A STUDY OF LEARNING ACHIEVEMENT IN DANCING ART SUBJECT ON DANCE PRACTICE, USING A PEER ASSISTED MODEL OF PRATHOMSUKSA 5/3 STUDENTS, DEMONSTRATION SCHOOL OF SUAN SUNANDHA RAJABHAT UNIVERSITY

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ABSTRACT

This research objectives: 1) to study the learning achievements in dramatic arts subjects about dance performance using the Peer Assist format for Prathomsuksa 5 students, 2) to study satisfaction results in solving the problem that learners were unable to perform dance postures with body movements in a timely manner, using teaching techniques in the Peer assisted format; The target groups used in this study were Prathomsuksa 5 students, Semester 1, Academic Year 2022, Demonstration School of Suan Sunandha Rajabhat University, by purposive sampling method; The sample group of 1 classroom consisted of 25 students. Tools used in research: assessment form, interview form and the behavioral observational form for measuring learning achievement, measuring learning achievement by evaluating behavior before and after. Data analysis statistics include: Mean score ($\bar{x}$), Standard Deviation (S.D.). E1/E2 instrument performance according to the criteria was 80/80, and t-test for dependent samples.

The results showed that

(1) The learning achievement in the dramatic arts subjects on dance performance, using the Peer Assist format was effective at 73.00/93.20, which met the established criteria of 80/80.

(2) The results of the observational analysis of student behavior using the Peer assisted model, pre-learning was 3.80, and post-learning 9.64; It was found that after using the Peer assisted model, the students' achievement in correct and beautiful dance postures was higher than before using the Peer assisted model at statistical significance at the .05 level.

The results of the data analysis of the student satisfaction assessment form with the Peer assisted model were satisfied at the highest level, with the Mean of ($\bar{x}$)= 4.95, S.D. = 0.48.

Keywords: Achievement, Peer Assist format, Prathomsuksa 5

INTRODUCTION

The dramatic arts shows national identity, shows Thai civilization, the prosperity of arts and culture, which is caused by various concepts such as feeling affected by emotions, whether it is a feeling of happiness, or the emotions of suffering which are reflected in natural, and artificial gestures; as dances, or as a result of the cult of worshiping the sacred, gods, by worshiping, by singing, and dancing satisfied before bringing it into a Thai pattern and identity, which has been widely displayed today (Jintana Saithongkam, 2015) :09), to be beautiful; performers should have elements of performance such as acting in unison, or correct timing.

Therefore, the government foresaw the importance of Thai children practicing the dramatic arts to preserve Thai traditions until the present.

The teaching of Thai dramatic arts is a practice to acquire knowledge and expertise in body movements, and to promote the learners' assertiveness, as well as observational skills, and the learners' memory in receiving the transfer of dance moves. ; Teaching dramatic arts also helps to develop students' emotional and social development, relieves stress and builds self-confidence. Teaching dramatic arts is one medium that allows students to do activities with others, causing unity to occur in students, however, teaching dramatic arts is very important, so students should know on the importance of Thai dramatic arts.

Thai dramatic arts is a subject that provides knowledge about customary practices and traditions, a subject directly related to the arts; To study Thai dramatic arts requires people who have a passion, and know the value of art, and create people to love national arts, help preserve arts and culture; Thai dramatic arts also allow students to experience the Thainess, which is increasingly difficult to find through the teaching of dancing arts, including dancing, Thai singing, Thai music playing, Thai dress. In Thai dramatic arts, it is a subject that emphasizes the practice of acting.

Rhythmic body movements are the basis for performing various dance moves to achieve beauty. Therefore, students must dance to the right rhythm and melody; Out of rhythm and melody will result in students lacking confidence in performing dance moves; some people feel embarrassed, and unfamiliar with teachers, so they do not dare to perform dance moves, thus causing problems in teach, that the researcher wants to solve such problems.

The researcher found that there were students who were unable to listen to the beat, by choosing the teaching time outside the dance practice class using the Peer Assist model, to develop students to be able to move their bodies beautifully and at the right pace, including having academic achievements that meet the set learning objectives.

Research question

1. What is the cause of the student's inability to perform body movements in a timely manner?

2. Can teaching methods outside class be able to solve the problem of students being unable to perform body movements in a timely manner?

3. Can the Peer-assisted learning method solve the problem of students who are unable to perform body movements in a timely manner?

Research objectives

1. To study the learning achievements in Thai dramatic arts subjects on dance performances using the Peer assisted model for Grade 5/3 students.

2. To study the results of satisfaction in solving the problem that learners were unable to perform dance postures, body movements in a timely manner.

Research hypothesis

1. The learning outcomes of the Thai dramatic arts subjects on dance performance using the peer assisted model for Grade 5/3 students, Demonstration School of Suan Sunandha Rajabhat University were higher than before.

2. The students were satisfied with using the Peer Assist model in learning Thai dramatic arts subjects at a good level.

METHODOLOGY

1. Population and sample

    1) The population and sample used in this research were 75 Grade 5 students, Demonstration School of Suan Sunandha Rajabhat University, semester 1, academic year 2022.

    2) The sample group used in learning achievement in the Thai dramatic arts subjects using the peer assisted random sampling method; by 25 students in Grade 5, Room 3, academic year 2022.

    The Independent Variables were teaching methods outside school hours and the peer assisted model.

    The dependent variables were the learning achievement of the Thai dramatic arts subjects using the Peer assisted model in performing body movements that were synchronized with the learners' rhythm.

2. Research tools

    2.1 The researcher studied the causes by creating an interview form, and an observational form of student behavior found that the student's body movements were out of rhythm, so the researcher interviewed the students to study the cause of the problem that the student's body movements were out of rhythm and concluded causes and planning for the Peer assisted model teaching within the class.

    2.2 The researcher designed 4 Peer assisted model teaching plans, followed up on the results of the implementation by observation, found that the students began to practice better, and adjusted the study time so that the students could practice physical movements. Get timelier by using additional drills after class.

    2.3 Implementation of improved plans and follow-up results from recording the results of the action using the behavioral observation model found that the learners were able to move their body in rhythm better, and the plan was modified so that the learners could move. The body is more in tune by using additional drills after school but with less additional teaching time.

DATA COLLECTION

    The researcher conducts an interview to study the causes of the problem by using the interview form, by conducting a follow-up on the use of the Peer assisted model teaching process to solve the student's problems in irregular body movements, by using the behavioral observation model, and conducting Follow up on the use of the additional training process after school, to solve the problem of students' body movements out of rhythm, by using behavioral observational models.

RESEARCH RESULTS

1. Efficiency determination of the Thai dramatic arts subjects plan on dance performance by using the peer assisted model; The Mean score before learning was 73.00, after learning was 93.20, it was found that the score after learning was significantly higher than before by .05.

2. The results of the behavioral observation questionnaire using the Peer assisted form of Grade 5/3 students showed that the students were satisfied at the highest level ($\overline{x}$) = 4.95, S.D. = 0.48 towards learning the Thai dramatic arts subjects.

Table 1: Mean, Standard Deviation, T-Test, and Level of Statistical Significance for Effectiveness Index (E.I.) according to Hofland's concept; a behavioral assessment questionnaire before and after the use of the Peer assisted Thai dramatic arts subjects model on dance practice for measuring academic achievement of Grade 5/3 students, Demonstration School of Suan Sunandha Rajabhat University.

Testing	Student (s)	$\overline{x}$	S.D.	t	Sig.(1-tailed)
Before	25	3.80	1.55		0.0000
				5.84*	
After	25	9.64	0.57		

** Statistical significance at the 0.05 level.

From Table 1: It was found that the test was performed before and after using the Peer assisted model in learning Thai dramatic arts subjects to measure learning achievement of Grade 5/3 students with Mean scores of 3.80 points, and 9.64 points. , respectively, and when comparing the scores before and after learning, it was found that the after-school score was significantly higher than before at the .0.5 level.

Table 2: Evaluation results of student satisfaction with Thai dramatic arts subjects, using the Peer assisted model for Grade 5/3 students, Demonstration School of Suan Sunandha Rajabhat University.

Average Assessment issues	satisfaction $\overline{x}$)	Deviation (S.D.)Standard	level
Issues that the results of the analysis of the student satisfaction rating scale on the use of the Peer assisted model.			
1.1 Students learn Thai dramatic arts subjects with happiness.	5.00	0.00	
1.2 Peer assisted model can be applied to other courses.	4.92	0.28	
1.3 Encourage students in human relations to have creative initiatives.	4.88	0.33	
1.4 Teachers accept students' opinions and discuss.	4.96	0.20	
1.5 Teachers give advice and find suitable solutions for students.	5.00	0.00	
Mean	**4.95**	**0.48**	

From Table 2: The results of the analysis of data from the student satisfaction survey on the Peer assisted model showed that students were satisfied at the highest level ($\overline{x}$)= 4.95, S.D. = 0.48).

There was a separate analysis that students learn happily and find solutions using the Peer assisted format ($\overline{x}$)= 5.00, S.D. = 0.00), followed by teachers accepting student opinions and discussing ($\overline{x}$)= 4.96, S.D. = 0.20); Peer assisted model can be applied to other subjects ($\overline{x}$)= 4.92 S.D. = 0.28), encourage students to be human relations, have creative initiative ($\overline{x}$)= 4.88, S.D. = 0.33), respectively.

SUMMARY AND DISCUSSION

Results from Thai dramatic arts subjects learning, the use of Peer assisted model for Grade 5/3 students, Demonstration School of Suan Sunandha Rajabhat University, totaling 25 people, using an experimental period of 4 weeks, by observing behavior, interviewing, recording the results before- after class, and additional practice after school, it was found that the learners were able to move their bodies in a better rhythm, and had more proficiency, accurate memory, and more confidence in the dance moves and rhythm, can be discussed as follows.

1. Learning achievement in Thai dramatic arts subjects learning, the use of Peer assisted model for Grade 5/3 students, Demonstration School of Suan Sunandha Rajabhat University after class was higher than before.

2. The results of the comparison of Mean behavioral estimates between before and after learning using the Peer assisted model, Grade 5/3, Demonstration School of Suan Sunandha Rajabhat University found that before learning had the Mean scores 73.00, and after learning had a Mean score of 93.20, when compared, it was found that the Mean after learning was higher than before.

3. The results of the analysis of data from the satisfaction assessment form of students in Thai dramatic arts subjects learning, using the Peer assisted model, Grade 5/3, Demonstration School of Suan Sunandha Rajabhat University.

The results showed that the students were satisfied with the learning style using the Peer assisted model, happy learning and the teacher finding solutions by peers helped peers were valued ($\overline{x}$)= 5.00, S.D. = 0.00), followed by teachers accepting students' opinions and discussing ($\overline{x}$)= 4.96, S.D. = 0.20), Peer assisted model can be applied to other subjects ($\overline{x}$)= 4.92 S.D. = 0.28), encouraging Human relations students, with initiative ($\overline{x}$)= 4.88, S.D. = 0.33), respectively.

SUGGESTIONS FOR RESEARCH USE

In the practice class, practice is what the learners must practice in Thai dramatic arts subjects learning, in which the synchronous movements of the body are very important; the problems encountered are caused by the learners lack of practice, and lack of review; some students feel embarrassed and unfamiliar with their teachers, so they dare not practice. Research results in using Peer assisted model, Thai dramatic arts subjects learning is the

appropriate method because students dare to think, dare to ask, dare to express more, thus achieving good problem solving results.

Next suggestion

1) There should be a comparative study of the development of dance performance skills of students who learn using teaching methods with media or other teaching methods.

2) The results of this research should be used for study and development in the teaching and learning of the next unit of the Thai dramatic arts course.

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