

Academic Management Strategies for the Undergraduate Bel Canto Program at the University of Shanxi City, China.

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Abstract

This research aims 1) To develop academic management strategies for the undergraduate Bel Canto program at the university of Shanxi city, China. 2) To evaluate the developed academic management strategies for the undergraduate Bel Canto program at the university of Shanxi city, China. A mixed-method approach, incorporating both quantitative and qualitative research methodologies, was employed in this study. The sample consisted of 19 undergraduate universities in Shanxi, China, offering the Bel Canto program. The participants included 330 students enrolled in the Bel Canto program and 248 personnel responsible for managing the curriculum. Research instruments included an assessment of students' psychomotor skill competence, an evaluation of the current and desired conditions of academic management, and an assessment of the feasibility and appropriateness of the proposed strategies. Additionally, expert panel discussions were conducted. The statistical methods used for data analysis included frequency, percentage, mean, standard deviation, the Priority Needs Index (PNI_{modified}), and content analysis. The research results found that 1) The overall level of students' Psychomotor Skill Competence was high, with an average score of 4.08. 2) The opinions on the current state of undergraduate Bel Canto program management were at a moderate level, with an average score of 2.62, while the desired state of program management was rated high, with an average score of 4.35. 3) The strength of academic management for the Bel Canto program was identified as measurement and evaluation, while the weakness was curriculum development. The opportunity lay in improving measurement and evaluation, whereas the threat was related to political factors. And 4) The academic management strategies for the Bel Canto program consisted of four main strategies and 12 sub-strategies, forming the "CDTM" framework, which includes C = Curriculum Development, D = Development of Media and Learning Resources, T = Teaching and Learning Management, and M = Measurement and Evaluation.

Keywords: Academic Management Strategies, Curriculum Development, Vocal Performance

INTRODUCTION

Education is a fundamental pillar of modern society, playing a crucial role that impacts various dimensions of life. It is not only a platform for learning but also a forum for critical discourse involving stakeholders from diverse fields, such as academics, media experts, policymakers, and educators, who come together to discuss educational philosophies and methodologies (Schinkel et al., 2018). The essence of education extends beyond academic learning, focusing on developing both the physical and mental potential of individuals in alignment with social norms and cultural values (Zuhdi et al., 2021). As a lifelong process, education equips individuals with the necessary skills and knowledge for personal and professional growth, ultimately contributing to business advancement and national economic progress (Lachvajderova et al., 2023). China has the largest education system in the world, characterized by extensive initiatives and developments. As of June 2023, approximately 12.91 million students took the Gao Kao examination, reflecting the nation's commitment to academic excellence. The Chinese education system encompasses more than 1,000 universities and continues to accommodate a growing number of international students. Additionally, educational investments account for 4% of the country's GDP. China's Education Modernization 2035 plan aims to elevate the quality of the education system by promoting lifelong learning, improving preschool education, ensuring balanced compulsory education, and strengthening vocational and higher education (China Education Center, n.d.). Higher education

management is complex and requires meticulous planning, encompassing various academic administrative functions such as student record management, curriculum administration, and assessment and evaluation (Salam et al., 2023). Effective educational management relies on fundamental principles, including planning, organizing, controlling, and evaluation, ensuring that educational processes are systematic and capable of fostering high-quality student development (Sethi & Malhotra, 2023). Bel Canto is a vocal style that emphasizes beauty of tone and refined singing techniques, which are essential for the development of professional singers (Buroni, 2023). The teaching of Bel Canto has been developed in several countries, including Venezuela, where a systematic curriculum has been implemented to train vocalists (Quintana, 2022). However, the instruction of Bel Canto must take into account cultural contexts and the diversity of vocal styles to align with different musical genres, such as popular music (Machuca Tellez & Valles, 2020). Although China has a strong music education system, several challenges remain, including a shortage of specialized vocal instructors and the need to develop a curriculum that encompasses a wider range of musical styles (Zhou, 2022). This study focuses on developing academic management strategies for undergraduate Bel Canto programs to enhance the effectiveness of teaching and learning and improve the curriculum to better align with global contexts. Bloom's Taxonomy (Psychomotor Skill) serves as the core framework for curriculum design and academic management strategies, ensuring a structured and comprehensive approach to Bel Canto education.

RESEARCH OBJECTIVE

1. To develop academic management strategies for the undergraduate Bel Canto program at the university of Shanxi city, China.
2. To evaluate the developed academic management strategies for the undergraduate Bel Canto program at the university of Shanxi city, China.

RESEARCH METHODOLOGY

This research employed a Mixed-Method Approach, integrating both qualitative and quantitative research methods to comprehensively address the research objectives. This approach was deemed appropriate for the study as it allowed for an in-depth exploration and analysis of academic management strategies for the Bel Canto program, covering all dimensions effectively. The research was conducted in four phases as follows:

Phase 1: Exploring the competence levels of students in the Bel Canto program

1. **Population and Sample:** The population and sample consisted of 330 undergraduate students enrolled in the Bel Canto program from 19 universities in Shanxi, China. A convenience sampling method was used to select the participants.
2. **Research Instruments:** The research utilized a Self-Administered Questionnaire to assess students' psychomotor skill competence, consisting of 35 items measured on a 5-point rating scale (highest, high, moderate, low, lowest). The questionnaire's content validity was evaluated by five experts, with an Item Objective Congruence (IOC) index ranging from 0.70 to 1.00. A Try Out was conducted with a sample group similar to the actual participants to test content validity. The overall reliability of the instrument, as determined by Cronbach's Alpha Coefficient, was 0.77.
3. **Data Collection:** The data was collected online, and the questionnaire was distributed to eligible participants, allowing them sufficient time to review the information before deciding to participate. Participation was voluntary, and strict confidentiality was maintained. The submission of a completed questionnaire was considered as consent to participate in the study.
4. **Data Analysis:** The statistical methods used for data analysis included Frequency, Percentage, Arithmetic Mean, and Standard Deviation (S.D.).

Phase 2: Analysis the current conditions and the desired state of the academic management for the undergraduate Bel Canto program

1. **Population and Sample:** The population and sample consisted of 248 personnel responsible for the Bel Canto curriculum, including vice presidents in charge of the program and instructors from 19 universities in Shanxi, China.
2. **Research Instruments:** The research utilized a questionnaire assessing the current and desired state of academic management for the undergraduate Bel Canto program, based on the Psychomotor Skill

framework, including Perception, Set, Guided Response, Mechanism, Complex Overt Response, Adaptation, and Origination. The assessment covered four key areas: Curriculum Development, Development of Media and Learning Resources, Teaching and Learning Management, and Measurement and Evaluation. The questionnaire used a 5-point rating scale (highest, high, moderate, low, lowest).

3. Data Collection: The researcher assessed the suitability of the questionnaire to ensure effective data collection. The questionnaire was then distributed online, allowing participants to review the information before deciding to participate. Participation was voluntary, and respondents' information was kept confidential. Submission of the completed questionnaire served as confirmation of participation in the study.

4. Data Analysis: The statistical methods used for data analysis included Frequency, Percentage, Arithmetic Mean, Standard Deviation (S.D.), and the Priority Need Index (PNI modified).

Phase 3: Analyze SWOT of the academic management strategies for the undergraduate Bel Canto program

Based on the results of the priority needs assessment in the first step, the researcher ranked the PNImodified values. To conduct a SWOT analysis, these PNImodified values were divided into two categories—high and low—by calculating the midrange value within the group. This midrange value is determined by adding the highest and lowest PNImodified values and dividing the result by two. Any PNImodified value above the midrange is classified as the "High Group," while those equal to or below it is placed in the "Low Group."

For the internal environment, academic management functions or statements with PNImodified values in the high group are labeled as Weaknesses (W), while those in the low group are classified as Strengths (S). In terms of the external environment, factors with PNImodified values exceeding the group's midrange are identified as Threats (T), whereas those falling below it are considered Opportunities (O).

The SWOT analysis, informed by the PNImodified values, provides a comprehensive framework for evaluating both internal operations and external conditions. By identifying the strengths to be leveraged, weaknesses to address, opportunities to capitalize on, and threats to guard against, the analysis helps guide the development of effective academic management strategies. This process ensures that the Bel Canto program evolves in a way that meets current challenges and capitalizes on future opportunities, all while aligning with the program's goals for enhancing students' psychomotor skill competence.

Phase 4: Developing academic management strategies for the undergraduate Bel Canto program

1. Strategy Drafting: Based on the SWOT analysis conducted in the previous phase, the researcher developed strategies and action plans using the TOWS Matrix, ensuring alignment with key components of curriculum management for psychomotor skill development. Additionally, sub-strategies were formulated according to the secondary elements of academic management.

2. Evaluation of Strategy Feasibility and Appropriateness: Experts were selected using the Purposive Selection Method, comprising nine evaluators, including deans, vice presidents, and instructors.

3. Research Instruments: The research utilized an evaluation form to assess the feasibility and appropriateness of the strategies, which was reviewed by an academic advisor. The instrument used a 5-point rating scale (highest, high, moderate, low, lowest). The statistical methods used for data analysis included Frequency, Percentage, Arithmetic Mean, and Standard Deviation (S.D.).

4. Qualitative Data Analysis: Qualitative data, including comments and suggestions, were analyzed using Content Analysis. The initial draft of the strategies was revised based on expert recommendations and further reviewed by the academic advisor until the second and final versions of the strategies were finalized.

DATA ANALYSIS RESULTS

The results, based on the research objectives, are divided into fourth main topics:

1. Students' Psychomotor Skill Competence

The overall level of students' psychomotor skill competence was high, with an average score of 4.08 (S.D. = 0.464). When examined in detail, students demonstrated the highest competence in developing a vocal warm-up routine using scales and arpeggios specifically designed to enhance Bel Canto singing skills, with an average score of 4.20 (S.D. = 0.747). The second-highest competence was in performing pieces from the Bel Canto repertoire with confidence, effectively applying techniques learned in the course, including

dynamic control, expressive phrasing, and technical agility, with an average score of 4.18 (S.D. = 0.627). The lowest-rated competence, although still at a high level, was understanding the historical significance of the Bel Canto style and its impact on vocal pedagogy and opera performance, with an average score of 3.91 (S.D. = 0.938).

2. Current and Desired State of Academic Management for the Belcanto Undergraduate Program to Enhance Learning Skills

Leachers' opinions on the current condition of academic management for the Belcanto undergraduate program were overall at a moderate level, with an average score of 2.62 (S.D. = 0.297). Considering specific aspects, the area of curriculum development was at a low level, with an average score of 2.42 (S.D. = 0.613). The areas of development of media and learning resources, teaching and learning management, and measurement and evaluation were at a moderate level, with average scores of 2.56 (S.D. = 0.398), 2.66 (S.D. = 0.482), and 2.84 (S.D. = 0.515), respectively.

Leachers' opinions on the desirable condition of academic management for the Belcanto undergraduate program were overall at a high level, with an average score of 4.35 (S.D. = 0.185). When considering specific aspects, the areas of curriculum development, development of media and learning resources, teaching and learning management, and measurement and evaluation were all at a high level, with average scores of 4.43 (S.D. = 0.317), 4.36 (S.D. = 0.313), 4.35 (S.D. = 0.944), and 4.24 (S.D. = 0.287), respectively.

3. Strengths, Weaknesses, Opportunities and Threats of Academic Management in the Belcanto Undergraduate Program to Enhance Learning Skills

Table 1: Results of the Parameter Estimation for Direct Effect, Indirect Effect, and Total Effect Coefficients in the Adjusted Structural Equation Model

Strength – S (PNI _{modified})	Weaknesses – W (PNI _{modified})
S1 Measurement and evaluation	W1 Curriculum development
S1.1 Measurement and evaluation in developing Perception	W1.1 Curriculum development in developing Guided Response
S1.2 Measurement and evaluation in developing Guided Response	W1.2 Curriculum development in developing Set
S1.3 Measurement and evaluation in developing Mechanism	W1.3 Curriculum development in developing Perception
S1.4 Measurement and evaluation in developing Set	W1.4 Curriculum development in developing Complex overt Response
S1.5 Measurement and evaluation in developing Origination	W1.5 Curriculum development in developing Mechanism
S1.6 Measurement and evaluation in developing Complex overt Response	W2 Development of media and learning resources
S2 Teaching and learning management	W2.1 Development of media and learning resources in developing Set
S2.1 Teaching and learning management in developing Adaptation	W2.2 Development of media and learning resources in developing Guided Response
S2.2 Teaching and learning management in developing Origination	

S2.3 Teaching and learning management in developing Perception	W2.3 Development of media and learning resources in developing Mechanism W2.4 Development of media and learning resources in developing Perception
Opportunities – O (PNI_{modified})	Threats – T (PNI_{modified})
O1 Socio-cultural Factors O1.1 Socio-cultural Factors enable Curriculum development O1.2 Socio-cultural Factors enable Development of media and learning resources O1.3 Socio-cultural Factors enable Measurement and evaluation O2 Technological Factors O2.1 Technological Factors enable Development of media and learning resources O2.2 Technological Factors enable Teaching and learning management	T1 Political Factors T1.1 Political Factors are a threat to Curriculum development T1.2 Development of media and learning resources T2. Economic Factors T2.1 Economic Factors are a threat to Development of media and learning resources

The analysis results indicate that the weaknesses in the academic management for undergraduate students in the Belcanto program to enhance learning skills are in Curriculum Development and Development of Media and Learning Resources, while the strengths are in Measurement and Evaluation and Teaching and Learning Management. The analysis results indicate that the threats in the external environment, political for academic management using Bloom's Taxonomy: Psychomotor in curriculum development for undergraduate students in the Belcanto program to enhance learning skills are in the areas of Curriculum development and Development of media and learning resources. The opportunities are in the areas of Measurement and evaluation and Teaching and learning management.

Table 2: TOWS Matrix of Academic Management Based on the Concept of Bloom's Taxonomy:

Psychomotor

TOWS Matrix	Synthetic Matrix	Academic management
S1O1 Socio-cultural Factors enable Measurement and evaluation	1. S1.1O1 Perception 2. S1.2O1 Guided Response 3. S1.5O1 Origination	1. Integrate content related to music and performances from diverse cultures into the curriculum systematically. 2. Invite leachers and artists who are experts in various singing styles and cultures to participate in the teaching process. 3. Provide opportunities for students to experiment with blending Belcanto style with

		music and performance styles from different cultures.
S2O2 Technological Factors enable Teaching and learning management	4. S2.3O2 Perception	4. Utilize technology to aid in training and assessing auditory perception.
W1O1 Socio-cultural Factors enable Curriculum development	5. W1.1O1 Guided Response 6. W1.2O1 Set	5. Encourage collaboration between students and experts or leachers specializing in diverse music cultures. 6. Teach students to prepare mentally and physically through practices grounded in diverse music and performance cultures.
W2O2 Technological Factors enable Development of media and learning resources	7. W2.3O2 Mechanism 8. W2.4O2 Perception	7. Use online learning and training platforms that include recording and analyzing vocal performances. 8. Employ interactive voice analysis and learning software to enhance the ability to perceive and differentiate sounds.

Table 2: (Continued)

TOWS Matrix	Synthetic Matrix	Academic management
W1T1 Factors are a threat to Curriculum development	9. W1.1O1 Guided Response 10. W1.3O1 Perception	9. Foster cooperation between educational institutions and international organizations in the arts and music. 10. Utilize digital technology and impartial online resources.
W2T2 Economic Factors are a threat to Development of media and learning resources	11. W2.2O2 Guided Response 12. W2.4O2 Perception	11. Develop and disseminate open-source digital learning resources and online training. 1.2 Create and publish freely accessible digital sound archives and media

The evaluation results of the feasibility and appropriateness of the academic management strategies for the undergraduate Bel Canto program at Shanxi University, China, revealed that:

Strategy 1: Integrate content related to music and performances from diverse cultures into the curriculum systematically, rated with the highest appropriateness level (\bar{x} = 4.80) and the highest feasibility level (\bar{x} = 4.70).

Strategy 2: Invite leachers and artists who are experts in various singing styles and cultures to participate in the teaching process, rated with the highest appropriateness level (\bar{x} = 4.60) and the highest feasibility level (\bar{x} = 4.50).

Strategy 3: Provide opportunities for students to experiment with blending Bel canto style with music and performance styles from different cultures, rated with the highest appropriateness level (\bar{x} = 4.70) and the highest feasibility level (\bar{x} = 4.60).

Strategy 4: Utilize technology to aid in training and assessing auditory perception, rated with the highest appropriateness level (\bar{x} = 4.60) and high feasibility level (\bar{x} = 4.40).

Strategy 5: Encourage collaboration between students and experts or leachers specializing in diverse music cultures, rated with the highest appropriateness level (\bar{x} = 4.80) and the highest feasibility level (\bar{x} = 4.70).

Strategy 6: Teach students to prepare mentally and physically through practices grounded in diverse music and performance cultures, rated with the highest appropriateness level (\bar{x} = 4.60) and high feasibility level (\bar{x} = 4.40).

Strategy 7: Use online learning and training platforms that include recording and analyzing vocal performances, rated with the highest appropriateness level (\bar{x} = 4.70) and the highest feasibility level (\bar{x} = 4.50).

Strategy 8: Employ interactive voice analysis and learning software to enhance the ability to perceive and differentiate sounds, rated with the highest appropriateness level (\bar{x} = 4.80) and the highest feasibility level (\bar{x} = 4.60).

Strategy 9: Foster cooperation between educational institutions and international organizations in the arts and music, rated with the highest appropriateness level (\bar{x} = 4.60) and the highest feasibility level (\bar{x} = 4.50).

Strategy 10: Utilize digital technology and impartial online resources, rated with the highest appropriateness level (\bar{x} = 4.70) and the highest feasibility level (\bar{x} = 4.60).

Strategy 11: Develop and disseminate open-source digital learning resources and online training, rated with the highest appropriateness level (\bar{x} = 4.60) and the highest feasibility level (\bar{x} = 4.50).

Strategy 12: Create and publish freely accessible digital sound archives and media, rated with the highest appropriateness level (\bar{x} = 4.70) and the highest feasibility level (\bar{x} = 4.60).

4. Improvement and Presentation of academic management strategies for the undergraduate Bel Canto program at the university of Shanxi city, China.

The results of the improvement and presentation of Academic Management for the Belcanto Undergraduate Program to Enhance Learning Skills are as follows:

Table 3: The Process of Academic Management for Undergraduate Students Belcanto Program to Enhance Learning Skills

No.	Abbreviation	The process of Academic Management
1	C : Curriculum development	S5. Encourage collaboration between students and experts or leachers specializing in diverse music cultures. S6. Teach students to prepare mentally and physically through practices grounded in diverse music and performance cultures.
2	D : Development of media and learning resources	S7. Use online learning and training platforms that include recording and analyzing vocal performances. S8. Employ interactive voice analysis and learning software to enhance the ability to perceive and differentiate sounds. S9. Foster cooperation between educational institutions and international organizations in the arts and music.

THE PROCESS OF ACADEMIC MANAGEMENT IN THE BELCANTO UNDERGRADUATE PROGRAM TO ENHANCE LEARNING SKILLS

CURRICULUM DEVELOPMENT

- Research and analysis of the department's curriculum to determine areas for improvement
- Identify existing strengths and weaknesses
- Develop a plan to address the identified areas for improvement
- Implement the plan and evaluate the results

MEASUREMENT AND EVALUATION

- Develop a common standard to assess student learning
- Identify the assessment methods to be used
- Collect and analyze the data
- Interpret the data and make conclusions
- Use the results to make improvements

DEVELOPMENT OF MEDIA AND LEARNING RESOURCES

- Identify the learning and teaching objectives
- Develop a plan to address the objectives
- Identify the media and learning resources to be used
- Develop the media and learning resources
- Implement the plan and evaluate the results

TEACHING AND LEARNING MANAGEMENT

- Develop a plan to address the learning objectives
- Identify the teaching methods to be used
- Collect and analyze the data
- Interpret the data and make conclusions
- Use the results to make improvements

C: Curriculum development. Action plan from the research, it was found that planning under the most desirable conditions is at the highest level. Systematic and comprehensive curriculum development will help students learn and practice complex singing and performing skills effectively and fully meet the needs of the students. In the Belcanto curriculum, curriculum development that covers both theory and practice is essential for students to learn and practice all aspects of singing-related skills, such as voice control, breath use, correct pronunciation, emotional expression, and body movement. The curriculum should be designed in accordance with professional standards and accepted techniques in the industry so that students receive quality training that meets international standards. Curriculum development that combines academics and practice in a balanced way will effectively enhance students' psychomotor skills. Classroom practice, studio work, and participation in real performances are important parts of training that help students practice a variety of complex expression skills. Having the opportunity to work with

expert leachers and experienced artists will provide students with appropriate guidance and support. In addition, curriculum development that allows students to learn from a variety of sources and technologies, such as using digital media, learning through video conferencing, and using specialized training software, will help enhance their ability to perceive and distinguish sounds, analyze performances, and improve their own singing techniques. Therefore, effective management and development of the Curriculum Development program is an important foundation for enhancing Psychomotor Skills for students in the Belcanto program, enabling them to have high-quality singing and performance skills that can compete internationally. This is consistent with the research of Zhang (2016), which emphasizes the importance of physical mechanism control and body coordination in Bel Canto training, utilizing the full potential of body movements to enhance vocal techniques and performance capabilities. Additionally, it aligns with the work of Xie (2021), which discusses the integration of Bel Canto concepts into Chinese vocal music education, focusing on the development of a scientific and systematic teaching framework. This approach enhances the quality of higher education in vocal music while also promoting the preservation and global dissemination of China's musical heritage.

D: Development of media and learning resources. Action plan from the research, it was found that planning under the most desirable conditions is at the highest level. The development of quality and diverse media and learning resources is the key to practicing and developing complex and delicate skills in singing and performing. In the Belcanto program, students need to practice skills such as voice control, breath use, emotional expression, and body movement. All of these aspects require learning media that can be conveyed and demonstrated with clear examples. The use of high-quality media, such as high-quality audio and video recordings, 3D animations, and sound analysis software, will help students learn and practice skills effectively. In addition, the development of a variety of teaching media allows students to experience different styles and performance approaches, which is important for developing psychodynamic skills. Students can learn from a variety of artists and leachers, and can experiment with singing in different styles, giving them greater flexibility and adaptability. The use of digital media and learning resources that are accessible at all times is also an important factor in practicing psychodynamic skills. Students can practice at their own pace and convenience, which will help build confidence and mastery of the skills they have learned. In addition, having systematic and easily accessible learning media supports sustainable learning, allowing students to continuously review and improve their skills. The management and development of learning media in the area of Development of media and learning resources plays an important role in developing Psychomotor Skills for Belcanto students to be able to sing and express themselves more naturally and effectively. This is consistent with the research of Nakanishi & Motojima (2016), which studied the application of the Revised Bloom's Taxonomy in vocal music education, emphasizing the role of instructional media in effectively conveying learning objectives, teaching activities, and assessment methods. The findings indicate that while there are challenges in applying this framework to music education, the development of appropriate learning tools, such as digital media and online learning platforms, can significantly enhance students' understanding and mastery of vocal techniques.

T. Teaching and learning management. The research found that planning under the most desirable conditions is at the highest level. Effective teaching and learning management will help students practice and develop the skills needed to sing and express themselves at the highest level. In the Belcanto program, teaching management must cover both classroom teaching and practical training in a balanced manner. Leachers must have knowledge and understanding of the art of singing and be able to communicate and convey knowledge effectively. Practical teaching management will help students practice their physical and vocal skills, which are the core of developing psychomotor skills. The use of various teaching techniques, such as group training, individual training, and training through digital technology, will help students gain a comprehensive and accessible learning experience. Having the opportunity to practice and express yourself in different situations, such as performing in the classroom, performing on stage, and performing in real places, will help students develop their adaptability and coping skills. In addition, the leachers' targeted advice and feedback during practice will help students know their strengths and areas for improvement. Continuous assessment of learning results and advice will help build students' confidence and ability to develop their skills systematically and effectively. The teaching management in

the Belcanto program also takes into account the use of modern and quality learning media, such as using sound analysis technology, using singing training software, and using online platforms for supplementary learning, which will help students gain a complete and up-to-date learning experience. Effective instruction in all these areas will enable Belcanto students to fully develop their psychomotor skills and prepare for professional performance. This is consistent with the research of Xin & Roongruang (2022), which emphasizes the enhancement of students' vocal and performance skills through practical teaching in contemporary opera performances. The study highlights the integration of vocal techniques with stage performance, which helps students develop confidence in both singing and acting. The findings indicate that this strategy significantly improves vocal techniques, musical expression, and stage presence, leading to noticeable advancements in students' overall performance abilities.

M: Measurement and evaluation Research has shown that planning under the most desirable conditions is at the highest level. Systematic and accurate measurement and evaluation are important tools to help monitor and improve students' singing and performance skills. In the Belcanto program, assessment must cover singing techniques, vocal accuracy, breath control, emotional expression, and physical expression. Using a variety of assessment methods, such as practical examinations, live performances, audio or video recordings, and sound analysis, will allow teachers to measure students' progress in a comprehensive and fair manner. These assessments not only help in grading, but also provide valuable and useful feedback to students. Providing detailed and honest feedback after assessments is important to help students understand their strengths and areas for improvement. Receiving clear and constructive feedback will provide students with a clear direction to develop their skills and improve their performances. In addition, continuous and systematic assessment will allow students to see their own development and set tangible goals for further development. Using technology to measure and evaluate, such as using high-quality audio analysis software and video recordings, will help make assessments more detailed and accurate. Students can watch and analyze their own performances in detail and can clearly see the details that need to be improved. Therefore, effective management of Measurement and Evaluation in the Belcanto program will help students receive quality assessments and feedback. This is an important factor in enhancing and developing Psychomotor Skills, enabling students to be ready to express themselves artistically at a professional level. This is consistent with the research of Nakanishi & Motojima (2016), which studied the application of the Revised Bloom's Taxonomy in vocal music education, emphasizing the role of assessment methods that align with learning objectives and teaching activities. Although there are limitations in applying this framework to music education, the findings indicate that utilizing technology to analyze students' vocal performance and expression can significantly enhance the accuracy and precision of assessment.

SUGGESTIONS

Curriculum development should integrate both theoretical and practical components, fostering collaboration between students and music experts from diverse cultural backgrounds. Additionally, students should be trained to prepare themselves both physically and mentally through exposure to various musical styles and performance techniques. The use of technology and online learning platforms that enable vocal recording and analysis should be incorporated to enhance students' auditory perception and differentiation skills. Moreover, collaboration between educational institutions and international arts and music organizations should be encouraged. In terms of teaching and learning, technology should be integrated to assist with training and auditory perception assessment. Learning experiences should include classroom instruction, stage performances, and real-world practice, with guidance from instructors to help students build confidence and develop their skills systematically. Assessment and evaluation should be accurate and comprehensive, covering vocal techniques, pitch accuracy, breath control, and emotional expression. Technology such as voice analysis software and video recordings should be utilized to provide clear and constructive feedback, enabling students to refine their skills effectively.

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