

THE LEARNING BEHAVIORAL OF STUDENTS IN ENHANCING EFFICIENCIES OF EARLY CHILDHOOD TEACHER STUDY BY THE ACTIVE LEARNING TEACHING.

Assoc. Prof. Dr. Nuntiya Noichun

Faculty of Education, Suan Sunandha Rajabhat University, Bangkok Thailand

E-Mail: nuntiya.no@ssru.ac.th

ABSTRACT

The research on the development of learning behavior of students in academic learning enhancing the potential of early childhood teachers by this Active Learning aims to study academic learning behavior, enhance the potential before and after the teaching experiment of Early childhood teacher of undergraduate students at Suan Sunandha Rajabhat University on an Active Learning plan that is student-centered.

This research was a One Group Pretest - Posttest Design. The sample consisted of 30 regular program students who registered to study in academic promotion of early childhood teachers in semester 1/2019 in Faculty of Education at Suan Sunandha Rajabhat University. The sample was selected by random sampling, selecting one classroom to be selected as an experimental group. The tools used in the research were 1. Active Learning plan. 2. Observation of learning behavior. The experimental design was One Group Pretest - Posttest Design which the researcher created. The data analysis analyzed percentage, mean, standard deviation.

The results of the research revealed that the Active Learning plan which emphasized on learners is important. Resulting in efficiency, importance to the development of student behavior in academic learning, enhance the ability of early childhood teachers by teaching Active Learning after Active Learning higher than before Meet the standard criteria of the curriculum is 70% or more, which is based on the research hypothesis.

Keywords: learning behavior, early childhood teacher, learning teaching

INTRODUCTION

Faculty of Education, Suan Sunandha Rajabhat University not only has the mission of managing education and producing quality graduates but still providing academic services to society is an important mission and is a pointer measurements in educational quality. The faculty has established a committee for research and academic services to carry out the said mission with the Early Childhood Education being a major of the Faculty of Education and this field is important for basic education development which is the cornerstone of human resource development is a necessity for teachers and students to develop those various knowledge to keep up with the world trend for the development of effective learning experience for preschool children promoting the potential of early childhood teachers is therefore very important and necessary. [1] [2]

According to the bachelor's degree program, subjects are to promote the teaching and learning of preschool children to be possible in the field of education and development of professional skills. The work of early childhood educators that have been accepted and put the analysis results for self-development like quality early childhood teachers.

Early Childhood in Faculty of Education that has the main duties in producing Professor at the undergraduate Level. In order to teach students in basic education level in early childhood. In which. The Faculty of Education conducts teaching and learning for students in accordance with the announcement of the ministry of Education on Bachelor's degree qualifications Department of Education (Five year course) Requires that graduates desirable to be knowledgeable and able to apply the insights into the theory and methodology of research to create new knowledge, Creative initiative to solve problems, the ability to consider seek and recommend ways to solve academic problems, The ability to follow all the developmental sciences and are always committed to improving their performance. As for those who have an important role to develop students to meet the standards of education and education is the professor. [3]

From the examination of the lessons and the examination of learning outcomes in all 5 areas according to standards, learning outcomes according to standards in each area of the bachelor's degree of the national standard qualifications for higher education at the bachelor degree level that defined in the data sheet of Subcommittee on Higher Education Standards. [4] [5]

The researchers was found that Academic content to enhance the potential of early childhood teachers is aimed at students to learn according to the curriculum mentioned above, which is divided into each chapter, which is similar to what students have experienced in daily life may show students that when the subject is close to the conceptual content, theories students will use the method of memorization mostly The problem lies in students lacking critical thinking skills, searching for facts, finding new findings, analyzing complex problems, and lacking effective in summarizing issues and communicating in speaking, writing, and choosing to use them. Especially the subject of applying in daily life and self-development into the teaching profession Presentation formats such as creating conceptual charts to help with conceptualization and also the skills of interpersonal skills and responsibilities in the assignments, both individually and in groups, placement and expression of opinion appropriate to the role, as well as listening to the opinions of others, respecting the rights , discipline, honesty, responsibility to oneself and society etc. If the teacher uses the Active learning method in the classroom, it may make the old classroom that has the teaching method can create a way of teaching to a new study, to be lively and able to stimulate students to create a process according to the learning outcomes mentioned by using Active learning in teaching and learning management It may also increase the interest of the learners in the lessons, resulting in better students' mental range and leads to higher academic achievement to student more than before It will be a way to develop teaching and learning in other subjects or other subjects. [5] [6]

OBJECTIVE

To study academic learning behavior and enhance the potential of early childhood teachers for university students at Suan Sunandha Rajabhat University both before and after teaching experiment in an Active Learning that focuses on learners.

METHODOLOGY

Experimental plan

This research is action classroom research and one group pretest - posttest design, one group do both before and after the experimental learning (Active Learning) of evaluation of learning behavior. The experimental group is the regular students who enroll in academic education to promote early childhood teachers' potential in term 1/2018 in Faculty of

Education at Suan Sunandha Rajabhat University by specific random sampling method, choose 1 group from studies group 001 of 30 students.

Research tools

This research There are research tools as follows

1. Active Learning Teaching Plan

- 1.1 Mind Mapping
- 1.2 Case study
- 1.3 Game activity (Interest group game)
- 1.4 Think Pair Share
- 1.5 Jigsaw
- 1.6 Question and Answer

2. Behavior observation in form of responsibility, attention, discipline, patience, enthusiasm, determination, kindness which is a 5-point rating scale with the steps to create and check the quality as follows

2.1 Study the definitions of theories, documents, and related research to be used as a guideline in creating questionnaires

2.2 Write a definition of practical vocabulary regarding student learning behavior

2.3 Create behavior observation forms which is a 5-point Rating Scale

2.4 Take the test to 5 experts to check the content validity by finding the consistency index between questions and objectives (IOC). The values should be between 0.80 - 1.00.

2.5 Take the questionnaire received for trial with a 30 non-sample teachers and then score according to the selection criteria.

5 points means the learning behavior is at the highest level.

4 points means the learning behavior is at a high level

3 points mean the learning behavior is at a medium level.

2 points means the learning behavior is at a low level

1 point means the learning behavior is at the lowest level

Then, take the result to find the average and standard deviation and then compared the learning behavior with the following criteria.

The mean score between 4.50 - 5.00 means the learning behavior is at the highest level.

The mean score between 3.50 - 4.49 means that the learning behavior is at a high level.

The mean score between 2.50 - 3.49 means that the learning behavior is at a medium level.

The mean score between 1.50 - 2.49 means that the learning behavior is at a low level.

Mean score between 1.00 - 1.49 means the learning behavior is at the smallest level.

And using the results from the questionnaire to check for confidence of reliability of the questionnaire using Cronbach's Alpha coefficient formula is 0.830.

2.6 publish the observation form to be used to collect research data.

Data collection methods

1. Evaluation of students before study (first time) by using the behavioral evaluation form for 35 items, which the researcher created with the experimental group with 30 students.

2. The researcher conducted the teaching by using innovations, active learning activities.

3. After teaching according to the learning management plan The experimental design was to ask the experimental group of 30 students to take the test by using the original evaluation form which consisted of 35 items.

4. Take the evaluation of the experimental group to check by using the same criteria as for the first experiment before using the innovative measurement of the learning plan (Active Learning)

Data analysis

Take the points obtained from the first test And the last time the experimental group entered the table and analyzed for percentage, mean, standard deviation.

RESULTS

After the test, before and after, to study the learning behavior of the students to promote the potential of preschool children. Undergraduate Suan Sunandha Rajabhat University by using Active Learning found that it has improved results from the observation and evaluation of teachers.

A comparison of learning behavior of students in academic learning to enhance the potential of early childhood teachers by Active Learning found that students had higher learning behavior after learning than before learning. The researcher considered each aspect, it was found that students had higher learning behaviors than before studying in all aspects with the research results shown in Table 1.

Table 1
Compares the learning behavior of students before and after the experimental learning (Active Learning).

Learning behavior	Before		After		Comparison results
	\bar{X}	S.D.	\bar{X}	S.D.	
1. Responsibility	2.44	0.56	4.53	0.41	Higher
2. Attention	2.68	0.44	4.57	0.43	Higher
3. Discipline	2.32	0.51	4.48	0.44	Higher
4. Patience	3.22	0.45	4.60	0.41	Higher
5. Enthusiasm	2.85	0.61	4.51	0.45	Higher
6. Commitment	2.57	0.58	4.55	0.46	Higher
7. Kindness	3.45	0.41	4.62	0.43	Higher
Total	2.79	0.51	4.55	0.43	Higher

CONCLUSION AND FUTURE WORK

The results of this study Demonstrate the differences in theoretical learning behaviors and practical skills of students being taught in Active Learning. "Empowering young children" at the bachelor degree level, Suan Sunandha Rajabhat University. The researcher discussed the results of the research data analysis as follows:

1. Student behavior Academic to promote the potential of early teachers Undergraduate Suan Sunandha Rajabhat University by using the learning management plan to pursue learning according to the criteria of the curriculum Through the evaluation of experts at a good level which allows students to develop their knowledge understanding of the content of the lesson And the purpose of academic learning is to enhance the potential of early childhood teachers better before learning as a student to act. Although the nature of human opinions on potential, students tend to think that academic enhancement of early

childhood teachers is a normal thing in everyday life. Therefore, it may be one reason that students tend to lack enthusiasm, not preparing for study in advance, coupled with the old teaching methods found that Students lack interest and participation. therefore, resulting in students' study behaviors below the desirable threshold of 70% or more.

2. Learning behaviors of academic students promoting teaching and learning at the bachelor degree level, Suan Sunandha Rajabhat University after receiving different types of pursuing instruction. By being a student that has learned to pursue Learn to learn The researchers found that the students were happy and enjoyed the activities organized. The department that has been studied, we have the skills, knowledge and learning skills that will help students get a good experience of learning and helping others. There should be studies on daily marketing principles and practice until becoming a skill and the feeling that will help students understand. It makes resulting in the next exam for the students higher than the first time. The students with knowledge of academic learning and better to use in daily life and another important thing that the research found is the students are happy and enjoy the activity to organize learning plans. [7] [8]

SUGGESTIONS

Suggestions for teaching and learning

Due to the findings of the study, theoretical learning behavior and practice skills of students Better than before, according to the course criteria Students have learning behaviors, positive mental characteristics and moral characteristics of their desirable students. It means that the Active Learning lesson plan affects the learners' knowledge, knowledge, memory, and usage Is to create a new method of teaching and learning to be interesting and lively class. Which encourages students to process according to the learning outcomes mentioned by using Active learning in teaching and learning management Able to develop the interest of learners in the lessons are more developed, resulting in the student has a better range of mind and leads to higher achievement better than before Therefore, Active Learning plans can be used as a guideline in the development of teaching and learning in other subjects or other subjects, which will be useful for further education.

Suggestions for research

1. The comparison of theoretical and practical skills of students should be compared between Active Learning and other teaching methods in the next research.
2. Should be made into textbooks or forms of lessons learned (Active Learning) in all the content of the subject. If there is further research
3. Research and development of active learning should be conducted via the internet in the next research.

ACKNOWLEDGEMENTS

I would like to express my sincere thanks to Suan Sunandha Rajabhat University for invaluable help throughout this research.

REFERENCES

- [1] Kriengsak Chareonwongsak et al. (2005). **"Research Report Synthesis of knowledge about learning management that focuses on learners as the most important since 1999-2004 "** Research Report Propose to the Office of the Education Council. Bangkok: Assembly of Agricultural Cooperatives of Thailand.

- [2] Vicharn Panish. (2012). **The way to create learning for pupils in the 21st century**. Bangkok: Tatha Publication.
- [3] Kannika Bhiromrat. (2019). **Research studies about research of professor in the faculty of Educaiton in University of Rattanakosin group. Research Report Propose to Suan Sunandha Rajabhat University, Bangkok**
- [4] Office of the Higher Education Commission (2015). **A Guide to Quality Assurance in Higher Education**, 2014. Bangkok: Parkpim Printing.
- [5] Paitoon Sinlarat. (2014). **Principles and techniques of teaching in higher education**. (4th edition). Bangkok: V.Print.
- [6] Sriprathum university. (2016). **Management of active learning by teachers of Sripatum University**. Searched on 20 June 2016 from <http://www.spu.ac.th/tlc/files/2013/05/km-activelearning-pdf>
- [7] Montri Sirichunchuen (2011). **Teaching large groups of students in the Gsoc 2101 community and development course by using Active learning and using e-learning lessons**. Faculty of Humanities and Social Sciences, Chiang Mai Rajabhat University
- [8] Parnward. (2014). **What does Active Learning mean?**. Searched on 20 June 2016 from <https://panrnward8info.wordpress.com>
- [9] Sathaporn Prithikul. (2012). **Quality of learners caused by learning process 'QUALITY OF STUDENTS DERIVED FROM ACTIVE LEARNING PROCESS'**. Journal of Educational Administration. Burapha University, Year 6 (Issue 2), 1-13. Searching on 20 June 2016 from http://library.surat.psu.ac.th/research/1422866191_6,2%20april-sep55.pdf