

LEARNING ACHIEVEMENT OF SOCIAL STUDIES, RELIGION AND CULTURE SUBJECT BY USING EAST TEACHING MODEL OF PRIMARY 6 STUDENTS AT DEMONSTRATION SCHOOL, SUAN SUNANDHA RAJABHAT UNIVERSITY.

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ABSTRACT

The objectives of this research were to compare pre-learning achievement and post-learning achievement of ASEAN Studies of Primary 6 students at Demonstration School, Suan Sunandha Rajabhat University and to study satisfaction towards ASEAN Studies subject by using EAST Teaching Model. The sample group of this research was 63 Primary 6 students in two classes of Demonstration School, Suan Sunandha Rajabhat University. The data was analyzed by x-bar average, standard deviation and T-test for dependent sample.

The study found that the efficiency of EAST Teaching Model in ASEAN Studies Subject for Primary 6 students at Demonstration School, Suan Sunandha Rajabhat University, was 82.12/84/96 which is was relevant to specified criteria at 80/80. The result of satisfaction analysis by using EAST Teaching Model in ASEAN Studies Subject for Primary 6 students found that the students were active to study, enjoyed to the class. The classroom atmosphere was full with knowledge sharing. The satisfaction was in the highest level generally. The average index was 4.88. the standard deviation was 0.39.

Keywords: Learning achievement, ASEAN Studies, Demonstration School, Suan Sunandha Rajabhat University

INTRODUCTION BACKGROUND AND IMPORTANCE OF RESEARCH

The development of technology for the national education plan 2017 - 2036 is designed to set the target framework and direction of developing education in country. This strategy aims to fully develop the potential and capabilities of Thai people of all ages. The people can search for knowledge and continuous learning by self-study as a lifelong learning under driving the vision that all Thai people receive quality education and lifelong learning. Everyone can live a happy life in line with the philosophy of the sufficiency economy and world changes in the 21st century. This strategy focus on driving the plan to create knowledge and understanding for all relevant sectors leading to aware of the importance and be ready to participate in driving the 20-year national education plan into concrete action. This strategy aims to create connections between national education plans, national strategy, government policy, 5 years education development plan, 4 year government action plan and the annual action plan of every department and related organizations. Moreover, rules and regulations will be revised to facilitate the developing education at various levels and create a channel for civil society to have an opportunity to express opinions and participate in the provision of education widely as the saying that

"All Thai people receive education and lifelong learning with quality, living happily in line with the philosophy of the sufficiency economy and world changes in the 21st century."

Fundamental concepts of 21st century focus on innovative thinking and critical thinking. Teachers must involve in education by integrating and developing to update knowledge. Challenges of the dynamics of the 21st century are both in external pressures including digital revolution, the fourth industrial revolution, sustainable development goals: SDGs 2030 that Thailand has ratified and the impact of being an ASEAN Community. The conceptual framework must be adjusted to be more open and study to understand all aspects of the impact of stepping into the ASEAN community to suit the recent situation, and develop skills to be standardized to be in marketing demand (Ladda Hiranyawa, 2012)

According to Thailand has ratified to join the ASEAN community for over 50 years. The Association of Southeast Asian Nations or ASEAN have a total of 10 member countries including Cambodia, Thailand, Brunei, Myanmar, Philippines, Malaysia, Laos, Vietnam, Singapore and Indonesia.

The objectives of ASEAN are to accelerate the economic growth, social progress and cultural development in the region and promote regional peace and stability that provide opportunities to resolve disputes among members by peaceful manner. Thailand has always played an important role in driving cooperation and progress of ASEAN. The satiation in Southeast Asia is tense in 1967 as the Cold War. Dr. Thanat Khoman, Minister of Foreign Affairs of Thailand has important roles that negotiate and resolve conflicts between these neighboring countries in this time. Moreover, he invited the foreign Ministers of the 4 Southeast Asian countries including Malaysia, Indonesia, Philippines and Singapore discuss at Laem Taen Chonburi province leading to the signing of the declaration of Bangkok to establish ASEAN at Saranrom Palace on 8 August 1967. Thailand is considered the co-founding country and the birthplace of ASEAN. Building strong foundation is making to promote good understanding, being friendly country and sharing responsibility. Besides, it promotes human and social development, respect the fundamental principles of freedom, gender equality, protecting human rights and social justice. Moreover, this cooperation promotes awareness of cultural differences, languages and religions. It focus on sharing values and vision for human resource development, protection and social welfare Justice and rights, promoting environmental sustainability that receive from a variety of important specifications among each country.

School of Suan Sunandha Rajabhat University organized the learning unit of ASEAN studies, group learning of social studies, religion and culture by teaching from grade 1 to grade 6, the researcher teaches grade 6 and aware the role that Thailand that is a member of the ASEAN Community. Management of learning and teaching come from content. It promote learning and understanding detail in each member, ASEAN charter, value of identity and diversity which connects each local world to be equal and fair by working together for a sustainable future. The level of difficulty in teaching in prathom sukka six is various. The researcher used EAST teaching techniques for prathom sukka six students. There are organizing teaching and learning activities on ASEAN in order to prepare to enter ASEAN Community. Therefore participatory learning techniques are used in doing activities, practicing and searching knowledge by themselves. The students were tested their knowledge by asking open-ended questions. Moreover, students can understand the content and play dramas about ASEAN content. The researcher used teaching media related to the content of the ASEAN community to review in organizing activities by dividing ASEAN singing groups. The students can make greetings and share knowledge in order to make them enjoy their studies. Finally, there is the development of learning achievement in ASEAN studies.

RESEARCH METHODOLOGY

According to the participatory process of ASEAN teachers in activities using the EAST method to organize learning processes for students consisted of details;

Explore knowledge: teachers have questions to determine previous knowledge before starting a lesson. Then, the lesson and knowledge that students asked questions in class, pre-tests before studying will be reviewed in the course.

Action: students do activities, practiced and searched knowledge. They can seek additional knowledge from the media. The students were divided into groups among each country that they learned to play drama by assuming the characters in ASEAN member countries.

Student: students understand about roles and responsibilities of the Association of Southeast Asian Nations or ASEAN. Moreover, the students are creative and courageous.

Test: After post-test, students have an understanding of basic ASEAN content including role of the ASEAN community and the unique values of each country with diversity.

OBJECTIVES

1. To compare the learning achievement in ASEAN studies of students at prathom sukka 6 in the School of Suan Sunandha Rajabhat University
2. To determine satisfaction in learning ASEAN subject by using EAST teaching techniques in teaching and learning of students at prathom sukka 6 in the School of Suan Sunandha Rajabhat University

SAMPLES

Student population of Suan Sunandha Rajabhat University School at prathom sukka six total 78 students in semester 2 of academic year 2018 were included in this study. These students study ASEAN studies subject by using EAST teaching to organize learning processes.

RESULTS

According to the EAST learning process of prathom sukka six students in the School of Suan Sunandha Rajabhat University by using the test of 20 questions before and after learning management and a questionnaire about opinions and learning in ASEAN studies subject showed the results in the table.

Table 1 learning achievement by using EAST teaching method to organize learning process for students studying ASEAN studies subject of students at prathom sukka six in School of Suan Sunandha Rajabhat University were presented.

Test	\bar{X}	S.D.	\bar{D}
Pre-test	3.67	0.95	5.04
Post-test	8.71	0.84	

Analysis results was found that the achievement of EAST teaching methods between pre-test scores and post-test scores, effectiveness index and students' scores were statistically significant at the .05 level. The mean pre-test and post-test scores were 3.67 and 8.71,

respectively. Moreover, this study found that the post-test scores of students were higher than before studying.

Analysis of satisfaction in learning ASEAN by using EAST teaching techniques in teaching and learning of prathom sukka six students in the School of Suan Sunandha Rajabhat University revealed that students were satisfied at a high level of satisfaction with use of teaching media, play, drama, sing and role play leading students understand the ASEAN subject. In addition, students have the opportunity to express their opinions and having fun to study. The overall average is at the highest level was 4.88 and the standard deviation SD was 0.39.

SUMMARY AND DISCUSSION

Achievement in Social Studies, Religion and Culture subject by using EAST teaching techniques of Prathomsuksa 6 Demonstration Schools, Suan Sunandha Rajabhat University were statistically significant differences at the level.05 . The post-learning achievement was higher than before studying.

Prathom Sukka VI students at the Demonstration School of Suan Sunandha Rajabhat University who received EAST teaching methods were the most satisfied.

DISCUSSIONS

From the research, studying the learning achievement in social studies, religion and culture by using EAST teaching technique at grade level 6, Demonstration School, Suan Sunandha Rajabhat University could discuss that the achievement in social studies, religion and culture subject of Prathom Sukka VI students learning by using EAST teaching technique after studying was higher than before studying. This finding came from teaching and learning using EAST as a game to integrate the subject content. The student feel challenged to show the potential learners resulting in learners want to learn more. They were knowledge and memory in the content leading higher learning achievement after leaning. This study agree with the research of Sittisak Julsiriphong (2017) that studies on academic achievement learning unit about ASEAN Of prathom sukka six students by using cooperative learning management STAD technique. It found that students who received STAD cooperative learning after learning were higher than before learning at statistical significance of level .05.

The satisfaction with learning social studies, religion and culture subject by using EAST teaching technique at grade level 6 was at the highest level. Because of students have the opportunity to express their opinions and have fun in study lead students to not be bored of learning, more interested learning. Therefore, the students being satisfied with the study .This agree with the research of Sittisak Julsiriphong (2017) who studied about academic achievement, learning unit, ASEAN Of prathom sukka six students by using cooperative learning management. STAD technique was satisfied at the highest level.

SUGGESTION

Suggestions for this research

1. EAST teaching and learning can be used in teaching and learning with other students taught by elementary school teachers by adapting the content of the lesson, including songs and roles play

2. In organizing EAST teaching and learning activities, teachers should clearly study the ability of each student with different potentials. This enables the teaching and learning activities to develop the full potential of each learner.

Suggestions for further study

1. The further study should conduct research and study on EAST learning together with the integrated learning of history and various subjects

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