

CLASSROOM LAYOUT MODEL FOR PROMOTE CREATIVITY OF GREAD 1 LEARNER, THE DEMONSTRATION SCHOOL OF SUAN SUNANDHA RAJABHAT UNIVERSITY

Winita Naepkhone

Demonstration School of Suan Sunandha Rajabhat University, Bangkok, Thailand

Email: winita.ne@ssru.ac.th

ABSTRACT

This research aimed to investigate the satisfaction towards classroom arrangements to enhance the creativity of first-grade students at the Demonstration School of Rajabhat Suan Sunandha University. Its goal was to develop a measurement tool for creative thinking regarding classroom arrangements to foster students' creativity. The study revealed that among 115 first-grade students, 41 preferred the traditional classroom setting, while 74 considered the group-oriented setting better. The results indicated that a group-oriented classroom arrangement significantly promotes creativity and learning. In conclusion, changing classroom arrangements can distinctly stimulate students' creativity and learning.

Keyword : Classroom layout model for promote creativity

INTRODUCTION

Creating a conducive learning environment through desk arrangements significantly impacts students' learning outcomes and fosters creative thinking. It facilitates peer-to-peer and teacher-student relationships, promoting diverse interactions and collaboration among classmates. This positively influences learning effectiveness, empowering students to express themselves confidently and engage in appropriate decision-making. To achieve such an environment, educators must involve students in shaping the classroom atmosphere. Thus, teachers require a deep understanding of the significance and implications of desk arrangements—physically, emotionally, and socially—in cultivating a creative learning experience. The National Education Act of Thailand (1999) emphasizes educators' involvement in decision-making regarding classroom environments, instructional materials, and facilities to foster effective and meaningful learning experiences. Furthermore, effective educational management, as stated by Prawet Vejjajiva (2016: 402-403), incorporates principles such as clarity, quality, readiness, support, efficiency, responsibility, morality, participation, guidance, and evaluation. Aligning with the National Education Act, the fundamental curriculum framework emphasizes lifelong learning attitudes, considering learners as the focal point, believing in their potential for self-development. It emphasizes personalized learning experiences tailored to students' interests, capabilities, and differences, aiming to develop each individual. This approach nurtures balanced individuals—physically, intellectually, ethically, instilling civic consciousness, global citizenship, and a strong allegiance to a democratic system under a constitutional monarchy. In conclusion, student-centric education, founded on the belief in every individual's capacity for learning and self-development, serves as the cornerstone for Thailand's national empowerment, focusing on lifelong learning and professional development based on the belief that everyone can learn and develop to their full potential.

OBJECTIVES

To study the satisfaction towards classroom arrangements aimed at fostering creativity among first-grade students at the Demonstration School of Rajabhat Suan Sunandha University.

To develop a measurement tool for creative thinking regarding classroom arrangements to promote creativity among students at this grade level.

METHODS

Step 1 Assessing Satisfaction with Classroom Arrangements to Foster Student Creativity in First Grade Students at the Demonstration School of Rajabhat Suan Sunandha University can be accomplished through the following survey and observation methods:

1.1 Creating a questionnaire to evaluate the experiences of 115 first-grade students regarding their classroom usage and learning.

1.2 Surveying their satisfaction levels with various aspects of the classroom, such as desk arrangements and available amenities.

Step 2 Observations and Surveys

Directly observing or conducting additional interviews with the 115 first-grade students at the Demonstration School of Rajabhat Suan Sunandha University to examine their actions or behaviors in the classroom using a creativity-enhancing measurement tool.

Step 3 Data Recording

Collecting data involves Requesting permission and interviewing 41 individuals for their insights. Contacting interviewees and conducting interviews while explaining the objectives and process. Summarizing and analyzing information from the interviews, recording comments, and suggestions obtained from 74 first-grade students to compare the results of the creativity measurement.

Step 4 Data Analysis

Analyzing the gathered data from the 41 first-grade students, considering the frequency of opinions, and determining possible trends or characteristics of satisfaction and creativity regarding classroom arrangements for the 74 students at the Demonstration School of Rajabhat Suan Sunandha University.

THE TOOLS HE TOOLS FOR RESEARCH

1.Measurement of satisfaction towards the classroom layout aimed at promoting students' creativity.

2.Measurement of creative thinking towards the classroom layout designed to foster students' creativity.

The researcher developed and constructed a tool for educational purposes by studying relevant documents and research works. This tool was presented to experts for validation of appropriateness and accuracy, accompanied by suggestions for improvements. It comprised a checklist-type questionnaire and a 5-level opinion measurement. Subsequently, the researcher conducted a trial using the developed questionnaire with 115 non-sample students, producing 115 sets of responses. Additionally, interviews were conducted with a sample group of 41 students to investigate behaviors.

DISCUSSIONS, CONCLUSIONS AND SUGGESTIONS

The findings of the data analysis and student satisfaction survey regarding its impact on stimulating creativity in the classroom and utilizing the obtained data for classroom improvement or teaching strategies to enhance student creativity were revealed in this study.

This research aimed to study feedback from a study investigating first-grade elementary students' satisfaction towards classroom layouts designed to promote creativity. The results indicated trends and variations in student satisfaction with classroom arrangements: out of the surveyed 115 individuals, 41 students favored and were satisfied with the traditional classroom arrangement, especially the front-facing row seating. Additionally, 74 students expressed satisfaction with a group-oriented classroom setup. Therefore, the research outcomes highlighted the significance of group-oriented classroom arrangements in fostering satisfaction and stimulating creativity among first-grade elementary students. Such classroom setups might create a stimulating learning environment and foster creativity better than the traditional front-facing row arrangements. While a smaller group expressed contentment with the traditional front-facing row setup, emphasizing the importance and development of group-oriented classroom setups could be a promising choice to promote creativity and learning among first-grade students, especially in school settings where students are interested and satisfied with the stimulating, challenging, enjoyable, and confidence-boosting aspects that contribute to an efficient creative thinking environment.

ACKNOWLEDGMENTS

The success of this research was achieved through the collaboration of many individuals. I am immensely grateful, first and foremost, to Associate Professor Dr. Somkiat Kobuakaew, an expert, for providing guidance. Additionally, heartfelt thanks go to Suan Sunandha Rajabhat University for their financial support and encouragement towards this research. I extend profound gratitude to all the students who actively participated in teaching and learning at the university's demonstration school, contributing wholeheartedly and excellently.

REFERENCE

- Kanjana Boonpak. (2020). Article on the perspective of learning management in the New Normal era. *Journal of Education Industrial Year 19 Issue 2, May - August*.
- Kangkanit Soponpisut. (2018). Study on improving interior architecture classroom: A case study - Faculty of Architecture, Urban Planning, and Fine Arts. *Journal of Academic Affairs Faculty of Architecture, Suan Sunandha Rajabhat University*. 26 (1), 200-216.
- Wijarn Phanit. (2012). The path to learning for students in the 21st century. Bangkok: Sodsri-Srisunand Foundation. Sirichai Deelert, Panjai Thanthansawong, Samnuk Uea
- Chiraphongphan. (2017). Creativity of graduates in educational institutions with a creative identity. *Management Journal of Walailak University*. 6 (1), 16-25. *Journal of Modern Learning Development Vol. 6 No. 4 July - August 2021*.
- Surakiat Thadawathana. (2018). Comparative study of educational management in industrial service institutions: Case study - Switzerland and Thailand. *Journal of Dusit Thani College*. 12 (1), 332-349.
- National Economic and Social Development Council. (2021). Summary report on the implementation of the National Strategy for the year 2020. Online. Accessed on February 15, 2021. Source: http://nscr.nesdc.go.th/wp-content/uploads/2021/02/NS-12_438-449.pdf

- Amabile, T. M. (2012). Componential theory of creativity. Online. Retrieved April 26, 2020.
From: <http://www.hbs.edu/faculty/Publication%20Files/12-096.pdf>
- Hair, Jr. J. F., Black, B. B., Anderson, R., & Tatham, R. L. (2006). *Multivariate Data Analysis*. (6th ed.). New Jersey: Pearson Education.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological measurement*. 30, 607-610.
- Richardson, C., & Michra, P. (2018). Learning Environment that Supports Student Creativity: Developing the SCALE. *Thinking Skills and Creativity*. 27, 45-54.
- Teun Tongkaeo. (2020). Educational design in the new lifestyle: Impact of the COVID-19 pandemic. *Journal of Teacher Professional Development Year 1 Issue 2*, May - August 2021.
- Panjanda Worawatnachai. (2017). Theory of analytical creative thinking. *Journal of Education Sciences*, 11 (1) , 69 - 78 . Accessed on August 1 , 2023 , from <https://www.komchadluek.net/news/edu-health/410366>
- Aphorn Jaitiang. (2003). *Principles of Teaching*. Bangkok: Odyssey Store. Good, T.C., & Brophy. (1986). *Educational Psychology: a Realistic Approach*. 3rd ed., New York: Longman.
- Bualak Petchngam.(2023). “The development of Thai language skills by using learning Road Map and STAD technique for Grades 7 to Grade 12 of the Demonstration School of Suan Sunandha Rajabhat University” *Journal of Roi Kaensarn Acadami* 8(6), 309-316, 2023