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ACTIVE LEARNING MANAGEMENT: A CASE STUDY IN THE COURSE OF HUMAN RESOURCE MANAGEMENT IN THE AIRLINE BUSINESS

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Abstract

This research aimed to develop active learning activities and evaluate the effectiveness of active learning management in the course of human resource management in the airline business. The findings are: 1) The transformation from passive to active learning in theoretical courses is adaptable by developing various activities and adjusting the teachers' characteristics, teaching methods, teaching media, classroom environment, and learning assessment. 2) Human resource management in the airline business has nine activities that are consistent with the course content and have a propriety and feasibility standard at the highest level. This could be an example for other theoretical subjects. 3) The active learning management in this course is effective. The empirical evidence is the higher scores in the post-test, the class average grade exceeding the specified criteria, and the highest level of student satisfaction in every indicator.

Keywords: Active Learning, Human Resource Management, Airline Business

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Introduction

Thailand Higher Education Standards 2018 focuses on developing people and Thai society as a strong foundation for the country. To be physically, mentally, intellectually, and skillfully prepared for the 21st century, have morality and ethics, respect the law, have leadership, know and preserve Thai values, and know the international context. They are expecting to develop a lifelong education. Build up a way of learning for Thai people to be a society of learning and a co-creation of innovations for the development of quality of life and society, which covers student outcomes, research and innovation, academic services, arts and culture, and Thainess, and management. Therefore, education instruction in Thailand's higher education institutions must support the 2018 Higher Education Standards to produce graduates with qualifications consistent with the 21st century and must also support the national strategy to be an essential force in national development toward stability and sustainability (Announcement of the Ministry of Education on Higher Education Standards, 2018).

Aviation Business and Transport Management Program, College of Tourism, Hospitality, and Sports, Rangsit University is another Thailand higher education institution that must organize teaching and learning under the 2018 Higher Education Standards and the National Strategy. The Aviation Business and Transport Management Program is a 4-year course. The learning program consists of both theoretical and practical. For practical subjects, students will have hands-on practice to gain knowledge, skills, and expertise for professional practice. The learning environment is in a positive direction. Students are alert to learn and interact with instructors in practical subjects such as In-flight Services, Ground Passenger Service, Aviation Meteorology, Information Technology Systems in the Airline Business, Operational Flight Plans, etc. On the other hand, the learning environment is quite different in theoretical courses like Laws and Ethics in the Airline Business, Marketing in the Aviation Business, Human Resource Management in the Airline Business, and Airline Business Management, where there is relatively little interaction between teachers and students because the content of the course is a lecture on concepts and theories. Students become bored and not alert to learning. As a result, the learning outcomes in those courses do not fully achieve the learning objectives. In addition, the teaching style is inconsistent with the 2018 Higher Education Standards regarding student outcomes.

Active learning is a type of learning that emphasizes learner outcomes. Let them practice and learn independently, with teachers guiding, stimulating, and facilitating to allow students to learn through analytical thinking, synthesis, exchanging knowledge, and data presentation. Learners participate in teaching and learning to create their own knowledge. Active learning aims to develop thinking potential, troubleshooting, applying knowledge, participation in the learning system, integrating various data, working with others, being disciplined, experiential learning, and the conclusion of the learning. Therefore, active learning management is a learning style that meets the needs of the 2018 Thailand Higher Education Standards and the national strategy regarding learner outcomes and population characteristics, which are essential mechanisms in driving the country (Office of the Basic Education Commission, 2019).

The researcher is a part of the country's population development and is responsible for teaching the course human resource management in the airline business, a theoretical course that requires a lot of lectures, explanations, concepts, and theories. The nature of teaching is, therefore, passive learning. The learner outcomes do not align with the 2018 Thailand Higher Education Standards and the national strategy. If passive learning continues, it will affect the characteristics of the country's population, which cannot develop the country according to the national strategy. Therefore, the researcher is interested in applying the concept of active learning management in this research. The aim is to develop active learning activities and evaluate the effectiveness of active learning management in human resource management in the airline business.

Literature Reviews

Active Learning Management

Active learning management is a learning style that focuses on learners interacting with teaching and learning. It stimulates learners to develop higher-order thinking through analysis, synthesis, and evaluation. Learners must read, write, ask questions, and discuss together. Learners will transition from knowledge recipients to participants in knowledge creation (Office of the Basic Education Commission, 2019).

The Office of the Basic Education Commission (2019) highlighted the role of instructors in setting up active learning: Instructors serve as counselors who encourage learning and facilitate learning. They facilitate student learning, encourage and promote group processes, utilize proper questioning techniques, and push learners to use their prior knowledge when discussing or voicing their viewpoints. Instead of passing judgment on the validity of opinions, instructors should urge learners to assess what they have learned for themselves.

The Office of the Basic Education Commission (2019) has identified several approaches to organizing active learning, including Activity-Based Learning, Experiential Learning, Problem-Based Learning, Project-Based Learning, Thinking Based Learning, Service Learning, Inquiry-Based Learning, and Discovery Learning.

For active learning activities, the characteristics that embody active learning include reducing the role of teaching and direct knowledge provision by instructors, providing opportunities for students to create a body of knowledge, and organizing the learning process independently. Activities will help learners develop their ability to apply knowledge and understanding, enabling them to analyze, synthesize, evaluate, and think creatively. This will enhance their thinking process to a higher level. The activities must be connected to learners, the nearby environment, and the community. They focus on allowing learners to use their thinking appropriately and emphasize the interaction between learners and learners and between learners and instructors (Office of the Basic Education Commission, 2019).

Active learning activities include brainstorming, games, case studies, role-playing, experiments, peer review, discussion, analysis of VDO clips, mind mapping, questions and answers, and exams. Instructors must choose to use them to suit the content and characteristics of the students (University of Minnesota, n.d.).

Measurement and evaluation of active learning management can also be assessed using Authentic Assessment, Performance Assessment, Questioning, Communication, Behavioral Observation, and Peer Assessment (Office of the Basic Education Commission, 2019).

Regarding learner outcomes, the Office of the Basic Education Commission (2019) provides the following information: joyful learners, learner outcomes in line with curriculum-based learning skills, 21st-century learning skills, sophisticated cognitive abilities, appealing attributes, life and career skills, desirable healthy habits and overall health, and the capacity to compete globally.

In conclusion, active learning management relates to teacher characteristics, teaching methods, teaching activities, teaching materials, classroom environment, and performance assessments.

Human Resources Management

Every executive is responsible for human resource management. This includes selecting the right people, providing training to perform the job, creating a positive work environment, evaluating and measuring employee performance, fostering motivation, developing employees' skills, knowledge, and abilities, offering appropriate benefits, and ensuring compliance with regulations. The main objective is to maximize the efficiency of human resources within the organization at all times, leading to achieving the organization's goals, roles, and responsibilities of the human resource department, in addition to looking after employees in the organization who have good physical and mental health and have great potential to work with the organization. Then, the human resource department is also a facilitator in various fields

so that the organization can drive towards the goal smoothly. The human resources department is critical to the organization. It plays a pivotal role in building a good image, boosting employee morale and productivity, contributing to customer satisfaction, and managing available resources effectively, which are crucial for the organization's success (Pisitkasem & Pairoj-Boriboon, 2023).

In conclusion, the human resources department is responsible for the following tasks: job design, job analysis, workforce planning, recruitment and selection, orientation, performance appraisal, training and development, salary and fringe benefits, and labor relations.

Airline Business

The airline business is another vital component of the aviation industry, including the Airline, Aircraft, Airport, and Air Navigation Aids Businesses. It plays a pivotal role in providing air transportation of passengers, goods, and parcels to destinations. It facilitates easy, quick, and safe travel, vital for global trade and economic systems (Pairoj-Boriboon, 2011).

Pisitkasem (2013) pointed out that the aviation business has unique characteristics that set it apart from other industries. For instance, government intervention is a crucial aspect of the airline industry; it is closely monitored and controlled due to its impact on national security; destructive competition is prevalent in the airline industry, with intense competition for market share. The competition in the airline industry is often unfair, with competition only sometimes based on unequal grounds as the potential of each airline varies. Moreover, the airline business is highly cyclical and seasonal, with fluctuations in sales throughout the year. Lastly, the industry is vulnerable to weather conditions and infrastructure, as these factors significantly impact operations.

The airline services include Ticketing and Reservation Services, Ground Services, In-flight Services, Catering Services, and Cargo and Mail Services. There are three distinct phases for services in the airline business:

- 1) Pre-flight service refers to clients or passengers interacting with the airline before their trip. This includes call center conversations for information requests or seat reservations, booking and purchasing tickets, airport check-in, airport lounge services, and boarding.
- 2) In-flight service refers to the time passengers spend traveling on an airplane until they reach their destination. Cabin attendants offer a range of services to passengers during the journey, such as safety equipment demonstrations, food and beverage service, various entertainment options, and informational services.
- 3) Post-flight services include luggage handling, lost and found, frequent flyer programs, and client retention. This is the period after customers/passengers have reached their destination and stepped off the aircraft (Pisitkasem, 2013).

IATA Training & Development Institute (2013) stated that human resources in the airline business combines:

- 1) frontline staff or airline customer service personnel, such as air reservation staff, ground operation staff, cabin crew, and ramp agents/baggage handlers.
- 2) The support team in the back office supports all airline operations, for example, the purchasing officer, accountants, marketer, public relations officer, dispatcher, airline trainer, crew movement officer, technician, etc.

The airline business plays a crucial role in the transportation industry, facilitating the movement of passengers, cargo, and mail from their origins to their destinations. It deals with various operations: ticketing and reservation, ground operation, flight operation, catering, and customer services. Human resources in the airline business include frontline staff and support teams.

Concept of Assessment

Assessment is a process in which data is collected and evaluated to determine the value of things by comparing them to specified criteria. It plays a significant role in the decision-making

process for developing various areas of work. The assessment steps are as follows: analyze/get to know the target or things you want to evaluate, specify the principles and reasons for the evaluation, set the objective of the assessment, determine the scope of the assessment, study the concept of what will be evaluated, design the assessment, develop data collection tools, carry out data collection, analyze data, and summarize the results of the examination, write an evaluation report, and present the evaluation results to those involved (Piboon, 2014).

Kanchanawasri & Ngadkratok (2014) defined an indicator as a variable or observable value used to indicate the status or reflect the nature of operations or performance.

Phupat (2014) emphasized that good indicators must be consistent with the measured issue. They should be concrete, clearly measured or observed, reliable, and sensitive to differences. Criterion refers to what we use to judge the quality of the results or performance, which may be expressed in acceptable levels of behavior.

The evaluation standards of Stufflebeam (1981 cited in Kanchanawasri & Ngadkratok, 2014) have been presented as a criterion for evaluation. Four standards cover all aspects of the evaluation process: utility standards, feasibility standards, propriety standards, and accuracy standards.

Assessment is an evaluation process to determine the value of things by comparing them to specified criteria, starting with setting the objective, determining the scope of the assessment, studying the concept of what will be evaluated (indicators and criteria), designing the assessment, developing data collection tools, collecting data, analyzing data, and summarizing the results of the examination, writing a report, and giving feedback to those involved. Standard criteria for assessment consist of utility, feasibility, propriety, and accuracy standards.

Therefore, in this research, the researcher applied the concept of active learning management in the learning design, starting with developing learning activities followed by adjusting the characteristics of teachers, teaching methods, teaching media, classroom environment, and learning assessment methods to be consistent with active learning management. The active learning activities must be consistent with the human resource management content in the airline business. The quality assessment of learning activities in terms of propriety and feasibility was assessed according to Stufflebeam's assessment standards, and the effectiveness of active learning management was assessed from empirical evidence in 3 areas: Post-test, Class GPA, and Student Satisfaction.

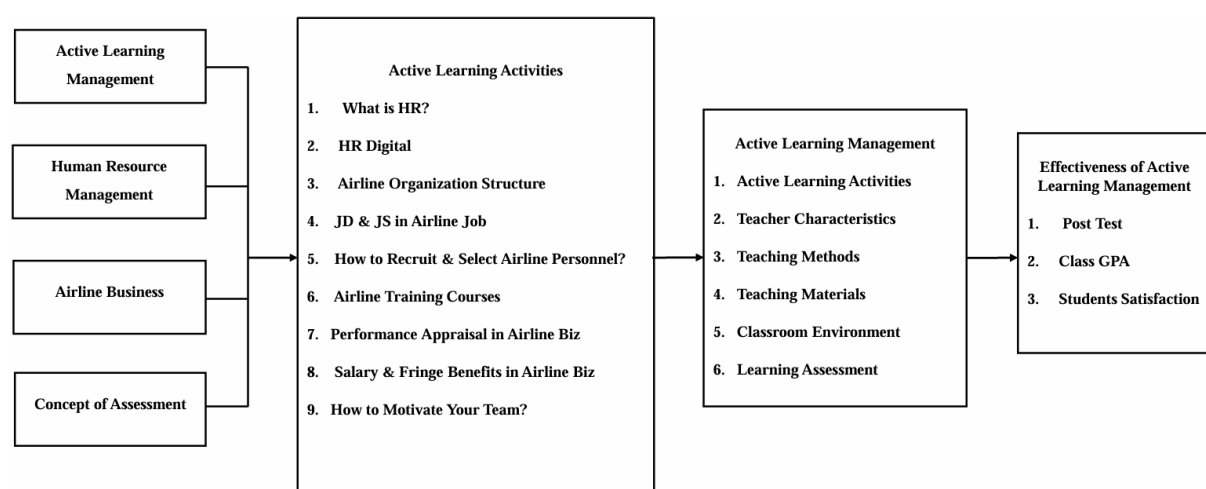


Figure 1 Conceptual Framework

Research Methodology

This study is a research and development that combines quantitative and qualitative methods. The research operation was divided into 2 phases.

Phase 1

Develop active learning activities in the course of human resource management in the airline business. This phase has two steps: Step 1 is to study various concepts and theories related to active learning, human resource management, airline business, and the concept of assessment, and then develop active learning activities. Step 2 is to examine the active learning activities' congruence, propriety, and feasibility standards. The research tools are the congruence assessment form, propriety assessment form, and feasibility assessment form. The sample group consisted of 3 experts in education, human resource management, and airline business. The sample selection method was purposive sampling, which considered knowledge, expertise, and experience related to active learning in human resource management in the airline business. Data was analyzed by finding frequencies, percentages, averages, standard deviations, and content analysis.

Phase 2

Evaluate the effectiveness of active learning management in the course of human resource management in the airline business. There are two steps: Step 1 is to Experiment with active learning activities in the course of human resource management in the airline business in semester 2 of the 2022 academic year. The sample consisted of 51 students enrolled in this subject, and the selection method was purposive sampling. The research tool was the active learning activities plan. Data were analyzed by Content Analysis. Step 2 is to examine the effectiveness of active learning management in the course of human resource management in airline business by pre-test and post-test, questionnaires, and in-depth interviews. The sample consists of 51 experimental students who enrolled in the course in the second semester of the 2022 academic year. Research tools included:

- 1) Pre-test and Post-test: Passed the quality inspection by the aviation business and transportation Committee.
- 2) The final exam consisted of ten oral exam questions and a written exam that passed the quality inspection by the Aviation Business and Transportation Committee.
- 3) The student satisfaction assessment form toward active learning management in the course of human resource management in the airline business uses five satisfaction levels (Prommapan, 2014), examines the quality of the tool with an Index of Item Objective Congruence-IOC by three experts in education, human resource management, and airline business with one person from each side. The IOC value is between 0.67 and 1.00.
- 4) The questions for an in-depth interview on the effectiveness of active learning management in the course of human resource management in the airline business. The sample group consisted of five volunteer students enrolled in this subject who participated in classes and activities every time. Examining the tool's quality with an Index of Item Objective Congruence-IOC by three experts in education, human resource management, and airline business, one person from each side obtained a congruence index value between 0.67 and 1.00. Data were analyzed by frequencies.

Research Results

The results of the development of active learning activities in the course of human resource management in airline business found that the active learning activities consisted of nine following activities. Activity 1: What is HR? Activity 2: HR Digital, Activity 3: Airline Organization Structure, Activity 4: JD & JS in Airline Job, Activity 5: How to Recruit & Select Airline Personnel? Activity 6: Airline Training Courses. Activity 7: Performance Appraisal in Airline Biz, Activity 8: Salary & Fringe Benefits in Airline Biz, Activity 9: How to Motivate Your Team? The details are shown in Table 1.

All active learning activities are consistent with the course content (IOC = 1), propriety standard (\bar{x} = 4.91, SD = 0.24), and feasibility standard (\bar{x} = 4.99, SD = 0.03), which are at the

highest level for implementation in the course of human resource management in the airline business. The details are shown in Table 2.

Table 1 Active learning activities in the course of human resource management in the airline business

Activities	Objectives	Learning Process & Tools	Learner Outcomes	Learner Competencies
1) What is HR?	Learn and understand the concept of human resources management	Action, Synthetism & Discovery-Based Learning	Curious, Investigate	Knowledge, Intellectual
2) HR Digital	Learn and understand human resources management in the digital age	Action, Criticism, Discussion, Team-Based Learning	Curious, Investigate, Adaptation, Evaluation	Knowledge, Intellectual, Interpersonal, Communication, Technology
3) Airline Organization Structure	Learn and understand the Airline Organizational Matrix	Action, Criticism, Discussion, Team-Based Learning	Curious, Investigate, Adaptation, Evaluation, Benchmarking	Knowledge, Intellectual, Interpersonal, Communication, Technology
4) JD & JS in Airline Job	Learn and understand the Job Description & Job Specification	Action, Synthetism, Discussion, Case Study Based Learning	Curious, Investigate, Adaptation, Evaluation, Creator	Knowledge, Intellectual, Interpersonal, Communication, Technology, Professional
5) How to Recruit & Select Airline Personnel?	Learn and understand the Recruitment & Selection Procedure	Action, Criticism, Discussion, Presentation, Case Study Based Learning	Curious, Investigate, Adaptation, Problem Solving, Evaluation, Creator	Knowledge, Intellectual, Interpersonal, Communication, Technology, Professional
6) Airline Training Courses	Learn and understand human resources development & training	Action, Criticism, Discussion, Presentation, Case Study Based Learning	Curious, Investigate, Adaptation, Evaluation, Creator	Knowledge, Intellectual, Interpersonal, Communication, Technology, Professional

Activities	Objectives	Learning Process & Tools	Learner Outcomes	Learner Competencies
7) Performance Appraisal in Airline Biz	Learn and understand the performance appraisal theory, indicators, criteria, and standard	Action, Criticism, Discussion, Presentation, Case Study Based Learning	Curious, Investigate, Adaptation, Evaluation, Creator	Knowledge, Intellectual, Interpersonal, Communication, Technology, Professional
8) Salary & Fringe Benefits in Airline Biz	Learn and understand the salary & fringe benefits, including influential factors.	Action, Synthetism & Discovery Based Learning	Curious, Investigate, Adaptation, Evaluation, Benchmarking	Knowledge, Intellectual, Interpersonal, Communication, Technology, Professional
9) How to Motivate Your Team?	Learn, understand, and adaptation of: Maslow Theory Alderfer Theory Herzberg Theory Skinner Theory McGregor Theory	Action, Criticism, Discussion, Presentation, Project Based Learning	Curious, Investigate, Adaptation, Evaluation, Creator	Knowledge, Intellectual, Interpersonal, Communication, Technology, Professional

Table 2 Propriety and feasibility of the active learning activities in the course of human resource management in the airline business

Activities	Propriety Standard		Feasibility Standard		Propriety & Feasibility Level
	Mean	SD.	Mean	SD.	
Activity 1: What is HR?	4.92	0.25	5.00	0.00	The highest
Activity 2: HR Digital	4.92	0.25	5.00	0.00	The highest
Activity 3: Airline Organization Structure	4.92	0.25	5.00	0.00	The highest
Activity 4: JD & JS in Airline Job	4.92	0.25	5.00	0.00	The highest
Activity 5: How to Recruit & Select Airline Personnel	4.92	0.25	5.00	0.00	The highest
Activity 6: Airline Training Courses	4.84	0.18	4.95	0.13	The highest
Activity 7: Performance Appraisal in Airline Biz	4.92	0.25	5.00	0.00	The highest
Activity 8: Salary & Fringe Benefits in Airline Biz	4.92	0.25	5.00	0.00	The highest
Activity 9: How to Motivate Your Team?	4.92	0.25	4.95	0.13	The highest
\bar{x}	4.91	0.24	4.99	0.03	The highest

The following are the findings on the effectiveness of active learning management in the course of human resource management in the airline business.

- 1) The comparison between Pre-Test & Post-Test. From considering the post-test, which was in the form of open-ended questions, it was found that most of the samples, 49 people (96.07%), received higher scores from the post-test when compared to the pre-test which is higher than the criteria set for 70 percent of the samples must have a higher score in the post-test. When considering the details, it was found that samples could identify more essential words, explain more, and apply concepts and theories of human resource management compared to the pre-test.
- 2) The class average grades show that the average grade was 2.90, higher than the specified criteria of 2.80.
- 3) The student satisfaction assessment form toward active learning management in the course human resource management in the airline business was assessed through online questionnaires and in-depth interviews. The results from the online questionnaire show that the sample group reported the satisfaction is in the highest level of satisfaction with active learning activities (\bar{x} = 4.71, SD = 0.51) in every indicator consisting of teacher characteristics, teaching methods, active learning activities, teaching materials, class environment, and learning assessment, with an average score of 4.71, exceeding the criteria set at 3.50. Further details can be found in Table 3.

Table 3 The students' opinion on satisfaction indicators of active learning management

Satisfaction Indicators of Active Learning Management	\bar{x}	SD	Satisfaction Level
Active Learning Activities	4.69	0.52	The highest
Teacher Characteristics	4.78	0.42	The highest
Teaching Methods	4.68	0.49	The highest
Teaching Materials	4.71	0.53	The highest
Classroom Environment	4.66	0.56	The highest
Learning Assessment	4.76	0.52	The highest
\bar{x}	4.71	0.51	The highest

- 4) The results from the in-depth interviews found that the five participants who participated were satisfied with active learning management. The advantages are mentioned as follows. (1) The course content was helpful in self-development in preparation for an airline business career. (2) The instructors used various teaching techniques that made it easy to understand. (3) The active learning activities promoted greater understanding. (4) The classroom environment was relaxed and not tense. (5) The teaching materials were separated into teaching documents and slides, making them convenient and easy to review. (6) The teaching material was easy to understand. (7) There were a variety of assessment methods available. (8) The instructor is always there to give advice.
- 5) Some suggestions from the samples include adding even more activities to encourage creativity and teamwork and having a more multiple-choice exam.

Conclusion and Discussion

The transformation from passive to active learning in theoretical courses is adaptable by developing various active learning activities, adjusting the characteristics of teachers, teaching methods, teaching media, classroom environment, and learning assessment, which can meet the needs of the 2018 Thailand Higher Education Standards and the national strategy. The active learning management in the course of human resource management in the airline business serves as an empirical example of this transformation.

The active learning management in the course of human resource management in the airline business is an active learning model that emphasizes learner outcomes. Teaching and learning

focus on learners' roles, decreasing the role of instructors. Learners are an essential element in learning design, and the role of the instructor transforms into a facilitator in the classroom, directing and encouraging students to participate in the learning process through various types of nine learning activities. Each activity supports and develops students' skills in multiple areas, including discovery skills, synthesis, analytical thinking, troubleshooting, interpersonal communication, teamwork, information technology skills, and presentation skills which are in line with the guidelines for active learning through learning activities of Pruekthikun (2015); Office of the Basic Education Commission (2019); University of Minnesota (n.d.) and Yuh & Thamrongsotthisakul (2020) who defined active learning as a learning style that prioritizes learners interacting with teaching and learning activities, stimulate learners to develop a higher thinking process with analysis, synthesis, and evaluation. Learners must read, write, ask questions, and discuss together. Learners will be changed from being knowledge recipients to participants in knowledge creation. Learning activities must be connected to learners, the surrounding environment, and the community. Activities focus on allowing learners to use their thinking appropriately and emphasize the interaction between learners and learners and instructors to improve learners' skills. The research findings are also in the same direction as the research of Khoochonthara et al. (2014); Puankao (2015); Porntadawit (2017); Nandabhānī (2018); Suttaluang & Sittisomboon (2022) and Wannaruetai et al. (2022), their findings that active learning management stimulates the learner's learning process through various learning activities, learning activities must be connected to learners and their environment.

The human resource management course in the airline business consists of nine active learning activities. Every active learning activity is consistent with the course content and has a propriety and feasibility standard at the highest level. This could be an example for other theoretical subjects. 2.1) The course content in every activity is consistent with the concept of human resource management according to the concepts of Armstrong & Mitchell (2008); Teeratanachaikul (2014); Sriwongwana (2015); Adams (2021) and Pisitkasem & Pairoj-Boriboon (2023) which state that the concept of human resource management consists of recruitment, selection, orientation, performance appraisal, training & development, salary & fringe benefits, and labor relations. In addition, the knowledge content of every activity is linked to the concept of airline business management, which is in line with Belobaba et al. (2009); Bazargan (2010); Pairoj-Boriboon (2011); Budd & Ison (2020) and Pisitkasem & Pairoj-Boriboon (2023), mentioned about the airline business providing services for transporting passengers, cargo, and mail by air from the origin to destination by aircraft as a vehicle, the concepts of airline business management include ground operations, flight operations, revenue management, airline marketing, etc. Every active learning activity links to the learners' environment. These activities can develop learners' analytical, synthesis, evaluation, creativity, ability to work with others, and interpersonal communication skills, and they are appropriate to the learners' ability level. Learners can apply knowledge to their real life; these are in line with the concept of active learning management of the Office of the Basic Education Commission (2019); University of Minnesota (n.d.) and Yuh & Thamrongsotthisakul (2020), which stated that the nature of the active learning activities must decrease the role of the instructor, give opportunities for learners to participate in creating knowledge and applying knowledge in various situations, criticize, analyze, synthesize, evaluate, and develops their abilities. Active learning activities must link to the learner's environment, and activities must be appropriate to the learner's ability level. 2.2) The quality of active learning activities in the course of human resource management in the airline business examine content validity by calculating the Index of Item Objective Congruence: IOC (Sangprateepthong, 2014) and assess the propriety and feasibility according to the assessment standards of Stufflebeam (1981 cited in Kanchanawasri & Ngadkratok, 2014). This method is consistent with the research of Utaipan (2010); Suttaluang & Sittisomboon (2022);

Wannaruetai et al. (2022) and Kongchai et al. (2022), which use calculating the Index of Item Objective Congruence: IOC, assess the propriety and feasibility according to the assessment standards of Stufflebeam evaluate their research tools' quality. The quality assessment results of the active learning activities in the course of human resource management in the airline business show that every activity aligns with the course contents, and the propriety and feasibility are at the highest level. This is because all activities are practical, appropriate to learners' knowledge and abilities, modernized, and relevant to the current situation in the airline business, which is the learner's major of study.

Active learning management in the course of human resource management in the airline business is effective. The empirical evidence is that most students achieved higher scores in the post-test, the class average grade exceeded the specified criteria, and the highest level of student's satisfaction in every indicator. 3.1) The pre-test and post-test consisted of an open-ended question regarding human resource management concepts. The post-test showed that all learners answered in more detail than the pre-test. Because of the active learning process, the lecturer encourages learners to practice every activity by themselves. Hence, they have experience or learn by doing, which is consistent with the principles of active learning management (Office of the Basic Education Commission, 2019); this helps students crystallize the concept of human resource management in the airline business. In addition, it is in line with various research studies where pre-test and post-test are used as tools for assessing the effectiveness of active learning management, as in the research of Khoochonthara et al. (2014); Puankao (2015); Porntadawit (2017); Nandabhāṇī (2018); Suttaluang & Sittisomboon (2022); Wannaruetai et al. (2022) and Kongchai et al. (2022). 3.2) The class's average grade is 2.90, which exceeds the specified criteria of 2.80. The aviation business and transportation management committee has approved the final exam for quality. It includes written and interview exams with various questions where the exam questions are consistent with the content and learning activities learners have experienced in active learning management. Learners comprehend and can utilize the learning concepts in different scenarios, aligning with the post-test results, where most learners achieved higher scores than the pre-test. 3.3) For the student satisfaction assessment, the researchers conducted a two-step investigation using quantitative and qualitative methods to confirm the results. The evaluation results are in the same direction. In terms of quantitative analysis, the group of learners who participated in the active learning activities plan exhibited the highest level of satisfaction. Regarding qualitative analysis, all learners expressed positive and satisfied views regarding managing active learning in this course. Upon examination in more detail, it was discovered that every indicator consisting of teacher characteristics, teaching methods, teaching activities, teaching materials, class environment, and learning assessment had the highest level of satisfaction. Because of active learning management, these learning methods encourage learners to actively contribute to constructing bodies of knowledge and organize their learning experiences through engaging activities that connect with them. Learners can enhance their learning by practicing activities independently, enabling them to apply their knowledge and understanding to analyze, synthesize, evaluate, and innovate. They find joy in learning when the instructor role transforms into a facilitator, fosters a positive learning environment, solves various problems that may occur in learning, provides guidance, and fosters positive relationships among each other. This aligns with the concept of active learning management as mentioned in different sources, including the Office of the Basic Education Commission (2019); University of Minnesota (n.d.) and Yuh & Thamrongsotthisakul (2020). Furthermore, it aligns with the findings of Khoochonthara et al. (2014), Wannaruetai et al. (2022), and Kongchai et al. (2022) that utilize the student satisfaction assessment as a means of evaluating the efficacy of active learning management. Therefore, the higher scores on the post-test, the 2.90 class grade point average, and the highest level of student satisfaction regarding active learning management in the course of human

resource management in the airline business serve as empirical evidence supporting the effectiveness of active learning management in this course where aligns with the studies conducted by Maythaisong et al. (2022); Pisitkasem et al. (2022) which utilize for using empirical data as a means of assessing effectiveness.

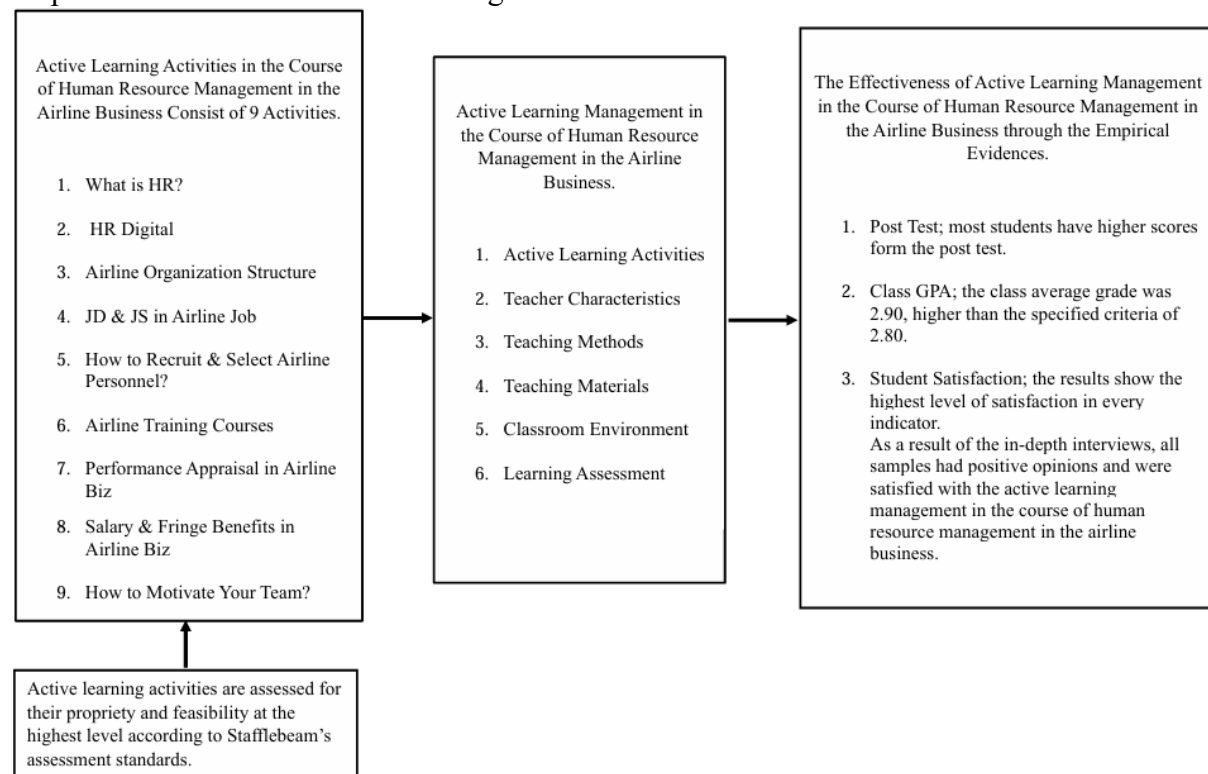


Figure 2 Research Conclusion

Recommendations

- 1) This active learning management in the course of human resource management in the airline business should be experimented with several times to set a standard.
- 2) The application of this research should be adapted to suit the context in various aspects such as course content, learners, teachers, learner size, environment, and other resources.
- 3) Another issue to be considered for future research is further investigation of the PLC - Professional Learning Community concept. PLC is a form of collaborative learning that involves students, instructors, management, and various organizations working together to enhance the quality of education and prioritize student performance.

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