THE DEVELOPMENT OF LEARNING ACHIEVEMENT AND LEARNING BEHAVIOR ON THAI LANGUAGE THROUGH THE ACTIVE LEARNING FOR PRIMARY 3 STUDENTS AT DEMONSTRATION SCHOOL OF SUAN SUNANDHA RAJABHAT UNIVERSITY

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ABSTRACT

This research aims to compare the achievement of Thai subjects of primary 3 students before and after active learning to study learning behaviors by managing active learning of primary 3 in Thai language, Demonstration School of Suan Sunandha Rajabhat University studying in semester 1 of the academic year 2022 has 92 students. This is obtained through purposive technique. The tools used in the research are (1) the Thai language achievement test which is 4 choices of 30 items (2) a learning behavior assessment of 9 items the basic statistics used are percentage, mean, standard deviation (S.D.), the results conclude that (1) the development of academic achievement and learning behavior in Thai language by active learning management for students in primary 3 of Demonstration School of Suan Sunandha Rajabhat University. Post-test achievement averaged 24.81, representing 80.03 percent, higher than pre-test achievement which averaged 16.87, representing 54.21 percent. The average was higher than 7.97 percent, representing 25.39 percent, which suggests that using an active learning model can result in higher student achievement. It has been shown that using a hands-on learning management model, Active Learning can result in improved learner achievement. (2) The results of the analysis of data from the learning behavior assessment on learning activities after the use of active learning management in Thai language showed that the learning behavior towards active learning in Thai language subjects was at the highest level overall. With an average of 4.57 when considered on a descending basis, it was found that learners reviewed the material they had learned with an average of 4.84 learners summarizing key points and jotting down key points, overall the highest level with an average of 4.74, learners use reasoning to make decisions in different situations. It has an average of 4.71.

Keywords: Active Learning, Achievement, Behavior

INTRODUCTION

Thai language is a national identity, it is a cultural property that contributes to unity and strengthens the personality of the people of the nation to be Thai. It is a communication tool to build understanding and good relationships with each other. This enables them to engage in business, work and live together in a peaceful democratic society and as a tool for the pursuit of knowledge experience from various information sources to develop knowledge, develop critical thinking processes, criticize and create to keep pace with social change and advance scientific and technological advancements, as well as apply them to develop careers to be economically stable It is also a medium of cultural ancestral wisdom. It is a treasure worthy of learning, preserving and perpetuating the Thai nation (Office of the Basic Education Commission (OBEC), 2008, p. 1). Therefore, the current teaching and learning arrangements are of great importance, resulting in teachers changing their learning activities. Teachers play

an important role in preparing students to encourage them to achieve more Thai language achievement Active Learning activities have been organized in line with The Institute of Active Learning (2015), which says that active learning is a learning management process based on intellectual constructivism that focuses on the learning process rather than the subject content to enable learners to connect knowledge or create knowledge in their own hands-on through materials or learning activities that are guided, stimulated or facilitated by the learner to learn by advanced thinking processes, that is the learner has synthetic analysis and valuation of what is obtained from the learning activities, making learning meaningful and effectively applied in other situations. This corresponds to Thaweewat. Wattanakulcharoen (2014) has explained that teaching and learning activities focused on proactive learning include providing instruction that focuses on having learners participate as part of that activity, seminars, the use of problem solving, informal small group teaching, experimental data surveys, problem solving, case studies, discussions, etc. Teaching and learning to support proactive learning management is Prabhasara Kotakhun (2011) is of the opinion that instructors can be created, both in and out of the classroom and can be used by learners of all levels in both individual learning, small group learning and large group learning.

Currently in teaching and learning, it can be seen that use of Thai language is very important, whether it is using Thai for communication or using Thai in every day. The use of the wrong language and the use of emerging vocabulary have led to incorrect use of Thai language, and learners think that Thai language is already an easy subject and used in everyday life. Therefore, there is no emphasis on using Thai as much as it should. The researcher recognized the importance of Thai language usage for learners and wanted them to use Thai correctly based on preliminary data, the researchers showed that active learning will enable learners in the 3rd grade Thai language course, Demonstration School of Suan Sunandha Rajabhat University to conduct learning activities in Thai language courses by using activities that focus on the learning process, the learners participate in various activities by taking hands-on advice with instructors, encouraging learners to learn and using their thought processes effectively. They can use their knowledge to learn Thai to improve their skills in Thai language and apply it correctly in everyday life. The researchers organized active learning to improve Thai language skills of students in primary 3, semester 1 of the academic year 2022, Demonstration School of Suan Sunandha Rajabhat University to its full potential and be able to apply it in other subjects as well.

OBJECTIVE

1. To compare the Thai language achievement of primary 3 before and after active learning.
2. To study learning behaviors by managing active learning of primary 3 students in Thai language

METHODOLOGY

This research is research to improve academic achievement and learning behavior in Thai by organizing active learning for students in primary 3 of Demonstration School of Suan Sunandha Rajabhat University, with details of how the research was conducted as follows

1. Population and samples
The population used in this research was 92 students in primary 3 of Demonstration School of Suan Sunandha Rajabhat University

The sample used in this research was 31 students in primary 3/1 of demonstration school of Suan Sunandha Rajabhat University studying in semester 1 of the 2022 academic year which was purposive technique

2. Research instruments

1．The Thai Language Achievement Test is 4 choices with 30 questions for a total of 30 points, which takes 60 minutes

1.1 Study Thai course description according to the course

1.2 Study textbooks Thai subjects

1.3 Create a learning objective analysis table that corresponds to the content of Thai subjects

1.4 Create a 4 choice Thai language achievement test of 30 questions created in accordance with the learning objective analysis table and then present the test to the expert and revise it according to the instructions

1.5 Revise the achievement test according to the instructions

1.6 Take the updated test to a mathematics teaching specialist and measurement and evaluation to verify its validity this includes the comprehensiveness of the questions by considering the IOC (Index of Objective Congruence) in which a good test should have an IOC value of not less than 0.5 (Vejrit Ankanaphatrakhajorn, 2012, 160)

The criteria for consideration are as follows

+1 score for exams that correspond to learning objectives

0 score for exams that are not sure they align with learning objectives

-1 score for exams that do not correspond to learning objectives

1.7 Revise the Thai language achievement test, which answers 4 of the 30 options based on the recommendations and then proposes them to the experts for reconsideration. To check for accuracy, done

1.8 An improved Thai language achievement test was tested on 31 non-sample third graders to determine the quality of the test

1.9 Analyze the test results individually for difficulty (p) and classification authority (r), and then select four choice tests with difficulty values (p) between .20 - .80 and classification authority values (r) .20 or higher

1.10 The selected test was tested on 30 primary 3 who were not sampled to determine the accuracy/certainty of the test, calculated from Kronbach's alpha coefficient formula (Vejrit Ankanaphatrakorn, 2012, p. 161)

1.11 Take the complete achievement test and experiment with the sample

2. Learning Behavior Assessment

2.1 Learn how to create a learning behavior assessment for hands-on learning management Active Learning Thai.

2.2 Create a learning behavior assessment for hands-on learning management, Active Learning, Thai primary 3 as a rating scale based on 9 Likert methods.

2.3 Direct the experts to check their suitability and then apply the learning behavior assessment to improve according to the recommendations.

2.4 The assessment of learning behavior towards hands-on learning management, Active Learning, Thai subjects were tested on 31 non-sampled third graders and determined for consistency and suitability.

3. 8 Active Learning management plans

3. Data Collection

The researcher followed the following steps

1. The researcher prepares the students as a sample.

2．Clarify to the sample how to use the active learning model in teaching and learning so that students can act correctly

3. Conduct Thai language learning activities using the active learning model of primary 3

4．Once the active learning activities have been completed as planned students must take the Thai language achievement test then score the test and record the scores for data analysis

5．Take the scores obtained from the sample student achievement test and analyze the results by statistical methods and summarize the findings

4. Analysis

In this research the data were analyzed in the following order

1. Find basic statistical values including percentages arithmetic averages and standard deviations

2. Find the statistical values used to verify the quality of research tools including conformity index values

3. Find statistics to test hypotheses including one sample t-test

RESULTS

Improving academic achievement and learning behavior by managing Thai language learning by managing active learning for primary 3 students, Demonstration School of Suan Sunandha Rajabhat University. Researcher presented the results of sequential data analysis as follows

1. Symbols used to present data analysis results
2. Presentation of data analysis results
3. Data analysis results

Table 1 The results of the comparison of test averages between pre-test and post-test with the management of Thai language learning by Active Learning management

Evaluation (30 points)				Improving academic performance	
Pre-test	Percentage (%)	Post-test	Percentage (%)	Score	Percentage (%)
16.87	54.21	24.81	80.03	7.97	25.39

Table 2 Averages, standard deviations and assessments of learning behavior after the use of the Active Learning Management model in Thai

Description	Satisfaction level		
	$\bar{X}$	S.D.	Level
1. Learners are attentive to what they learn	4.58	0.67	very good
2. Learners are self-disciplined	4.55	0.72	very good
3. Learners submit their work on time	4.13	0.96	good
4. Learners are focused on their studies	4.45	0.77	very good
5. Learners use reasoning to make decisions in different situations	4.71	0.46	very good
6. Learners distinguish what to do and what not to do	4.65	0.61	very good
7. Learners know how to use media and technology appropriately	4.84	0.45	very good
8. Learners review the material they have learned	4.52	0.63	very good
9. Learners summarize their priorities and write down key points	4.74	0.44	very good
Total	**4.57**	**0.17**	very good

CONCLUSIONS AND DISCUSSIONS

Conclusions

Improving academic achievement and learning behavior in Thai language by organizing active learning for students in primary 3, Demonstration School of Suan Sunandha Rajabhat University.

1. Comparison of achievement before and after of students in primary 3, Demonstration School of Suan Sunandha Rajabhat University. Post-test achievement averaged 24.81, representing 80.03 percent, higher than pre-test achievement, which averaged 16.87, representing 54.21 percent. It averaged 7.97 percent, representing 25.39 percent, indicating the use of a process-based learning management model. Active learning can result in improved student achievement.

2. The results of the analysis of data from the Learning Behavior Assessment after Use of Active Learning model in Thai language showed that students in primary 3, Demonstration School of Suan Sunandha Rajabhat University learning behavior towards active learning in Thai language subjects is at the highest level overall with an average of 4.57 when considered on a descending basis, it was found that learners reviewed the material they had learned with an average of 4.84 learners summarizing key points and jotting down key points, overall the highest level. With an average of 4.74, learners use reasoning to make decisions in different situations. It has an average of 4.71.

Discussions

Based on the findings of the research on the development of academic achievement and learning behavior in Thai language by managing active learning for students in primary 3, Demonstration School of Suan Sunandha Rajabhat University. Post-test achievement averaged 24.81, representing 80.03 percent, higher than pre-test achievement, which averaged 16.87, representing 54.21 percent. The average was higher than 7.97 percent, representing 25.39 percent, which suggests that using an active learning model can result in higher student achievement. It has been shown that using an active learning model can result in improved

learner achievement and based on the results of the data analysis from the learning behavior assessment model after the use of the process-based learning management model. Thai language subjects found that learning behavior after using active learning style in Thai language subjects as a whole was at the highest level with an average of 4.57 when considered on a descending basis, it was found that learners reviewed the material they had learned. With an average of 4.84 learners summarizing key points and jotting down key points, overall the highest level with an average of 4.74, learners use reasoning to make decisions in different situations. It has an average of 4.71, which is consistent with research conducted by Deshdnai Shuichum et al. (2015) comparing achievements on thinking skills with cooperative learning The results showed that students had the ability to work, work in groups, express opinions expressions to reflect common opinions Post-test achievement scores are higher than pre-test

Recommendations

1. Teachers should have a variety of teaching materials and involve learners in the preparation and use of materials in order to enhance their creativity.

2. Active Learning Thai language subjects should allow learners to participate in the design learning activities in areas that interest learners and should be integrated with other subjects.

3. Active learning to improve academic achievement and behavior learn Thai language by organizing active learning for students in primary 3 who are students in the junior elementary school level, so this format should be applied to students in higher elementary school.

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