

COORDINATING COVID-19-RELATED EVENTS FOR SUAN SUNANDHA RAJABHAT UNIVERSITY'S FACULTY OF FINE AND APPLIED ARTS STUDENTS

Aorakanjit Suk-imcharoen*, Farida Virunhaphol**

, Faculty of Fine and Applied Arts, Suan sunandha Rajabhat University, Bangkok, Thailand
E-Mail: *Aorakanjit.su@ssru.ac.th, **Farida.vi@ssru.ac.th*

ABSTRACT

This research aimed to study the organization of activities by students from the Faculty of Fine Arts at Suan Sunandha Rajabhat University during the COVID-19 situation. The researcher conducted a study with a population sample of 143 students from the Faculty of Fine Arts, focusing on activities related to online training to combat COVID-19. The research tools employed were questionnaires, and data was analyzed using percentages, frequency, mean, and standard deviation.

The findings revealed that the majority of the respondents were male (60.14%), with females comprising 39.86%. The study found that the training activities were adapted to an online format, attracting student participation based on their interests. Activities were designed to offer a variety of skills and were conducted by professional instructors to enhance students' skills. This approach allowed for a diverse and engaging online learning experience during the pandemic.

Keyword: COVID-19, coordinating, online format

INTRODUCTION

This excerpt emphasizes the paramount importance of student development in higher education, particularly in the context of the 21st century Thai society, which is envisioned as a learning society. It underscores the role of higher education institutions in promoting this societal transformation. The National Education Office (2000, page 12) highlights this role, indicating that developing students is a primary function of higher education.

The perspective of Paitoon Sinlarat (1996, page 5) is cited, suggesting that higher education concerns itself not just with imparting knowledge, but fundamentally with shaping individuals. Education is seen as a tool for personal growth, enabling individuals to use their knowledge for the betterment of both the natural environment and society, thus benefiting themselves. These ideas resonate with the principles outlined in the National Education Act of Thailand (1999, amended 2002) in its Article 6. This Act stipulates that education should aim to develop Thai people into well-rounded individuals, encompassing physical, emotional, intellectual, knowledgeable, and moral aspects. It also emphasizes ethical and cultural conduct in life, with the ability to live harmoniously and happily with others. This holistic view of education reflects a core philosophy of higher education in Thailand, aligning with national educational policies and goals.

The provided text outlines the concept of student activities in the educational context as defined by Samnao Khajornsilp (1999). These activities refer to those organized collaboratively by students and/or educational institutions, tailored to the interests and needs of the students. The nature of these activities is such that they should be beneficial and contribute to providing practical experience to students, supplementing their regular classroom learning. The aim is to develop well-rounded graduates, proficient in academic and

professional knowledge, physical health, and life skills. Importantly, these activities should be encouraged and supported by the educational institutions.

Furthermore, the concept of participation is elaborated upon. Participation involves individuals actively engaging in developmental operations, contributing ideas, making decisions, and solving problems independently. It emphasizes the strong involvement of individuals in addressing issues collaboratively, using appropriate scientific knowledge and methods. This also includes monitoring the performance of organizations and involved individuals, signifying a comprehensive and inclusive approach to educational and developmental processes.

The researcher expresses interest in investigating the extent to which the participation in student activities by the students of the Faculty of Fine Arts at Suan Sunandha Rajabhat University is sufficient. This inquiry also seeks to assess the level of student involvement in these activities and their perceived benefits. The objective is to use these findings to guide the planning and facilitation of future student activities at the university. By understanding the adequacy and utility of current student engagement, the university can better tailor these activities to enhance the overall educational experience, ensuring they are not only engaging and relevant but also beneficial for the students' development and learning.

OBJECTIVES OF THE RESEARCH

The research objective is to study the student activities that cater to the needs and interests of the students of the Faculty of Fine Arts at Suan Sunandha Rajabhat University during the COVID-19 period.

LITERATURE REVIEW

The Meaning of Student Activities

Student activities are a vital component of higher education management, significantly contributing to student development. These activities are central to various aspects of student development beyond the mandatory academic curriculum. Participation in student activities is as important as formal instruction, playing a crucial role in shaping well-rounded individuals with qualities desired by society. The creation of desirable graduates results from the collaboration of several key elements, including academic instruction, research, student activities, and the creation of a conducive environment. This aligns with higher education development plans emphasizing the production of graduates who are knowledgeable, ethically conscious, professionally responsible, and socially accountable.

Scholars and educators have defined "Student Activities" in various ways, but the essence can be summarized as follows: Student activities encompass a range of extracurricular engagements that supplement formal education. They are designed to foster personal growth, ethical awareness, professional conduct, and social responsibility, thereby contributing to the holistic development of students.

According to Thidarat Boonnu, student activities encompass all kinds of events organized by students outside of classroom hours, both within and outside the university premises. These activities generally do not directly relate to the curriculum, do not count towards academic grades, and participation is voluntary.

Herbert (1975) defines student activities as opportunities provided by various organizations to enhance students' experiences and fundamental relationships. These activities are part of a democratic education process, aimed at developing quality individuals who will be valuable to society.

Chulalongkorn University (1998) views student activities as preparation for students' future work life, supporting values like thrift, preference for Thai products, and personal development in ethics, morals, and personality.

Chanachai Intrapravich states that student activities are beneficial educational experiences initiated and conducted by students, with guidance and supervision from faculty advisors, keeping within the university's policies, traditions, and culture.

Somchai Boonyabal (1998) describes these activities as voluntarily participated in by students, under the responsibility of faculty advisors and educational institutions. They are aimed at enriching students' knowledge and real-world experiences in all aspects, contributing to their development as quality individuals in society.

These definitions collectively underscore the importance of student activities in fostering personal growth, social responsibility, and practical skills, which are integral to the holistic development of students in higher education.

Theoretical Concepts and Principles Related to Student Activities

The Philosophy of Student Activities

The text articulates the significant role of higher education institutions in human resource development, emphasizing their responsibility in nurturing individuals who are not only academically proficient but also morally and ethically sound. Higher education institutions are crucial in fostering various aspects of student life to ensure that their university experience is beneficial, covering educational pursuits and personal development in areas like thought processes and personality.

The importance of student activities in this developmental framework is highlighted. These activities are key in preparing students to be well-rounded graduates, valuable both to themselves and society. They contribute to a comprehensive development encompassing knowledge, intellect, social skills, emotional well-being, physical health, and spiritual growth.

Winston and Miller (1994) stress that the development of a complete student requires multiple components. Higher education institutions must prioritize all aspects of management, including academic instruction, student affairs, particularly student activities, counseling, and guidance services, sports, and recreational activities. These elements collectively foster responsible individuals who contribute positively to society and emerge as quality graduates.

This passage highlights the crucial role of student activities in the development of students within higher education institutions. It underscores the need for these institutions to establish clear philosophies and policies regarding student activities, tailored to foster student development and support desirable characteristics such as quality and potential for societal contribution and global competitiveness. The development of diverse and engaging student activities is essential.

Ganokwan Chanthanamongkol (1998) emphasizes the importance of promoting student activities that enhance self-awareness, encourage the formation of groups or clubs with common interests without discrimination, and provide opportunities for teamwork, embracing Thai culture, personality development, adaptability to academic environments, and stress relief from studies.

Strategies for student development, as mentioned by Naowarat Kingmeng (2000), involve facilitating learning and experiential opportunities through participation in student activities, contributing to personal development and a happy societal life. This is in line with the views of Chamber and Christine (1993).

Finally, the philosophy of student activities is a vital aspect that every institution must clearly define and align with its overarching educational development goals. The Council of University Presidents of Thailand (2000) has established a philosophy for student activities, reflecting this importance and alignment with educational objectives.

These points outline a comprehensive strategy for student development in higher education institutions:

1. Promoting Student Development: Focus on nurturing desirable characteristics, quality, and the potential to compete in the global society.
2. Improving Higher Education Management Systems: Adjust management systems to facilitate student development.
3. Innovating Knowledge in Student Development: Create and foster knowledge that aids in student development.
4. Enhancing Quality of Student Development Activities: Develop diverse and interesting student activities that provide real-life professional and life experiences.
5. Promoting Communication Skills and Technology Usage: Encourage the development of language and technology skills and establish high-quality learning resources.
6. Encouraging Community Engagement: Motivate students to organize activities with local communities, using community resources and local wisdom as learning platforms.
7. Supporting Activities that Emphasize Cultural and Local Wisdom Values: Back initiatives that build pride and appreciation in local arts, culture, and wisdom.
8. Promoting Religious Ethical Principles: Encourage the consistent practice of religious morals and ethics to develop discipline, integrity, and concentration in students.
9. Orientation and Pre-graduation Programs: Implementing orientation programs for new students and pre-graduation programs for those completing their studies.
10. Training in Music, Sports, Religion, and Social Life Skills: Providing knowledge and training in areas like music, sports, religious practices, and social life skills.
11. Promoting Work Experience During Studies: Encouraging students to gain work-related experience while studying.
12. Developing Student Dormitories as Learning Centers: Transforming student housing into environments conducive to learning.
13. Providing Fitness and Recreational Facilities: Establishing places for physical exercise to promote health and recreational activities.
14. Improving Environment and Landscape for Student Development: Enhancing the physical environment and landscape of the campus to support student development.
15. Integrating Academic Instruction with Student Activities: Supporting faculty in blending academic content with student activities.

These strategies represent a comprehensive and multifaceted approach to student development, focusing on a balance between academic learning and extracurricular experiences, including physical and social aspects, to prepare students for a well-rounded life after graduation.

The philosophy of student activities as defined by Wallapa Thephasadin na Ayudhya (1995: pp. 63-64) includes the following principles:

1. Promoting Self-Awareness: Encouraging each student to gain a deeper understanding of themselves through participation in various activities. This approach is aimed at enhancing their academic, social, physical, emotional, personality, and maturity development.
2. Fostering Group Formation and Collaboration: Assisting students in forming groups or clubs based on shared interests, irrespective of gender, race, religion, or differing political opinions.

3. **Facilitating Group Work and Leadership Experience:** Providing opportunities for students to gain experience in teamwork, express opinions, demonstrate assertiveness, develop leadership skills, foster unity among student groups, learn to work and coexist with others, practice systematic work habits, and cultivate decision-making skills.
4. **Providing Resources for Student Activities:** Ensuring availability of facilities for meetings, equipment for printing and copying, signages, and coordination with departments or units within the institution to support student activities. This includes appointing experienced faculty advisors to guide the planning and execution of these activities, promoting Thai culture, arts, and traditions.
5. **Developing Personal and Social Traits:** Aiming to develop students with admirable personalities, unity, good conduct, and traits that align with Thai culture.
6. **Assisting in Adaptation and Stress Relief:** Helping students adapt to the academic environment and utilize activities as a means to relieve stress from their studies.

In summary, the philosophy of student activities in higher education aims to develop individuals who are well-rounded physically, emotionally, socially, and intellectually, and who can contribute positively to society. Establishing this philosophy helps institutions plan and execute activities effectively, with the support and facilitation of administrators and faculty members.

RELATED RESEARCH

In the research conducted by Samrit Jaidi in 2001, the study focused on the attitudes of Ramkhamhaeng University students towards participating in student activities. The findings indicated that the overall attitude of the students towards these activities was positive. The study also explored the attitudes based on different variables such as gender, academic performance (GPA), and year of study.

Key findings include:

Gender Differences: There were no statistically significant differences in attitudes towards participation in academic activities, sports and recreational activities, community service activities, and cultural activities based on gender.

Academic Performance (GPA): There were statistically significant differences at the .05 level in attitudes towards participation in these activities based on students' GPA.

Year of Study: The research also examined whether students from different academic years had varying attitudes towards participation in these areas of student activities.

This research provides valuable insights into how various factors influence student engagement in university activities, which can be essential for educational institutions in planning and enhancing student participation in extracurricular activities.

Cultural Activities: Attitudes towards participation in cultural and arts activities showed no significant statistical difference based on the academic faculty the students belonged to.

Differences Across Faculties: Students from different faculties did not show statistically significant differences in their attitudes towards participation in academic activities, sports and recreational activities, community service activities, and cultural activities.

Financial Background: There was a statistically significant difference at the .05 level in students' attitudes towards participation in these activities based on their financial expenditure for education.

These additional insights suggest that while certain factors like financial background significantly influence students' attitudes towards activity participation, other factors like faculty membership and interest in cultural activities do not significantly affect their attitudes.

This information can be valuable for universities in understanding the diverse needs and motivations of their students regarding extracurricular involvement.

In the research conducted by Fakjit Khunrat in 2002, the focus was on the development of student activities at Khon Kaen University, based on the opinions of the student council. Key findings and recommendations include:

Effectiveness of Current Activities: The study found that the existing student activities were beneficial, allowing students to participate in planning, consulting with faculty advisors, choosing suitable locations, and timing for the activities.

Challenges in Organizing Activities: Significant issues included high budget requirements, insufficient budgets for certain activities, selective importance given by faculty to certain activities, and inadequate publicity.

Key Desires for Student Activities: Students expressed a need for more support in terms of materials, equipment, and venues for organizing activities. They also wanted activities that align more closely with their interests.

Outcomes of Student Activities: Participation in these activities enabled students to work well with others, learn sacrifice and dedication for the common good.

Suggestions for Future Activities: The study recommended the continuation and emphasis on cultural activities like new student orientation, Loy Krathong Festival, and graduation ceremonies, as well as community service activities.

This research underscores the importance of student involvement in planning and executing activities, the need for adequate resources and support from the institution, and the value of activities in fostering personal and community-oriented skills among students. Faculty and University Development Camps: Emphasizing the importance of volunteer camps organized by faculties or the university, which contribute to student development and community engagement.

Activities Promoting Democratic Principles: Highlighting significant activities like seminars for student clubs and student organizations at the faculty level, which are crucial for promoting democratic values and practices among students.

These findings suggest the importance of diverse activities in a university setting, not only for personal development but also for instilling democratic values and community consciousness in students. The research indicates that such activities are instrumental in providing students with a well-rounded educational experience, encompassing academic, social, and civic dimensions.

The study conducted by Lek Jansoda in 1992 regarding student participation in activities at Burapha University yielded several important findings:

Participation in Four Activity Categories: Students at Burapha University actively participate in activities across four categories: academic promotion, sports and personal development, cultural and entertainment, and community service. Among these, sports and personal development activities see the highest student involvement. Meanwhile, academic promotion activities have more student representation on committees.

Issues with Student Participation: On average, student participation issues are moderate. When analyzed individually, the most problematic areas, ranked from least to most significant, include:

Lack of promotion and support from administrators and relevant personnel.

Inappropriate facilities and inadequate amenities.

Failure to achieve objectives in certain activity types due to poor planning.

Student Opinions on Participation: Overall, students hold moderate opinions regarding participation in activities. When analyzed individually, the most agreed-upon points, ranked from most to least agreement, include:

Participation in activities helps students adapt and collaborate with others effectively.

Participation in activities leads to increased friendships.

Participation in activities provides valuable life experiences.

Comparison Based on Gender and Faculty: There were no significant differences in participation issues between genders. However, there were significant differences in opinions on participation based on faculties.

Comparison Based on Academic Year: There were no significant differences in participation issues based on academic year. However, there were significant differences in opinions on participation based on faculties.

These findings highlight the importance of understanding student participation in various activities and addressing the issues that hinder their engagement. Additionally, the differences based on faculties suggest that tailored approaches may be necessary to improve student involvement in activities.

The study revealed that students at Burapha University actively engage in various categories of activities, including academic promotion, sports and personal development, cultural and entertainment, and community service. Among these, sports and personal development activities saw the highest level of student involvement. Additionally, academic promotion activities had a greater number of students participating in committees.

In terms of issues related to student participation, the study found that, on average, these issues were of moderate concern. When examining specific areas, it was noted that the lack of promotion and support from administrators and relevant personnel was among the challenges faced. Furthermore, inadequate facilities and amenities were identified as issues, along with difficulties in achieving objectives in certain types of activities due to inadequate planning.

Regarding students' opinions on participation, the study indicated that students held moderate views on this matter. More specifically, students generally agreed that participation in activities helped them adapt to and collaborate effectively with others. It was also found that participation led to increased friendships and provided valuable life experiences.

When comparing participation issues based on gender, no significant differences were observed between male and female students. However, when considering opinions on participation based on faculties, there were notable variations.

Similarly, there were no significant differences in participation issues based on students' academic years. However, opinions on participation varied significantly among different faculties.

These findings emphasize the importance of understanding and addressing the challenges related to student participation in various activities, as well as the need for tailored approaches to enhance student engagement, especially in faculties with differing perspectives.

RESEARCH METHODOLOGY

The population used in this research consists of undergraduate students from the Faculty of Fine Arts, Suan Sunandha Rajabhat University, ranging from year 1 to year 4, totaling 400 individuals. The research tools employed in this study were developed by the researchers through a review of academic literature, articles, textbooks, theories, and relevant research works. These tools were then presented to experts for feedback, recommendations, and refinement, focusing on accuracy, completeness of content, and alignment with the research objectives.

Data collection and compilation took approximately one month, starting from March 2021. Basic statistical methods, including percentages, mean, and standard deviation, were utilized for data analysis.

The results of data analysis

Part 1: Characteristics of Respondents in the Questionnaire on Student Participation in Activities at the Faculty of Fine Arts, Suan Sunandha Rajabhat University

Table 1: Number and Percentage of Personal Information of Respondents in the Questionnaire, Categorized by Gender and Age

When categorizing respondents by gender, it was observed that the majority of the questionnaire respondents were male, accounting for 60.13%, while females constituted 39.86% of the total respondents.

Regarding the age distribution of the respondents, it was found that the majority were second-year students, comprising 35.70%, followed by third-year students at 29.40%.

The personal characteristics	number of respondents	percentage
Gender		
Male	86	60.13
Female	57	39.86
Total	143	100
Year of Student		
First Year	34	23.80
Second Year	51	35.70
Third Year	42	29.40
Fourth Year	16	11.20
Total	143	100

Part 2: The Condition of Student Activities That Respond to the Needs and Interests of Student Participation in Student Activities of Fine Arts Students, Suan Sunandha Rajabhat University

Table 2: Number and Percentage of Student Club Activities That Respond to Students' Needs and Interests

The data analysis from the responses of 143 students in the questionnaire reveals that students have a high level of satisfaction with online training activities to combat COVID-19, with an average rating of 4.54 on a scale of 1 to 5, where 5 indicates "very satisfied," 4 indicates "satisfied," 3 indicates "neutral," 2 indicates "dissatisfied," and 1 indicates "very dissatisfied." The satisfaction level is at 91.05%.

Please note that this table summarizes the satisfaction level of students with online training activities related to COVID-19.

Assessment	Mean	Percentage
1. The activity is beneficial and promotes the development of students.	4.38	87.7
2. Perception/Knowledge and Understanding of Educational Data in the Activity.	4.73	94.69
3. Operational Format, such as Venue, Guest Speakers, Facilities, and Staff Services.	4.66	93.57
4. Activities aligned with the desired characteristics or identity of students.	4.57	91.89
5. The level of overall satisfaction with the activities/programs.	4.34	87.42
Summarize the satisfaction results of the project.	4.54	91.05

Utilization of research findings in regular work (for students in your unit and other units, colleagues)

1. The university has identified the needs and problems of students participating in online activities in the context of COVID-19.
2. The faculty has undertaken efforts to develop the format of activities to align with the students' needs.

The impact of changes in the working methods

In the context of the COVID-19 pandemic, according to the announcement from Rajabhat Suan Sunandha University, the following measures have been implemented:

1. The educational institutions under the university, including demonstration schools, have adjusted the format of teaching and learning. This adjustment emphasizes online or blended learning methods. The assessment methods have also been adapted to align with the current situation to ensure continuous education and minimize the impact on students.
2. The heads of departments or unit supervisors are responsible for setting work arrangements for their staff. This may include work from home arrangements or working outside the office premises to reduce travel and minimize physical contact. The decision on the work arrangements should consider the level of risk and the context of the areas as determined by the university's risk assessment.
3. The heads of departments or unit supervisors should adapt work formats and methods to align with the current situation. Emphasis should be placed on working in an online format or organizing remote meetings. Management and performance evaluation systems should also be adjusted to suit the circumstances.

Online training activities to combat COVID-19 for students have led to changes in lifestyle, work habits, and participation in activities. Students are required to participate in activities through the ZOOM Meeting system, with notifications and links provided through the LINE system. After organizing the activity Satisfaction of the activities is assessed. The results of the standard evaluation are used. Guidelines for development (Farida Virunhaphol, 2019) Organizing activities next time.

CONCLUSION

The data on the personal characteristics of the survey respondents reveal notable insights. Firstly, when considering the gender distribution among the respondents, it becomes apparent that a significant majority of them are male, accounting for 60.13% of the total. In contrast, female respondents constitute 39.86% of the surveyed population. Additionally, when examining the age distribution of the respondents, a distinct pattern emerges. The largest group of respondents falls into the category of second-year students, representing 35.70% of the total, while the second-largest group comprises third-year students, making up 29.40% of the respondents.

In terms of the analysis conducted on the online training activities aimed at combating COVID-19, the data obtained from 143 student participants shed light on their levels of satisfaction. It is noteworthy that these students express a high degree of satisfaction with the organization of online training activities, with an impressive overall satisfaction rate of 91.05%. This commendable satisfaction level is further reflected in an average satisfaction score of 4.54. These findings underscore the effectiveness of the activities in meeting the needs and interests of the students within the context of the ongoing pandemic. Notably, this aligns with the research conducted by Matnath Inthasmit in 2006, indicating a positive impact on student satisfaction. Moreover, the study suggests that students have a high level of satisfaction with

the services related to student affairs, and their service requirements are also highly satisfactory. This robust satisfaction with the activities can be attributed, in part, to students' reduced interest in participating in extracurricular activities, as they allocate the majority of their time to online studying, a phenomenon in line with the findings of Kittima Jaroenhiran's 1995 study.

These insights collectively provide a comprehensive understanding of the demographics and satisfaction levels of the survey respondents, as well as the effectiveness of the online training activities in the context of COVID-19.

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