

Differences in Musical Interest, Self-Efficacy, and Self-Esteem through the Convergence Education Program ‘I am a Music Creator’ in the Music Fairy Tale that you create yourself

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ABSTRACT

This study investigated the psychological effects of the creative music fairy tale ‘I am a music creator’ education program, which was implemented as the convergence educational program of the Seocho Innovation Education District in 2021 for a total of 8 weeks for elementary school students, on Musical Interest, Self-Efficacy, and Self-Esteem. Before verifying the effects after conducting the education program for a total of 8 weeks, a homogeneity verification of the group composition was conducted through a pre-measurement, and it was confirmed that the composition by gender and grade was homogeneous. The results of this study are as follows. First, the results of the pre-test/post-test by research subject showed that the post-test scores in Musical-Interest and Self-Efficacy were slightly higher than the pre-test scores, but there was no significant difference. When Self-Esteem was considered, There was a significant difference, and the post-test scores showed a higher average than the pre-test scores. Second, the results of the pre-test/post-test by gender of the research subject showed that the post-test scores in Musical-Interest, Self-Efficacy, and Self-Esteem for male students were slightly higher than the pre-test scores, but there was no significant difference. The post-test scores in Musical-Interest and Self-Efficacy for female students were slightly higher than the pre-test scores, but there was no real significant difference. Self-Esteem showed a significant difference, and the post-test scores showed a higher average than the pre-test scores. Third, the results of the pre-test/post-test by grade of the research subject showed that the post-test scores in Musical-Interest, Self-Efficacy, and Self-Esteem for second graders were slightly higher than the pre-test scores, but there was no real significant difference. In the 3rd grade, there was a significant difference in the sub-factors of Musical-Interest, interest in music classes, and Self-Esteem, and the post-score showed a higher average than the pre-score. In the 4th grade, the post-scores were slightly higher than the pre-scores in Musical-Interest, Self-Efficacy, and Self-Esteem, but there was no significant difference. Through these results, it was confirmed that the integrated music activity approach has a positive influence on elementary school students’ Musical-Interest, Self-Efficacy, and Self-Esteem, which are formed in the process of growth and development.

Keywords Musical-Interest, Self-Efficacy, Self-Esteem, Music Fusion Program, Convergence educational program

INTRODUCTION

1. The need for research

The Ministry of Education (2022) has confirmed and announced the 2022 revised elementary and secondary schools and special education curriculum.¹ It is based on self-directed learning and student-centered education that emphasized interest, which was mentioned when revised in 2015. In addition, it mentioned strengthening competency and basic literacy that emphasized the joy of learning, and strengthening creativity and character education, while aiming for leading growth with the inclusiveness and creativity required by future society.¹ However, in the school field, IT, coding, and big data-

related road-map education are receiving great attention, and the fact that medical school is focused on reflecting the reality of the high unemployment rate is a major obstacle to school-age education that requires various skills and is being raised as a social problem at national level.

Erickson (1968) classified the school age of entering elementary school into the period of ‘frontality versus inferiority’ in the process of lifelong development.² He viewed this period as a decisive period of self-growth in which students feel a sense of accomplishment through effort and grow and develop. In particular, music is attracting attention as one of the subjects that have the highest influence on emotional participation in the elementary school curriculum.³

Many researchers are reporting the achievements of various attempts through the field of music education while raising these social issues. They proposed a program to strengthen character education such as cooperation and consideration through traditional music played to college students or to adolescents.^{4,5} Some raised the possibility of

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online music education targeting the post-COVID-19 era,⁶ proposed a plan for music and convergence education for critical multicultural education,⁷ and suggested the possibility of convergence with music in writing classes.⁸

Seung-hwan Ham et al. (2013) established the concept of convergence education based on a total of 24 elementary and secondary teachers and 8 FGI.⁹ They viewed this education as a practical education that encompasses learners' individuality, diversity, and integration by including cognitive ability, creativity, and personality along with various levels of integration between subjects. In particular, they derived collaborative teaching, activity-oriented, expression-oriented, experience-oriented, inquiry-based, learner diversity, learning motivation, real-life context, and collaborative learning as subcategories in the teaching and learning process,⁹ and emphasized expression-oriented in the process of learners changing into active subjects rather than passive beings.⁹ In particular, IRan (2020) argued that there is an urgent need to propose a curriculum that can increase the realization of music convergence writing through the consideration of the possibility of a convergence with music in writing classes, and that examples or effects of actual classes need to be presented.⁸

Along with the possibility of convergence of creative activities in music education, the social change that we should consider will be the change in the educational environment caused by COVID-19. Teachers in the music education field have difficulty in the composition and method of non-face-to-face online classes, but fortunately, they are discovering the possibility of new changes in education.¹⁰ After the COVID-19 pandemic, society has come to accept efficiency and efficacy at the same time as the need to establish a non-face-to-face environment. Dewey (1967) said that music interest and music education are closely related, and that students should be able to experience music situations, be able to access them in real life, and music education should be conducted. In this way, in the field of education, the provision of content using online spaces and remote classes in traditional learning methods served as an opportunity to accelerate changes in the use and necessity of IT devices.¹¹⁻¹³

Non-face-to-face classes related to music subjects were found to have positive effects such as the use of various educational equipment,¹⁴ teachers' class readiness and content,¹⁵ expansion of self-directed learning,¹⁶ real-time interactive classes and assignment-oriented classes,¹⁷ and feedback provision.¹⁷ However, On the matter of non-face-to-face classes pointed out that there is a decrease in concentration due to restrictions such as disconnection or delay according to the online environment,¹⁹ limitations such as chorus or ensemble,²⁰ and limitations of interactions that can be made on face-to-face classes.²¹ Therefore, it is urgent to maximize the benefits of systematic online classes,²² have systematic learning and expertise,²³ and establish an online system to form learning motivation.²⁴

Flohr (1981) argued that interest in learning is the most essential element and is important in self-exploration, expanding thinking, and continuing activities. Even the same music may vary depending on gender, age, condition, psychological state, and personal music taste or preference as potential factors for response,²⁵ and there may be differences in emotional response.²⁶ In terms of musical interest for middle and high school students in Korea, it has been reported that students who have taken lessons for a long time and students who have music majors in their families have high musical

interest.²⁷

These studies are being conducted as local cultural experience activities using children's songs,²⁸ music activities,²⁹ integrated singing,³⁰ infant music theater activities,³¹ music play activities based on traditional children's songs,³² and integrated music drama activities using pansori.³³

In particular, musical interest is known to be influenced by the age at which Children encountered musical activities, experience in musical activities, and the type of participation in music education.³⁴⁻³⁶ Lee Sook-hee (2005) is an integrated music education for 5-year-old children, and as a result of listening to music by Mozart, Schumann, Clamenti, Verdi, and Handel, as well as chairs, picture scores, scarves, fruit painting Worksheet, rondo necklaces, lyrics creation, paired waltz, hand and body expression, and attempted to allow children to explore and express musical experiences on their own. The program reported a significant improvement in musical interest, musical attitude, and appreciation scores after 16 times of 8 weeks.³⁷ As a result of conducting an integrated music education for 35 5-year-old children for about 3 months, and examining activity participation observation data, recording data, photography data, and interview data, it was reported that children felt pleasure and interest through multisensory activities in music education.³⁸ This music acts as a very important factor from infancy, and it is said that if it is not developed in infancy, a sense of all musical elements that cannot be learned in life is formed.³⁹ In learning, Bandura (1977) argued that self-efficacy is one's own judgment on one's ability to organize and practice activities required to perform learning. In addition, self-esteem is also one of the central tasks of growth and development from childhood to adolescence and is regarded as an essential factor for survival.⁴⁰ When music activities are introduced in infancy, Children can accommodate and express themselves well, and positive emotions, self-regulation ability, self-esteem is promoted, and stress is reduced.⁴¹

Therefore, cultivating musical interest in adolescence is evaluated as very important from the perspective of music education.³³ Through musical activities in adolescence, self-efficacy is formed from factors such as achievement experiences, vicarious experiences, verbal persuasion, and emotional arousal.⁴²⁻⁴⁴

Bandura (1977) saw his own expectations of the belief that he can control himself well as a major factor in determining self-efficacy, and specifically, it is as follows. First, self-efficacy is distinct from self-esteem obtained from the results of self-assessment of self-worth.⁴³ This can be seen as a confidence that appears as a degree of individual belief or confidence in one's abilities and values in a specific situation, established through a cognitive judgment, a process of one's own values and abilities, and expressed as an emotional response.⁴³ Second, self-regulatory-efficiency is viewed as a component of self-efficacy, and the self-regulatory process includes sub-functional elements of self-observation, self-assessment, and self-response.^{43,44} Third, the task difficulty preference influences task selection, and the higher the self-efficacy, the more difficult and challenging goals are selected or preferred.⁴⁵

In addition, having a positive sense of self-esteem or self-identity for an individual is a prerequisite for looking positively at others and having respect,^{46,47} and there are

previous studies that reported that self-esteem improves through music,⁴⁸⁻⁵⁰ but studies verifying the effectiveness of music education programs are very scarce.

Therefore, the purpose of this study is to investigate the psychological effects of "My Creative Music Fairy Tale Convergence Education Program" and "I Am a Music Creator," which were conducted for elementary school students for a total of eight weeks as an educational program of the Seocho Innovation Education District in 2021.

2. Research hypothesis

The research hypothesis established to carry out the purpose of this study is as follows.

Hypothesis 1: There will be significant differences in pre/post scores in musical interest, self-efficacy, and self-esteem in the convergence education program of the creative music fairy tale 'I am a Music Creator' I have made for a total of 8 weeks between the pre-test and the post-test

Hypothesis 2: There will be significant differences in pre/post scores in musical interest, self-efficacy, and self-esteem in the convergence education program of the creative music fairy tale 'I am a Music Creator' that have made for a total of 8 weeks according to gender between the experimental collections.

Hypothesis 3: There will be significant differences in pre/post scores in musical interest, self-efficacy, and self-esteem in the convergence education program of the creative music fairy tale 'I am a Music Creator' that have made for a total of 8 weeks according to the grade between the experimental groups.

3. Program Configuration

The Arts-PROPEL program was a five-year project jointly conducted by the Harvard University Project Zero research team, the ETS, and Pittsburgh Public High School since 1985 under the leadership of Gardner, a professor of educational psychology at Harvard University, the founder of the theory of multiple intelligence. Through perception, production, reaction, and learning processes, the progress, composition, and evaluation were proposed as cognitive processes in art subject classes.^{51,52} In addition, as a language education tool, IRan (2020) proposed the production of the meaning of creating the emotion to be expressed with narration and the counter-arrangement of producing or exploring music suitable for the story it created.⁸ Based on the suggestions and possibilities of these preceding studies, a creative music fairy tale education program was constructed. Related components are shown in Figure 1.

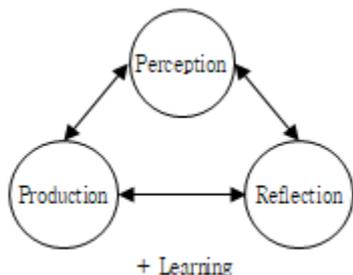


Figure 1. Arts-PROPEL components (Gardner, 2000; 2011)

Meanwhile, according to Gaertner, & Dovidio (2014), the program is developed through specific analysis, design, development, implementation, and evaluation for solving problems in learners' education and learning processes, which is called the ADDIE model.^{53,54} In this study, I planned a music fairy tale 'I Do Music Creator,' a convergence education program that I make by constructing an ADDIE model. The related development process is shown in <Table 1>.

Table 1. 2021 Seocho Innovation Education District Education Program Development Process

Procedure	Development and Composition Contents
Analysis	<Preparation of theoretical foundation through literature research> A Review of Literature on Creative Music Fairy Tale Education Program
	Identify the objectives, main contents, and teaching-learning methods of creative music fairy tales convergence education programs to promote musical interest, self-efficacy, and self-esteem
Design	<Setting the direction and composition of creative music fairy tales convergence education programs to promote musical interest, self-efficacy, and self-esteem> Setting objectives and detailed learning objectives for each area Select Key Content
	<Composition of creative music fairy tales convergence education programs to promote musical interest, self-efficacy, and self-esteem> Composition of Teaching-Learning Content by Subject Configuring Validation Tools
Implementation	<Preliminary implementation of creative music fairy tale convergence education program to promote musical interest, self-efficacy, and self-esteem> It consists of 10 elementary school students, 5 parents, and 5 students related to music education programs for preliminary implementation
	<Evaluation of creative music fairy tale education programs to promote musical interest, self-efficacy, and self-esteem> Program Validation Organization of professors and experts related to music education programs

RESEARCH METHOD

1. Research object

The subjects of this study were 120 students from the second to fourth grades of elementary school who participated in the Seocho Innovation Education District Education Program in 2021 among elementary schools located in Seocho-gu, Seoul. In this study, in order to examine the effect of the educational program on the subject's musical interest, self-efficacy, and self-esteem, the purpose of the study was revealed in a preliminary examination among 120 students, and the test was conducted on parents who allowed them to participate in the study. A total of 21 students participated in the study, 8 male students (38.1%) and 13 female students (61.9%) and the grades were composed of 3 second graders (14.3%), 15 third graders (71.4%), and 3 fourth graders (14.3%). For a clear judgment on the composition of the study subjects, the homogeneity test of the group composition was conducted prior to pre/post verification. The general characteristics of the study subjects are shown in <Table 2>.

Table 2. General characteristics of the study subjects (N=21)

Category	Frequency	N	%
Gender	male student	8	38.1
	female student	13	61.9
School year	2rd	3	14.3
	3rd	15	71.4
	4rd	3	14.3

*Average age: 9.0 years (±0.5 years old)

2. Experimental design

1) Creative Convergence Education Program Music Fairy Tale 'I am a music creator'

The subjects of this study were the Seocho Innovation Education District Education Program in 2021 among elementary schools located in Seocho-gu, Seoul, and the convergence education program named "My Creative Music Fairy Tale, I Am a Music Creator" was conducted for 120 students in the second and fourth grades of elementary school during the period from April to May and July to September. This was conducted once a week for a total of eight weeks for

Table 3. Program Key Contents

Topic	Key content
1 a highly anticipated first encounter (=Introduction and composition of music fairy tale stories)	1) Program introduction and determination (teacher, student, program introduction/diminution 3 things to look forward to 2) Introduce yourself. (Choose the music that best matches your face and expression) 3) Daily Music: Music Theory 1 Basic Elements of the Score & the Order of Stupid Performance
2 What should we talk about? +Drawing thumbnails	1) Goal Introduction: Enjoying and organizing the story (Viewing Shimcheongjeon & Making Thumbnail) 2) Activity: Imagination Story & Theme Song Making (How would I get 300 seats for offerings if I was Shimcheong?) 3) Daily Music: Music Theory 2 Up and Down System Name & Musical Structure and Beat
3 Express it with your voice (=Vocal method and voice acting)	1) Goal Introduction: Enjoying and organizing the story (Viewing Shimcheongjeon & Making Thumbnail) 2) Activity: Imagination Story & Theme Song Making (How would I get 300 seats for offerings if I was Shimcheong?) 3) Daily Music: Music Theory 2 Up and Down System Name & Musical Structure and Beat. Express it with your voice(=Vocal method and voice acting)
4 It makes this sound (=Make sound effects that match the scene)	1) Goal Introduction: Make your own sound effects that fit the scene 2) Activity: Introduction of sound effects, determining sound effects that fit the scene, and drawing expression sheet music 3) Daily Music: Music Theory 4 notes and commas. This is it for this scene (=Find the theme song for each scene)
5 This is it for this scene (=Find the theme song for each scene)	1) Goal Introduction: Find and insert music that goes well with fairy tales (Scene Music Initiative) 2) Activity: Acting out a scene and selecting music that matches the situation and the character's emotions 3) Daily Music: Understanding the Musical Theory 5 Beat
6 Do you want me to play it for you +Video editing	1) Goal Introduction: Making music that fits the scene 2) Activity: Creating scene music with app bands and songmakers (watching traditional fairy tales & selecting music for scenes) 3) Daily Music: Music Theory 6 notes, rhythm to commas
7 How do I combine them? (=Edit story and music and scene)	1) Goal Introduction: Learn editing programs 2) Making music fairy tales using editing programs (editing my own music fairy tales by editing lines + sound effects + background music) 3) Daily Music: Music Theory 7 The Strength of the Beat
8 Showing off your musical skills (=Music fairy tale screening)	1) Goal Introduction: Screening 2) Music Fairy Tale Screening (Highlight Part Only) 3) Time for compliments (praise what I did well and what my friend did well) 4) The closing greeting of the program

*COVID-19 Response Non-face-to-face Plan: Online Lectures Using Kit Delivery and Zoo

90 minutes through online ZOOM lectures, of which 21 elementary school students who revealed the purpose of the study and sought permission to participate in the study.

The subjects of the study were in the 2nd to 4th grades of elementary school, and the researchers judged that they needed help in understanding the questionnaire, and this purpose was fully revealed to parents, and with the help of parents, students were asked to answer the questionnaire directly, and we tried to examine the psychological effects of elementary school students' musical interest, self-efficacy, and self-esteem through the creative music fairy tale convergence education program.

The main contents and examples of the class plan and program for each session organized for this are shown in Table 3, Table 4, and Table 5.

Table 5. 2021 Seocho Innovation Education District Education Program Online Class Plan

category	details of implementation
1 program	My creative musical fairy tale, "I'm a music creator."
2 goal	Enhancement of elementary school students' music competency and character development through teacher-student interactive fusion and complex arts activities

3	genre	Music, art, creative experience activities, etc
4	target	2nd to 4th graders in Seocho-gu(120 students)
5	Class management	April-May 2021 / July-September 2021
6	time	90 minutes once a week (8 weeks in total)
7		Online ZOOM Lecture

3. Inspection items and methods

The measurement tools used in this study are shown in Table 6.

1) Musical interest

As a research tool to measure musical interest, the Music Attitude Scale of the upper grades of elementary school developed by Shaw & Tomcala (1976) was revised and supplemented to suit the purpose of this study by Kim Hyang-sook (2001) and Ko Jung-han (2023).^{27,55,56} It consisted of a total of 20 questions, including 6 questions for "interest in music subjects", 7 questions for "music aptitude and attitude", and 7 questions for "values for music", and each question is inversely distributed with a Likert 5-point scale, meaning that the higher the score, the higher the musical interest. At the time of development, the half-confidence of the Spearman-Brown formula was .79~.87, and in the study of Kim Hyang-sook (2001), .893, and in the study of Ko Jung (2023), .772 for music, .756 for music preference, and .660 for music experience.^{27,56}

2) Self-efficacy

A research tool to measure self-efficacy was developed by Bandura (1977) and a general self-efficacy scale developed by Cha Jeong (1997) by modifying and supplementing it to suit the purpose of this study.^{57,58} It consisted of a total of 17 questions, including 9 questions for 'self-regulation efficacy', 5 questions for 'confidence', and 3 questions for 'task difficulty', and each question was reversely distributed with negative questions on a Likert 5-point scale, meaning that the higher the score, the higher the self-efficacy. Lee Mi-song and Kim Je-soo (2012) had a self-regulation efficacy of .915 in a study of elementary school students, confidence of .719, preference for task difficulty of .797 in a study of elementary school students who participated in dance education, and Cho Seon-young had a self-regulation efficacy of .830, confidence of .794 and task difficulty of .831.

Table 4. Example of creative music fairy tale 'I am a Music Creator' convergence education program



*sources: youtube.com/channel/UCn4jmOMBQsaofiCgdUGj-mA/featured

3) Self-esteem

A research tool to measure self-esteem was developed by Coopersmith (1965), and the research tool used by Lee Yeon-suk and Park Jong-hyo (2021) to measure self-esteem was modified and supplemented to suit the purpose of this study.⁵⁹ Self-esteem was composed of a total of 12 questions as a single factor, and each question was inversely assigned negative questions on a Likert 5-point scale, meaning that the higher the score, the higher the self-esteem. Lee Yeon-suk and Park Jong-hyo (2021) were .926 in a study of elementary, middle, and high school students.

Table 6. Measurement tools

N	variable	Sub-factor	question
1	musical interest	interest in music subjects	6
		musicality and attitude	7
		a view of the value of music	7
		a total score for musical interest	total 20
2	self-efficacy	self-regulating efficacy	9
		confidence	5
		difficulty level of assignment	3
		total score of self-efficacy	total 17
3	self-esteem	the total score of self-esteem	total 12

4. Verification of homogeneity of preliminary composition of research subjects

This study conducted a group's homogeneity composition test to clearly judge the composition of the study subjects prior to pre/post verification to perform the purpose of the study. Pre-tests according to gender were examined for the composition homogeneity test.

1) Verification of homogeneity composition according to gender

<Table 7> shows the results of configuration homogeneity verification according to prior gender in the measurement tool of this study. As a result of the verification, there was no difference according to gender in all sub-factors, and it was confirmed that they were homogeneous.

Table 7. Homogeneity composition verification by gender (male N=8, female N=13)

variable	Sub-factor	Group	M	±SD	Z	p
musical interest	interest in music subjects	male	3.92	0.79	-.985	.336
		female	4.12	0.00		
	musicality and attitude	male	3.39	0.57	-.583	.595
		female	3.56	0.00		
a view of the value of music	a male student	male	3.14	1.06	-1.088	.301
		female	3.46	0.00		
	musical Interest _ Total score	male	3.48	0.76	-.978	.336
		female	3.71	0.00		
self -efficacy	self-regulating efficacy	male	3.99	0.30	-1.128	.268
		female	3.81	0.00		
	confidence	male	3.48	0.34	-.629	.547
		female	3.57	0.00		
	difficulty level of assignment	male	4.04	0.63	-.409	.697
		female				

Differences in Musical Interest, Self-Efficacy, and Self-Esteem through the Convergence Education Program 'I am a Music Creator' in the Music Fairy Tale that you create yourself

		female	4.10	0.00		
self-efficacy _total score		male	3.83	0.33	.000	1.000
		female	3.83	0.00		
self- -esteem	self-esteem _total score	male	4.15	0.71	-.218	.860
		female	4.28	0.00		

* $p < .05$, ** $p < .01$, *** $p < .001$

†Independent 2-Sample Nonparametric Test: *Mann Whitney Test*

2) Compositional homogeneity verification by grade

<Table 8> shows the results of the composition homogeneity test according to the pre-grade in the measurement tool of this study. As a result of the test, it was found that there was some difference in self-regulated efficacy ($p=.047$) in the sub-factors of self-efficacy. In all other sub-factors, there was no difference according to gender, confirming that they were homogeneous.

Table 8. Composition homogeneity verification by gender (2nd grade N=3rd grade N=15th grade N=3)

variable	Sub-factor	Group	M	±SD	χ ²	p
musical interest	interest in music subjects	2rd	4.17	0.60	0.095	.954
		3rd	4.04	0.89		
		4rd	3.89	0.19		
	musicality and attitude	2rd	3.29	0.13	0.629	.730
		3rd	3.60	0.73		
		4rd	3.19	0.16		
	a view of the value of music	2rd	3.14	0.65	0.395	.821
		3rd	3.48	1.10		
		4rd	2.86	0.14		
	musical interest _total Score	2rd	3.53	0.40	0.094	.954
		3rd	3.71	0.88		
		4rd	3.31	0.16		
self-efficacy	self-regulating efficacy	2rd	4.33	0.29	6.134	.047
		3rd	3.84	0.33		
		4rd	3.59	0.17		
	confidence	2rd	3.87	0.42	3.945	.139
		3rd	3.52	0.35		
		4rd	3.27	0.12		
	difficulty level of assignment	2rd	4.11	0.84	1.227	.542
		3rd	4.02	0.58		
		4rd	4.33	0.58		
	self-efficacy _total score	2rd	4.10	0.48	1.272	.529
		3rd	3.80	0.29		
		4rd	3.73	0.15		
self-esteem	Self-esteem _total score	2rd	4.00	0.72	0.283	.868
		3rd	4.25	0.61		
		4rd	4.36	0.42		

* $p < .05$, ** $p < .01$, *** $p < .001$

†Independent k-Sample Nonparametric Test: *Kruskal Wallis Test*

5. Data processing method

For data processing in this study, frequency analysis, independent 2-sample nonparametric test (*Mann Whitney test*), independent k-sample nonparametric test (*Kruskal*

Wallis test), and corresponding 2-sample nonparametric test (*Wilcoxon sign ranking test*) were performed using the statistical program SPSS 22.0. The level of statistical significance was set at the $p < .05$ level.

RESULTS

This study conducted a pre- and post-verification of 21 participants to investigate the psychological effects of the creative music fairy tale 'I Am a Music Creator' which was conducted for elementary school students as a 2021 Seocho Innovation Education District Education Program for a total of eight weeks. The results of the study are as follows.

1. Pre-/post-verification of study subjects

The pre/post verification results according to the study subject are shown in Table 9.

First, in terms of music subject interest (post-pre_difference=0.22), musical aptitude and attitude (post-pre_difference=0.23), music value (post-pre_difference=0.27), and musical interest total score (post-pre_difference=0.24), the post-difference score was slightly higher than the pre-difference score, but there was no significant difference ($p > .05$).

Second, self-efficacy was slightly higher than the prior score in self-regulation efficacy (post-pre_difference=0.00), confidence (post-pre_difference=0.17), task difficulty (post-pre_difference=0.24), and self-efficacy_total score (post-pre_difference=0.14), but showed no significant difference ($p > .05$).

Third, in self-esteem, the self-esteem_total score ($p=.020$) showed a higher average post-score than the pre-score. In other words, elementary school students' self-esteem increased after participating in the 'Creative Music Fairy Tale I Create' which was conducted as a 2021 Seocho Innovative Education District Education Program for a total of 8 weeks.

Table 9. Pre/post verification of study subjects (Research subjects N=21)

variable	Sub-factor	group	M	±SD	Z	p
musical interest	interest in music subjects	pre	4.04	0.77	-1.441	.150
		post	4.26	0.67		
	musicality and attitude	pre	3.50	0.63	-1.274	.203
		post	3.73	0.62		
	a view of the value of music	pre	3.34	0.97	-1.550	.121
		post	3.61	0.90		
	musical interest _total Score	pre	3.63	0.76	-1.894	.058
		post	3.87	0.68		
self-efficacy	self-regulating efficacy	pre	3.88	0.36	-.131	.896
		post	3.88	0.46		
	confidence	pre	3.53	0.37	-1.664	.096
		post	3.70	0.42		
	difficulty level of assignment	pre	4.08	0.60	-1.699	.089
		post	4.32	0.50		
	self-efficacy _total score	pre	3.83	0.31	-1.321	.187
		post				

		post	3.97	0.36		
self-esteem	self-esteem _total score	pre	4.23	0.58	-2.302	.021
		post	4.41	0.53		

* $p < .05$, ** $p < .01$, *** $p < .001$

† Correspondence 2-Sample Nonparametric Test: Wilcoxon Code Ranking Test

2. Pre/post verification according to gender and age of the experimental group

The pre/post verification results according to the gender of the study subjects are as follows.

1) Pre-/post-verification according to the male student group in the study

First, in terms of music subject interest (post-pre_difference=0.29), musical aptitude and attitude (post-pre_difference=0.25), music value(post-pre_difference=0.30), and musical interest_total score (post-pre_difference=0.28), the post-difference score was slightly higher than the pre-difference score, but there was no significant difference ($p > .05$).

Second, self-efficacy was slightly higher than the pre-score in self-regulation efficacy (post-pre_difference=-0.20), confidence (post-pre_difference=0.15), task difficulty (post-pre_difference=0.21), and self-efficacy_total score (post-pre_difference=0.05), except for self-regulation efficacy, but showed no significant difference ($p > .05$).

Third, in self-esteem, the post-mortem score was slightly higher than the pre-score in the self-esteem_total score (post-pre-difference=0.10), but there was no significant difference ($p > .05$).

Table 10. Pre/post verification according to the male student group (male student N=8)

variable	Sub-factor	Group	M	±SD	Z	p
musical interest	interest in music subjects	pre	3.92	0.79	-0.983	.326
		post	4.21	0.68		
	musicality and attitude	pre	3.39	0.57	-0.933	.351
		post	3.64	0.73		
	a view of the value of music	pre	3.14	1.06	-1.051	.293
		post	3.45	0.77		
	Musical Interest_Total Score	pre	3.48	0.76	-1.680	.093
		post	3.77	0.65		
self -efficacy	Self-regulating efficacy	pre	3.99	0.30	-1.472	.141
		post	3.76	0.47		
	Confidence	pre	3.48	0.34	-0.680	.496
		post	3.63	0.33		
	Difficulty level of assignment	pre	4.04	0.63	-1.000	.317
		post	4.25	0.58		
	Self-efficacy_total score	pre	3.83	0.33	-0.280	.779
		post	3.88	0.34		
self -esteem	Self-esteem_total score	pre	4.15	0.71	-0.561	.574

		post	4.25	0.67		
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* $p < .05$, ** $p < .01$, *** $p < .001$

† Correspondence 2-Sample Nonparametric Test: Wilcoxon Code Ranking Test

2) Pre-/post-verification according to the female student group in the study

First, the post-score of the music subject (post-pre_difference=0.18), the musical performance attitude (post-pre_difference=0.22), the value of music (post-pre_difference=0.25), and the total score of musical interest (post-pre_difference=0.22) were slightly higher than the pre-score, but there was no significant difference ($p > .05$).

Second, self-efficacy was slightly higher than the prior score in self-regulation efficacy (post-pre_difference=-0.14), confidence (post-pre_difference=0.18), task difficulty (post-pre_difference=0.26), and self-efficacy_total score (post-pre_difference=0.19), except for self-regulation efficacy, but there was no significant difference ($p > .05$).

Third, in terms of self-esteem, the self-esteem_total score ($p = .009$) showed a higher average score than the prior score. In other words, after participating in the educational program for the 2021 Seocho Innovation Education District for a total of 8 weeks, female students' self-esteem increased.

Table 11. Pre/post verification according to the female student group (female students N=13)

variable	Sub-factor	group	M	±SD	Z	p
musical interest	interest in music subjects	pre	4.12	0.78	-1.228	.219
		post	4.29	0.68		
	musicality and attitude	pre	3.56	0.69	-0.911	.362
		post	3.78	0.57		
	a view of the value of music	pre	3.46	0.93	-1.141	.254
		post	3.71	0.99		
	Musical Interest_total Score	pre	3.71	0.78	-1.363	.173
		post	3.93	0.72		
self -efficacy	self-regulating efficacy	pre	3.81	0.39	-0.746	.456
		post	3.95	0.46		
	confidence	pre	3.57	0.39	-1.287	.198
		post	3.75	0.48		
	difficulty level of assignment	pre	4.10	0.60	-1.354	.176
		post	4.36	0.46		
	self-efficacy_total score	pre	3.83	0.31	-1.293	.196
		post	4.02	0.37		
self-esteem	self-esteem_total score	pre	4.28	0.51	-2.596	.009
		post	4.51	0.42		

* $p < .05$, ** $p < .01$, *** $p < .001$

† Correspondence 2-Sample Nonparametric Test: Wilcoxon Code Ranking Test

3. Pre/post verification according to the study subject's grade

The pre/post verification results according to the study subject's grade are as follows.

1) Pre/post verification according to the 2nd grade group of the study subjects

Differences in Musical Interest, Self-Efficacy, and Self-Esteem through the Convergence Education Program 'I am a Music Creator' in the Music Fairy Tale that you create yourself

First, musical interest was slightly lower than the prior score in music subject interest (post-pre_difference=-0.67), musical aptitude and attitude (post-pre_difference=-0.15), music value (post-pre_difference=-0.05), and musical interest_total score (post-pre_difference=-0.29), but there was no significant difference ($p>.05$).

Second, self-efficacy was slightly lower than the prior score in self-regulation efficacy (post-pre_difference=-0.37), confidence (post-pre_difference=0.07), task difficulty (post-pre_difference=-0.22), and self-efficacy_total score (post-pre_difference=-0.18), except for self-regulation efficacy, but there was no significant difference ($p>.05$).

Third, in self-esteem, the post-mortem score was slightly lower than the pre-score in the self-esteem_total score (post-pre_difference=-0.08), but there was no significant difference ($p>.05$).

2) Pre/post verification according to the 3rd grade group of the study subjects

First, in terms of musical interest, the post-score of the music subject ($p=.035$) was ranked higher on average than the pre-score. In other words, after participating in the creative music fairy tale 'I am a Music Creator,' which was conducted as the Seocho Innovation Education District Education Program for a total of eight weeks in 2021, the interest in music subjects increased for the third graders of elementary school. In addition to the musical aptitude and attitude (post-pre_difference=-0.26), the value of music (post-pre_difference=-0.32), and the musical interest_total score (post-pre_difference=-0.32), the post-score was slightly higher than the pre-score, but there was no significant difference ($p>.05$).

Second, self-efficacy was slightly higher than the prior score in self-regulation efficacy (post-pre_difference=0.04), confidence (post-pre_difference=0.19), task difficulty (post-pre_difference=0.31), and self-efficacy_total score (post-pre_difference=0.18), but there was no significant difference ($p>.05$).

Third, in self-esteem, the self-esteem_total score ($p=.027$) showed a higher average post-score than the pre-score. In other words, after participating in the music fairy tale "I Do Music Creator," a creative convergence education program I make, which was conducted as the Seocho Innovation Education District Education Program for a total of 8 weeks, the self-esteem of the third graders of elementary school increased.

3) Pre/post verification according to the 4th grade group of study subjects

First, in terms of music subject interest (post-pre_difference=0.39), musical aptitude and attitude (post-pre_difference=0.48), music value (post-pre_difference=0.33), and musical interest_total score (post-pre_difference=0.40), the post-difference score was slightly higher than the pre-difference score, but there was no significant difference ($p>.05$).

Second, self-efficacy was slightly higher than the pre-score in self-regulation efficacy (post-pre_difference=0.15), confidence (post-pre_difference=0.20), task difficulty (post-pre_difference=0.33), and self-efficacy_total score (post-pre_difference=0.23) except for self-regulation efficacy, but showed no significant difference ($p>.05$).

Third, in self-esteem, the post-mortem score was slightly

Table 12. Pre/post verification according to the group of male students in the study (2nd grade N=3, 3rd grade N=15, 4th grade N=3)

variable	Sub-fator	group	2rd				3rd				4rd			
			M	±SD	Z	p	M	±SD	Z	p	M	±SD	Z	p
musical interest	interest in music subjects	pre	4.17	0.60	-1.633	.102	4.04	0.89	-2.103	.035	3.89	0.19	-1.342	.180
		post	3.50	0.44			4.41	0.65			4.28	0.54		
	musicality and attitude	pre	3.29	0.13	-1.069	.285	3.60	0.73	-1.042	.297	3.19	0.16	-1.604	.109
		post	3.14	0.38			3.86	0.66			3.67	0.08		
	a view of the value of music	pre	3.14	0.65	.000c	1.000	3.48	1.10	-1.574	.115	2.86	0.14	-1.069	.285
		post	3.10	0.44			3.80	0.98			3.19	0.58		
Musical Interest_total Score	pre	3.53	0.40	-1.069	.285	3.71	0.88	-1.931	.053	3.31	0.16	-1.604	.109	
	post	3.25	0.25			4.02	0.72			3.71	0.35			
self-efficacy	self-regulating efficacy	pre	4.33	0.29	-1.414	.157	3.84	0.33	-.175	.861	3.59	0.17	-.816	.414
		post	3.96	0.56			3.89	0.49			3.74	0.26		
	confidence	pre	3.87	0.42	-.447d	.655	3.52	0.35	-1.395	.163	3.27	0.12	-.816	.414
		post	3.93	0.12			3.71	0.47			3.47	0.31		
	difficulty level of assignment	pre	4.11	0.84	-.816	.414	4.02	0.58	-1.806	.071	4.33	0.58	-1.342	.180
		post	3.89	0.69			4.33	0.45			4.67	0.33		
self-efficacy_total score	pre	4.10	0.48	-.535	.593	3.80	0.29	-1.165	.244	3.73	0.15	-1.604	.109	
	post	3.93	0.42			3.98	0.39			3.96	0.14			
self-esteem	self-esteem_total score	pre	4.00	0.72	.000c	1.000	4.25	0.61	-2.208	.027	4.36	0.42	-1.633	.102
		post	3.92	1.00			4.47	0.42			4.61	0.32		

* $p<.05$, ** $p<.01$, *** $p<.001$

† Correspondence 2-Sample Nonparametric Test: Wilcoxon Code Ranking Test

higher than the pre-score in the self-esteem_total score (post-pre-difference=0.25), but there was no significant difference ($p>.05$).

DISCUSSION

This study intends to discuss the following based on the results of the analysis to find out what psychological effects can be obtained from the creative music fairy tale "I Do Music Creator," a convergence education program conducted for elementary school students, as a 2021 Seocho Innovation Education District Education Program, for a total eight weeks.

First, as a result of pre-/post-verification according to the study subjects, the post-scores in musical interest, and self-efficacy was slightly higher than the pre-score, but there was no significant difference. On the matter of Self-Esteem, There was a significant difference, and the post-scores showed a higher average than the pre-score. In other words, after participating in the creative music fairy tale "I Do Music Creator," which was conducted as the Seocho Innovation Education District Education Program for a total of 8 weeks, elementary school students' self-esteem increased.

Second, as a result of pre/post verification according to the gender of the study subjects, male students' post-scores in musical interest, self-efficacy, and self-esteem was slightly higher than the pre-score, but there was no significant difference. Female students' post-scores in musical interest and self-efficacy was slightly higher than the pre-score, but there was no significant difference. On the matter of Self-Esteem, There was a significant difference, and the post-score showed a higher average than the pre-score. In other words, after participating in the creative music fairy tale "I Do Music Creator", which was conducted as the 2021 Seocho Innovation Education District Education Program for a total of 8 weeks, female students' self-esteem increased.

These results support the results of a study by Kim Soo-jin and Kang Young-ha (2012) that reported that they had a positive effect on the improvement of self-esteem of school life maladjusted students as a result of writing impressions for 28 fifth graders of D Elementary School located in Seosan-si, Chungcheongnam-do after group music activities.⁴⁸ However, studies verifying gender differences are very limited, and it is difficult to consider previous studies supported by the results of this study.

Self-esteem appears to the degree to which an individual evaluates self-worth.⁶⁰ This means that self-esteem has a major influence on controlling human cognitive and emotional behavior.⁶¹ Through the results of this study, the 'creative music fairy tale I make' improved self-esteem, and it was found that it had a positive effect on the self-esteem of female students, especially compared to male students.

It is known that self-esteem is not formed by innate traits, but by the process of growth and development, as well as by experiences and responses to major others.⁶²⁻⁶⁵ In other words, the positive influence of the approach of integrated musical activities on the self-esteem of elementary school students formed in the process of growth and development was confirmed.

Third, as a result of pre- and post-verification according to the grade of the study subject, the 2nd grade's post-score in

musical interest, self-efficacy, and self-esteem was slightly higher than the pre-score, but there was no significant difference. The 3rd grade showed a significant difference in the interest and self-esteem of the music subject in the sub-factors of musical interest, and the post-scores showed a higher average than the pre-score. In other words, after participating in the 'I Create a Convergence Education Program Creative Music Fairy Tale 'I Do Music Creator', which was conducted as the Seocho Innovation Education District Education Program for a total of 8 weeks, the interest and self-esteem of the music subject increased for the 3rd grade. In other self-efficacy, the post-score were slightly higher than the pre-score, but there was no significant difference. In the 4th grade, the post-scores in musical interest, self-efficacy, and self-esteem was slightly higher than the pre-score, but there was no significant difference.

These results support a study by Lee Sook-hee (2005) that found that 56 experimental groups significantly increased their musical interest scores in the post-test as a result of conducting integrated music education for 116 5-year-old infants over eight weeks. Park Hyung-shin, Kim Eun-jung, and Kim Geum-ju (2014) reported that the post-test positively affected the interest in Korean traditional music as a result of conducting various creative activities such as listening to music, creating songs, deciding roles, and performing through pansori for six weeks for nine infants of the same age. In addition, Byun Soon-nyeo and Park Hyung-shin (2018) reported that 28 children aged five had a positive effect on the interest in Korean traditional music as a result of performing creative activities in the form of play such as singing, hide-and-seek, and role play through Korean traditional music over 10 weeks.

Furthermore, it was found that the creative music fairy tale "I Do Music Creator" developed by the researcher had a positive effect on musical interest and self-esteem in the third grade compared to the second or fourth grade. Music interest is formed relatively earlier than interest in other areas and has a characteristic that gradually becomes distinct.⁶⁶

In addition, music interest is a concept different from the musical ability to understand or analyze music, and it focuses individuals on music, causes emotional changes, and changes musical attitudes.⁵² Therefore, it is considered necessary to expect positive effects of integrated music activities by expanding the creative music fairy tale "I Do Music Creator" developed by the researcher to various grades. In addition, all factors increased except for self-regulation efficacy in the pre/post verification results. Afterwards, in the pre/post verification results according to gender, all factors according to gender increased except for the self-regulation efficacy of male students, and in the pre/post verification results according to grade, all factors increased in the 3rd and 4th grades except for the 2nd grade. In other words, all factors for which significant results could not be confirmed can be expected to have positive effects, and the necessity of change could be confirmed by the composition of the program, the introduction of prior learning, and the expansion of the ease of personal mobile or tablet PC.

On the other hand, the second-grade group was found to decrease in all factors except for confidence, a sub-factor of self-efficacy, which is believed to have revealed the limitations of the sample. Therefore, the necessity of securing verification power was also confirmed through follow-up studies.

CONCLUSION

This study investigated the psychological effects of the creative music fairy tale "I Do Music Creator," a convergence education program that was conducted for elementary school students as a 2021 Seocho Innovative Education District Education Program for a total of eight weeks, on musical interest, self-efficacy, and self-esteem. To this end, this study constructed a creative music fairy tale education program based on the possibility of writing and music convergence classes as a language education tool proposed by Arts-PROPEL and IRan (2020),^{8,51,52} and planned a convergence program based on the program development model of previous studies.^{53,54} After conducting the education program for a total of eight weeks, the study conducted a group composition homogeneity test through preliminary measurement before verifying the effectiveness, and it was confirmed that the composition by gender and grade was homogeneous.

The results of this study are as follows. First, as a result of pre/post verification according to the study subject, the post-score in musical interest, and self-efficacy was slightly higher than the pre-score, but there was no significant difference. When Self-Esteem was considered, There was a significant difference, and the post-score showed a higher average than the pre-score.

Second, as a result of pre/post verification according to the gender of the study subjects, male students' post-scores in musical interest, self-efficacy, and self-esteem were slightly higher than the pre-scores, but there was no significant difference. Female students' post-scores in musical interest and self-efficacy were slightly higher than the pre-scores, but there was no significant difference. When Self-Esteem was considered. There was a significant difference, and the post-scores showed a higher average than the pre-scores.

Third, as a result of pre/post verification according to the subject's grade, the 2nd grade's post-scores in musical interest, self-efficacy, and self-esteem was slightly higher than the pre-score, but there was no significant difference. The 3rd grade showed a significant difference in the interest and self-esteem of the music subject in the sub-factors of musical interest, and the post-scores showed a higher average than the pre-score. The 4th grade's post-scores in musical interest, self-efficacy, and self-esteem was slightly higher than the pre-score, but there was no significant difference. These results confirmed the positive influence of the integrated music activity approach on the musical interest self-efficacy, and self-esteem of elementary school students formed in the process of growth and development.

I would like to make the following caveats and recommendations. First, the scale for measuring musical interest in this study was revised and supplemented to suit the purpose of this study based on previous studies based on the Music Attitude Scale of the upper grades of elementary school developed by Shaw & Tomcala (1976). Shaw & Tomcala (1976) reported that the Music-Attitude Scale (MAS) was higher in music-attitude among students living in urban areas than those living in suburban areas at the time of development.³ Since this study was conducted for elementary schools located in Seocho-gu, Seoul, there was a limit to revealing the difference between urban and suburban areas. In addition, if the difference in various variables such as musical instruments that can be handled or music classes other than the curriculum is verified, it is considered that elementary school

students' musical interest can be deeply understood and used as basic data.

Second, in this study, the results of the creative music fairy tale "I Do Music Creator" I created in the sample group according to gender and grade increase in the majority of factors, which can be expected to have a positive effect on the educational program. Therefore, it is necessary to conduct follow-up research through changes such as the composition of the program, the introduction of prior learning, and the expansion of the ease of using personal mobile or tablet PCs.

Third, the second-grade group was found to decrease in all factors except for confidence, a sub-factor of self-efficacy, which is believed to have revealed the limitations of the sample. Therefore, it is necessary to secure verification power through follow-up research.

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CONFLICT OF INTEREST

There are no other relationships or activities that could appear to have influenced the submitted work.

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