

**TEACHERS PERSPECTIVE ON THE IMPLEMENTATION
OF DISCIPLINE BASED ART EDUCATION AS A NEW PEDAGOGICAL KNOWLEDGE
AND CLASSROOM PRACTICES APPROACH
A Study on Art Education Malaysian Secondary School Teachers**

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Abstract

This study is conducted in Malaysian Secondary Schools. As many as 280 teachers from 14 states involved in the research, and they are teaching in Malaysia primary schools. The subjects are selected randomly. The focus of the study is to analyze how art education teachers understand and implement the Discipline-Based Art Education as a new pedagogical and content knowledge that boost children creative learning process. This study is to find answers to teacher belief and values about art and art education. It also highlights the ways teacher create learning environments that nurture and value the social and culture aspects through their teaching and learning process using The Discipline-Based Art Education approach. The study was conducted using qualitative research methodology. The data were collected through survey, observation, documents, interviews and children artworks. All data were analyzed and evaluated using the qualitative method. The results indicated significantly that teachers highly agreed and satisfied in choosing Discipline-Based Art Education approach. These have to be associated to an in-depth understanding of curriculum design, content and pedagogy that links to the learning process in the classroom. The location, administration and school environment also play an important role in teacher's belief and values. There must be connection joining teacher's pedagogical and content knowledge that reflect their ways of teaching and learning especially in choosing their teaching and learning approach. The Students art works also determine how the teachers' knowledge and classroom practice enhance children's creativity and art knowledge.

Keyword: discipline-based Art education, knowledge, content, classroom practice, learning environment, creative learning
