrid learning program for secondary schools in the upper Northeastern region.

According to the pretest results, it was found that the total pretest score was 819 ($P = 11.70$, $\bar{x} = 58.50$, S.D. = 2.86), and the total score of posttest or achievement test found was 1275 ($P = 18.21$, $\bar{x} = 91.07$, S.D. = 1.26).

Therefore, the posttest scores of the sample group in the secondary schools in the upper northeastern region, showed that the 70 students' vocal skill were able to be improved better with a level of $T = 0.5$.

The satisfaction with using the instructional model for teaching vocal skill using hybrid learning program

The results of the study of satisfaction of the group by implementing the instructional model for teaching vocal skill using hybrid learning program for secondary schools in the upper Northeastern region were found that overall satisfaction was at a high level ($\bar{x} = 4.44$, S.D. = 0.62).

The results of the study of satisfaction of the sample group with instructional model for teaching vocal skill using hybrid learning program for secondary schools in the upper Northeastern region were found that overall satisfaction was at a high level ($\bar{x} = 4.44$, S.D. = 0.62).

DISCUSSION

According to the development of instructional model for teaching vocal skill using hybrid learning program, the results of the studies can be discussed as follows.

The Basic Education Core Curriculum 2551 consists of the vision, principles of courses, objectives of courses, key competencies, desired characteristics, and learning standards. A vision for the curriculum has been established to develop youth into the 21st century, along with 5 curriculum principles, 5 curriculum objectives, 5 key competencies, 8 desirable characteristics, and learning standards for 8 learning areas. The Art learning, Content 2, Music, at the secondary education level, years 4-6, has a total study time structure for all 3 years, totaling only 120 hours. And, when separating according to the teaching arrangement of the Art learning areas, the Art learning area consisted of visual arts, music, and dance. When classifying into 3 learning areas, throughout 3 years, students will study music for a total of 40 hours. The indicators and content of music learning focus on enabling students to learn and explain cultural diversity in music as well as being able to practice musical instruments with techniques and conveying the emotions of songs by singing and playing musical instruments, solo and in groups including the song styles of Thai bands from each era, styles of songs, and international music bands from each era, history of music poetry and guidelines and methods for promoting and preserving Thai music.

The development of the instructional model for teaching vocal skill using hybrid learning program for secondary schools in the upper Northeastern region created from the analysis of the Basic Education Core Curriculum B.E.2551, consisting of curriculum principles, curriculum objectives, key competencies, desired characteristics, learning standards, and study time. The process of developing the instructional model for teaching vocal skill using hybrid learning program for secondary schools in the upper Northeastern region, concepts for developing the instructional model for teaching vocal skill using hybrid learning program, and working steps for the instructional model for teaching vocal skill using hybrid learning program, and a system for the instructional model for teaching vocal skill using hybrid learning program toward the same direction in terms of developing the teaching and learning process so that groups of learners can access learning based on the research of Sandeep and Ganesh (2010) who studied the educational reform of India to be higher by using integrated teaching methods. In traditional Indian education, the number of students per group or class was large, making teaching and learning inefficient. Therefore, we applied the principles of hybrid learning using E-Learning techniques and face-to-face learning. This method makes the learning process more efficient with easier and boarder. There is sustainable learning and quality education by focusing on learners as the center, and it is education for India's new millennium.

There are 3 main principles and concepts for development: Hybrid Education, Voice Music Practice, and reinforcement positive in the learning system. All 3 main concepts consist of operation system that work together to create learning activities, target knowledge model the system needs to guide, and reinforcement for learning part according to the stimulation period to enhance the highest benefit of instructional model.

Systems and working procedures for the hybrid learning program was divided into 5 phases: Phase 1 creating an agreement, Phase 2 incubating/training, Phase 3 implementing the system, Phase 4 reinforces, and Phase 5 assessment and evaluation of the results. It is in the same direction regarding the influence of learning on the learning environment with Bernacki's (2010) research on the influence of self-directed learning and the influence of prior knowledge towards the pursuit of knowledge in a computer-based learning environment form linking the data in a computer-based learning environment and recording learning results according to the self-directed learning process by evaluating prior knowledge, and the nature of using linked information sources, targeting internal motivation, and self-regulation both before and after learning.

The instructional model for vocal skill with hybrid learning program was composed of learning content consisting of voice practice components of singing, organ of sound, correct singing posture, sound maintenance, techniques for developing singing correctly, each type of voice equalization, practice lessons, with a number of hours of the instructional model for teaching vocal skill using hybrid learning program towards the same direction on the issue of setting the format and topic of voice practice lessons for maximum efficiency in learning management. This is consistent with the research of Prapassorn Thiamprasert (2013) who studied the voice skill practice of Music education program for the general public, College of Music Mahidol University (Seacon Square Shopping Center) to develop a set of voice practice teaching materials for the general public. The research results found that organizing singing lesson of the music education project for the general public, College of Music Mahidol University (Seacon Square Shopping Center), music teaching was organized aligned to basic education. The opinions of the general group of people from the questionnaire regarding the training set were found to be satisfied with the development. The content is clear with appropriate teaching media. Therefore, this training package allowed students to increase their knowledge and vocal skill very well.

The results of the implementing the instructional model for teaching vocal skill using hybrid learning program for secondary schools in the upper Northeastern region showed that before studying and after studying with the instructional model for teaching vocal skill using hybrid learning program for secondary schools in the upper Northeastern region, the pretest scores made by the samples, totaling 70 students, was 819 ($P = 11.70$, $\bar{x} = 58.50$, S.D. = 2.86). The highest score was in week 4 with a total score of 620 ($P = 8.86$, $\bar{x} = 88.57$, S.D. = 0.84). The efficiency during study E1 was averagely 80.36 percent whereas the total post-test score was 1275 ($P = 18.21$, $\bar{x} = 91.07$, S.D. = 1.26). The performance in the post-test E2 was an averagely 91.07 percent with an efficiency index of 80.36 /91.07, which is higher than the preset standard criteria 80/80. The results show the development level of the students towards the use of the tool with a continuous positive rate of development.

The result of the study of satisfaction of the group learning with the instructional model for teaching vocal skill using hybrid learning program for secondary schools in the upper Northeastern region was found that overall satisfaction was at a high level ($\bar{x} = 4.44$, S.D. = 0.62) and the result of the study of satisfaction of the sample group with the instructional model for teaching vocal skill using hybrid learning program for secondary schools in the upper Northeastern region was found that overall satisfaction was at a high level ($\bar{x} = 4.44$, S.D. = 0.62).

Recommendation

Recommendation for implementing the designed program

For implementing the instructional model for teaching vocal skill using hybrid learning program, users have to understand the process of the tools and systems before using since the hybrid learning program consists of an internal system that is an important element for using and objectives of learning in the hybrid learning program.

The tool for conducting online learning must be able to record teaching and learning activities and able to adequately certify the students attending the course, have sufficient time to create teaching and learning each time, and must be able to send learning clips to students for additional individual practice.

To creating hybrid learning program, the facilitators or administrators of learners have to understand the teaching and learning management system, methods, and assessment in order to provide the highest benefit to the students.

Learning activities need to be additionally studied, and there should be teaching materials or media prepared by the project in advance in order that students can use the materials at the same time in all areas in the same online hours. Therefore, studying together will be most effective.

The system for teaching singing skills using a blended learning system can be developed to be used in conjunction with learning various instrument practice skills.

Implementing the instructional model for teaching vocal skill using hybrid learning program directly in the teaching system can be able to reduce the burden of unequal knowledge transfer in each area.

Recommendation for Further Research

The researchers have studied and developed the hybrid learning program for vocal skill only, therefore, there should be the further research on other musical instruments in order to effectively transmit knowledge to students.

There should be a study and development of contemporary teaching media, such as creating online courses that allow interaction between students and others or the media that can capture and measure sound levels and send information back to lecturers in an efficient manner to support learning in the form of blended learning.

There should be a study and analysis of music learning skills as well as human development that is appropriate for each type of learning.

There should be a development of a learning system towards cultural dissemination to extend knowledge which is national art and culture to all areas of the world

Educational and development opportunities should be created among those with broader interest in learning, not only learning in the education system

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