Development of Multimedia Packages for the Promotion of Teaching Morality and Positive Values to Youths in Four Regions

Shatchaya Duangchant*[1], Narongrit Piromnok[2], and Thinnagorn Chunhapataragul[1]

[1]Information Technology Program Faculty of Science and Technology
Suan Dusit University, Thailand
[2] Data Science and Analytics Program Faculty of Science and Technology
Suan Dusit University, Thailand

Abstract

The development of multimedia packages to promote the teaching of morality and positive values to youth in four regions was divided according to the local dialects of Thailand, namely Northern Thai, Central Thai, Northeastern Thai and Southern Thai. The objectives of the research were: (1) to study the body of knowledge that is appropriate for use in the creation of multimedia learning packages to promote the moral values of youth in the four regions, (2) to develop multimedia learning packages to promote the moral values of youths in the four regions, and (3) to study the level of satisfaction that the youths have with regard to the multimedia learning packages after they were improved. The methodology of the research was conducted by gathering experiences and real situations from regional Thai cultures to be presented in storyboard form. The relationships between the content and the regions were verified by sociology experts before the multimedia were produced in order to educate children with participative information and to impart values, so they can take part in society and prepare to be part of the future national strength and resources with positive values.

The research results found that the outcome from the study of the body of knowledge provided the content of the stories for the creation of the multimedia learning packages. A total of 40 stories, in accordance with the headings listing the 10 duties found in the song "The Child's Duties", resulted from the development of multimedia learning packages consisting of 2-dimensional multimedia using the Central Thai dialect for a total of 10 parts and short films for a total of 40 parts (divided according to local dialects with 10 parts per region) for youths in Thailand. The results of the investigation into the level of satisfaction found that the sample group from the Central Thai dialect group had satisfaction with the multimedia learning

* Corresponding Author
   e-mail : shatchaya@gmail.com

packages at the highest level (mean = 4.51; S.D. = 0.62) followed by the sample groups having high levels of satisfaction with the multimedia learning packages that had been improved, namely the Northeastern Thai dialect, Northern Thai dialect and Southern Thai dialect groups, respectively, with the sample groups of all four regions in agreement that the improved learning packages are easy to understand as well as enjoyable and attractive, and that the use of local dialects is able to effectively convey the ideas related to behavior that can be applied to use in daily life.

Keywords: multimedia learning package, Thai student, positive values

Introduction

In the year 2012, there were 6,108 children and youths from 10 to 15 years of age who were prosecuted by criminal investigation throughout the country, an increase from the years 2010 and 2011. This shows that presently, Thai society has problems with children and youths that lack moral values and ethical behavior. These children aged between 10 to 15 years were abandoned or neglected by their guardians, resulting in them becoming involved with crimes such as theft and robbery, drug addiction, murder, and various kinds of violence. This situation has led to the committing of criminal offenses involving a total of 4.5 million persons (Chuanpipatpong, 2013).

In Thailand, there is a song named "Dek-Oei-Dek-Dee" (The Child's Duties) that was composed as a part of a national policy to encourage children to submit to their duties for the sake of moral reinforcement on Thai National Children's Day, which occurs annually on the Saturday of the second week in January. 'The Child's Duties' was composed by Chaum Panchaphan, a romantic song composer, who employed her knowledge and skills in languages to create many books and songs. Moreover, she received the golden pin known as "Phra Kiao" (the Royal Coronet) from HRH Princess Maha Chakri Sirindhorn.

Chaum talked about the origin of this song and stated that in 1959, due to the Declaration of the Rights of the Child by the United Nations, V.M. Kulkarni, the representative of the International Union for Child Welfare, invited all participating countries to arrange a Children's Day with the purpose of making people aware of the importance and needs of children, and also to encourage children to recognize their significant role in society. The purpose was to build their awareness toward participation in society and preparation to be the future strength of the nation.

Nowadays, educational media for primary-level children have been developed using modern mixed multimedia to make learning interesting and varied by utilizing illustrations such

as photographs, paintings, drawings, symbols and cartoons, and using television programs to improve their imagination and communication ability. These techniques encourage children to become more interested, productive and creative, as well as have better attitudes. For these reasons, children and other information receivers are able to understand and learn to use knowledge in their daily life.

Infants and children up to the age of seven learn by imitation, and because this is not only an external characteristic but also an inherent quality, they are not aware of this habit. Thus, they unconsciously absorb the virtues of the adults around them, thereby improving their morals (Office of the Education Council, 1999). The researchers saw that in the present day, there are many types of media that are popularly used among children and youths. This led to an interest in creating media to promote moral values and ethical behavior for children and youths in order to make them familiar with the duties that they must do. The song 'The Child's Duties', which is about the 10 duties of a good child, was used as the method in the promotion of good behavior in children and youths.

According to the previous research, children's learning is different in terms of the language and culture of each local area. Hence, the more effectively they can learn, the better they can assimilate examples through experience. In consequence, the research team created multimedia with local languages and content in accordance with each culture as categorized by the regional dialects in Thailand, in order to develop educational media to promote positive values in the morals of children in the four regions of the country: the Northern region, the Central region, the Northeastern region and the Southern region. This production presents the background of the 10 child's duties in the form of a short film. There are four versions in accordance with each of the local Thai dialects, which have been designed to be up-to-date and aim to encourage children and youths to always keep their duties in mind.

Research objectives

1. To study the body of knowledge that is appropriate for use in the creation of learning packages to promote the morality and positive values of youths of the four regions divided according to the local dialects of Thailand.

2. To develop the multimedia learning packages to promote the morality and positive values of youths of the four regions divided according to the local dialects of Thailand.

3. To study the level of satisfaction that the youths have towards the multimedia learning packages for the promotion of the morality and positive values of youth in the four regions divided according to the local dialects of Thailand.

Conceptual framework of the research

This research work applied a conceptual framework to the content for the development of multimedia learning packages derived from a transference of knowledge through the use of life, art, and culture based on the local language in each region in order to build awareness and encourage youths to have knowledge and understanding as well as retain information from the real-life situations that affect them. This in-depth learning can occur in Thailand with the promotion of youth by means of building the popularity of the 10 duties mentioned in the lyrics of the song that was used as a part of National Children's Day of Thailand.

Hnuhmai (2011) stated that the song was composed by Chaum Panchaphan in 1959 during the government of Field Marshal Plaek Phibunsongkhram, who, as prime minister, appointed a commission to organize activities on National Children's Day in order to coordinate with other units, government offices, state enterprises and the private sector. The song was used by the Public Relations Department of the Office of the National Culture Commission, Ministry of Culture of Thailand to clarify and explain the concepts of the child's duties (Department of Cultural Promotion, 2008). In the song, the ten duties for children are mentioned as follows:

One, hold the beliefs of a religion. Children must respect and have faith in order to be good religious practitioners. For example, Buddhists believe in the Five Precepts, so they shall neither kill animals nor steal.

Two, follow traditions in order to maintain oneself in accordance with good moral Thai culture. For example, respect adults and seniors and do not hasten to be grown up before becoming mature first.

Three, listen to parents and teachers. Respect, believe and follow parents' and teachers' words because they are experienced. What they teach comes from their good will, as they want their children and students to become successful in life.

Four, use kind and salutary speech, with no rudeness, scolding or insults. Speak without nonsense or offensiveness. Most importantly, do not omit words or tell lies.

Five, hold gratitude, as we must be thankful to those who help us as well as our parents, teachers and others. In terms of Buddhism, "Gratitude is a mark of a righteous person."

Six, know your responsibilities. Be diligent, love and pay attention to studying and help your parents do chores or business, because working makes us learn and gain more skills and experience, so that we will be responsible towards studying and life in the future.

Seven, study until becoming skillful; do not be lazy. When we study, we must truly understand. Do not give up, so that you will have knowledge that is precise and useful for your

future career. Be patient, proud and successful.

Eight, know how to be frugal. Being economical helps us have financial resources for emergencies or difficult situations without being in debt. Specifically, the consumption of goods nowadays arouses our needs, but most are unnecessary luxury items.

Nine, forever be honest. Have sportsmanship and honesty, and be a reliable person. It is agreeable to befriend people without fear of untrustworthiness and betrayal; those who lack these qualities will never gain credibility from others, and they will arouse suspicion all of the time. Moreover, becoming a sportsmanlike person teaches us how to lose, to win, and to forgive.

Ten, be productive. Know what is right and what is wrong. Preserve the national heritage, and remain like this at school and at home. Be a good person; do not fall prey to vices or drugs. Conserve our national treasures, traditions, ancient remains and antiques. Have "public consciousness."

This song was launched, and all Thai children were convinced to sing it. As a result, everyone knew this song very well and it became quite popular.

Use of multimedia in the promotional activities for youths is a type of education that occurs in Thailand. It was found that there are research studies that have shown that youths are able to learn and retain information well with motion pictures, both in the form of media with 3-dimensional animated cartoons (Duangchant, 2013) and 2-dimensional cartoon films, resulting in increased efficiency in learning at a statistically significant level (Pibulsin, 2006). With the application of multimedia used in the learning management, it was found that the youths that study by means of educational multimedia that is able to provide information and that has movement combined with informative narration learn efficiently, and their average scores are higher than the students that learn by the normal approach to teaching at a statistically significant level (Madjupa, 2011; Khanangklang, 2013). For example, students that study by use of educational multimedia that uses motion pictures together with sounds related to the pronunciation of the English language were found to have higher learning achievements than before studying at a statistically significant level (Buaparueng, 2008).

Use of multimedia stories that are able to clearly show the consequences of doing right and wrong was found, by comparison of scores from the measurement of ethical behavior in terms of honesty, to produce scores after studying that were higher than before studying (Romvilas, 2015). Learning by the use of educational multimedia makes students have an increase in knowledge from before studying calculated as 70.52 percent after learning seven days, and after 30 days the students had completely developed strengths in the learning standards at the highest level (Madjupa, 2011).

Moreover, the application of multimedia in order to promote the creation of moral values results in students having their behavior in terms of morality change in positive and improved ways (Pibulsin, 2006). Thus, groups of youths having knowledge and awareness greatly appreciate multimedia that incorporates motion pictures and dialogues with conversational responses (Jupitak, 2005). Also, 2-dimensional animated cartoons that have an influence on moral values and ethical behavior are able to attract the interest of students and help establish good awareness for them as well (Bong-ngum, 2017). This has the effect of creating the ability to learn and retain information, especially media that has involvement with situations in life that influence youth to have positive behavior, with their actions setting a good example for youths and other persons (Duangchant, 2013; Pibulsin, 2006).

In addition to this, a local dialect is the language that is spoken in a local area where the speakers live. The Thai language can be divided into four main dialects, which are the Northern dialect, the Central dialect, the Northeastern dialect, and the Southern dialect. The names of these dialects are derived from the regions where they are spoken. These dialects are different in terms of pronunciation and vocabulary, and in some cases, there are differences in sentence structure. Local dialects may also contain sub-dialects, depending on the area, such as the province, district, and even sub-district. This diversity is an important cultural legacy of Thailand (GIS-based Linguistic Geography of Thailand Project, 2014).

Research methodology

Accidental sampling

The population of this research consisted of primary school students of Thailand, of which there are a large amount. The sample group testing specified that a confidence level of 90% was calculated as a total of 100 persons. Thus, the researchers used a random selection of the sample group of 400 sets in order to prevent trial sets that may result in missing values in the data by obtaining the results of the responses to the questionnaire that were completed and returned by a total of 259 persons. Thus, there were 259 persons in the sample group, selected by a purposive sampling method, divided into four groups: 57 primary students in the Central region, 71 primary students in the Northern region, 75 primary students in the Northeastern region and 56 primary students in the Southern region.

Table 1: The demographic information of the sample group

Thai Local Dialects	Male		Female		Total
	N	%	N	%	
Central region	32	56.14	25	43.86	**57**
Northern region	31	41.33	42	58.67	**75**
Northeastern region	20	28.17	51	71.83	**71**
Southern region	31	55.36	25	44.64	**56**
Total	**114**	**44.02**	**143**	**55.98**	**259**

Research procedure

This research was divided into three main processes, namely: 1) the study of the body of appropriate knowledge to be used for the creation of the multimedia learning packages, 2) the development of the multimedia learning packages, and 3) the data collection process.

1. Study of the body of knowledge that is appropriate for the creation of multimedia learning packages to promote the moral values of youth in four regions

The study of the body of knowledge that is appropriate for use in the creation of the multimedia learning packages in order to promote the moral values of the youths in four regions was divided according to the local dialects of Thailand. Application of the process in the transfer of knowledge from the concepts of knowledge management for use in the synthesis of the content was applied in the development of the learning packages that were created in accordance with the culture and traditions of each locality. This body of knowledge that was used for the creation of the content will have an effect on the understanding, retaining of information and learning of the youths in each region.

1.1 Process of knowledge management: Teaching moral values to youths with multimedia

The teaching of moral values to youths with multimedia has been adapted from the process of knowledge transfer known as the B-O-R-N Learning Model, with the idea of teaching and transforming the type of knowledge into a new one through a combination of the Fifth Discipline and the SECI Model (Duangchant, Kiattikomol, and Keawkuekool, 2016), which is the major component of learning management as shown in Figure 1.
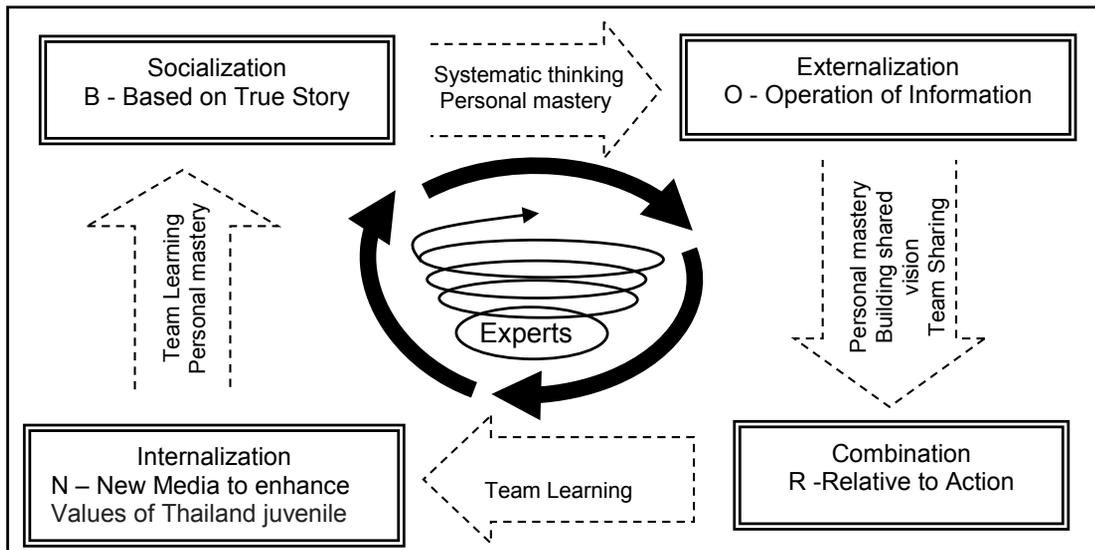
Figure 1: The process of knowledge transfer for teaching moral values to youths with multimedia

1.2 Steps involved in teaching moral values to youths with multimedia

The steps involved in the teaching of moral values to youths with multimedia are as follows:

1.2.1. Indicate the topic such as the language cycle and culture that represents the main local area according to the use of languages, including the Northern dialect, Central dialect, the Northeastern dialect and the Southern dialect. Then, interview people within their social context through discussion in order to create real situations and experiences through socialization in order to assimilate the situation into systematic thinking.

1.2.2. Process and analyze the data systematically, record the narratives, and externalize the findings into the 10 positive values.

1.2.3. Study the social conditions, culture and values that represent the local identity according to the categorization of the local languages in the Northern region, Central region, the Northeastern region and the Southern region, which are all different in terms of language, culture, and lifestyle. Combine this knowledge with the narratives by making a storyboard and inviting experts to examine the validity, Index of Item-Objective Congruence (IOC) and relationship between each culture and its values in the overview, including improvement of the content to make it up-to-date and conform to the identity of that region.

1.2.4. Develop the storyboards into multimedia learning to promote the moral values of youths in the four regions. After examining the validity of the content and IOC, present

the media in the schools in every region so that youths can learn from the simulated situations and understand how to practice their morality. After learning has taken place, their internalization of the 10 child's duties should increase. After group discussions, youths are overall more satisfied with the multimedia learning packages at a high level due to the development of the simple and humorous content, which they can apply to real situations in their daily life.

2. Process of the development of the multimedia learning packages

The production of the multimedia learning packages to promote the morality and positive values of the youths in four regions applied the following process (Office of the Basic Education Commission, 2014):

2.1. Pre-Production

2.1.1. Set the goals and objectives by indicating the topics to be used to transmit the knowledge, experience, and situations via learning packages of youth morality in the local dialects: Northern Thai, Standard Thai, Northeastern Thai, and Southern Thai.

2.1.2. Collect and analyze the data and follow the steps of teaching with the use of educational multimedia.

2.2. Production

2.2.1. Study the technology that is related to the produced media, including the hardware and software.

2.2.2. Design the storyboards that have been combined and externalized to insert moral values into the multimedia and cast actors based on the written script.

2.2.3. Use the storyboard as the idea scope, determine the atmosphere and setting in accordance with the annual traditional festivals in every region to cover all aspects, then film the story and add effects for completion.

2.3. Post-Production trial

With a sample group, test the presentation and their understanding, and improve the media in accordance with the steps of teaching with the use of educational multimedia to promote moral values to youths.

2.4. Evaluation

Following the improvement and the trial with the sample group, the evaluation includes two aspects: the learning achievements of primary school students, and their satisfaction toward the improved multimedia. Later, present the work via online media.

3. Data collection process

After completion of the development of the Multimedia Packages for the Promotion of Learning Morality and Positive Values of Youths in the Four Regions, based on the second process, subject the media to the post-production trial based on the research objectives that were determined.

3.1. Testing of the media

After improvement of the media based on the recommendations of the experts in the production of educational learning media as well as the solving of the problems that were found from the first sample group, the learning packages that were improved need be tested with the sample groups of all four regions.

3.2. Evaluation of the results

The evaluation of the results of the learning achievements after the sample group learned from the improved media were used to examine the level of satisfaction of the sample group after learning from the improved learning packages. Analysis of the results was conducted in order to investigate the achievements of the youths in primary schools after participating in the trial of the improved multimedia learning packages and the level of satisfaction that the youths studying in primary school have towards the improved multimedia learning packages based on the established research objectives.

3.3. Distribution of the media

After the trial of the improved learning packages, the researchers created the sets that were developed for each region, and then distributed them to schools and academic institutions in those regions.

3.4. Research tool

The research tool that was used in this research, namely a questionnaire with four choices, was divided into the trial form before conducting the trial of the media that was created with a total of 10 items and the trial form after conducting the trial of the media that was created with a total of 10 items, resulting in a total of 20 items. This was the trial form that was used as the means of evaluating the accuracy of the content. The classification of the trial form was used for the measurement of the achievements of the sample group and the questionnaire on the level of satisfaction included questions with a 4-point rating scale as well as open-ended questions at the end of the questionnaire.

Research findings

1. Results from the study of the body of knowledge that provided the content of the stories for development of the multimedia learning packages.

In the study of the body of knowledge to be used to create the content of the stories for the development of the learning packages with a total of 40 sections, the study included the ways of life, culture and traditions by division into the areas of the local dialects of Thailand, namely Northern Thai, Central Thai, Northeastern Thai and Southern Thai. After that, this knowledge was used for the composition of the short stories. Next, the experts evaluated the accuracy of the content before it was applied to the creation of the storyboards for the development of the multimedia learning packages. These experts examined the content of the stories that the researchers had collected for knowledge before using them for the design stage in order to ensure that they were in line with the context of each locality and in line with the content of every part, and that the contents of the stories were in line with the content of the song as well as the customs, traditions, and the culture of each locality.

The results from the study of the body of knowledge to collect the content of the stories for the creation of the multimedia learning packages were divided into 10 stories per region based upon the headings of the song about the good child's 10 duties, which are summarized as follows:

Part 1) Hold the beliefs of a religion.

Part 2) Firmly preserve customs.

Part 3) Believe parents, teachers and professors.

Part 4) Use polite and gentle speech.

Part 5) Have gratitude.

Part 6) Be familiar with work

Part 7) Study for proficiency.

Part 8) Be frugal.

Part 9) Be sportsmanlike.

Part 10) Be productive.

Additionally, the total of 40 stories were divided into the areas based on the local languages that were used, and the synthetic compiling of the content was conducted for the creation of media that are different from each other based on the location of each region in order to make them in line with the language, the traditions and the culture of each locality. This was because the youths will learn, understand and retain the information well from the compiling of the results of experiences in real life or simulated sample surroundings.

2. Results from the development of the multimedia learning packages in order to promote the moral values of the youths of four regions.

In the development of the multimedia learning packages to promote the teaching of morality and positive values to youths in the four regions divided according to the local dialects of Thailand, the researchers collected the data regarding the content according to the culture of each of those localities from which the four packages were created according to local dialects of Thailand, namely Northern Thai, Central Thai, Northeastern Thai and Southern Thai.
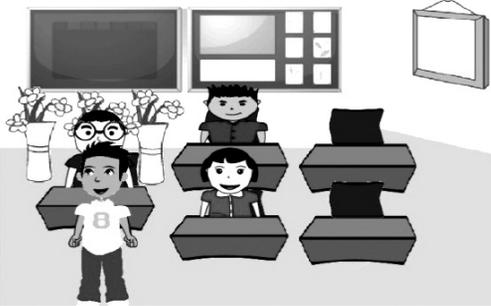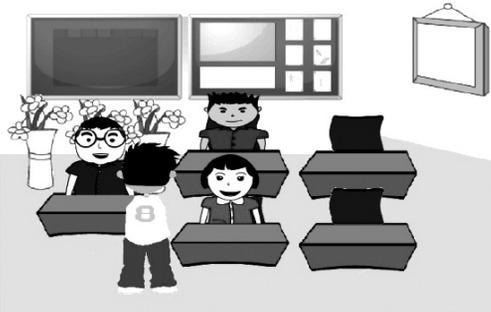
The packages were used as the method in the promotion of the moral values, ethical behavior and good manners of Thai youths by being in line with the culture and the language of each locality and the investigation of the content regarding the good child's 10 duties, which were taken from the verses of the song that teach children to know about their duties. The content of the song is related with the duties of good children that they should perform.

There are a total of 10 duties (the 10 principle duties that can be used for teaching children to be good) that result in children who grow up being aware of the concepts that can be used in their life, so that they will not misbehave in ways that disturb society nor be a problem for their family and society. Before using this content, the storyboards to plan for the production of short videos had to be designed.

The development of the multimedia learning packages for some areas was affected by the need to have additional filming combined with the editing of media that was previously recorded in the past. For example, in the area of the Southern dialect, Wat Phra Mahathat Woramahawihan Buddhist temple, which is considered to be the symbol of this region, was closed for renovations. In addition, in each region lengthy journeys were necessary to travel the far distances between the places that show the culture of each locality, which required the use of a large amount of time. This had a negative effect on the planning of the arrangements for the actors, who had to be able to speak the local language in each of those regions. Also, in every area, there were external factors that caused disturbances that were not able to be controlled. As a result, the researchers needed to have the solutions to resolve these problems. Moreover, the subtitles for the narration had to be created at the same time.

The results that came from the development of the multimedia learning packages for the promotion of the moral values of youths in the four regions were divided according to the local dialects of Thailand. The learning packages to promote the moral values of the youths of the Central region consisted of animated cartoons with a total of 10 sections and the learning packages the form of short films with a total of 40 sections. A sample of the learning packages in order to promote the moral values of youths of the Central region in the form of animated cartoons with a total of 10 sections can be seen in Table 2.

Table 2: Sample of the 2-dimensional animated cartoons and the narration in the learning packages

Screen	Narration
	After some time had passed, Mint had duties to do. Mint had many friends working together. One day, there was a new child who arrived. New child: Hello! Friends of Mint: Hello! New child: Hello, my friend in the blue shirt! Boy wearing a blue shirt: Yes! Hello!
	But, that new child did not Greetings Mint, but Greeted the other friends. Mint was not happy and wondered why the new child did not wai him also. Mint felt sad and went home to tell his mother.

The learning packages in the form of short films with a total of 40 sections (10 sections per region) were divided according to local dialects of Thailand, namely Northern Thai, Central Thai, Northeastern Thai and Southern Thai. Sample scenes from the short films can be seen in Figure 3.

Figure 3: Samples of scenes showing the Thai lifestyles and culture

3. Satisfaction of primary students toward the multimedia promoting moral values of youths in four regions

According to the questionnaire, the overall satisfaction of the sample group toward the multimedia promoting the moral values of youths in the four regions is at a statistically significant level (mean = 3.94, S.D. = 0.76). Regarding each local dialect, the satisfaction of youths in the Central region toward the multimedia was found to be at the highest level (mean = 4.51, S.D. = 0.62), while the satisfaction of youths in the Northern region toward the multimedia was at the bottom rank, but still at a high level (mean = 3.69, S.D. = 1.05). These results are shown below in Table 3.

Table 3: The satisfaction of primary students toward the multimedia promoting moral values of youths in four regions

Thai Local Dialects	Mean	S.D.	Results
Central region	4.51	0.62	Highest
Northern region	3.69	1.05	High
Northeastern region	3.99	0.89	High
Southern region	4.46	0.84	High
Total	**4.16**	**0.85**	High

With regard to the analysis, the top three levels of satisfaction among the sample group were that the content in every chapter is easy to understand (mean = 4.53, S.D. = 0.65), the content is enjoyable and appealing (mean = 4.52, S.D. = 0.64), and the ideas from the media can be adapted into daily life (mean = 4.52, S.D. = 0.72), respectively. These results can be seen in Table 4 below.

Table 4: Levels of satisfaction of primary students toward the evaluation criteria of the multimedia learning packages

Evaluation criteria	Level of satisfaction with the learning packages		
	$\bar{x}$	S.D.	level
1. The content of each chapter is easy to understand.	4.53	0.65	Highest
2. The content is enjoyable and appealing.	4.52	0.64	Highest
3. The ideas from the media can be used in daily life.	4.52	0.72	Highest
4. The media is interesting and attractive.	4.35	0.70	High
5. The use of the local language of the region is appropriate.	4.35	0.74	High
6. The dramatic content is able to clearly convey the meaning of the stories.	4.30	0.74	High
7. The dialogues used in the media are easy to understand.	4.29	0.70	High
8. The pictures have clear and sharp details.	4.10	0.77	High
9. The sound of the voices and the music are clear.	4.01	0.82	High
Total	**4.34**	**0.73**	**High**

Conclusions

The results from the development of the learning packages to promote the moral values to youths of four regions were divided according to local dialects of Thailand. The multimedia learning packages consist of the packages for the promotion of the moral values of youths in the Central Region in the form of animated cartoons with a total of 10 sections and the learning packages in the form of short films with a total of 40 sections. The results that were obtained from the development of the multimedia learning packages included the learning packages to promote the moral values of youths in the Central Region in the form of animated cartoons with a total of 10 sections and the learning packages in the form of short films for a total of 40 sections.

Regarding the results from the investigation into the level of satisfaction of the youths in the sample group after conducting the trial on the learning packages, it was found that in the overall perspective of the sample groups, their level of satisfaction with the multimedia learning packages to promote the moral values of youths in the four regions was at a high level.

Analysis of the list of criteria showed that the sample groups had satisfaction at the highest levels with regard to the content of each chapter being easily understood, the content being enjoyable and attractive, and the concepts from the media being easily applied for use in their daily lives.

The multimedia packages promoting the teaching of morality and positive values to youths in the four regions is a media development for students in the primary educational level, with the purpose of promoting and building the consciousness of youths in living in accordance with the 10 moral concepts. This learning media applied the song "The Child's Duties" with the aim of producing mixed media in the form of Embedded Knowledge.

Discussion

The production of learning media to promote the moral values of youths in four regions was conducted in order to transmit ideas through multimedia that contain experiences, situations, culture and social traditions in every local Thai language: the Northern, Central, Northeastern, and Southern dialects. This knowledge was presented in simulated situations in conformity with real life, allowing the learners to use tacit knowledge and explicit knowledge to embed new information.

The multimedia learning packages for the promotion of moral values of youths in the four regions were conducted as a development of media for youths in upper primary school. Their objective is to promote and build awareness of young people towards living life in a beneficial way, based on the establishment in Thai youth of the concepts from the song of the 10 duties of good children. These concepts were applied as the framework leading to the creation of media divided into the areas based on the local languages that are used there and include synthetic compiling of the content for the creation of media that are different from each other based on the location of the region in order to make them in line with the language, the traditions and the culture of those localities.

From the results of the research, it was found that all four sample groups (four regions) of youths in primary school had an index value of increased effectiveness after conducting the trial of the improved learning packages. This shows that after the sample groups learned from the multimedia packages for the promotion of teaching moral values and positive values to youths in the four regions, there was an increase in their knowledge in line with the research work of Madjupa, (2011), who found that the use of motion pictures together with sound created strengths in the learning of students that study by means of multimedia. Learning becomes efficient and students that study with multimedia have higher mean scores than the students that study by ordinary teaching due to the application of media technology used in education having the effect of allowing learners to gain better effectiveness in learning (Pibulsin, 2006; Jupitak, 2005). This is in line with the research into the use of songs as the media of Noiang (2010), who found that the learning ability of the students after studying with songs as the media was higher

than normal conventional learning management at a statistically significant level of .01.

Also, the sample groups of all four regions are in agreement regarding the level of strongly agreeing that the multimedia learning packages are able to provide ideas from the media that can be used in daily life, which is in line with Kumsup (2012), who stated that the application of media combined with the use of educational management linking the content with situations in the daily lives of the students facilitates the meaningfulness of the learning process and the understanding of the relation of problematic issues. This is in line with the concepts of the role of teachers in the promotion of motivation to strive for the achievements of students as well as the appropriateness of the use of regional dialects and the application of motion picture films with sound to enhance and strengthen learning. This will help encourage learners to achieve the development of their learning skills and self-learning will occur in the long term (Kumsup, 2012). It will also have an effect on those students who experience changes in their behavior in terms of moral values in a positive or an improved way (Pibulsin, 2006).

Suggestions for application to future research

The contents used in creating this research work are the topics from the song 'The Child's Duties', which is about the 10 duties of a good child. When conducting future research, there should be an increase in the content that has the moral values, ethical behavior and other items as well as the influence of knowledge on daily life in the digital era in order to increasingly improve and facilitate the ability of the media to have a positive influence on the children in the present-day world.

References

Bong-ngum, N. (2017). *"The Development of 2D Cartoon Animation of Moral Tales on the "Goodness of Phojai" Case Study: Demonstration School, Loei Rajabhat University"*, Rajabhat Mahasarakham University, Mahasarakham, Thailand.

Buaparueng, J. (2008). *To Development of CAI based animations with sound. English pronunciation is a problem for students in grade six.* This dissertation is part of the education according to the Master Program in Educational Technology, Graduate School Nakhon Ratchasima Rajabhat University, Nakhon Ratchasima, Thailand. Childhood, Sripatum Chonburi Journal, Chonburi, Thailand.

Chuanpipatpong, V. (2013). *A Comparative Study of Social Responsibility in Crime News Coverage among Traditional and Online Newspapers*, Master Thesis, Faculty of Communication Arts, Sriprathum University.

Department of Cultural Promotion. (2008). *Thailand Children's Day*, available at: http://www.culture.go.th/study.php?&YY=2549&MM=12&DD=8. (accessed 7 February 2016).

Duangchant, S. (2013). *Cooperative Learning Management for the Characteristic Development of Interpersonal Skills and Responsibility of Students from the Undergraduate Information Technology Program*, Unpublished Manuscript, Suan Dusit University, Thailand.

Duangchant, S., Kiattikomol, P., & Keawkuekool, S (2016). Knowledge transfer in B-O-R-N Model to enhance computer learners' learning outcomes in knowledge and cognitive skills, *The Learning Organization,* vol. 23 Iss: 2/3, p.170-183.

GIS-based Linguistic Geography of Thailand Project. (2014). *Terms of geographical maps*, available at: http://www.arts.chula.ac.th/~ling/geoling/WGT/. (accessed 7 February 2016).

Hnuhmai, S. (2011). *The Origin of Music of Thai Children to have Positive Values*, available at: http://www.edu.nu.ac.th/wbi/Multimediaforpresentation/lesson1_3.html. (accessed 7 February 2016).

Jupitak, P. (2005). *Creating a learning process and create animation 2D by using learning management systems.* This dissertation is part of the education according to the Master of Science in Industrial Education Program in Computer, Graduate School King Mongkut's University of Technology North Bangkok, Bangkok, Thailand.

Khanangklang, P. (2013). *A comparison of learning and satisfaction to learn social studies grade 1 using the computer. Teaching of information Feedback Text Moves to a text with audio narration*. This dissertation is part of the education according to the Master Program in Educational Technology, Graduate School Nakhon Ratchasima Rajabhat University, Nakhon Ratchasima, Thailand.

Kumsup, S. (2012). The Effect of Using Multimedia in Real Situation Instruction Management on Permutation and Combination Toward Analytical Thinking and Achievement Motivation in Mathematics of Mathayomsuksa V Students. Master Project, M.Ed.

Madjupa, N. (2011). "The development of electronic books animation ninth grade six". This dissertation is part of the education according to the Master Program in Educational Technology, Graduate School Maha Sarakham Rajabhat University, Maha Sarakham, Thailand.

Noiang, J. (2010). *Development of poetry writing ability of Pratomsuksa 6 students by participatory learning management using music as learning media*. This dissertation is part of the education according to the Master Program in Educational, Graduate School Thepsatri Rajabhat University, Lopburi, Thailand.

Office of the Basic Education Commission. (2014). "How to Create Multimedia", available at: http://www.edu.nu.ac.th/wbi/Multimediaforpresentation/lesson1_3.html. (accessed 7 February 2016).

Office of the Education Council. (1999). Multimedia Education", available at: http://www.thaiedunet.com/cet/html/multimedia/multi_lesson/multimedia_main.html (accessed 7 February 2016).

Pibulsin, N. (2006). "The development of learning materials for strengthening moral 2D animation for students in grade 6". This dissertation is part of the education according to the Master of Science in Industrial Education Program in Computer, Graduate School King Mongkut's University of Technology North Bangkok, Bangkok, Thailand.

Romvilas, S. (2015). The Development of Multimedia Tales on Honesty for Early Secondary Education. Bangkok: Graduate School, Srinakharinwirot University.