Guidelines for the use of learning resources for learning in educational institutions under the Office of the Primary Educational Service Area 1, Nakhon Sawan Proveince.

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Abstract

This research aimed to study the conditions and find ways to use learning resources for learning in educational institutions. The research was conducted in 2 steps: Step 1: Study the conditions of learning resources for learning in educational institutions. The sample group consisted of 291 school administrators and teachers under the Office of the Primary Educational Service Area 1, Nakhon Sawan. The research instrument was a 5-level rating scale questionnaire with a reliability of 0.96. The statistics used for data analysis were percentage, mean, and standard deviation. Step 2: Find ways to use learning resources for learning by organizing focus group discussions. Data analysis was conducted using content analysis. The results of the research found that: 1. The conditions of learning resources for learning in educational institutions were overall at a high level. It was found that the highest level of learning resources for learning was in the areas of media, materials, equipment, and educational technology. And the aspect with the least use of learning resources for learning is natural resources. 2. Guidelines for using learning resources for learning of educational institutions in 5 aspects:2.1) Personnel aspect: Schools should assign responsible persons to use learning resources continuously and efficiently. 2.2) Natural resources aspect: Schools should survey the need to use learning resources and promote activities in using learning resources. 2.3) Place aspect: Schools should hold meetings to jointly express opinions on using learning resources. 2.4) Arts and culture aspect: Schools should coordinate with communities and create local curricula to provide students with a curriculum to learn about the community's way of life. 2.5) Media, materials, and technology aspect: Schools should appoint a committee to survey learning resources and the need to use learning resources.

Keywords : Use of learning resources, Learning, Educational institutions

Introdcutions

Learning resources are an important factor in teaching management. Learning resources are clear and tangible teaching media that allow teachers to experience what they are studying with all five senses, making learners more interested in studying in real situations than studying in the classroom. They also promote lifelong learning, allowing learners to gain valuable learning both on-site, off-site, and in the community. Learning resources are an important factor in teaching management and are also important for learners to practice their thinking skills. Students will learn from real experiences, practice finding knowledge by themselves until they become thinkers, doers, and have a desire to learn and learn. Inkan, R. (2002)

Especially in the present era, it is a borderless society that will directly or indirectly affect learners. Learners must adapt to the rapid changes. Therefore, learning from learning resources in the local area and community, as well as things that support learners' learning, is very important. Organizing learning resources in schools and using local learning resources is important, allowing learners to learn anywhere, anytime. If teachers have the potential to use learning resources in the local community to organize teaching and learning, it will help alleviate the problem of lack of teaching media and also promote effective teaching and learning. Educational management can be carried out in accordance with the learner-focused strategy in many forms, such as creating an atmosphere and environment in the educational institution that is conducive to learners' self-learning. Including cooperation with learning resources in the community and local wisdom to be able to use them to benefit the learning process in a way that focuses on the learners most in educational institutions, mobilizing local resources for use in learning that puts the

The National Education Act of 1999 stipulates the guidelines for education management based on the principle that all learners have the ability to learn and develop themselves and that learners are considered the most important. Ministry of Education, (2004) The organization of learning management that emphasizes learners as the most important has its roots in the educational philosophy and various learning theories that have been continuously and long-term developed based on the belief that "all learners have the ability to learn and develop themselves. Therefore, the development of learners must be natural and to their full potential." The organization of learning management that emphasizes learners as the most important is a process that can create and develop learners to have the desired characteristics. It is an emphasis on the abilities, aptitudes, and interests of learners directly. Learning therefore aims to let learners know themselves fully. Learning resources are therefore an important tool, a source that helps promote development and increase the learning efficiency of learners, helping learners to learn widely and as close to the real situation as possible. Phirompha., S (2007)

For the reasons and importance mentioned above, the researcher is interested in studying the conditions and finding ways to use learning resources for learning in educational institutions under the Office of the Primary Educational Service Area of Nakhon Sawan Area 1 in 5 areas in order to be beneficial and beneficial to teachers, learners, and educational management to be effective and achieve the goals of educational reform.

Research objectives

1. To study the use of learning resources for learning in educational institutions under the Office of the Primary Educational Service Area 1, Nakhon Sawan

2. To find guidelines for the use of learning resources for learning in educational institutions under the Office of the Primary Educational Service Area 1, Nakhon Sawan

Scope of the research

The sample group consisted of 1,209 school administrators and teachers under the Office of the Primary Educational Service Area 1, Nakhon Sawan, from 156 schools. The sample size was determined using the Krejcie and Morgan open table method and stratified

random sampling by lottery in 5 districts: Mueang Nakhon Sawan, Kao Liao, Krok Phra, Phayuha Khiri, and Chumsaeng, totaling 291 people.

Literature Review

This research is to study the conditions and find ways to use learning resources for learning in educational institutions under the Office of the Primary Educational Service Area of Nakhon Sawan, Area 1. The researcher studied the principles, concepts, and reviewed the literature on the following issues:

Learning resources

The meaning of learning resources

Educators and experts in the management of learning resources in different ways. However, the meaning, methods of operation, and goals of learning resources are similar as follows:

Likhitwattanaset, N. (2001) defined learning resources as a place of residence, a source of knowledge, or a center of knowledge that is used to study and gain knowledge, understanding, and expertise. Therefore, learning resources can be either natural or man-made. They can be both people, living things, and non-living things.

Bunchu, D. (2005) defined learning resources as sources of information, news, knowledge, and experiences that can enable learners to learn by themselves from thinking, practicing, and creating knowledge by themselves. According to the nature and continuously until the learning process occurs and finally can become a person of learning.

Ministry of Education (2007) defined learning resources as the media around us that learners and teachers can use to study and find knowledge by themselves, such as natural media, printed media, technology media, and learning networks that exist in local communities and other sources.

Office of the Secretary of the Education Council (2009) defined learning resources or knowledge resources as people, places, nature, organizations, businesses, communities, and others that exist both in the classroom and outside the classroom, both in nature and man-made, which will be a source of learning for learners, teachers, and those interested to be able to study and find knowledge and gain continuous learning experiences.

In conclusion, learning resources mean sources of information, information, lecturers, direct experiences, various objects that exist in the local area, associations, people, places, institutions, agencies, and objects that man-made, technology, natural things, activities, traditions, or lifestyles in local communities that are valuable and important for teaching and learning because they make learners learn. It means a source that has information, news, knowledge that allows them to study and find knowledge, understanding, and expertise.

The importance of learning resources

At present, learning resources are important and necessary for organizing learning that focuses on learners. Educational institutions must provide learners with a wide range of learning to encourage learners to develop themselves to their full potential. Many educational agencies and scholars have mentioned the importance of learning resources as follows:

Office of the National Education Commission (2001) stated that at present, many countries are interested in organizing learning resources to support lifelong education according to individual differences at various levels, and the number is increasing day by day

because they realize that this is a correct method of providing lifelong education. It is considered to help create learning in various aspects that are appropriate for each person's life, because education is necessary for developing intelligence, leading to stability and security of the country in all aspects. In England, when implementing "educational reform", it was found that "creating learning habits" was the most important thing. Therefore, learning is an important national agenda that the government must implement for the public to understand.

Rattanubon, et al. (2005) mentioned the importance of learning resources as both direct and indirect education, because learning resources are the center or hub of various forms of knowledge that exist in the community. It is like a laboratory of learning.

Chomphulong, N. (2007) mentioned the importance of learning resources as a source of knowledge, ideas and experiences, a source of imagination and creativity, a source of independent study, a source of learning to instill a love of reading and research, a source of friendship and relationships between people in the community and local wisdom, and a source of direct experience.

Office of the Secretary of the Education Council (2009) mentioned the importance of learning resources as follows: 1) Learners can actually practice and research knowledge by themselves. 2) Learners can practice working in groups, thinking, working together, and solving various problems, which will help create learning and process skills. 3) Learners can practice observation skills, data collection, data analysis, interpretation, and summarizing, and systematic problem-solving. 4) Learners can evaluate their own work results. 5) Learners can apply and disseminate the knowledge they have gained. 6) Teachers act as consultants, provide knowledge, advice, and support.

In conclusion, organizing learning resources both inside and outside the school, which are important tools that will lead to learners' learning, is a diverse source of knowledge that learners can study, research, and learn by themselves through different learning methods. Therefore, it is necessary for every educational institution to give importance to and manage learning resources that are appropriate to the needs of the learners so that the learners will have quality according to the learning standards.

Types of learning resources

Likhitwattanaset, N. (2001) divided learning resources into 3 types:

1) In the classroom, including teachers who organize learning experiences using media and techniques that focus on the learners as the center, such as organizing activities for students to think, express themselves, and work together. Teachers may use teaching kits to organize learning in the form of learning centers, ready-made lessons, self-study, listening, speaking, reading, and writing, research corners, practice corners, knowledge signs, and subject/work rooms for students to learn.

2) In the educational institution, including the educational area that is organized in an orderly manner, with trees, grass, various buildings, signs, libraries, museum rooms, herbal gardens, and science gardens.

3) Outside the educational institution, including around the educational institution in the community and further away, such as in other provinces, where students can study and research in all fields of study, both academic and Arts, culture, customs, occupational traditions and local wisdom, etc.

Bunchu D.(2005) mentioned the types of learning that learning resources can be classified into 4 types as follows:

1) Personal learning resources

2) Human-made learning resources

3) Natural resource learning resources

4) Social activity learning resources

Sangsri, S. et al. (2005). stated that there are 4 types of learning resources as follows:

1) Personal learning resources are those who have knowledge, ability, skills, wisdom, and experience in various professional fields in the locality who can transfer knowledge, skills, and attitudes to those who are interested in learning.

2) Learning resources in the form of places or various buildings are divided into two types: natural places and man-made places.

3) Learning resources in the form of media that act as a medium to create knowledge, understanding, and skills and experiences.

4) Learning resources in the form of activities, techniques, methods, innovations, and new inventions.

Chomphulong, N. (2007) divided the types of learning resources into 3 types as follows:

1) Learning resources that occur naturally It is an experience that learners can create knowledge from real situations.

2) Learning resources that are organized or created, which are available in and outside the educational institution, to be used as a source of learning and knowledge acquisition conveniently and quickly.

3) Learning resources that are human resources, such as teachers, parents, uncles, aunts, grandparents, grandparents, and people who have knowledge, skills, and expertise in various fields, which is the wisdom in the professional field.

In conclusion, there are 3 types of learning resources as follows: 1) Learning resources that are places or natural occurrences such as atmosphere, environment, natural phenomena, living things, etc. 2) Learning resources that are created by humans such as libraries in educational institutions, subject libraries, mobile libraries, classroom book corners, museum rooms, multimedia rooms, computer rooms, internet rooms, audiovisual centers, teaching media centers, teaching activity development centers, botanical gardens, literature gardens, herbal gardens, health gardens, book gardens, Dharma gardens, etc. 3) Learning resources that are individuals such as personnel in educational institutions, such as administrators, teachers, janitors, students, seniors or older students in the same class, which can be linked and integrated in education and may differ according to the context of each educational institution. Each type of learning resource has its own value and can be used to manage teaching and learning effectively.

Benefits of learning resources

Many scholars have mentioned the benefits of learning resources as follows:

Sangsri, S. et al. (2005). stated that learning resources are beneficial to teaching and learning by allowing students to study and gain knowledge from learning resources, which is very beneficial to students' learning. Because it is a way to create direct experiences for learners.

Rattanubon, A. et, al.(2005) stated that learning resources are beneficial in terms of distributing educational opportunities. Providing lifelong education is beneficial to teaching and learning, allowing learners to gain direct experiences. It can be said that learning resources are something that has an effect on creating a sustainable learning development process, along with the development of education for sustainable national development.

Office of the Secretary of the Education Council (2009) stated that learning resources are beneficial to the learning management process for learners because learners can learn from real situations in the learning management process from learning resources, which may be related to people, places, nature, agencies, organizations, businesses, communities, and other environments. Learners and teachers can study, research, and find knowledge or topics of interest from both natural and man-made learning resources. Communities and nature are a vast treasure trove of knowledge that we can discover endlessly, allowing learners to learn and create knowledge by themselves.

In conclusion, learning resources are beneficial in developing education, both in terms of understanding values and attitudes, both in the system, outside the system, and by preference. The advantages of using learning resources in the teaching and learning process are that learners learn from real things, resulting in direct experiences, learners have fun, learners have a good attitude towards the community and the learning process, and learners see the value of learning resources. Learners love their locality and, importantly, learning resources are sources that provide information, knowledge. Learners can choose to use learning resources to increase their own experiences and link them to learning in every subject, as well as to apply them in their daily lives effectively.

Important factors in managing learning resources

Office of the Basic Education Commission (2004) stated that important factors in organizing teaching and learning activities in using learning resources to be effective must come from cooperation from all parties, including:

1) Administrators are an important factor that will support learning management to be successful and have quality according to learning standards by understanding the nature of the subject, learning management process, measuring and evaluating work performance, as well as developing media and learning resources to support the administrative budget by building morale, conducting internal supervision, monitoring and evaluating work performance, and contacting and coordinating with agencies and personnel to facilitate learning management.

2) Teachers play the most important role in learning management. Teachers must have knowledge and understanding of the nature of the subject, be able to organize and develop the learning process so that learners are of quality and can develop according to their potential, evaluate learning results according to real conditions, create an atmosphere conducive to learning, develop media, tools, and learning resources that are consistent with the learning process, and have morality, ethics, and professional ethics.

3) Learners should learn according to their potential, be enthusiastic, and receive good learning processes, and have knowledge and abilities for daily life.

4) Supervisors/helpers The person who will receive advice and suggestions for developing learning management should be someone who knows the nature of the subject, has knowledge and ability in managing learning, has techniques and methods for transferring knowledge, presenting media/innovations for development, following up on results, and

evaluating teachers' development results continuously. 5) Parents are aware, take care of, try to learn together with their children, understand and help solve problems in learning. 6) The environment, media, learning resources, and classrooms are ready to organize learning activities, have good ventilation, sufficient lighting, have materials and equipment that support learning, have documents and corners for practicing activities or games to enhance learning, and the school area is convenient, shady, and safe. There are corners or places that can be used to organize learning activities in many ways. The community, business establishments, and local wisdom that will support learning or use knowledge as a basis for further learning.

In conclusion, the important factor for managing learning resources to achieve maximum benefit requires cooperation from all parties, starting with school administrators, teachers, students, parents, and the community to participate and help each other. In particular, school administrators must understand the nature of learning, the nature of the subject, and provide media and learning resources that are consistent and complete according to the context of this school.

Learning resource management

Learning resources in educational institutions are considered sources that collect books, documents, publications, and various materials for reading services, research, organizing activities, and being a center for organizing academic activities for teachers, students, and interested persons. Educational institutions must give importance to management in order to promote and support a variety of learning resources. Learning resource management in educational institutions is an important mission of administrators, in which administrators will use techniques, methods, and processes that are appropriate for the context of the educational institution to maximize the benefits for students. Educational institution administrators must therefore be leaders in implementing the process towards success by setting clear policies, which may include learning resource management. Scholars and educational organizations have proposed guidelines for learning resource management in educational institutions, as follows:

Phucharoen, W. (2001) stated that the principles of learning resource management according to the Deming quality cycle have 4 steps: 1) Planning learning resource management (Plan) is the starting point that must be careful and thorough. It must be considered what information will be used in the planning. Is the information reliable? Is it sufficient? Who will participate in the planning? When will the planning be completed? What are the details of the plan? Who will review the plan? Who will the plan be distributed to? What will happen if the plan is not accepted? After planning, start following the plan. 2) Implementation of learning resource use (Do) is following the plan. A good plan will detail what if (what if…) or have a backup plan, Plan A, Plan B, to support, such as if it is done and found that, do this, such as if teaching is not in time, do this, if children fight, do this, etc. 3) Checking, following up on the use of learning resources (Check) means changing the plan in time and returning to the PDCA cycle again. And 4) Summarizing and correcting (Act) means analyzing the results of the check, considering, finding the root cause of the defect, brainstorming for corrections to prevent recurrence, setting a standard for decision-making, working steps that should be considered as a standard for work or need to be corrected and improved. Porn Phan-osot (2006) mentioned the guidelines for management and creation of a learning resource network in educational institutions as follows: 1) Surveying the learning resources available in the educational

institution 2) Creating a report of information about learning resources 3) Holding a meeting to determine the list of cooperation in being a network, such as creating innovative media and technology, organizing the storage system of innovative media, providing services, exchanging innovative media and information technology, borrowing innovative media and information technology between learning resources. Networking 4) Network development 5) Network use for learning activities and 6) Evaluation and reporting of results

Chomphulong, N. (2007) mentioned the guidelines for learning resource development in educational institutions that there are many types of learning resources that educational institutions can organize and operate, depending on the capacity and capability of each educational institution. For example, educational institutions with a large area may organize learning resources in the form of botanical gardens or educational parks in addition to organizing libraries and organizing various corners in the educational institution area.

In conclusion, the management of learning resources in educational institutions to lead to quality development must have good management, which must have a planning system (Plan), following the plan (Do), checking and evaluating (Check), and constantly developing and improving (Act). A review of literature on the concept found that the study of the conditions and guidelines for using learning resources for learning in educational institutions under the Office of the Primary Educational Service Area of Nakhon Sawan Area 1 in 5 areas: 1) Personnel 2) Natural resources 3) Place 4) Arts and culture 5) Media, equipment and technology, which can be presented as a conceptual framework as follows:

The conditions of using learning resources of

Educational institutions under the jurisdiction of the Office of the Primary Education Area, Chai Nat, in all 5 areas are:

1. Personnel
2. Natural Resources
3. Place

The conditions of using learning resources for learning of educational institutions under the Office of the Primary Educational Service Area of Nakhon Sawan Area 1 in all 5 aspects are:
1. Personnel
2. Natural resources
3. Place
4. Arts and culture
5. Media equipment and technology

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Guidelines for the use of learning resources for learning in educational institutions under the Office of the Primary Educational Service Area 1, Nakhon Sawan

Figure 1 conceptual framework

Research Methodology

The research process is a descriptive research. The quantitative research process was started. The population and sample were school administrators and teachers in schools under

the Office of the Primary Educational Service Area, Nakhon Sawan Area 1, totaling 1,209 people from 156 schools. The sample size was determined by opening a table (Krejcie, R. V., & Morgan, D. W. (1970) and stratified random sampling by lottery method. Five districts were selected: Mueang Nakhon Sawan District, Kao Liao District, Krok Phra District, Phayuha Khiri District, and Chumsaeng District, totaling 291 people. Data were collected using a rating scale questionnaire with a reliability of 0.80-1.00 and a discrimination power of 0.51-0.82. The questionnaire's reliability was 0.96. The purpose of the questionnaire was to study the guidelines for using .

learning resources for learning in educational institutions by interview. The statistics used for data analysis were the mean, standard deviation, and need value. The content analysis of the data obtained from the interviews was presented in a descriptive analysis format by writing a narrative essay.

Results of the research

The researcher summarized the results from the data analysis as follows:

1. The overall condition of the use of learning resources for learning of educational institutions under the Office of the Primary Educational Service Area 1 of Nakhon Sawan Province was at a high level. When classified by aspect, it was found that the highest level of learning resource use of educational institutions was in the area of media, materials, equipment, and technology for research and study, which was at a high level. The next highest level was arts and culture, which was at a high level. The lowest level was natural resources, which was at a moderate level.

1.1 In terms of people, the overall condition of learning resource use for learning was at a high level. When considering each item, it was found that the lowest level of learning resource use was in the area of using learning resources from experts in music and performing arts, which was at a low level. The next highest level was the use of private sector personnel resources, such as foundation staff, which was at a moderate level. The use of resources from government officials, such as district/sub-district development officers, was at a moderate level. The highest level of learning resource use was in the area of using resources from experts in agriculture, which was at the highest level.

1.2 In terms of natural resources, the overall condition of learning resource use for learning was at a moderate level. When considering each item, it was found that the lowest level of learning resource use was in the area of using natural geological resources. which is at a moderate level, followed by the use of forest resources, which is at a moderate level, and the use of important river resources, which is at a moderate level. The highest level of learning resource usage is the use of tourist attractions, which is at a high level.

1.3 In terms of locations, overall, the use of learning resources for learning is at a high level. When considering each item, the lowest level of learning resource usage is the use of various business premises, which is at a moderate level. Next is the use of government/government/private premises, which is at a high level, and the use of various educational institutions, both public and private, which is at a high level. The highest level of learning resource usage is the use of learning resources about ancient sites and artifacts, which is at the highest level.

1.4 In terms of arts and culture, overall, the use of learning resources for learning is at a high level. When considering each item, the lowest level of learning resource usage is the use of community traditions and ways of life, which is at a high level. Next is the use of learning resources on beliefs and traditional ceremonies, which is at a high level, and the use of learning

resources on traditions, culture, and language, which is at a high level. The highest level of learning resource usage is the use of Buddhist traditions, which is at the highest level.

　　1.5 In terms of media, materials, equipment, and technology Overall, the condition of using learning resources for learning is at a high level. When considering each item, it was found that the condition of using learning resources ranked lowest was the condition of using various types of printed media, which was at a high level. Next was the condition of using learning resources regarding academic exhibitions for teachers, students, and other government agencies, which was at a high level, and the condition of using government technology centers, which was at a high level. The condition of using learning resources ranked highest was the condition of using learning resources from media (IT), which was at the highest level.

　　2．Guidelines for the use of learning resources for learning of educational institutions under the Office of the Primary Educational Service Area of Nakhon Sawan Area 1

　　2.1 Personnel: There should be a meeting to jointly analyze and prioritize problems in the use of personal learning resources, determine the format and prepare a report on the results of using personal learning resources that are appropriate for the age of the students and in line with the specified objectives. There should be supervision, monitoring, and follow-up of the use of learning resources and preparation of reports on improvements and corrections to operations every time, and coordination with various government agencies to provide knowledge to students.

　　2.2 Natural resources: There should be a meeting to determine methods/formats, assessments that are appropriate and in line with the specified objectives. There should be supervision, monitoring, and follow-up of the use of natural resource learning resources. There should be an analysis and prioritization of problems in the use of natural resource learning resources, and coordination with relevant agencies to participate in promoting learning and creating awareness for youth.

　　2.3 Place: There should be a meeting to analyze and prioritize problems, analyze results, and promote and support the management of the use of place learning resources and organize activities that are appropriate for the age and in line with the specified objectives. Coordinate and request cooperation from both government and private agencies in organizing various activities and projects.

　　2.4 Arts and culture: There should be a meeting to analyze and prioritize problems in using arts and culture learning resources. There should be a curriculum for arts and culture educational institutions and support and promote the organization of arts and culture activities so that students can gain knowledge about their own arts and culture and other communities.

　　2.5 Media, equipment and technology: There should be a meeting to determine guidelines for operations and survey the need for using media, equipment and technology learning resources. Organize learning activities that are appropriate for the appropriate age and in line with the set objectives. Promote knowledge provision for teachers and students. Coordinate with government and private agencies to request printed media or budgets to purchase new and up-to-date printed materials for students.

Summary of Results

From the study of the use of learning resources for learning in educational institutions under the Office of the Primary Educational Service Area of Nakhon Sawan Area 1, there are issues to discuss the results as follows:

1. In terms of individuals, it was found that the item with the lowest use of learning resources for learning was the item using learning resources from experts in music and dance. This may be because there is a lack of experts in music and those who are experts in this field to manage teaching and learning, causing students to not use learning resources in this area as much as possible. This is consistent with the research results of Chitaree, S. (2006) who found that there were no experts in various fields to train students, causing students to lack practical skills and not gain more knowledge. Educational institutions must survey the needs of students to allow students to participate in organizing teaching and learning. In addition, the community must participate in organizing learning and promoting learning resources for students.

2. In terms of natural resources, it was found that the item with the lowest use of learning resources for learning was the item using learning resources about natural resources. This may be because students did not learn and know about nature from learning resources from real places, causing students to know less about nature and the environment and not know how to use natural resources and the environment. Who found that educational institutions do not give much importance to learning resources in the community. Which are learning resources around the educational institution.

3. In terms of location, it was found that the item with the lowest condition of using learning resources for learning was the item of using knowledge resources in the form of business establishments, companies, shops, factories. This may be because it is difficult to request for use of the location and is not very well-received by shops and various business establishments, and they do not support the students' participation in the activities. Who found that places, shops, and businesses do not see the importance of organizing activities and do not provide much support. It is also difficult to request for use in activities.

4. In terms of arts and culture, it was found that the item with the lowest condition of using learning resources for learning was the item of using learning resources about customs and traditions and the way of life of the community. This may be because students do not understand the words customs, traditions, and the way of life of the community and the conservation of arts and culture. This is consistent with the research results of Benchawan Rata (2008) who found that educational institutions and teachers should provide more knowledge about local customs and traditions.

5. In terms of media, equipment, and technology, it was found that the item with the lowest condition of using learning resources for learning was the item of using various types of printed media. This may be because students are not very interested in this aspect because currently, media, equipment, and technology have changed, causing students to turn to using materials Equipment that is more modern than media, publications, books, textbooks, students will not be interested in this at all, which is consistent with the research results of Chitaree, S. (2006) who found that educational institutions should provide learning resources and have modern learning resources to increase the needs of students, have sufficient information in choosing learning resources that are not narrow and have sufficient media.

2．Guidelines for using learning resources for learning in educational institutions under the Office of the Primary Educational Service Area of Nakhon Sawan Area 1 From the group discussion, it was found that:

2.1 In terms of individuals, the guidelines are as follows: a survey should be conducted of experts in music and dance in the community and a list of learning resources, people who are experts in music and dance in the community, and activities should be organized appropriately for the age of the students so that students can learn appropriately and use the knowledge they have gained to create benefits and knowledge by themselves. However, in using learning resources in terms of individuals, teachers should prepare a learning management plan and determine the process for organizing activities in accordance with the learning objectives.

2．2 In terms of natural resources, the guidelines are as follows: important guidelines should be followed: teachers should study the history and practices while taking students to use learning resources, contact and coordinate with learning resource officers to ask for advice on visiting or being a resource person in lecturing on knowledge, and determine methods or persons responsible for student safety while taking students to use learning resources. A plan should be implemented with appropriate steps and students should summarize the knowledge gained from using learning resources on natural resources that they have studied.

2．3 In terms of locations, the guidelines are as follows: there should be a meeting of relevant persons to study and understand and get to know learning resources that are places, whether they are businesses. Government offices, educational institutions, government or private agencies that want to study correctly and clearly and should let students search for basic information about that place so that students can use it as a basis to understand the learning resource more easily. Coordinate with the agency that wants to study to arrange a place or arrange a lecturer to give a lecture. Take students to study and should teach etiquette for using learning resources in that important place to students so that students will behave correctly according to the following criteria for use.

2．4 In terms of arts and culture, there are guidelines as follows: There should be a systematic approach for use and a plan for use that is step-by-step, appropriate and interesting before taking students to study. Teachers should understand arts, culture, local wisdom or traditions correctly first. In organizing teaching and learning activities, students should be given the opportunity to actually practice in the activities and the teaching and learning process. Teachers are responsible for supervising, guiding students and supplementing only the missing or incomplete parts so that students can apply the knowledge they have gained to their daily lives.

2．5 In terms of media, materials, equipment and technology, there are guidelines as follows: Because this type of media changes rapidly, a register of learning resources of the media, materials and technology should be kept up-to-date, following the changes in technology. Within the school, there should be a laboratory for media, materials and technology that is modern and complete according to needs. There are personnel responsible for taking care of and experts in using the laboratory to transfer knowledge to students. For media, materials, equipment and technology from government agencies or other agencies outside the school, it should be done by coordinating with those agencies to prepare lecturers to use them

according to the steps in the teaching and learning process specified in the learning management plan appropriately.

Suggestions of Research

1. Suggestions for applying research results

1.1. In selecting learning resources in various fields, learning resources that are appropriate for the students' ages should be selected so that students can study and understand and be able to create knowledge by themselves.

1.2. Planning for the use of learning resources in each area should include appropriate planning in terms of time, location, number of students, lecturers to provide knowledge to students, as well as teaching manners and how to behave in using that learning resource for students to know.

1.3. In using learning resources, learning resources in one's own locality should be chosen first because in addition to being convenient for travel, it also saves a lot on operating costs.

2. Suggestions for future research

2. 1. Learning resources in educational institutions should be studied and developed so that they can be used practically.

2. 2. There should be research and development studies on the use of learning resources and appropriate integration of government, local, and private agencies.

New Knowledge of research

Guidelines for using learning resources for learning in educational institutions under the Office of the Primary Educational Service Area of Nakhon Sawan Area 1 are as follows:
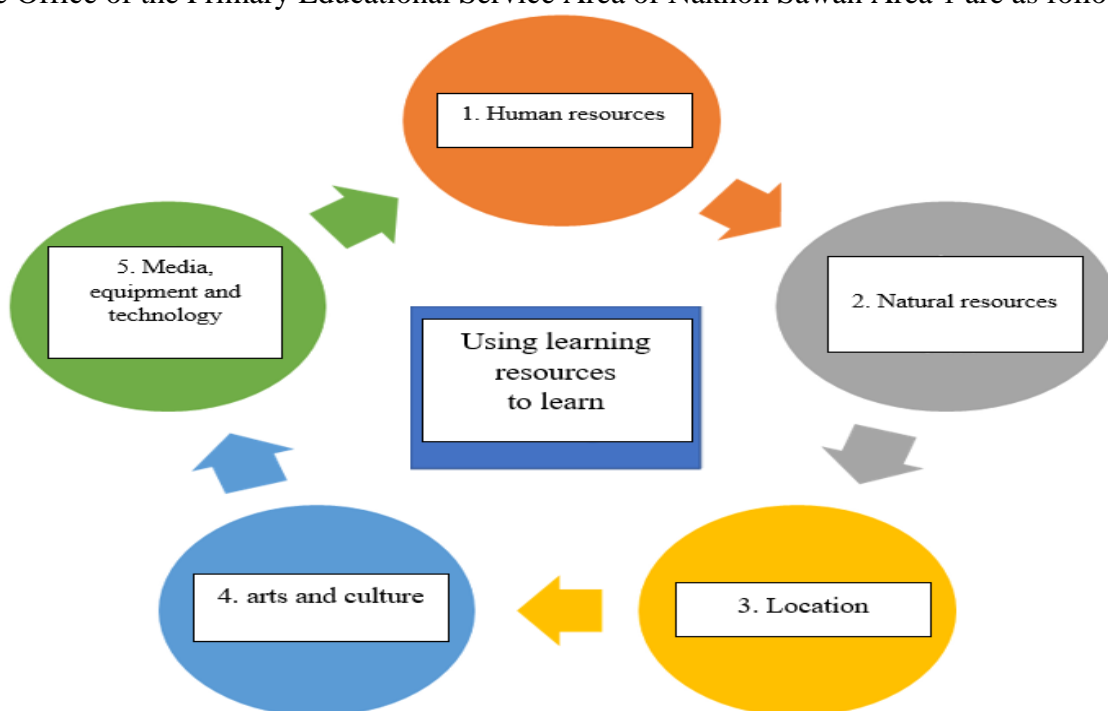

Figure 2 Shows the pattern of using learning resources for learning.

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