

การพัฒนาผู้เรียนโดยใช้โครงการศึกษาแหล่งเรียนรู้

The Student Development Based on Learning Resource Activity

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การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษา 1) ผลการพัฒนาผู้เรียนโดยใช้โครงการศึกษาแหล่งเรียนรู้ ด้านความรู้ ความเข้าใจ และการนำไปใช้ 2) ความพึงพอใจในการพัฒนาผู้เรียนโดยใช้โครงการศึกษาแหล่งเรียนรู้ กลุ่มตัวอย่าง ได้แก่ นักศึกษาจำนวน 54 คน ได้จากการเลือกแบบเจาะจง เครื่องมือที่ใช้ในการศึกษา ได้แก่ แบบประเมินผลการพัฒนาผู้เรียนด้านความรู้ ความเข้าใจ การนำไปใช้ และแบบสอบถามความพึงพอใจในการพัฒนาผู้เรียนโดยใช้โครงการศึกษาแหล่งเรียนรู้ และวิเคราะห์ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และค่าความถี่ โดยผลการวิจัยพบว่า

1. ผลการพัฒนาผู้เรียนโดยใช้โครงการศึกษาแหล่งเรียนรู้ ด้านความรู้ ความเข้าใจ และด้านการนำไปใช้ในภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายด้าน พบว่าด้านที่มีค่าเฉลี่ยสูงสุดคือ ด้านการนำไปใช้ และด้านที่มีค่าเฉลี่ยต่ำสุดคือด้านความรู้ ความเข้าใจ

2. ผลการศึกษาความพึงพอใจของนักศึกษาต่อการพัฒนาผู้เรียนโดยใช้โครงการศึกษาแหล่งเรียนรู้ ในภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายด้าน พบว่าด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านความเหมาะสมของการจัดกิจกรรม และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านวิทยากร

ข้อเสนอแนะเพิ่มเติม พบว่านักศึกษาให้ข้อเสนอแนะ จำนวน 47 คน โดยข้อเสนอแนะเรียงตามลำดับความถี่ ดังนี้ 1) ได้เรียนรู้บรรยากาศการเรียนในสภาพจริงสถานการณ์จริงและเห็นการสอนของแต่ละระดับชั้น 2) ควรจัดเวลาและกิจกรรมให้มีการเรียนรู้มากขึ้น 3) ทำให้เกิดความรู้ ความเข้าใจในการจัดชั้นเรียนมากขึ้น 4) เปิดโอกาสให้ได้เรียนรู้นอกห้องเรียน

คำสำคัญ : การพัฒนา ผู้เรียน แหล่งเรียนรู้

Abstract

The purposes of this study were to study 1) the results of the student development based on learning resource activity in the students' knowledge, understanding, and application, and 2) the students' satisfaction towards the student development based on learning resource activity.

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The samples were 54 Bachelor's degree students in Thai major in their second year at Faculty of Education at Pibulsongkram Rajabhat University by purposive sampling. The research instruments were an evaluation form on the results of the student development in the students' knowledge, understanding, and application, and a questionnaire on the students' satisfaction towards the student development based on learning resource activity. The data were analysed by using mean, standard deviation and frequency. The results were as follows:

1. The overall levels of results of the student development based on learning resource activity in the students' knowledge, understanding, and application were at high level. When each aspect was considered, it was found that the mean of the students' application was the highest and the students' knowledge and understanding were at the lowest.

2. The overall levels of the students' satisfaction towards the student development based on learning resource activity were at high level. When considering by each aspect; it was found that the mean of the activity appropriation was at the highest, and that of the resource person was at the lowest.

Some suggestions given by 47 students ranking by their frequencies were as follows: 1) the activity allowed them to experience in the real atmosphere and situations and the real instruction in each level, 2) the time and activity spent for learning should be provided more, 3) the knowledge and understanding on classroom activity were increased, and 4) this activity provided the opportunity to learn outside the classroom.

Keywords : Development, Student, Learning Recourses

Introduction

The traditional educational paradigm of Thailand was that only teachers took roles of passing information to learners and the only one role of learners was being receivers getting the knowledge from their teachers. That is different from the current paradigm which applies technology in transferring knowledge from teachers to students and more student participation. This influences students' attention, understanding, fun, and enthusiasm in learning and this is also conformed with the National Education Act, B.E. 2542 (1999) and the Amendments B.E. 2545 (2002) whose main points are to strengthen knowledge, learning, seeking, searching, researching which leads to Knowledge Society and Learning Society (The Office of the National Education Council, B.E. 2545 (2002).

According to the educational reform carried out in line with the National Education Act, B.E. 2542 (1999) and the next step into the second decades of educational reform, learning and teaching determines the highest importance of learners, called learner-centred learning-teaching process. It is concentrated on learners' competence to attain knowledge and to apply it in their daily routine. Such aspects not only support learners' characters to seek for knowledge and other facilities supporting various learning, but also help teaching principle reform accomplish because teachers change their teaching process from having themselves as a centre into learner-centred learning-teaching process.

The learning process needs adjusting as it is determined in section 25, "the State shall promote the running and establishment, in sufficient number and with efficient functioning, of all types of lifelong learning resources, namely: public libraries, museums, art galleries, zoological gardens, public parks, botanical gardens, science and technology parks, sport and recreation centres, data bases, and other sources of learning." That is a new paradigm of teaching-learning process under the National Education Act, B.E. 2542 (1999) which focuses on learner-centred process. Learning resource activity of teaching and learning is one approach allowing learners to attain the knowledge from the traditional method which students experience learning from the view of a teacher in class by learning from various learning resources both in the classroom and outside the classroom (Naowarat Likhittwattanasate, 2001: 29).

Developing learners by applying the project of learning resource activity is a method that instructors can apply with any subject taught in class. The activity will be determined in line with learning objectives so that learners can attain knowledge, gain understanding, and experience real learning conditions. This is consistent to the study of Prasit Kaewbor (2007: 101) who studied on the management for developing learning resources at Ban Nam Kiang Nonesawang, Mueang District, Khonkaen Province. The results of the management influenced learners' enthusiasm. They learned from experiencing, thinking, and searching. Therefore, they gained better understanding, fun, and happiness by learning in the learning resources at school.

From the background and the above significance, it is obvious that the teaching-learning activity focusing on learners as a centre of learning has to enable learners to see good models, to learn how to think, to experience directly, and to attain various knowledge. This is accordant with the requirement and the happiness of learning when teachers know their students individually, prepare what to teach, and apply media combining international

knowledge with Thai intellect, facilitate learning atmosphere, provide and develop various learning in order to develop students' thinking systematically and creatively (Office of the Education Council, 2007: 3-9). Therefore, the researcher was interested in studying the student development based on learning resource activity and the satisfaction towards holding the program to develop the Bachelor's Degree students in the Classroom and Learning Environment Management subject in the first semester in 2014 at the Faculty of Education, Pibulsongkram Rajabhat University. This study was to improve the student development activity bringing about teaching-learning process influencing the students to apply the knowledge they gained to develop their knowledge, skills, and future.

The research objectives

1. To study the results from developing students by applying the learning resource activity on knowledge, understanding, and application of the Bachelor's Degree students at the Faculty of Education, Pibulsongkram Rajabhat University.

2. To study the satisfaction towards student development by applying the learning resource activity of the Bachelor's Degree students at the Faculty of Education, Pibulsongkram Rajabhat University.

The benefits of this research

1. The results of this study led to know the results from developing students by applying the learning resource activity on knowledge, understanding, and application and the satisfaction towards student development by applying the learning resource activity of the Bachelor's Degree students whose major was Thai in their second year at the Faculty of Education, Pibulsongkram Rajabhat University.

2. The findings can lead to improve activity management added in the content of teaching plans and to hold the learning resource activity properly so that students can attain more knowledge from experiencing.

Delimitation

1. Content delimitation

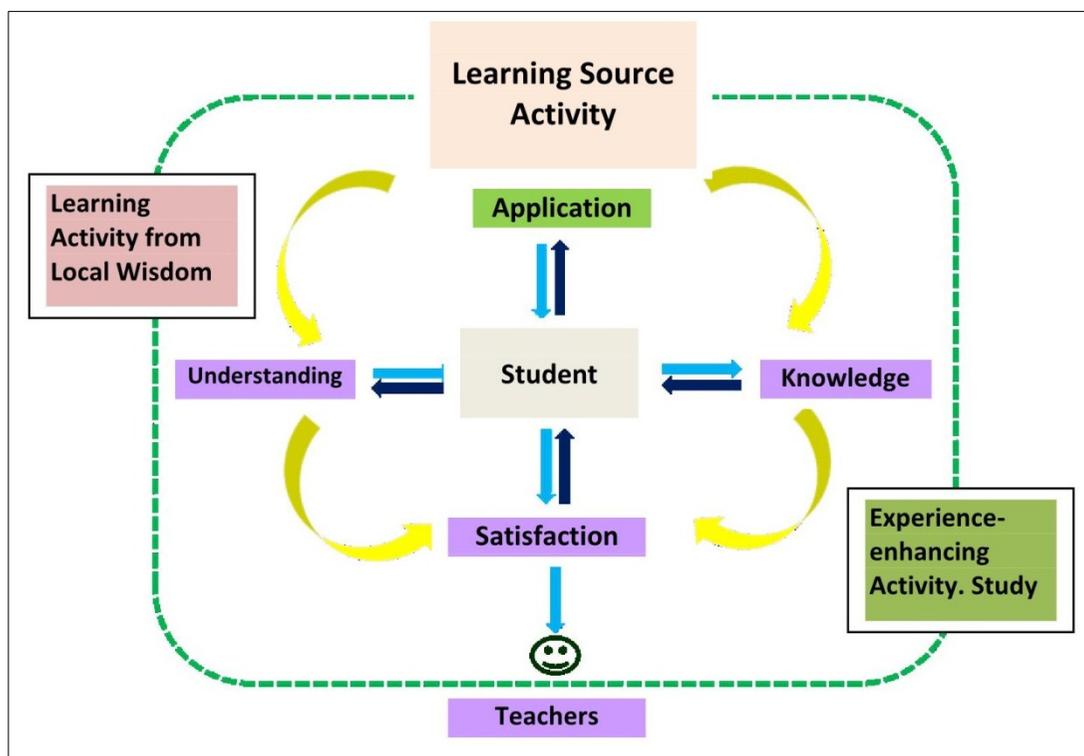
The scope of the lesson content included to learning resources and classroom management which was the activity management added so that the students could learn from experiencing from the speaker who had the skills of transferring in the real learning resource.

2. Target delimitation

The target 54 students were only the the second year students in the Bachelor's Degree whose major were Thai and were studying the Classroom and Learning Environment Management subject in the first semester in 2014 at Faculty of Education, Pibulsongkram Rajabhat University.

3. Variable Delimitation

Variables of study: the results from developing students by applying the learning resource activity on knowledge, understanding, and application, and the satisfaction towards student development by applying the learning resource activity



Picture 1 : Conceptual Research Framework

Research Methodology

The research methods on the student development based on learning resource activity in the Classroom and Learning Environment Management subject of the Bachelor's Degree students, who were in the second year, in Thai Major at the Faculty of Education, Pibulsongkram Rajabhat University, were as following:

1. The instruments

The instruments which were used in this study were the learning resource activity, the questionnaire to evaluate the knowledge, understanding, and application, and the questionnaire on the satisfaction towards student development by applying the learning resource activity. The details of the instruments were as follows:

1.1 The learning resource activity: students proposed and chose the student development activities to enhance their experience in the Classroom and Learning Environment Management subject in the first semester in 2014. Two activities were included;

1) The activity enhancing learning on “Local wisdom: learning resources”, which was to develop vocation. A speaker was invited to share some knowledge on vocation; that was, painting stuff; for example, bags, hats, and other things on September 22, 2014. This kind of painting is called “decoupage”, which applies raw materials from local wisdom to make some income. The students could also share what they learned to other young students and further keep on as their supplementary job in the future.

2) The activity enhancing learning experiences was held for a visit study on classroom management on September 29, 2014. The students learned and visited Pibulsongkram Rajabhat University Demonstration School to experience how to manage classroom in real situation, to share experiences with teachers at the school, and to learn how to arrange the learning surrounding for the students at the school.

1.2 The questionnaire to evaluate the development on knowledge, understanding, and application, and the questionnaire on the satisfaction towards student development by applying the learning resource activity in the Classroom and Learning Environment Management subject were a 5-rating scale and the additional suggestion was asked in the form of opened questions divided into 3 parts as follows:

Part 1: the questionnaire to evaluate knowledge, understanding, and applying what the students learned from learning resource activity according to the content on the Classroom and Learning Environment Management subject

Part 2: the questionnaire on the satisfaction towards student development by applying the learning resource activity

Part 3: the additional suggestions

1.3 In order to construct the instruments to collect data, the researcher proceeded by:

1) studying documents, texts, and studies related in order to find the way for analysis and the useful way to improve the development activity.

2) asking three professors to consider the questionnaire constructed on content validity and then analyzing the Index of Item Objective Congruence (IOC). The items chosen had the range of IOC between 0.60-1.00 (Thaweerat Phuangrat, 1997: 117).

2. Data Collection

The researcher gathered the information by asking for cooperation from the target group, 54 students, to fill in the questionnaire distributed, and all of the questionnaire were given back for 54 copies which was meant 100%.

3. Data Analysis

The analysis on the results of the knowledge, understanding and the satisfaction towards learner development by applying learning resource activity was done by finding means, and standard deviation. In order to translate the meaning of the means, the regulations were determined as follows (Boonchom Srisa-ard, 2002: 103) For the additional suggestion, the messages were analyses and arranged their frequency.

Conclusion

The results of developing students by applying the learning resource activity and the satisfaction towards student development by applying the learning resource activity in the Classroom and Learning Environment Management subject for learning of the students of the Bachelor's Degree in Thai major, in their second year at the Faculty of Education, Pibulsongkram Rajabhat University, can be summarized according to their objectives as follows:

1. The findings from analysing the information of the questionnaire to evaluate the knowledge, understanding, and application

1.1 The results from developing the students by applying learning resource activity included to two activities; 1) the activity enhancing learning on "Local wisdom: learning resources", and 2) the activity enhancing experiences of learning was held for a visit study on classroom management, were found that the level of the knowledge and understanding was high. When each item was considered, it was found that the items that had highest means were 1) the students gained the knowledge and understanding after participating, 2) the students gained the knowledge and understanding from experiencing, and 3) the students gained knowledge and understanding of enhancing activities to develop

students. The content that they had studied was useful for working. The item that had the lowest mean was the knowledge and understanding before participating.

1.2 The results from developing students by using the learning resource activity were found that the total level of application aspect was high. When each item was considered, it was found that the level of the item, “be able to apply the knowledge learned for vocation”, was at highest. The level of the item, “be able to arrange thoughts/ideas to develop tasks systematically” was at lowest.

2. The results of analysing the information gained from the questionnaire on students’s satisfaction towards student development by applying the learning resource activity

In general, it was found that the level of the satisfaction on student development by applying the learning resource activity was high. When each item was considered, it was found that the aspect whose highest level was the appropriateness of holding the activity and the aspect whose lowest level was the speaker.

3. The results from the additional suggestions

There were 47 students who give some suggestions. The suggestions could be arranged according to their frequencies as follows: 1) this activity caused students to experience the real classroom and see how each class rolled out, 2) the time and the activity should be arranged so that the students can learn more, 3) the students gained more understanding how to arrange the classroom, and 4) the activity allowed the students to study outside the classroom.

Discussion

From the conclusion of the results of the student development by applying the learning resource activity and the satisfaction towards student development by applying the learning resource activity in the Classroom and Learning Environment Management subject for learning of the students of the Bachelor’s Degree in Thai major, in their second year at the Faculty of Education, Pibulsongkram Rajabhat University, it can be discussed as follows:

In general, the level of the results of student development by using the learning resource activity from all aspects was at high. When each item was considered, the aspect whose means was high was the application. The reason for this might be the students experienced the real situation which was in real teaching and learning classrooms. Therefore, they felt that they could apply what they learned in the future. This is in line with the benefits of learning resources towards teaching and learning management of Orathai

Moonkham & Suwit Moonkham (2001: 171-172) In addition, Department of Curriculum and Instruction Development (2002) provides some concept which says that providing some learning activity for students by applying learning resources and according with subject content enables students to feel good and have good attitudes towards learning, gain more understanding after participating and experiencing real situation of how to manage classroom and learning resources to be in line with the subject content, to gain knowledge, to realise the significance of learning activity, and to be able to apply the knowledge such as passing on knowledge and applying the knowledge for the students themselves and others and in related works. Moreover, the students can think about developing their works to which are relating and they can also organise their ideas to develop work and integrate their creativity and good attitudes systematically.

Moreover, the findings are also in line with the study of Akapong Audmoon (2008) whose study was about applying school learning resources in the Centre of Sob Moei Education Quality Development Network in Mae Hong Son Province. He found that applying learning resources allowed community to participate and personnel to see the significance of applying learning resources, applying the school buildings and school environment and local wisdom, and they also used IT media to provide knowledge and develop tools and technology which were used as learning resources. This revealed that the learning resources were important for learning and teaching management. Oopong Chalermlow (2009) studied the effect of student development activity using community learning resource in conducting project for learning philosophy sufficiency economy and he found that the high level of the student ability to connect knowledge was 80%, the medium level of the student ability to connect knowledge was 16%, and the low level of the student ability to connect knowledge was 4%. The level of students' opinions towards learning activity by using community learning resource in conducting project for learning, the learning content, community learning resource, and local speakers were high. This revealed that the students thought that real experience or being in the real situation could relate knowledge and be useful.

The overall level of the results on the satisfaction of student development by using the learning resource activity was high. When each aspect was considered, it was found that the aspect whose means was the highest was the appropriateness of conducting the activity. The reason for this might be the students gained some knowledge and understanding from the activity and experienced the real situation which they could apply in the future. It was supported by research finding of Nongsri Ratmani (2010) that the learning resource

development facilitating learning management at Ban Jan School belonging to Kalasin Educational Area Region Office 3. The results of studying the learning resource development facilitating learning management by using visit study strategy, seeking for cooperation, and creating teamwork, affected the researcher and her peers to gain understanding and be able to conduct the learning resource development facilitating learning management according to the teamwork procedure. Therefore, the level of the satisfaction of the researchers, the students, and community was high. Moreover, they also gained the knowledge from the learning resources that they developed together and this caused them to have the characteristics of learning people and they were also admired by visitors. It also related to the study of Maliwan Thongkum (2008) who studied the knowledge of environmental problem solution of mattayomsuksa 5 students by using project base leaning and studied the learning achievement of mattayomsuksa 5 students on environmental problem solution by using project base learning. She found that 1) on the results on the knowledge of environmental problem solution, it was found that the number of students who had the knowledge of environmental solution was 100% and passed the criteria was 87.00%, and 2) the learning achievement of students found that the number of students who passed the criteria was 100% of the total number and the mean score was over 80.75% of the total score. This revealed that the students liked learning by using the activity and learning outside a classroom. This is consistent with the results of studying the students' suggestions saying that conducting the activity for student development enabled the students to experience the real classroom, to see how each class rolled out, to gain more understanding how to arrange the classroom, and the activity allowed the students to study outside the classroom, so the time and the activity should be arranged so that the students can learn more. This showed the satisfaction of learning from the activity conducted and was accordant with the scholar, Wolman B.B. (1973: 384) said that the results from participating that a person could get, his/her positive attitudes could express his/her satisfaction and his/her negative attitudes could reveal the dissatisfaction as well.

Suggestions

The suggestions for applying the findings

The findings of conducting learning resource activity to develop students and the satisfaction towards student development by applying the learning resource activity in the Classroom and Learning Environment Management subject for learning of the students of the Bachelor's Degree in Thai major, in their second year at the Faculty of Education,

Pibulsongkram Rajabhat University could provide some suggestions for those who are interested in as follows:

1. The priority should be arranged on teaching by using group activity technique or various approaches of learning to develop appropriate behaviours.
2. The students should be given a chance to study in the real situation and experience it by themselves in order to ignite their interest and apply in the future.
3. The students should be given an opportunity to work in a team by dividing them into a learning group to help one another in a group and share their opinions.

Recommendations for further studies

1. From the suggestions of the students, it was found that the knowledge gained from the activity conducted could be applied in the future. Therefore, the study on developing the subject content with suitable activities should be done because the students could experience and develop their knowledge when they apply it in the future.
2. From the results of the satisfaction that was in the high level, the activity should be studied by giving the students a chance in the classroom so that they can participate in brainstorming about teaching and learning activity by having a teacher be a person who assigns the topic of learning. From this, the students can develop themselves in conducting the proper learning activity.

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