

The importance of integration of music education with social sciences in elementary school

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DOI 10.12975/rastmd.20231131 Submitted June 10, 2023 Accepted September 25, 2023

Abstract

This study analyzes the importance of cross-subject (cross-curricular) integration of the music education subject with social sciences in elementary school, from the perspective of primary school teachers. This research is important for the teachers of the relevant fields and aims to improve the cross-subject connection practices of music education and social sciences in schools, and it also aims to raise the awareness of the relevant educational institutions at the municipal and state level. The aspect of cross-curricular integration is very important for the development of students' competencies. These competencies are related to the very goals of the pre-university education system of Kosovo clearly defined in the new Kosovo Curriculum Framework, as the main document in the hierarchy of official education documents in Kosovo. In order to identify the current situation, in this study a qualitative approach was used and by purposeful sampling different teachers have been chosen who work with grades 3, 4 and 5 (in the second curricular level), because this combination offers a diversity of educational units and greater opportunities for ways of integrating music education with social sciences. To address this topic, we collected research data through a semi-structured interview with a total of 15 primary school teachers which highlight the real situation regarding the importance, applicability and the challenges teachers face during the integration of music education with the subjects representing social sciences.

Keywords

cross-subject, curriculum, integration, music education, social sciences, primary school

Introduction

In the primary education in Kosovo (public schools, grades 1-5) all subjects, with the exception of foreign languages, are taught only by one teacher who has completed university studies for teaching in primary education. Teachers have acquired general knowledge of all subjects (fields) that are taught in primary education and this can be considered as a good opportunity to implement cross-subject integration of music and other subjects in general and social sciences in particular. In the current education system in Kosovo (supervised by the Ministry of Education, Science Technology - MESTI), it is required that at the end of schooling, every educated young person has achieved these goals:

To develop knowledge, skills, attitudes

and values, in line with the needs of a democratic society by:

- Nurturing personal and national and state and cultural identity,
- Promoting overall cultural and civic values,
- Developing responsibility towards oneself, towards others, towards society and towards the environment,
- Building their skills for life and work in various social and cultural contexts,
- Developing entrepreneurship and utilisation of technology,
- Preparing them for lifelong learning (MESTI, 2017).

Thus, at the primary level, it is required that, through certain subjects, the development of the competences envisaged for this level, concretized in the form of learning outcomes (for stage, by field and subject learning outcomes) is achieved. Targeted competences according to curriculum are: effective communicator, creative thinker, successful learner, healthy individual, productive contributor, responsible citizen (MESTI, 2017).

Each subject in particular, but also all together as a whole, must organize the teaching contents, teaching and evaluation methodology in such a way that they contribute to the achievement of these competencies. Based on this fact, the interconnection of teaching subjects, where the special and common teaching contents help each other and contribute to an increased extent to the development of the main competencies for the curricular level “The curriculum takes into account the needs, problems, concerns, interests and desires of students” (Costley, 2015:110).

It is worth noting that the requirement of the general education curriculum is to use the approach of integrating subjects, where “integrated teaching and learning is in function of the development of the main competencies envisaged for the curricular level (MESTI, 2017:100), therefore, the integration of music education with social sciences should also be looked at in this context. The integration of music education with other subjects should be given importance because, on the one hand, it enables the most natural and holistic development and education of students, and on the other hand, the use of musical elements or activities makes the lesson more appealing, attractive, productive, motivating, and in addition affects also in improving learning outcomes. Music education in the curriculum is part of the Arts Curriculum field (it is represented by the subjects of musical education, figurative/visual art education, dance and drama etc.).

While all social science subjects in the curriculum are grouped in the field Society and Environment, which is a broad field that deals with various issues, topics and sub-topics related to: the individual, social groups and relationships, social and natural processes, norms, rights and responsibilities, decision-making and institutions as well as environment, resources and sustainable development (MESTI, 2017), which include various subjects such as: society and environment, civic education, human and nature-geography and history, etc.). The integration of music education with social sciences aims to bring more dimensions and rich experiences to the learning process, helping to develop different skills and creating a more dedicated learning environment. By incorporating cross-curricular lesson plans with music and other content areas, students are able to make connection amongst subject areas (Battersby & Cave, 2014).

Literature Review

Based on the scientific literature and various researches, it is observed that the activities and contents in the subject of music education are related to almost all artistic and scientific educational fields. Seen from this point of view, the connection can be made with the arts (within the field of arts) and also with other curricular subjects and fields, but it is naturally integrated with the subjects of social sciences. Bolack integrated the arts (music, creative movement, visual arts, and drama) with language arts, social studies, and exact sciences and found that in addition to multidimensional benefits for students, parents also noticed an increase in their children’s interest in going to school (Karen, Donna, & Mauren, 2005). According to a comparative study carried out by a group of authors comparing the practices of a group of teachers in the USA and in Japan, the findings show that in general the integration of music and social sciences is more accessible compared to the exact sciences (Zdinski, Ogawa, & Dingle, 2007).

The interconnection of music education with other subjects, namely social sciences creates a pleasant learning environment, stimulates students' imagination and their creativity and increases learning productivity. According to Shiner, teachers who integrated subjects saved time and were student-centered, while students were able to take in more knowledge and connect that knowledge to real-life experiences, and teaching and learning were more engaging and enjoyable for students and teachers (Michael, Schlee, & Libler, 2010). The integration of music education with social sciences in primary school has a special importance for the all-round development of students, significantly improves teaching, student engagement and overall school performance (Scripp & Gilbert, 2016), this type of integration aims to bring more dimensions and rich experiences to the learning process, helping to develop different skills and creating a more dedicated learning environment. In addition, music has different emotional and social effects, it can be very pleasant and can bring about different emotional feelings (Habibi & Damasio, 2014). The use of music is a powerful tool to build connections and promote cooperation among students, and in this context the integration of music education with the social sciences reflects and promotes social and cooperative skills. Increasing the amount of music within the curriculum can increase social cohesion within the classroom, greater self-reliance, better social adjustment, and more positive attitudes, especially among low-ability and disaffected students (Hallam, 2010). By integrating music into social studies teaching, a more motivating and enjoyable learning atmosphere can be created, thus helping students to be more focused and learn better. The use of different musical activities during lessons helps teachers to create the right atmosphere, supporting and motivating students to work harder and focus on learning. According to Dorothy (1998), the use of music has become a highly effective audio-visual tool that helps students, among other things, focus on learning units. The

application of musical activities has a multi-dimensional role, whether it is in teaching or learning and it "can transform classrooms into positive learning environments where children/student thrive academically, socially, and emotionally" (Paquette & Rieg, 2008:227), on the other hand, every musical experience we offer our students affects their brain, body and feelings (Cornnett, 2015). The use of music (whether through forms of interpretation or listening to different musical examples) as an educational tool makes students more curious and at the same time more critical of the given event (in the social, social, historical context, etc.), at the same time makes them deepen their knowledge by researching more about the particular learning unit or topic covered in class. There are countless musical activities that can be used during the integration of certain learning contents through different forms and genres of music such as: songs, stage works, vocal and instrumental works, etc. Applying music listening with background music helps increase student motivation, on-task behavior and helps produce positive behaviours (White, 2007). Background music "can assist in making education easier, more successful and more enjoyable" (Griffin, 2006:35). Therefore, we can apply different elements and forms of musical expression for the integration of music education with social science subjects, such as: different examples of musical works for listening, the use of background music, and especially the application of songs of various character and content. When students become the characters they study, through song and dance, they connect more with the subject and material (Van Der Merwe, 2007). Integrated themes through the use of music create a high motivation and satisfaction for students. The interweaving of topics with each other in different subjects within a level helps to better reinforce the student's knowledge and makes the activities of this subject enjoyable and loving. Songs are an excellent didactic resource and teaching them is an important activity because it requires direct and active participation of

students and makes it easier for students to understand, learn and master certain learning units. The use of songs (adjusting them to the programmatic requirements of the relevant subjects) contributes to the integration of music education with social sciences, and provides opportunities for students to benefit and receive information, e.g. on different historical events, certain historical periods, different countries, contexts and cultures. By performing songs, teachers can help students of all ages remember and learn new information (Barrett, 2001). The songs describe historical events of a people in certain historical situations, they should also serve us as aides for teaching and learning the subject of history (Zejnnullahu, 2005), and an important form in learning history through music is the song lyrics (Pediatrics, 2009). Also, through the use of songs and various musical activities, students can develop their knowledge and skills about topics from civic education, e.g. respect, tolerance, cultural heritage, national identity and costumes, etc. therefore, “it is essential that classroom teachers integrate learning units through song with various activities” (Dorothy, 1998:32). The use of musical means of expression in the classroom raises the mood of the students and contributes to their concentration around the given unit (Van Der Merwe, 2007), and can serve as an ideal way of experiencing, knowing and imaginatively recreating historical events from the past. During the lessons, we can apply examples of musical works that deal with or relate to the respective events, through which the students will learn the tradition of their people and the traditions of other peoples. Through the application of musical examples, students not only experience and feel the events more deeply, but they will memorize and recall them more easily. Through music we know our historical perspectives (Brown, Merker, & Wallin, 1999).

The interconnection of music education with social sciences will undoubtedly bring comprehensive benefits in teaching and learning, and in this context, contemporary teaching through cross-subject integration

aims to bring more dimensions and rich experiences to the learning process, helping to develop different skills and in creating a more dedicated learning environment (Campbell & Henning, 2010).

Research Problem

The study aims to highlight the importance of integrating the music education subject with social sciences in primary school, from the perspective of primary school teachers. The research aims to identify and analyze how cross-subject integration is achieved, the ways and methods used during the integration of music education with social sciences through which it is intended to open the way for further improvements and to draw conclusions about this issue. Seeing this as a special challenge but also knowing the possibilities that artistic subjects offer in terms of cross-subject integration, the purpose of this study is to identify and analyze from the perspective of the teachers themselves the possibilities offered by the integration of music education with social sciences, then the application and the way of realizing the integration as well as the concrete challenges in this direction.

The problem statement of the research; “How is the integration of music education in primary education with social sciences in the sample of Kosovo?” It was created in the format.

Sub Problems:

- What are primary school teachers’ views on the integration of music education with social studies?
- How informed are the teachers about the curricular requirements regarding cross-subject integration?
- How much do teachers apply the interconnection of music education and social sciences in primary schools?
- What are the difficulties in realizing the integration of music education with social sciences?

Method

Research Model

The study aims to shed light on the importance of cross-subject integration between music education and social sciences, (with the different subjects that represent this curricular field). This research is a qualitative study based on due diligence and carried out in the case study (Matthews & Ross, 2010). The research is oriented from the perspective of the teachers themselves, how they evaluate the importance of integration, how much they implement integration and the challenges they face during the cross-subject integration (of music education with social sciences) in primary school. Data were collected through semi-structured interviews with primary school teachers.

Participants

The study focuses on primary school teachers in general public education, in the city of Gjilan and surroundings. By purposeful sampling (Cohen, Manion, & Morrison, 2000), different teachers have been chosen who work with grades 3, 4 and 5 (in the second curricular level), because this combination offers a diversity of educational units and greater opportunities for ways of integrating music education with social sciences. To address this topic, we collected research data through a semi-structured interview with a total of 15 primary school teachers. The interview was confidential and the interviewed teachers are primary school teachers. Table 1 shows the codes used for each participant; for example, PST (Primary School Teacher) refers to primary school teachers; 1-F-33 / P1 - for numbering the participants; F/M - gender and 33 - age.

Table 1. Structures of participants

No	Gender	Age	Work Experience	Codes
P1	Female	33	9 years	PST1-F-33
P2	Female	29	6 years	PST 2-F-29
P3	Male	52	29 years	PST 3-M-52
P4	Female	34	10 years	PST 4-F-34
P5	Female	31	6 years	PST 5-F-31
P6	Female	30	7 years	PST 6-F-30
P7	Female	44	16 years	PST 7-F-44
P8	Female	34	8 years	PST 8-F-34
P9	Female	57	30 years	PST 9-F-57
P10	Male	50	28 years	PST 10-M-50
P11	Female	27	4 years	PST 11-F-27
P12	Male	61	34 years	PST 12-M-61
P13	Female	49	24 years	PST 13-F-49
P14	Female	26	2 years	PST 14-F-26
P15	Female	36	11 years	PST 15-F-36

It can be seen in Table 1. the age and work experience of the participants (who work in the second curriculum level, grades 3, 4 and 5) are different.

Data Collection Tools

The aim of the study is to highlight, from the perspective of primary school teachers, the importance of integrating the subject of music education with the subjects of social sciences (which in the curriculum are named as field of *Society and Environment*¹) which are represented by a mosaic of subjects such as: civic education, society and the environment, nature knowledge, etc. To address this topic, we collected research data through a semi-structured interview with primary school teachers. To obtain teachers' opinions, open-ended questions were included in the semi-structured interview.

Semi-Structured Interview Form

The interviews were administered by the authors of this research. The semi-structured interview consists of a total of five questions, which aim to provide information on the importance, application - implementation, the opportunities and challenges of integrating music education with social sciences in primary school grades 3, 4, 5 - the second level of the curriculum (see Appendix 1). Interviews were conducted with 15 primary school teachers, and they were recorded and transcribed, always ensuring the anonymity of the interviewees. The answers related to their teaching practices were analyzed with a focus on the cross-subject integration of music education and social sciences.

Data Analysis

The data analysis was done using the qualitative method. To ensure transferability in this research, participants' views were described in detail and direct quotes were

¹ The social sciences subjects in the curriculum are grouped in the field of Society and Environment, which is a broad field that deals with various issues, topics and sub-issues related to: the individual, groups and social relations, social and natural processes, norms, rights and responsibilities, decision-making and institutions, environment, resources and sustainable development, which include various subjects such as: society and environment, civic education, human and nature, history and geography, etc.

included for reliability in qualitative research; namely stability or consistency (Neuman, 2014).

After collecting the data from the research through the qualitative method, we coded them according to the target variables of the research; we have generated them through special qualitative categories, age, gender, work experience, which we have coded with special numbers (Kumar, 2014). Analyzing the data collected from these research instruments, good practices have been identified as well as the challenges of integrating music education with social sciences according to the perspective of primary school teachers. Research ethics have been respected, taking care not to identify the teachers but to report in a summary way ensuring their anonymity.

Ethics

In order to carry out interviews with teachers, a request was made to the Municipal Education Directorate (MED) in Gjilan for permission to interview primary school teachers. Meanwhile, on 06.02.2023 (Protocol No. 12721) the request for this research was approved. All study participants were formally invited and voluntarily participated in this research. The participants who took part in the study were informed that the data collected from them would be used only for study purposes and that the principle of anonymity and confidentiality would be respected. All methods were performed in accordance with relevant guidelines and regulations.

Procedures

A purposeful selection was made of primary school teachers who taught in grades 3, 4, 5 (second level of the curriculum). The teachers were interviewed separately (one by one), this enabled them to freely express their views and practices on the importance, ways of application, challenges and opportunities of integrating music education with social sciences in primary school. After the interviews were transcribed, the

answers given through the interviews were compared. Interviews were conducted in various schools of the municipality of Gjilan from the first week of February to the end of May 2023.

Results

Research Findings From Interview

Our study aimed to investigate the views of teachers about the integration of music education with social sciences which we have divided into three dimensions as:

- The importance of integrating music education with social sciences
- Application - implementation of the integration of music education with social sciences, and
- Challenges regarding the integration of music education with the subjects representing social sciences.

Theme 1. The importance of integrating music education with social sciences

Table 2. Content analysis of participants’ view about importance of integrating music education with social sciences

Theme 1. The importance of integrating music education with social sciences	
Codes	f
Affects an increase of cross-curricular cooperation	11
Increasing of productivity of the lesson	14
Affects the productivity of students' learning in the respective subjects	13
Increasing of effective learning	10
Active learning	12
Fostering of students' imagination and creativity	8
Cooperative environment among students	11
Increasing of interactivity	7
Promoting of motivation	9
Making lesson more attractive and appealing	10
Supporting of students' emotion	7
Increasing of performance at social science subjects	8

Lower elementary teachers have expressed different views on the importance of integrating music education with social sciences:

“the linking of music with the subjects of social sciences increases the productivity of the lesson, e.g. the application of musical elements or songs with specific topic content greatly increases the

productivity of the lesson and influences students to show increased interest in the learning unit”(PST 1-F-33; PST 7-F-44; PST 8-F-34; PST 14-F-26; PST 10-M-50)

“the integration of music education with social science subjects has a positive effect on the students’ mood and increases the productivity of the lesson” (PST 7-F-44; PST 15-F-36)

“songs with historical content make the lesson much more attractive and appealing and also influence the students to experience and memorize the given event” (PST 8-F-34; PST 2-F-29; PST 3-M-52; PST 13-F-49)

“Cross-subject integration of music education and social sciences increases the productivity of the lesson as well as the performance of students” (PST 9-F-57; PST 14-F-26)

“I use music because I have realized that it is a path that leads to successful learning” (PST 12-M-61)

“sometimes, the students may not be very interested in the topic that is being taught, but I have noticed that linking it with music can change the situation so that the class becomes more attractive and the students show a more pronounced interest in that learning unit” (PST 9-F-57)

“The integration of music education with social sciences creates a working atmosphere in the classroom” (PST 6-F-30; PST 1-F-33; PST 13-F-49)

“The integration of the subject of music education with social sciences enhances students’ creativity, they connect the events and express themselves in different creative ways about the teaching topic” (PST 11-F-27)

“when accompanied by music new information becomes easier to remember” (PST 4-F-34)

“The integration of music affects the increasing of students’ socialization in relation to their peers, through joint cross-subject activities they cooperate and are more communicative with each other” (PST 5-F-31; PST 1-F-33; PST 10-M-50; PST 12-M-61; PST 9-F-57; PST 6-F-30)

“The connection of music education with social science subjects makes students more sociable and communicative” (PST 15-F-36; PST 11-F-27)

“students are more social during the integration of musical education, they also communicate interactively” PST 3-M-52; PST 2-F-29; PST 13-F-49

“the use of music is present in many learning activities of the students, this encourages and inspires them to be more active in the lessons and always makes the learning units in the various social science subjects much more attractive” (PST 15-F-36 ; PST 12-M-61; PST 8-F-34; PST 4-F-34)

“the importance of using music in teaching facilitates teaching and helps improve learning outcomes” (PST 2-F-29; PST 14-F-26)

“the integration of music has a potential to influence the student’s mood and humor, even in those cases when the students in the classroom are completely passive” (PST 3-M-52)

“the use of music contributes to students being attentive and active during the lesson” (PST 9-F-57; PST 7-F-44)

“interconnecting music education contributes to the creation of a suitable and appropriate atmosphere, helping students to focus more on lessons” (PST 1-F-33)

“the integration of music education with social sciences influences the lesson to become more attractive and arouses curiosity in students and influences them to be more focused and active” (PST 4-F-34)

The findings show that in most cases the lower elementary teachers have knowledge of, and appreciate, the importance of integrating music education with social sciences.

Theme 2. Implementation/application of the integration of music education with social sciences by primary school teachers

Table 3. Analysis of Implementation/application of the integration of music education with social sciences

Theme 2. Implementation/application of the integration of music education with social sciences by primary school teachers				
Sub-theme 1. The realization of the integration of music education with social sciences in primary schools				
Codes				f
Necessity of educational materials				11
Using of classroom-integration				8
Using of different songs				7
Using of different examples				5
Apply background music to creating for positive atmosphere				4
Sub-theme 1. Apply music to the topics of society and the environment				
Codes				f
Using-implementing at civic education topics				5
Using-implementing at human and nature topics				6
Using-implementing at history topics				9
Using-implementing at geography topics				3
Sub-theme 2. Students' likeness of topics that used musical elements				
Society and environment	Civic education	Human and nature	Historical topics	Geographical topics
5	6	5	10	4
Sub-theme 3. Using different sources for integrating				
Codes				f
Textbooks of relevant subjects				15
The songs that are in the music books				10
Sub-theme 4. Providing platforms that integrating of music				
Wikipedia	Britannica	Audio books (mp3)	YouTube	Other
2	0	3	12	0
Sub-theme 5. Using technological devices				
Projector	Laptop	Cd player	Phone	Other
6	6	4	15	0
Sub-theme 6. Effective platforms/materials for cross-subject integration				
Textbooks of relevant subjects	The songs that are in the music books	Wikipedia, Britannica	Audio books (mp3), Audio recordings	YouTube
14	9	2	5	13

“I am aware that the integration of subjects is a curricular and contemporary teaching requirement” (PST 1-F-33; PST 11-F-27; PST 14-F-26; PST 2-F-29; PST 7-F-44)

“in some cases during lessons I apply music as a tool because it creates a joyful atmosphere during the delivery of some lessons from the subject of civic education but also in other subjects” (PST 8-F-34; PST 1-F-33)

“I noticed that students are motivated and more concentrated during the lesson when the learning unit is accompanied by music in the background” (PST 1-F-33)

“during the explanation of the learning units of subjects from the field of Society and Environment I often use music, especially the singing of songs to make the lesson more appealing and attractive” (PST 11-F-27; PST 14-F-26)

“I use music from different sources, adapting it to the requirements of the lesson, because it helps me to create a favourable learning environment” (PST 10-M-50)

“in order for the students to experience and understand the contents of specific lessons about historical and social events, I apply mutually topics/learning units from the society and environment subject and music education” (PST 6-F-30; PST 10-M-50; PST 7-F-44)

“I implement the integration because the explanations accompanied by music help the students to remember the new information more easily” (PST 2-F-29; PST 3-M-52)

“I apply different songs that are in the music books, examples of which we listen to from the YouTube platform, the content of some songs is adapted to the lessons that are carried out during class work” (PST 11-F-27; PST 14-F-26; PST 1-F-33)

“it is imperative for primary level teachers to practice a variety of methods and strategies that can be interwoven with the use of musical elements that directly influence students to be more active and lessons to be learned more easily” (PST 9-F-57)

“every student has his own way of learning, none of them is the same as the other, everyone is different, so there must be a variety of learning styles” (PST 12-M-61)

“to use music in the classroom, the prerequisite is that the school is equipped with technological tools, where the use of music in the lesson would be easy and would make the lesson more effective” (PST 15-F-36; PST 13-F-49)

“I use songs because I think they are an important resource for students where through their application they get to know the history, national culture and other peoples along different periods and social contexts”(PST 1-F-33; PST 11-F-27; PST 14-F-26)

“Not every teaching unit can be explained in the best way, so the use of music or its integration with social science subjects, in addition to improving learning outcomes, would also affect classroom management and the concentration of students in the classroom” (PST 5-F-31)

“with the help of technological devices such as: computer, projector, telephone, etc., I interweave the topics and use music in the classroom, the students are much more focused during the lesson and the learning of the subject is at a more satisfactory level” (PST 11-F-27)

“when I apply music, I have noticed that it can become a trigger for students to experience and understand more the topic that is being treated, for example a song, the content of which is about caring for nature, (for example, the song “Let’s all plant a tree”), this has aroused

curiosity in the students and they have connected the message of the song with the topic, understanding the importance and care that we must pay to the preservation of nature, environment, tree planting, etc.” (PST 1-F-33)

Link to the song: [web 1](#)

“Students like it and manage to learn the learning topics better when we use musical elements for their realization, especially the school songs, whose content is related to the topics we do during the lesson” (PST 2-F-29; PST 7 -F-44)

“I use different examples for listening from the YouTube platform to achieve cross-subject integration, for example for national holidays we listen to music and watch film sequences with patriotic motifs” (PST 2-F-29; PST 1-F-33)

“I have noticed that applying or playing music in the background through different

musical elements during different lessons increases the productivity of the lesson” (PST 5-F-31)

“The most popular activities for students are those when music, whether through songs, video examples or other musical elements, is intertwined with other subjects, especially when I deal with topics from history (e.g. “the flag song”) (PST 13-F-49)

“for the integration of music education with social sciences, in addition to books, I use the technological equipment that I have, I also use resources from various online platforms” (PST 14-F-26; PST 2-F-29; PST 11-F-27; PST 1-F-33)

The findings show that there are big differences between the lower elementary (multi-subject) teachers about the way of implementing the integration of music education with social sciences.

Theme 3. The challenges of realizing the integration of music education with social sciences

Table 4. Content analysis of primary teachers’ views about conditions and difficulties that teachers faced during the work with integration of music education with social sciences

Theme 3. The challenges of realizing the integration of music education with social sciences	
Codes	f
Partial support of the school for cross-subject integration	12
Meeting the requirements ourselves	8
Lack of training for the implementation	7
Lack of mechanisms for motivation	6
Lack of infrastructure (technological devices, laptop etc.)	4
Not any support form school	4

“our school is equipped with technological tools that facilitate the teaching process and I used them a lot because they greatly affect the comprehensive process of achieving the required results of the teaching units” (PST 2-F-29; PST 1- F-33; PST 14-F-26; PST 7-F-44; PST 11-F-27)

“to use and integrate music in teaching,

it is not that any adequate training is required, and although with difficulty, I do apply it, all that is required is will and access to contemporary strategies in the teaching process” (PST 1-F-33)

“schools are not equipped with modern technological infrastructure, and as a result of this one cannot implement

contemporary strategies and techniques, including cross-subject integration, aimed at the student in the center and the teacher in the role of facilitator” (PST 4-F-34; PST 10-M-50; PST 12-M-61; PST 9-F-57)

“Cross-curricular integration as a teaching strategy is not so easy to apply in a context like this in our country, when we have hardly moved from the paradigm “with the subject at the center” to the paradigm “with the student at the center”, so, I think not only I, but also many of my colleagues, face the same challenges” (PST 12-M-61)

“although subject integration is required according to the curriculum, this remains at the will and conscience of each individual teacher, because there are no mechanisms that require or oblige the implementation of integration between subjects in general” (PST 7-F-44; PST 2-F-29)

“I think that we have a marked lack of training in relation to interdisciplinary integration, therefore, first I will have to follow some training, and then with a little personal dedication I will start with the implementation of these teaching methods and strategies” (PST 8-F-34 PST; 13-F-49)

“As teachers of the class level, we held several trainings that were not very relevant for us, did not offer anything concrete and I would rather say that they were enough to justify the salaries of the trainers” (PST 2-F-29)

“there is a lack of support from the relevant institutions starting from the school to MESTI, the teachers have no incentive to give the maximum in their work” (PST 10-M-50; PST 9-F-57; PST 12-M-61)

The findings show that lower elementary teachers have different views and

attitudes regarding the challenges of integrating music education with social sciences.

Conclusion and Discussion

The study highlights the real situation from the perspective of lower elementary teachers regarding the importance of cross-subject integration of the music education with social sciences in primary schools and has identified some of the forms of implementation of integration (the ways of using musical activities and elements during different lessons) as well as the challenges that teachers face during practical work around cross-subject integration.

The results of the research show that most teachers are aware of the importance of connecting music education with social sciences and the benefits of using musical elements during different lessons. Although, according to their perceptions, the integration of music education with social sciences during the implementation of teaching units with different content has an important and multidimensional role and contributes to the students' learning, creates a more favourable social environment, makes the lesson more attractive, encourages debate and interactivity among students, creates a motivating environment, affects the emotional state of students, etc., however, teachers in practice overlook integration “Many general educators realize that curriculum integration can be effective, but many do not know how to effectively integrate with the arts.” (Munroe, 2015). According to the Kosovo Curricular Framework, integrated teaching and learning is promoted and is in function of the development of the key competencies foreseen per curricular level (MESTI, 2017), based on this fact cross-subject integration seems to be resolved in terms of Kosovo's educational documentation, however, it is practically noted that in primary education, the implementation and applicability of cross-subject integration still needs dedication in this direction.

The research points out that the cross-subject integration in most cases is realized rather through the application/use of musical elements, especially songs with content related to the teaching topics (from history, civic education, man and nature, etc.). According to the teachers' views, the integration of subjects through the application of songs creates a more motivating and pleasant learning atmosphere and makes the class more attractive, as Merwe says "it lifts their mood and makes the students in the class focus on the specific unit (Van Der Merwe, 2007). Based on the views of the teachers, they emphasize that the use of musical elements facilitates learning and makes the material that is explained more understandable, for example, the textual content of the songs helps the students to acquire the topics on history, national culture and other peoples during different periods and social contexts or for the care and love for nature, birds, animals, etc. as Ritter says "when I choose a piece of music, I want to make sure the lyrics have something to say that is important to me and my students" (Ritter, 2002:137). The study shows that the teachers use different songs that are in the music books, which are also in the audiovisual version uploaded to the YouTube platform, and whose content is adapted to the teaching units they teach during class work. For example: the song "Our Flag" (for the Flag Day), then the song "My Homeland" (for the Independence Holiday), the song "Let's all plant a tree" and the song "The Tree" (about taking care of nature), the song "Swallow" (the love of birds) etc. (See the scores of some of these songs and the links attached to the additional documents). The data show that some of the teachers apply the cross-subject integration of music education with the subjects of social sciences, using music as a technique to encourage and motivate students in different lessons, "using music in the classroom is the best way to keep students motivated throughout the lesson (Kryeziu, 2021).

Although most teachers are aware of the importance of connecting music education with social sciences, and many of them in different situations apply the connection or use music during the delivery of lessons from the respective subjects, however according to them there are some factors which limit this cross-subject integration. Based on the practices of the teachers, it is observed that some of the teachers do not apply the integration of the subject of music education with social sciences, although most of them had longer experience in teaching, and it is precisely these that lean towards the use of traditional methods, and are more hesitant in applying technological devices and therefore overlook cross-subject integration "although integration is a worthy goal, sometimes it is not feasible (Colwell, 1994). The most favorable situation was among teachers who were younger. This can be related to the fact that most of them, in addition to their basic studies (bachelor), have also completed their master's studies and as a result of this they are more familiar with the curricular requirements and the use of technological equipment and accordingly apply the the most modern methods, strategies and techniques. According to the findings, some of the teachers think that the other factors that limit cross-subject integration are related to the infrastructure and working conditions in schools because "schools are not equipped with modern technological infrastructure, therefore contemporary strategies and techniques, including cross-subject integration cannot be implemented" (PST 4-F-34; PST 10-M-50; PST 12-M-61; PST 9-F-57). Also, according to them, in addition to the infrastructure, there are other aspects of professional development that highlight the integration of music education with social sciences, such as "significant lack of training related to cross-subject integration" (PST 8-F-34 PST; 13-F- 49) as well as "there is a lack of support from the relevant institutions starting from the school, MED and to MESTI, and therefore teachers have no incentive to

give their best in their work” (PST 10-M-50; PST 9-F-57; PST 12-M-61

In general, we can conclude that the teachers are aware of the importance and benefits of the integration of music education with social sciences, but practically for different reasons of the technical and professional challenges faced by a significant part of lower elementary teachers, practical implementation does not match the curricular requirements and their beliefs and perceptions about the importance and benefits of the integration of musical education. More research should be done in this direction to discover perhaps the other factors that influence the integration of music education with social sciences.

Recommendations

The results of this research will help teachers to understand the multidimensional importance of integrating music with social sciences in the aspect of improving learning outcomes, in creating a social, attractive, motivating environment as well as the emotional impact it has on students. So, as can be seen, these researches are of particular interest because they sensitize primary level teachers regarding the reinforcement of their beliefs about the importance of cross-subject integration of music education with social science subjects.

- It is recommended that educational policy makers include a training package for primary level teachers to point out the benefits of integrating music education with social sciences in increasing productivity and academic performance among students.
- The Ministry of Education should have available mechanisms for monitoring and evaluating the quality of training programs offered by various organizations and agencies, in order that training is not conceived only for equipping teachers with credit certificates, but as a necessity for improving quality of their work.

- Lower elementary teachers should implement the integration of music education with social science subjects, use contemporary teaching methods and avoid traditional methods.

- Relevant institutions (MEDs, MESTI) to provide schools with suitable infrastructure for the easiest implementation of cross-subject integration such as: technological equipment, computers, laptops, projectors, unlimited access to the Internet (wi fi)

- Responsible institutions should organize training for lower elementary teachers about the use of musical activities, respectively for the cross-integration of music education with social sciences.

Limitations of Study

One of the difficulties encountered is the impossibility of extending this research study to a larger number of participants. Since the study was done at the local level, similar and more detailed studies should be done at the country level

Acknowledgment

Acknowledgments to all collaborators who contributed to the realization of this study. Acknowledgments to primary school teachers who participating in this study and school administrators.

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Web sites

web 1. <https://www.youtube.com/watch?v=dsqFvUQEUgg>

web 2. https://www.youtube.com/watch?v=O_H7t5snFqo

web 3. <https://www.youtube.com/watch?v=8QW1d0h3dCU>

Appendixes

Appendix 1: Semi-structured Interview Format

Semi-structured Interview Form
<p>The purpose of this study is to provide us with information about the importance of the cross-subject integration of music education with social sciences in primary school from the perspective of teachers, to identify and highlight the real situation regarding the importance, applicability and challenges of teachers during integration of music education with subjects representing social sciences.</p> <p>The answers received from you will help us to draw the results for this research. All answers will remain confidential and only for the needs of this research. Thank you for your cooperation!</p>
<p>Gender: Female () Male () Age:</p>
Questions
<p>The following questions were answered by the choir teachers</p>
<p>Q1. Do you implement cross-subject integration of music education and other subjects?</p>
<p>Q2. Do you think social studies lessons are more effective if they are integrated with music education?</p>
<p>Q3. What are the benefits of integrating music education with social sciences?</p>
<p>Q4. In what cases do you use/apply music to integrate it with the social sciences?</p>
<p>Q5. What are the challenges you face when implementing cross-subject integration?</p>


Appendix 2: Vendi Im (My country)

 <p>DUA RASIMI - VENDI IM</p> <p>Adhurim Rasimi 1.15K subscribers</p> <p>184 likes</p> <p>Share</p> <p>Download</p>	
<p>4</p>  <p>Sa bu - kur va - lon sa më shton gë - zim ky fla - mur kre - nar Shum' të du - a un' ty o ven - di im drit e sy - ve t'mi</p> <p>nder i ven - dit tim ky fla - mur kre - nar nder i ven - dit tim. rre - ze e shkël - qim drit e sy - ve t'mi rre - ze e shkël - qim.</p>	

Appendix 3: Të mbjellim të gjithë nga një dru (Let's all plant from one tree)


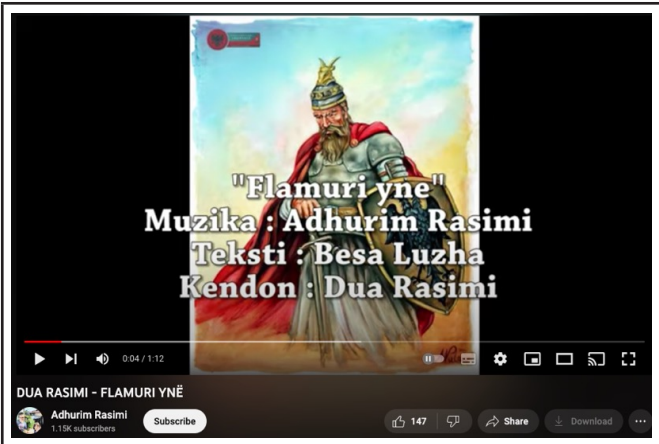


The image shows a YouTube video player on the left and a large QR code on the right. The video player displays the title "Te mbjellim te gjithë nga një dru" and credits: "Kompozimi : Violeta Krasniqi", "Teksti : Agim Deva", and "Kendon : Dua Rasimi". The video is from the channel "DUA RASIMI" with 1.15K subscribers.



The image contains a musical score for the song "Te mbjellim të gjithë nga një dru". The score is written in treble clef with a 3/8 time signature. It consists of four staves of music with lyrics in Albanian. The lyrics are: "Të mbje-llim të gjith'nga një pem' e çdo pem' të sjell' një zog e e çdo zog të A - jër të pa-sur në mush-k'ri e çdogieth'me jet' të vet, plu-hu-rin mbi ty", "sjell' një këng' e çdo këng' një kë-na-që - si. Ve-tëm du-het pak kuj-des pak kul-tur' e e e pret si omb - rell që t'ke_shën-det.", "pak vull- net... e të sje-llim ma - lin n'qy - tet... Do ti dë-gjojm", and "ci - u ci zogjt' e tu e zogjt' e mi ve-tëm du-het pak kuj - des...".

Appendix 4: Flamuri Yne (Our flag)



Allegro



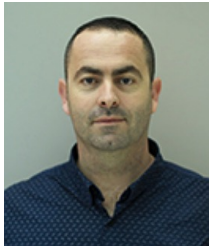
O fla - mu - ri yn' i da-shur sa shum' na ndjell kre - na ri, ç'do nën



10 tor ti na gë - zon me dy ngjy - rat kuq e zi, kuq e zi.

Ne në zemër ty të mbajm'
dhe për ty jemi krenar'
djem e vajza t'kastriotit
nderojn' kombin shqiptar.

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