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The 'Development of a Democratic Classroom' Activity Package to Promote Coexistence Skills among Grade 1 Students Demonstration School Suan Sunandha Rajabhat University

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Abstract

The objectives of the research were to (1) develop a set of *Democratic Classroom Activities*, (2) examine the instructional efficiency of the developed activities, and (3) investigate students' satisfaction with the activities in promoting coexistence skills among Grade 1 students. The participants consisted of 29 Grade 1 students selected through purposive sampling. The instructional materials were evaluated by experts using the Index of Item-Objective Congruence (IOC). The efficiency of the learning activities was analyzed by comparing in-class activity performance (E1) and post-test achievement (E2) based on the 80/80 criterion. Data analysis included mean scores, standard deviations, and a dependent samples *t*-test using a pretest-posttest design. A five-point Likert-scale questionnaire was developed to assess students' satisfaction.

The results revealed that (1) the Democratic Classroom Activities achieved an efficiency level of 80.09/90.00, exceeding the established 80/80 criterion; (2) students' mean scores significantly increased from 4.28 on the pretest to 9.03 on the posttest, indicating a statistically significant improvement in coexistence skills at the .05 level; and (3) students reported the highest level of satisfaction with learning through democratic classroom activities, particularly in collaborative participation and shared decision-making ($M = 5.42$, $SD = 0.35$). The findings suggest that the Democratic Classroom Activities effectively promote coexistence skills by integrating global citizenship education and 21st-century skills within an active and participatory learning environment.

Keywords: Democracy Classroom, Coexistence Skills, Grade 1 students

1. Introduction

Democracy is a form of governance that places people at its core, values diversity, and emphasizes reasoned problem-solving. As Abraham Lincoln stated, democracy is "the government of the people, by the people, for the people." Accordingly, the cultivation of democratic values should begin in early childhood to help learners develop respect for others, acceptance of differences, and the ability to live together peacefully in society.

In Thailand, the Basic Education Core Curriculum B.E. 2551 (2008) emphasizes the development of essential learner competencies, including collaboration, problem-solving, and social adaptation. In parallel, the National Strategy B.E. 2561–2580 (2018–2037) highlights the importance of 21st-century skills, particularly communication, critical thinking, and teamwork, which are fundamental to democratic citizenship and social coexistence.

However, contemporary society has increasingly transitioned into a digital era characterized by reduced face-to-face interaction and increased reliance on smartphones and social media. Diminishing family interactions and limited real-life social engagement have contributed to children's reduced opportunities to practice listening to diverse viewpoints, engaging in constructive dialogue, and resolving conflicts rationally. These challenges underscore the urgent need for educational interventions that explicitly promote democratic coexistence skills.

Schools play a vital role in fostering democratic values by providing learning experiences that encourage student participation in decision-making processes, such as class leader elections, rule-setting, and collaborative discussions. This approach reflects the concept of a democratic classroom, in which students learn democracy through direct participation, consistent with Branson's (1998) assertion that the most powerful learning occurs through action.

In response to these challenges, this study developed a set of Democratic Classroom Activities to Promote Coexistence Skills for Grade 1 Students. The activities aim to create a democratic learning environment that encourages student voice, active listening, positive interaction, and shared decision-making. The teacher's role emphasizes guidance and trust-based communication, aligning with principles highlighted by Leach (2018). Consequently, these activities serve as an effective learning approach to fostering respect, communication, rational conflict resolution, and responsible democratic citizenship from an early age.

Research question

"Democracy Classroom" activity series promote learning to have coexistence skills in grade 1 improve teaching and learning management?

Research objectives

1. To develop tools for coexistence skills. Learning Unit "Democracy Classroom" Grade 1 student, Demonstration School of Suan Sunanda Rajabhat University
2. To determine the effectiveness of the "Democracy Classroom" activity set.
3. To study satisfaction with a set of activities to promote coexistence skills

2. Research Hypothesis

2.1 The "Democracy Classroom" learning model to promote coexistence skills. For Grade 1 students, Suan Sunanda Rajabhat University Demonstration School has higher efficiency.

2.2 Students are satisfied with learning the "Democracy Classroom" according to the concept of basic democracy to promote coexistence skills. For Grade 1 students, it is at the

highest level. Scope of Research Grade 1 students in Social Studies on Democracy Classroom Organizing 6 Units of Activities All students must be involved in decision-making and cooperate in the activities. There is a rational division of responsibilities and expression of opinions

Definition

The Democratic Classroom Activity Package refers to learning materials designed by the researcher based on the principles of experiential learning. Exchange of ideas It aims to develop students with the skills to live together in accordance with democratic principles. Leach (2018); Ferguson-Patrick (2022) Coexistence Skills refers to a student's ability to work and live peacefully with others. Respect differences, accept the opinions of others. UNESCO (2015);

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3. Research Methodology

How to conduct research methodology This research The researcher used purposive sampling to conduct a test before and after using data analysis statistics. Mean Score Standard Deviation (S.D.) Determine the effectiveness of the E1/E2 tool according to the specified criteria 80/80 Effectiveness of the activity set Statistics Hypothesis test (t-test dependent) with an emphasis on developing skills in the 21st century, collaboration Teamwork and Leadership

Population and sample A sample of 4 Grade 1 students at Suan Sunanda Rajabhat University Demonstration School for the academic year 2025 with a total of 115 students, which was obtained from purposive sampling, including 29 students in Grade 1/1

Research tools used to create activity sets Data collection creates a set of activities that meet the purpose. Bring a series of activities to propose experts to evaluate and verify the accuracy of the content of the activity (IOC: Index of Item Objective Congruence). Taking a test before learning to measure coexistence skills During the class, the behavior was observed, the evaluation results were recorded, and after the class, the test was conducted 4 times using data analysis statistics using the mean score and standard deviation (S.D.) to determine the effectiveness of the E1/E2 tool according to the criteria. 2.3 Satisfaction Questionnaire on the Democratic Classroom Activity Set with a 5-Level Estimation Scale (Likert)

1. Collection of Information

1.1 Students take a pre-test Social Studies subject on Democracy Classroom 6 learning contents 1) Democracy in the family and school 2) Democratic activities 3) Characteristics of democratic people 4) Characteristics of a democratic society 5) Democratic activities in the family are beneficial to students 6) Activities in the family and school according to the democratic process. 20 questions

1.2 Conduct teaching in accordance with the lesson plan and content of social studies courses. Democracy Classroom While teaching, observe the development in line with the objectives. The researcher asked the target group to take a sub-test after the study at the same time. Record data for statistical analysis to determine E1 value.

1.3 At the end of the 6 subjects, the researcher asked the sample to complete a post-test and record the data for statistical analysis to determine the E2 value.

1.4 Satisfaction Assessment Form for the Activities to Promote Coexistence Skills

4. Research tools

1. Lesson Plans on the “Democratic Classroom” Learning Unit Six lesson plans were systematically developed for the “*Democratic Classroom*” learning unit and employed as the primary instructional instrument. The quality and content validity of the lesson plans were rigorously examined by three subject-matter experts using the Index of Item–Objective Congruence (IOC) to ensure a high degree of alignment between instructional objectives, learning activities, and assessment outcomes.

2. Pre-test and Post-test of Social Coexistence Skills A pre-test and post-test were designed to measure students’ development of social coexistence skills before and after participation in the learning activities. The assessment focused on key behavioral dimensions, including cooperative interaction, respect for rules and others’ perspectives, and appropriate classroom conduct. The instrument consisted of 20 multiple-choice items, and its content validity was verified by experts. Statistical analyses included the calculation of mean scores, standard deviations (S.D.), and the application of a dependent samples t-test to examine differences between pre- and post-test results.

3. Efficiency Evaluation of the Activity Package (E1/E2) The efficiency of the activity package was evaluated according to the 80/80 standard efficiency criterion. In this evaluation, E1 represented students’ performance during instructional activities, while E2 represented post-instruction achievement scores obtained from the assessment test. The E1/E2 analysis provided empirical evidence of the instructional effectiveness of the developed learning activities.

4. Student Satisfaction and Attitudinal Questionnaire A student satisfaction and attitudinal questionnaire was developed based on a five-point Likert scale to examine learners’ perceptions of and attitudes toward the activity package designed to enhance social coexistence skills. The questionnaire captured students’ overall satisfaction, engagement, and attitudinal responses to the learning experience.

5. Conceptual Framework

Conceptual Framework Learning Management “ Democracy Classroom” to Promote Coexistence Skills For Grade 1 students, Suan Sunanda Rajabhat University Demonstration School reviewed relevant documents and research. The researcher has set it as a framework.

6. Results

Results Research and learning of "Democracy Classroom" activities to promote coexistence skills For Grade 1 students, Demonstration School of Suan Sunanda Rajabhat University. Average Grades During Classes Table 1 Average Grades During Classes from the Evaluation of Students' "Democracy Classroom Activity Series" by Organizing Activities

It is found that the "Democracy Classroom" series of activities to promote coexistence skills. For Grade 1 students, Suan Sunanda Rajabhat University Demonstration School is highly effective. The average score from the evaluation of teaching activities with developed media is equal to 32.03 and the efficiency of the process (E1) is 80.09. Therefore, the "Democracy Classroom" activity was more effective in achieving the required learning objectives of 80.09/90.00 than the set assumption of 80/80

An Analysis of Democratic Classroom Activity Tools to Promote Coexistence Skills developed by Chaoyong Promwong (1973) by measuring the pre- and post-learning management of Grade 1 students, Demonstration School of Suan Sunanda Rajabhat University. The statistical value of .05 has the following results

It is found that the effectiveness of learning management is also Measurement of pre- and post-learning outcomes through democracy classroom activities To promote coexistence skills of Grade 1 Demonstration School of Suan Sunanda Rajabhat University. It was found that the students' post-school test scores were statistically significantly higher than those before the school ($t=4.28$, S.D.=9.03) at the level of .05

Conclusion

This study confirms the effectiveness of the "*Democracy Classroom*" activity series in promoting coexistence skills among Grade 1 students at the Demonstration School of Suan Sunandha Rajabhat University. The findings are consistent with the research of **Thassanai Pensit and Sansanee Chasuvarn (2021)**, which emphasized that soft skills development should integrate leadership, social etiquette, adaptability, innovation, and emotional and self-regulation skills through experiential learning activities. The *Democracy Classroom* model successfully incorporated these competencies into age-appropriate, structured learning experiences.

The efficiency of the activity series exceeded the established criterion, with results of **80.09/90.00**, surpassing the expected standard of **80/80**. This indicates that the learning activities were systematically designed and effective in achieving the intended learning objectives. The instructional design was based on a careful analysis of content, learner characteristics, and learning outcomes, aligning with **Kanokthachaparami (2023)**, who found that democratic learning processes significantly enhance learners' democratic knowledge and behaviors. Moreover, the activity series reflects the principles of **Experiential Learning** as proposed by **Dewey (1916)**, emphasizing active participation and learning through direct experience.

The development of coexistence skills through democratic activities enabled students to practice collaboration, respect for rules and diverse opinions, and appropriate classroom behavior. The research instruments were validated by three experts using the Index of Item-Objective Congruence (IOC), ensuring content validity and measurement accuracy. The use of a **dependent samples t-test** revealed that post-test scores were significantly higher than pre-test scores, demonstrating that students' improvements were a direct result of participation in the *Democracy Classroom* activities.

These findings also align with **Trilling and Fadel's (2009)** framework of 21st-century skills, particularly collaboration, teamwork, and leadership, which are essential for coexistence in a democratic society. In addition, student satisfaction with the learning activities was found to be at a high level, supporting **Ferguson-Patrick's (2022)** assertion that cooperative learning environments foster democratic classroom climates and enhance student engagement.

In conclusion, the *Democracy Classroom* activity series is an effective instructional approach for developing coexistence skills, democratic behaviors, and positive learning attitudes among primary school students. The model offers practical implications for educators seeking to integrate democratic values and 21st-century skills into early childhood and primary education contexts.

Suggestions

The implementation of research results Because the activity set is effective and has received a high level of satisfaction from students, this activity set should be developed at all levels to develop coexistence skills and citizenship in a democratic way. Researchers and teachers at all levels participated in brainstorming. Design a variety of activities that allow students to truly engage. Give students the opportunity to express their opinions. Election of the head of the chamber Setting classroom rules, listening to others, and working together regularly. Create a safe and democratic learning environment.

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