

# THE DEVELOPMENT OF LEARNING ACHIEVEMENT ON THE CONFLICTS OF THE 20<sup>th</sup> CENTURY FOR THE LOWER SECONDARY SCHOOL STUDENTS' CLASS 3/14 (GRADE 9) AT BANGKAPI SCHOOL THROUGH THE CREATIVE TEACHING MODEL AS A BASE WITH INFOGRAPHICS.

Weerapot Rattanawarn\* & Jaruphan Singdej\*\*

\*The Professor of Faculty of Education, Suan Sunandha Rajabhat University

\*\*The university student in Social Studies Program, Faculty of Education, Suan Sunandha Rajabhat University

E-mail: \*weerapoot.ru@ssru.ac.th, \*\*Charuphansingdash@gmail.com

## ABSTRACT

The purpose of this research was to evaluate the effect of the Creative teaching model (CBL) on improving the learning achievement of students on the topic of the conflicts of the 20th century. For that purpose, the authors have used the creative teaching model as a base (CBL) with infographics. The target group used in the research was 17 the lower secondary school students' class 3/14 from Bangkokapi School who were currently studying in the 2nd semester of the 2018 academic year. The students were selected by the Purposive Selection method on the basis that they had not met the required criteria on the topic mentioned above. The instruments used in the research consisted of 1) the plan for learning about conflicts in the 20th century by using the creative teaching model as a basis with Infographics and 2) the learning achievement test. The data analysis used statistics such as percentage, mean and standard deviation (S.D.) The research found that the learning achievement of the students after studying with the designated learning plans about the conflicts in the 20th century had improved thus showing scores before and after the research as follows; before class ( $\bar{X} = 9.88$ , S.D. = 2.67) and after class ( $\bar{X} = 20.89$ , S.D. = 3.34).

**Keywords:** academic achievement, teaching model, creative basis, infographic

## INTRODUCTION

History is concerned with mainly studying the past events that have particularly to do with human affairs. These affairs have affected the way our society has been shaped throughout the years and as part of such a society it is very important for us to clearly understand it. By doing so we may be able to analyze different historical occasions and understand what lead to them so that we may be able to avoid them in the future; such is the case with different conflicts or crises. From these occasions, it is important to take lessons and find a process for problem solving that will lead to cooperation in accordance with ethical principles and peace morals of humanity so that we are all able to live in Peace. The Ministry of Education is aware of the importance of History as a subject of social studies religion and culture, thus requiring student to understand human development throughout time from the ancient times to the very present days. In doing so, it is important to encourage and develop creative problem solving in students. Every child is creative in the own respective way but that also depends on how much they are encouraged and stimulated with the early stages of childhood also playing a big role in laying the foundation for the child to grow up and become curious and eager to learn. These children will continue to use such

means of problem solving throughout their life, accumulating long-term experience and are ultimately better able to adjust themselves to different situations. [2]

The target for this research was students from the lower secondary school students' class 3/14 at Bang Kapi School. The teaching and learning of history courses in academic year 2017 at this school was found that most students have academic results in the low level. Specifically, the learning achievement of the students on the subject of the conflicts in the 20th century was at a low level, mainly due to the large amount of content that needed to be used for the course. In addition, students seemed to lack the skills for a creative thinking process, which could have helped in hindering their results in the class. All of this resulted in students not daring to express their opinions, discuss with friends or teachers about the class topics and not participating in answering the "Why" questions. This is a concerning sign as it does not correspond in line with the development of creativity of teenagers aged 12-14 years of Torrance who found that teenagers of this age like to do a lot of activities. This period is a golden time for the practice of thinking skills in solving problems creatively. It is an intellectual process that can expand the scope of existing ideas to newer ideas. It differs from previous opinions and is a thought that can be utilized appropriately, with cognitive dimensions including active thinking, flexible thinking, and meticulous thinking. [3]

Learning management using creative teaching styles as a base will help students to develop skills that are essential for their future. These teaching styles cause four important skills to improve, namely: analytical thinking skills, knowledge search skills, communication skills and creative thinking skills [4] These can then be combined with Infographics, a new type of teaching media that will help stimulate students' skills. Infographics are a summary of information or knowledge into information in the form of graphics that are designed to be static or animated images which students will be able to look and understand more clearly in an easy manner and shorter time while also attracting their interest thus enabling them to remember the content of the study even long after they have finished it. The students will be able to understand new important concepts and connect new knowledge with previous knowledge, which can enhance their creativity as well. [5] This remains consistent with the research results of [6] regarding the development of learning skills in the 21st century and learning achievement by using the Creative teaching model as a base (CBL) of the lower secondary school students grade 7, subjects 21103 Social Studies 2, which found that after the class, the students passed the criteria at 83.33 percent and an average score of 78.00 as compared to before when Students pass the criteria at 80.00 percent and with an average score of 75.50 percent.

Therefore, the researcher is interested to study the development of learning achievement on the topic of Conflicts in the 20th century of the lower secondary school students' class 3/14 in Bang Kapi School by using the creative teaching model as a base (CBL) with Infographic and understand whether it will be able to help develop the students learning achievement and ultimately be able to the research results to develop better management teaching techniques for the future.

## **OBJECTIVE**

To compare the effect of learning achievement before and after the regimen of the lower secondary school students' class 3/14 on the topic of Conflicts in the 20th century, using a creative teaching style based on infographics.

## METHODOLOGY

The researcher has used the following methods of conducting the research:

### 1. Target group

The target group used in this research was 17 the lower secondary school students' class 3/14 at Bang Kapi School who were currently studying in the second semester of the academic year 2018. They were selected by the Purposive Selection method, choosing students who did not meet the required criteria in their learning achievement on the topic of the Conflicts of the 20<sup>th</sup> century.

### 2. The instruments for data collection

The researcher has used the process of creating and checking the quality of the research equipment as follows:

2.1 The instruments used in this research are

2.1.1 Learning Management Plan by using the creative teaching model as a base with infographics on the Conflicts of the 20th century in the lower secondary school students' class 3/14 for 4 Plans each consisting of 4 hours.

2.1.2 Learning Achievement Test

2.2 The instruments create a process; thus, the researcher has created the following steps and checks:

2.2.1 Learning management plans using creative teaching styles as a base with infographic.

1) Study concepts, theories and research papers related to learning management by using the model of creative teaching together with infographic.

2) Study the core curriculum of basic education in 2008 and curriculum for social studies, religion and culture.

3) Study the content of learning content about conflicts in the 20th century to create 4 learning plans, each 4 hours long.

4) Learning management plans for 3 experts to check the accuracy of the content according to the learning management plan by using the Assessment of the Learning Management Plan. It has 5 Rating Scale and every item was in the high level ( $\bar{X} = 4.40$  and  $SD = 0.03$ ).

5) Take the verified learning management plan to edit according to the expert's advice.

6) Publish the learning management plan using the creative teaching model as a base with infographic and edit it accordingly based on expert advice.

2.2.2 Learning achievement test on the Conflicts of the 20th century

1) Study concepts, theories, documents and research related to the construction of achievement tests.

2) Study the social studies curriculum on religion and culture in the History as a 4th subject

3) Create a test for the specified objectives which will be used to test students both before and after studying. The test will have a total of 30 items, consisting of 4 multiple choice tests. The scoring criteria will be as follows: 1 point for a correct answer, 0 points for an incorrect answer and no answer at all where students with 15 - 30 points pass whereas students scoring lower than 15 points do not.

4) Bring the form created to 3 advisors for check, survey the differences and examine the content and then calculate the conformance index between the questions and the objectives (Item-Objective Congruence Index: IOC).

5) After that, calculate the Item-Objective Congruence Index: IOC between the questions and the learning objectives which have IOC values is between 0.67-1.00.

6) Publish the test of achievement about the Conflicts in the 20th century and prepare to test the target student group.

### 3. Data collection- The researcher collected data as follows

3.1 The researcher prepares a pretest for students with 30 items and allow them 30 minutes.

3.2 Implement the teaching according to the learning management plan by using the creative teaching model as a base with Infographics about the Conflicts in the 20th century with students for 1 hour/week for 4 weeks

3.3 When the teaching has been completed, administer the achievement test to students on the end of week 4 after studying (Post-test). This test has to be similar to the one before, meaning in accordance with the IOC values, so that the researcher is able to correctly analyses the improvement.

3.4 Once the data has been collected and tested, the researchers used the data to analyze the results.

### 4. Analysis of data and statistics used

The researcher analyzed the data by using descriptive statistics such as percentage, mean ( $\bar{X}$ ), standard deviation (S.D.) and Consistency Index (IOC)

## RESULTS

The researcher carried out the research in accordance with the procedures and requested to present the results of the data analysis according to the objectives. All the details are as follow:

**Table 1**  
**Compares the average, standard deviation and the academic achievement scores of students before and after learning by using teaching management and the creative teaching model (CBL) as a base with infographics.**

Score (30)	N	$\bar{X}$	S.D.
Pre-test	17	9.88	2.67
Post-test	17	20.59	3.34

From Table 1, it is found that the students have a mean score of post-learning achievement ( $\bar{X} = 20.59$  and  $SD = 3.34$ ) which is higher than the mean score of pre-learning achievement ( $\bar{X} = 9.88$ ,  $SD = 2.67$ ) which translates positive results. It can be said that the learning achievement of the lower secondary school students' class 3/14 at Bangkapi School after the application of learning management by using the Creative Teaching as a base together with infographic has improved compared to pre-learning.

## CONCLUSION AND FUTURE WORK

From this research study, the results and discussion can be summarized as follows: the development of Learning Achievement in the lower secondary school students' class 3/14 at Bang Kapi School after studying with a learning management plan on the topic the Conflicts in the 20th century using the creative teaching style as a base together with infographics found that the scores after studying were higher than before studying. By comparison, scores before and after studying were as follows: Before class ( $\bar{X} = 9.88$ , S.D. = 2.67) and After class ( $\bar{X} = 20.89$ , S.D. = 3.34).

The authors have confidence that these improvements in results have been achieved by the usage of creative teaching model as a base together with infographics. The model helps students to improve practice skills, develop the ability to connect knowledge by organizing content or information learned and translate data from text into images which will help students to remember much more details. The improvement of the learning behavior of students has been expressed by the achievement test. Students have had to analyze the content of the topic, in our case History. In such topics, there is a lot of content and it is difficult to understand and retain in memory. By creating infographics students were able to retain the information much more easily as the information was organized and summarized in small concepts that were easy to grasp. This exercise also has helped with enhancing students critical thinking and creative thinking skills.

The research found that the learning achievement and learning skills of the lower secondary school students' grade 7, subjects 21103 Social Studies 2, for the topic of the conflicts of the 21st century after learning through the creative teaching model as a base with infographics, is higher than before learning. [6] and also consistent with the research on creative development and academic achievement using the model Creative Teaching (CBL) with graphic charts of the lower secondary school students' grade 7 in subjects 21103 Social Studies, which showed that the achievement test on average was 29.5, equivalent to 73.73 percent, which is higher than the specified criteria. Including research related to the development of learning skills in the 21st century and learning achievement using The CBL model of the lower secondary school students' grade 12 in The World of Astronomy and Space course found that students who received learning activities with a creative teaching model as a base. Providing academic achievement and skills Learning in the 21st century is more advanced than before. [8]

## SUGGESTION

The researcher has the following suggestions:

1. Teachers interested in using creative teaching styles as a base together with infographics are encouraged to apply it in combination with other teaching methods. Try to integrate this style on their current teaching style and also take into the account the level of the students, as not all of them may respond the same to certain styles.
2. Teachers must not limit themselves to applying this model only in teaching History but after finding out whether it is successful in a certain subject, they are encouraged to start teaching their other subjects using the same technique.

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