THE DEVELOPMENT OF A THAI DANCE ACTIVITY PACKAGE TO PROMOTE LEARNING AMONG PRIMARY SCHOOL STUDENTS
การพัฒนาชุดกิจกรรมทางนาฏศิลป์เพื่อส่งเสริมการเรียนรู้ของเด็กประถมศึกษา

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Abstract

Background and Objectives: Active learning plays a crucial role in the 21st-century classroom. It is a learner-centered approach that emphasizes learners' learning through practice, knowledge creation, and increased participation in learning through innovative teaching and learning media that meet the needs of all learners. This research investigates and develops a set of dance learning activities based on the concept of board games to create learning media and innovations appropriate for the age of elementary school learners. It also promotes learning in terms of understanding and key academic achievement skills, while creating a positive and enjoyable learning dance atmosphere. Therefore, this research aims to 1) develop a Dance Learning Activity Package for the dance course to encourage learning among primary school students; and 2) create a prototype of the Dance Learning Activity Package for commercial use.

Methods: The sample comprised 85 primary school students aged 9-12 years at Bangchak School (Komon Prasert-Uthit) from grades 4-6, selected by using cluster sampling. The instruments consisted of 1) a Dance Learning Activity Package, composed of three sets with seven board games 2) an activity-package quality evaluation form, 3) a learning achievement test, and 4) a student satisfaction questionnaire regarding the activity package. The results were calculated using simple descriptive statistics, including mean and standard deviation, along with a t-test for Dependent Samples, performed in SPSS.

Key Findings: The results indicated that 1) students' learning achievement in the dance subject significantly improved after participating in the Dance Learning Activity Package, which includes three sets with seven board games; the post-test

Research Article
Received: 26 August 2025
Revised: 15 November 2025
Accepted: 18 November 2025

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How to cite:
Chinpong, S. (2026). The development of a Thai dance activity package to promote learning among primary school students. *Fine Arts Journal: Srinakharinwirot University*, *30*(1), 89-108.

Keywords: Dance; Learning activity package; Learning achievement; Satisfaction; Prototype

คำสำคัญ: นาฏศิลป์; ชุดกิจกรรมการเรียนรู้; ผลสัมฤทธิ์ทางการเรียน; ความพึงพอใจ; ต้นแบบ

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ISSN 3027-8864 (Print) ISSN 3027-8872 (Online)

scores were significantly higher than the pre-test scores at a the .05 level, 2) Student satisfaction with the Thai dance learning activity package (three sets of activities) was, overall, at the highest level, and 3) A prototype activity package for commercial use was developed, consisting of three board game sets - Set 1: Folk Dance (2 games: 4-part Monopoly and Random shooting jigsaw puzzles); Set 2: Khon Characters (3 games: Who's Thotsakan?, Accessories Bingo and Speed language game); and Set 3: Performance Components (2 games: Picture a jigsaw game and Fun dice game) along with an activity implementation manual. The quality control assessment of the Dance Learning Activity Package prototype by three experts yielded a mean score of 4.78 (SD = 0.52), indicating that the package meets the required criteria and is of high quality.

Implications of the Study: This result presents guidelines for designing Thai dance instruction in for primary school teachers at level 1. These guidelines can also be adapted for use across other grade levels. Furthermore, teaching modern children requires diverse and engaging methods that stimulate learners' interest and encourage active participation, leading to quality, goal-oriented learning outcomes for today's students.

Conclusions and Future Study: Using board games enhances students' understanding and learning, allowing them to express their knowledge and skills freely during performing arts activities. It also helps foster a positive classroom atmosphere and makes teaching and learning more enjoyable. Future research should examine game-based learning integrated with technology and digital tools to provide easier and quicker access for students, enabling them to challenge themselves while playing. This approach sparks interest, reduces boredom, creates novel learning environments, enables self-directed review, and fosters positive attitudes toward success in learning performing arts, with potential for broader application.

บทคัดย่อ

ภูมิหลังและวัตถุประสงค์: การออกแบบการเรียนรู้เชิงรุกถือว่ามีบทบาทสำคัญกับห้องเรียนศตวรรษที่ 21 เป็นการจัดการเรียนรู้ที่ยึดผู้เรียนเป็นศูนย์กลาง มุ่งเน้นให้ผู้เรียนเกิดการเรียนรู้จากการปฏิบัติ สร้างองค์ความรู้ด้วยตัวเอง และส่งเสริมให้ผู้เรียนมีส่วนร่วมในการเรียนรู้มากขึ้น ผ่านสื่อนวัตกรรมการสอนและการจัดการเรียนรู้ที่มีความหลากหลาย ตอบสนองความต้องการของผู้เรียนทุกคน งานวิจัยนี้ศึกษาและพัฒนาชุดกิจกรรมการเรียนรู้รายวิชานาฏศิลป์ตามแนวคิดของบอร์ดเกม เพื่อสร้างสื่อและนวัตกรรมการเรียนรู้ให้เหมาะสมกับวัยของผู้เรียนที่อยู่ในระดับประถมศึกษา อีกทั้งส่งเสริมการเรียนรู้ด้านความเข้าใจ ทักษะ และผลสัมฤทธิ์ทางการเรียนที่สำคัญ สร้างความสุขและความสนุกในการเรียนวิชานาฏศิลป์ให้กับผู้เรียนได้ ดังนั้น การวิจัยนี้จึงมีวัตถุประสงค์เพื่อ 1) พัฒนาชุดกิจกรรมการเรียนรู้ในรายวิชานาฏศิลป์เพื่อพัฒนาการเรียนรู้

ของผู้เรียนในระดับประถมศึกษา และ 2) พัฒนาต้นแบบของชุดกิจกรรมทางนาฏศิลป์เพื่อต่อยอดในเชิงพาณิชย์

วิธีการศึกษา: กลุ่มตัวอย่างที่ใช้ในการวิจัย เป็นนักเรียนระดับชั้นประถมศึกษาที่มีอายุ 9-12 ปี ของโรงเรียนบางจาก (โกมล ประเสริฐอุทิศ) จำนวน 85 คน จากชั้นประถมศึกษาปีที่ 4-6 ซึ่งได้จากการสุ่มตัวอย่างแบบกลุ่ม เครื่องมือที่ใช้ในการวิจัยประกอบด้วย 1) ชุดกิจกรรมการเรียนรู้นาฏศิลป์ 2) แบบประเมินคุณภาพชุดกิจกรรม 3) แบบทดสอบ และ 4) แบบประเมินความพึงพอใจที่มีต่อชุดกิจกรรมการเรียนรู้นาฏศิลป์ วิเคราะห์ข้อมูลด้วยสถิติเชิงพรรณนา ได้แก่ ค่าเฉลี่ยและค่าเบี่ยงเบนมาตรฐาน และสถิติ t-test for dependent sample โดยใช้โปรแกรม SPSS

ผลการศึกษาที่สำคัญ: 1) ผลการเปรียบเทียบผลสัมฤทธิ์ทางการเรียนรู้ในรายวิชานาฏศิลป์ของนักเรียนระดับประถมศึกษา ก่อนและหลังเรียนรู้ด้วยชุดกิจกรรมการเรียนรู้บอร์ดเกมการศึกษา ประกอบด้วยชุดกิจกรรม 3 ชุด (7 บอร์ดเกม) พบว่า คะแนนสอบหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 2) ผลความพึงพอใจของนักเรียนที่มีต่อชุดกิจกรรมที่ส่งเสริมการเรียนรู้นาฏศิลป์สำหรับนักเรียนในระดับชั้นประถมศึกษา ประกอบด้วยชุดกิจกรรม 3 ชุด พบว่า นักเรียนมีความพึงพอใจต่อชุดกิจกรรมที่ส่งเสริมการเรียนรู้นาฏศิลป์สำหรับนักเรียนในระดับชั้นประถมศึกษาในภาพรวมอยู่ในระดับมากที่สุด และ 3) พัฒนาต้นแบบของชุดกิจกรรมทางนาฏศิลป์เพื่อต่อยอดเชิงพาณิชย์ ประกอบด้วย 1) ชุดกิจกรรมบอร์ดเกม ชุดที่ 1: นาฏศิลป์พื้นบ้าน (2 เกม) เกมเศรษฐี 4 ภาค และเกมสุ่มยิงเป็ดจิกซอว์ ชุดที่ 2: ตัวละครโขน (3 เกม) Who's ทศกัณฑ์ Accessories Bingo และภาษาท่าประลองความเร็ว ชุดที่ 3: องค์ประกอบการแสดง (2 เกม) เกมจิกซอว์ต่อภาพ และลูกเต๋าหรรษา 2) จัดทำคู่มือการจัดกิจกรรมเรียนรู้ ผลการตรวจสอบคุณภาพต้นแบบของชุดกิจกรรมการเรียนรู้ประกอบด้วยบอร์ดเกม จำนวน 3 ชุด โดยผู้เชี่ยวชาญ มีค่าเฉลี่ยที่ 4.78 และค่าเบี่ยงเบนมาตรฐานที่ 0.52 แสดงว่า ชุดกิจกรรมการเรียนรู้บอร์ดเกมการศึกษามีความสอดคล้องเชิงโครงสร้างเป็นไปตามเกณฑ์ที่กำหนดไว้และอยู่ในระดับดีมาก

นัยสำคัญของการศึกษา: ผลการวิจัยนี้นำเสนอแนวทางการออกแบบการสอนนาฏศิลป์ในระดับประถมศึกษาช่วงชั้นที่ 1 สำหรับครูผู้สอน และสามารถนำไปประยุกต์ใช้กับการสอนในระดับช่วงชั้นอื่นได้ รวมถึงการสอนเด็กยุคใหม่ต้องมีวิธีการสอนที่หลากหลาย สนุก และสามารถกระตุ้นความสนใจของผู้เรียนให้เกิดความอยากเรียนรู้ และนำไปสู่การเรียนรู้อย่างมีเป้าหมายของผู้เรียนยุคใหม่ได้อย่างมีคุณภาพ

สรุปผลและแนวทางการศึกษาในอนาคต: ชุดกิจกรรมโดยการใช้บอร์ดเกมร่วมในการสอนจะส่งเสริมให้นักเรียนเรียนรู้อย่างเข้าใจ สามารถแสดงออกถึงความรู้ ทักษะ เมื่อผู้เรียนได้มีการคิดและการแสดงออกอย่างอิสระในการปฏิบัตินาฏศิลป์ นอกจากนี้ ยังช่วยสร้างบรรยากาศภายในห้องเรียนและความสนุกสนานกับการเรียนการสอนได้มากขึ้น แนวทางการศึกษาในอนาคตที่น่าสนใจควรมีการวิจัยการจัดการเรียนรู้โดยใช้เกมเป็นฐาน ร่วมกับเทคโนโลยีและสื่อดิจิทัลเพื่อให้นักเรียนเข้าถึงได้ง่ายและสะดวกรวดเร็วมากขึ้น ให้เกิดความท้าทายในการเล่นเกมที่ส่งผลให้เกิดการเรียนรู้ ส่งผลให้นักเรียนเกิดความสนใจ ไม่รู้สึกเบื่อหน่าย เป็นการสร้างบรรยากาศการเรียนรู้ที่แปลกใหม่ สามารถเรียนรู้ทบทวนได้ด้วยตัวเอง และมีเจตคติที่ดีเพื่อมุ่งสู่ความสำเร็จในการเรียนรู้นาฏศิลป์ อีกทั้งนำไปประยุกต์ใช้ในอนาคตได้

ISSN 3027-8864 (Print) ISSN 3027-8872 (Online)

1. Introduction

The current approach to educational management goes beyond just teaching. It must be diverse and adapt its methods to keep pace with the rapidly changing society, culture, and technology, aiming to develop students' knowledge and skills necessary for active participation in society. As the world becomes more globalized, all sectors of society, including education-an essential part of human development and knowledge creation-are affected. This leads to progress, a culture of interdependence, and universal standards, making the exchange, and development of knowledge more accessible and faster (Charoenwongsak, 2017). Therefore, education must reform teaching to focus on knowledge and skill development in the 21st century so that students can be aware of their environment, live happily, or lead society as positive citizens. The current educational management emphasizes students. Teachers will facilitate teaching and learning while utilizing various teaching media and providing learning resources for students to study and research independently. Students will shift from being listeners to practitioners, applying their thoughts, expressing their ideas, working collaboratively, seeking knowledge on their own, and taking responsibility (Dechakupt, 2001).

Performing arts are a cultural heritage that expresses creativity and national identity. Thai people hold them in high regard, as they embody a valuable culture that demands inheritance, preservation, and creation. They also serve as a means of acquiring knowledge, skills, and experience through various performing arts. Currently, education is continually developed and consumes a significant amount of budget for management; however, the results are not as expected because the education system still faces policy-level issues that impact operational work. In particular, the quality of teaching is still a problem that needs to be urgently solved to organize the teaching and learning process so that students can gain skills. According to the Ministry of Education (2009), the teaching and learning conditions are plagued by various issues such as students' intellectual and physical differences, the presence of multiple subjects, the lack of continuity in each lesson, and the lack of seriousness among some students, all of which negatively impact the organization of activities and the overall quality of teaching and learning. In addition, teachers still employ traditional teaching methods, such as lecturing

in front of the class, emphasizing that instructors are the primary leaders of learning, and there is still limited use of innovative media in teaching and learning within the dance subject. In addition, the learning media are not appropriate or captivating to create motivation for students to learn. Consistent with Iamphaya (2018, pp. 234-235), education management that is appropriate for the world in the 21st century must be carried out to provide students with knowledge, skills, and experiences that can be applied in daily life, further education, and work duties. There needs to be a change in the content of teaching management, including the approach to educational leadership, so that the teaching management process is student-centered. It should start with teacher development to bring about changes in content, teaching materials, and management methods.

The current National Education Act must emphasize that students can think, do, solve problems, and live happily in society according to their abilities. Therefore, teaching and learning focus on enabling students to do research and practice with understanding, and the introduction of technology is playing an increasingly important role in teaching and learning (Wongsilpakul, 2004, p. 1). The development of teaching and learning quality emphasizes the learning process through various methods, including the use of technology and diverse learning media, to enhance the benefits and produce a range of media that increase the efficiency of both teachers' teaching and learning, as well as students' self-learning (Wattananarong, 1993, p. 113). Effective learning must begin with correct perception (Phumiphak, 1981, p. 65). Correct perception requires the use of effective and appropriate media to help learning, make teaching and learning activities achieve their goals, stimulate students' interest and participation in learning, and help students learn more in a limited time as well as be able to remember quickly and remember for a long time (Waisusuk, 1991, p. 103). The importance of using media in the teaching system is that it allows students to learn in line with the teaching and learning objectives by connecting knowledge and experience (Ruangsuwan, 1990, p. 112).

The purpose of organizing Thai dance teaching activities is to build and cultivate positive character traits in students and to foster knowledge and understanding of dance. The primary purpose of teaching emphasizes building character traits that lead to the development of students' emotions, society, and personality. Therefore, teaching must

ISSN 3027-8864 (Print) ISSN 3027-8872 (Online)

emphasize practical practice. Dance activities promote students' imagination, enabling them to express themselves to others through gestures, which a foundation step by step (Ministry of Education, 2009, p. 141) that responds to learning and creates happiness for students. After studying the problem, it was found that most dance teachers still use demonstration teaching combined with lectures. It is teacher-centered teaching, not designing a variety of teaching methods, because dance learning emphasizes skill development and following instructions. Teachers must be those who provide knowledge and skills in dance to teach. There is a problem that arises from teachers being unable to teach all subjects because of limitations and lack of knowledge and expertise, which causes the organization of teaching activities to be of poor quality. Additionally, most schools lack teaching media and equipment that facilitate the organization of activities. Another issue is that many teachers perceive the creation of instructional media as insignificant, leading to a shortage of time to produce high-quality media. In addition, there are fewer teachers with expertise in dance than the schools require. In addition, Thai dance is a subject that requires more practice than theory, so there is no need to use various technological knowledge to facilitate teaching (Wannachalem, 1999, p. 2).

Current teaching and learning must be adjusted to keep up with the times. Learning management in the form of active learning involves participation in learning and learning from practical experiences. The use of media must, therefore, be diverse. Board games are a learning medium for active learning management. They play an essential role in the 21st-century classroom by helping to create learning and change students' thinking skills. They also contain a positive and fun learning atmosphere, which is a way to 'stimulate' students to understand the learning. As Khan and Pearce (2015) stated, learning through board games is a novel approach to creating learning experiences for students, which helps increase their learning efficiency. The nature of board games encourages students to interact with each other, which helps them perceive and remember more knowledge than learning through lectures alone. They also add learning content to the lesson content, both in and out of class.

Management quality is influenced by indicators, so it is necessary to develop the use of board game teaching media to be used in teaching activities of the dance

subject to be of quality, along with various teaching methods. This will help students change their learning behavior effectively on their own. When they are focused, various learning activities become more effective, making complex things easier to understand. Therefore, it can help them summarize the lesson quickly, resulting in effective learning that enables them to understand and remember the content. They will participate in various activities based on their individual abilities and promote a positive learning environment while having fun with learning.

As mentioned above, the researcher is interested in developing a dance learning activity package to be used in teaching dance subjects, enabling students to gain knowledge, understanding, skills, and ideas that are interrelated and can be applied in real-life situations. Importantly, it will create a positive learning atmosphere for students.

2. Objectives

This research aims to 1) develop a Dance Learning Activity Package for dance subjects to encourage learning among primary school students; and 2) create a prototype of the Dance Learning Activity Package for commercial use.

3. Scope of study

The sample used in the research was 85 primary school students aged 9-12 at Bangchak School (Komon Prasert-Uthit) from grades 4-6, selected by cluster sampling.

The contents include the performing arts, as outlined in the core curriculum set by the Ministry of Education, based on the Basic Education Curriculum 2008, at the primary level, encompassing folk dance, Khon characters, and performance components.

The research instruments consist of the experimental tool, Dance Learning Activity Package, and the data-collection tools: 1) learning achievement assessment form, 2) satisfaction assessment form, and 3) activity package quality assessment form.

The variables consist of 1) the independent variable: Dance Learning Activity Package for primary school students, and 2) the dependent variables: learning achievement and satisfaction towards the Dance Learning Activity Package.

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ISSN 3027-8864 (Print) ISSN 3027-8872 (Online)

4. Methodology

This research is a quasi-experimental research. The sample used in the research was 85 primary school students aged 9-12 at Bangchak School (Komon Prasert-Uthit) from grades 4-6, selected by cluster sampling.

The research instruments consist of the experimental tool, Dance Learning Activity Package, and the data-collection tools: 1) learning achievement assessment form, 2) satisfaction assessment form, and 3) activity package quality assessment form.

The researcher used the principles of active learning, game-based learning and the process for developing board games (Tinsman, 2008) as guidelines for creating board games in Dance Learning Activity Package.

The research conducted the research according to the following steps.

Step 1 is to analyze basic information to study the needs of students and teachers, teaching problems in the dance subject, learning standards and indicators of the performing arts, as well as the formats of various board games to be used in developing a learning activity package that promotes learning about dance.

Step 2 is to determine learning objectives from studying the subject content and indicators of the performing arts according to the core curriculum set by the Ministry of Education according to the Basic Education Curriculum 2008 at the primary level and the additional teaching content specified for learning by the school.

Step 3 is to bring the content of the dance subject to the board game design. Since each selected content will be different according to the lesson, the design must consider the difficulty of the content so it will be appropriate for the gameplay method, which encourages students to understand the learning material and be ready to have fun playing the game. This creates motivation for students to learn.

Step 4 is to analyze and develop a learning activity package that promotes dance learning for primary school students. In this research, the researcher designed and developed a set of board game activities. The game design concept must consider the age of the players, the number of players, the duration, the level of difficulty, the

playing method and rules, and the illustrations and colors of the game to be appropriate for the players, the playing manual, and the development to be consistent with the content of learning dance that the players will learn through playing different games. This will motivate them, make them have fun, and imagine what they would like to learn in each lesson combined with the challenges of the game that require competition.

Step 5 is to develop a prototype board game for learning about dance. The creation of the learning activity package is determined as follows: 1) creating the game, components, and equipment used in each activity board game set, 2) selecting materials used in making the board game, 3) designing the size, weight, shape, image, color, letters, text, and various graphics. And then, developing a learning activity package that includes three sets with seven board games, as shown in Table 1.

Table 1: Board games in Dance Learning Activity Package
(S. Chinpong, Thailand, 2026)

Sets	Games
Set 1: Folk Dance	1) 4-part Monopoly 2) Random shooting jigsaw puzzles
Set 2: Khon Characters	1) Who's Thotsakan? 2) Accessories Bingo 3) Speed language game
Set 3: Performance Components	1) Picture a jigsaw game 2) Fun dice game

Step 6 is to evaluate the efficiency and effectiveness of the Dance Learning Activity Package for primary school students and the validity of a learning achievement assessment form, a satisfaction assessment form, and an activity package quality assessment form.

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5. Outputs and benefits

In terms of the academic section, this learning activity package enhances the quality and effectiveness of dance instruction for primary school students by developing their knowledge, skills, and practical application in real-life situations, aligning with their needs and age. Importantly, it will foster joy in learning dance, motivating students and fostering positive attitudes toward learning in the long term. In terms of society, this learning activity package will serve as a prototype for learning activities for children throughout the country, both during and outside of school hours, at school, at home, and in learning settings.

6. Results

6.1 Result of students' learning achievement in the dance subject

Table 2: Comparison of learning achievement in the dance subject before and after learning with the Dance Learning Activity Package (Set 1: Folk Dance)
(S. Chinpong, Thailand, 2026)

	Score	$\bar{x}$	SD	t	p
Pretest	30	11.48	2.89	48.361*	.000
Posttest	30	25.78	3.08		

*Statistically significant at the .05 level.

According to Table 2, the students' scores before learning were 11.48, and after learning, they were 25.78. When comparing the scores of both tests, it was found that the post-test scores were significantly higher than the pre-test scores at the .05 level.

Table 3: Comparison of learning achievement in the dance subject before and after learning with the Dance Learning Activity Package (Set 2: Khon Characters)
(S. Chinpong, Thailand, 2026)

	Score	$\bar{x}$	SD	t	p
Pretest	30	13.71	3.95	24.153*	.000
Posttest	30	21.14	3.13		

*Statistically significant at the .05 level.

According to Table 3, the students' scores before learning were 13.71, and after learning, they were 21.14. When comparing the scores of both tests, it was found that the post-test scores were significantly higher than the pre-test scores at the .05 level.

Table 4: Comparison of learning achievement in the dance subject before and after learning with the Dance Learning Activity Package (Set 3: Performance Components)
(S. Chinpong, Thailand, 2026)

	Score	$\bar{x}$	SD	t	p
Pretest	25	16.03	3.29	10.865*	.000
Posttest	25	21.11	3.61		

*Statistically significant at the .05 level.

According to Table 4, the students' scores before learning were 16.03, and after learning, they were 21.11. When comparing the scores of both tests, it was found that the post-test scores were significantly higher than the pre-test scores at the .05 level.

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6.2 Results of students' satisfaction towards Dance Learning Activity Package

Table 5: students' satisfaction towards Dance Learning Activity Package in all sets (S. Chinpong, Thailand, 2026)

items	Set 1		Set 2		Set 3	
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
Learning activity package format						
It is interesting.	4.65	0.65	4.55	0.60	4.60	0.72
	Highly satisfied		Highly satisfied		Highly satisfied	
It has captivating illustrations, letters, and colors.	4.53	0.45	4.45	0.63	4.65	0.57
	Highly satisfied		Fairly well		Highly satisfied	
It has clear explanations of steps, methods of playing, and rules of the game.	4.57	0.54	4.53	0.72	4.52	0.76
	Highly satisfied		Highly satisfied		Highly satisfied	
It creates motivation to learn and makes it more fun.	4.83	0.39	4.51	0.69	4.52	0.74
	Highly satisfied		Highly satisfied		Highly satisfied	
Contents and learning						
It has accurate content that is consistent with the content being studied.	4.79	0.43	4.64	0.59	4.75	0.60
	Highly satisfied		Highly satisfied		Highly satisfied	
It is consistent with the learning objectives.	4.58	0.49	4.62	0.59	4.65	0.56
	Highly satisfied		Highly satisfied		Highly satisfied	
It helps to create a better understanding of the learning.	4.55	0.50	4.53	0.72	4.55	0.51
	Highly satisfied		Highly satisfied		Highly satisfied	
It promotes easier understanding of the lesson.	4.51	0.69	4.49	0.72	4.64	0.52
	Highly satisfied		Fairly well		Highly satisfied	
It helps you review knowledge and experiences from playing games.	4.53	0.72	4.51	0.69	4.50	0.60
	Highly satisfied		Highly satisfied		Highly satisfied	

Table 5: students' satisfaction towards Dance Learning Activity Package in all sets (S. Chinpong, Thailand, 2026) (Continued)

items	Set 1		Set 2		Set 3	
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
Teaching media						
It is diverse and interesting.	4.45	0.55	4.53	0.72	4.59	0.50
	Highly satisfied		Highly satisfied		Highly satisfied	
It encourages students to participate in learning.	4.55	0.60	4.50	0.51	4.55	0.51
	Highly satisfied		Highly satisfied		Highly satisfied	
It is captivating and appropriate for the students' ages.	4.64	0.59	4.55	0.57	4.64	0.58
	Highly satisfied		Highly satisfied		Highly satisfied	
It helps students to practice learning.	4.53	0.61	4.62	0.59	4.68	0.45
	Highly satisfied		Highly satisfied		Highly satisfied	
Overall	**4.59**	**0.54**	**4.54**	**0.69**	**4.59**	**0.58**
	Highly satisfied		Highly satisfied		Highly satisfied	

According to Table 5, it was found that students were highly satisfied with the Dance Learning Activity Package overall, with a mean score of 4.57 and a standard deviation of 0.60. Considering each set in the activity package, it was found that all 3 sets had high satisfaction. Students were highly satisfied with the Dance Learning Activity Package (Set 1: Folk Dance) overall, with a mean score of 4.59 and a standard deviation of 0.54. Considering each aspect, it was found that all items in each part show a mean score of 4.54 or higher, indicating that students were highly satisfied with the learning activity package format with a mean score of 4.64, a standard deviation of 0.50, contents and learning with a mean score of 4.59, a standard deviation of 0.56, and teaching media with a mean score of 4.54, a standard deviation of 0.58. Also, students were highly satisfied with the Dance Learning Activity Package (Set 2: Khon Characters) overall, with a mean score of 4.54 and a standard deviation of 0.69. Considering each aspect, it was found that all items in

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each part show a mean score of 4.51 or higher, indicating that students were highly satisfied with the learning activity package format with a mean score of 4.51, a standard deviation of 0.66, contents and learning with a mean score of 4.56, a standard deviation of 0.66, and teaching media with a mean score of 4.55, a standard deviation of 0.70. In addition, students were highly satisfied with Dance Learning Activity Package (Set 3: Performance Components) overall, with a mean score of 4.54 and a standard deviation of 0.69. Considering each aspect, it was found that all items in each part show a mean score of 4.57 or higher, indicating that students were highly satisfied with the learning activity package format with a mean score of 4.57, a standard deviation of 0.69, contents and learning with a mean score of 4.60, a standard deviation of 0.55, and teaching media with a mean score of 4.60, a standard deviation of 0.58.

6.3 Result of quality control of the Dance Learning Activity Package prototype for commercial uses

Table 6: quality control of Dance Learning Activity Package prototype (S. Chinpong, Thailand, 2026)

Dance Learning Activity Package (prototype)	$\bar{x}$	**SD**	**Level of Quality**
Set 1: Folk Dance	4.80	0.38	High
Set 2: Khon Characters	4.74	0.50	High
Set 3: Performance Components	4.81	0.34	High
Overall	**4.78**	**0.52**	High

The results of the quality control of the Dance Learning Activity Package prototype for commercial use, as presented in Table 6, indicate that the package meets the specified criteria and is of high quality, with a mean score of 4.78 and a standard deviation of 0.52. For each set in the activity package, it was found that all 3 sets had a high-quality range, in order of a mean score of 4.80 and a standard deviation of 0.38 in Set 1: Folk Dance; a mean score of 4.74 and a standard deviation of 0.50 in Set 2: Khon Characters; and a mean score of 4.81 and a standard deviation of 0.34 in Set 3: Performance Components.

7. Conclusions and discussions

The results are summarized as follows.

7.1 The comparison of students' learning achievement in the dance subject before and after they participated in the Dance Learning Activity Package, consisting of three sets with seven board games, shows that the post-test scores were significantly higher than the pre-test scores at a statistical level of .05 in all sets.

7.2 The results of students' satisfaction with the Dance Learning Activity Package for primary school students, consisting of three sets with seven board games, show that students were highly satisfied with the Dance Learning Activity Package for primary school students in all sets.

7.3 The results of the quality control of the Dance Learning Activity Package prototype by three experts show a mean score of 4.78 and a standard deviation of 0.52, indicating that the package meets the specified criteria and is of high quality.

The discussions are as follows.

In terms of students' learning achievement in the dance subject before and after they participated in the Dance Learning Activity Package, students' scores in the post-test were more distributed than in the pre-test scores. The research found that using a dance learning activity package with students was a delightful way to engage them in the game. They cooperated in doing the activities, helped each other think of answers, and helped analyze the content being learned through cooperation. As stated by Khammanee (2014), teaching using games is a method that helps students learn various things in a fun and challenging way. The students are the players themselves, allowing them to gain direct experience. It is a method that enables students to have high participation opportunities, which is consistent with Khan and Pearce (2015). Learning using board game learning media is a new method to create learning experiences for students and helps increase efficiency in learning. In addition, Chaijitvanichkul (2024, p. 17) researched the development of educational games in the form of a virtual universe, utilizing Roblox, to promote knowledge of exponents among Mathayom 1 students. It was found that students' academic achievement had improved after learning, which was significantly

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higher than before learning at a statistical level. 05. Songsang (2020) studied the results of using board games in teaching science subjects on the topic of ecosystems to promote analytical thinking abilities for Mathayom 3 students. The research results found that academic achievement in the topic of ecosystems after learning was significantly higher than before learning at a level of 05. The characteristics of board games, which encourage students to interact with each other, aid in the perception and retention of more knowledge compared to traditional lecture-based learning. It is also packed with learning content from both inside and outside of the classroom. When students are focused, various learning activities must be more effective turning complex things into easy ones. Therefore, it can help to summarize ideas in the lesson quickly. As a result, students learn to understand and remember the learning content, leading to effective quality learning (Rotkhum, 2016).

In terms of students' satisfaction toward the Dance Learning Activity Package, students showed high satisfaction with the Dance Learning Activity Package. The researcher found that the board game stimulates, creates interest, helps students have fun, and creates a better learning atmosphere, as Jiraworapong (2017) stated that learning through games is an educational innovation that has taken the fun of games and designed them into a new form, combining the content of various subject lessons together to create enjoyment, happiness in learning, and also gain knowledge. In particular, games with simulated situations are fun, enjoyable, and challenging, making learning less boring and giving a positive feeling. This is consistent with the research of Limpremwattana and Thamwattana (2017, pp. 107-132), who conducted research on board game playing behavior and components of factors affecting teenagers from playing games in Bangkok. It was found that the main reasons for playing board games are play for entertainment, fun, and relaxation. In addition, board games also have a positive effect on education and intelligence. It helps train the brain, increases creativity, aids in making better decisions and solving problems, and enhances focus during studying. Therefore, learning by using board game activity sets as an essential learning medium helps stimulate students' interest. The teaching media helps create a relaxed atmosphere in the classroom and learning. Because the teaching format will change according to the game media used, students

will enjoy learning more. It is understood that this approach not only helps students learn independently but also enables them to communicate and consult with each other in a group setting. While learning from playing games, students also encounter challenges. Students are interested and do not feel bored. It creates a new learning atmosphere that is not repetitive, relying solely on the teacher's lecture. Therefore, teaching and learning are more effective.

In terms of quality, the Dance Learning Activity Package prototype for commercial use meets the specified criteria and is of high quality. This could be attributed to the researcher's systematic process of creating and developing board games, which involved studying textbooks, documents, and research related to board game creation, as well as studying the learning needs, interests, and preferences of students based on their age. And study the core curriculum of basic education. B.E. 2551, Arts (Dance) learning group, principles, theories of board game design, then analyze, determine the content, and design the elements of each game to be different according to the content being learned, game format, character design, colors, letters, and student playing styles, the number of people focusing on group play that must think together, analyze, and find answers. Consistent with the concept of Ledford and Sleeman (2002), which stated that the use of learning media must be planned, designed, and produced in line with the content, objectives, and learning management methods. To provide students with tangible experience, such a concept aligns with the idea of Cagiltay, Ozcelik and Ozcelik (2015), which states that educational games effective in achieving their goals. Developers need to study the design principles and elements of the game so that they can develop first. Therefore, the design and development of a board game activity set must have a systematic plan, work steps, and an analysis of general basic data. Each board game set has learning objectives that define and link to other objectives as well as the content. To create a prototype of an activity set, follow these steps: 1) creating a game, components, and equipment used in each activity board game set; 2) selecting materials used in making board games; 3) designing images, colors, fonts, text, various graphics, size, weight, and shape; 4) determining the number of players, duration, and difficulty level of the game; and 5) Having a manual explaining the method of play and rules of the game. This aligns with

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the findings of the School of Changemakers (2017), which highlighted the significance of prototyping as the most straightforward, cost-effective, and rapid method for transforming ideas into tangible forms. In addition to reducing the risk of investing in developing a product that is not known to meet user needs, creating a simple prototype and testing it can be improved and developed to meet the needs of real users. The prototype of an activity package must have a fun way to play, challenge abilities, and competition according to age. It should be an easy-to-play game that is uncomplicated and suitable for the student's age. Creating a prototype for commercial development is a way to reduce investment risk. This approach aims to ignite students' curiosity and enhance their learning experience.

8. Suggestion

This result presents the guidelines for designing dance instruction in primary school for teachers. They can be applied to teaching at other levels. Furthermore, teaching modern children requires diverse fun, and engaging teaching methods that stimulate learners' interest and encourage them to learn, leading to quality, goal-oriented learning for today learners.

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