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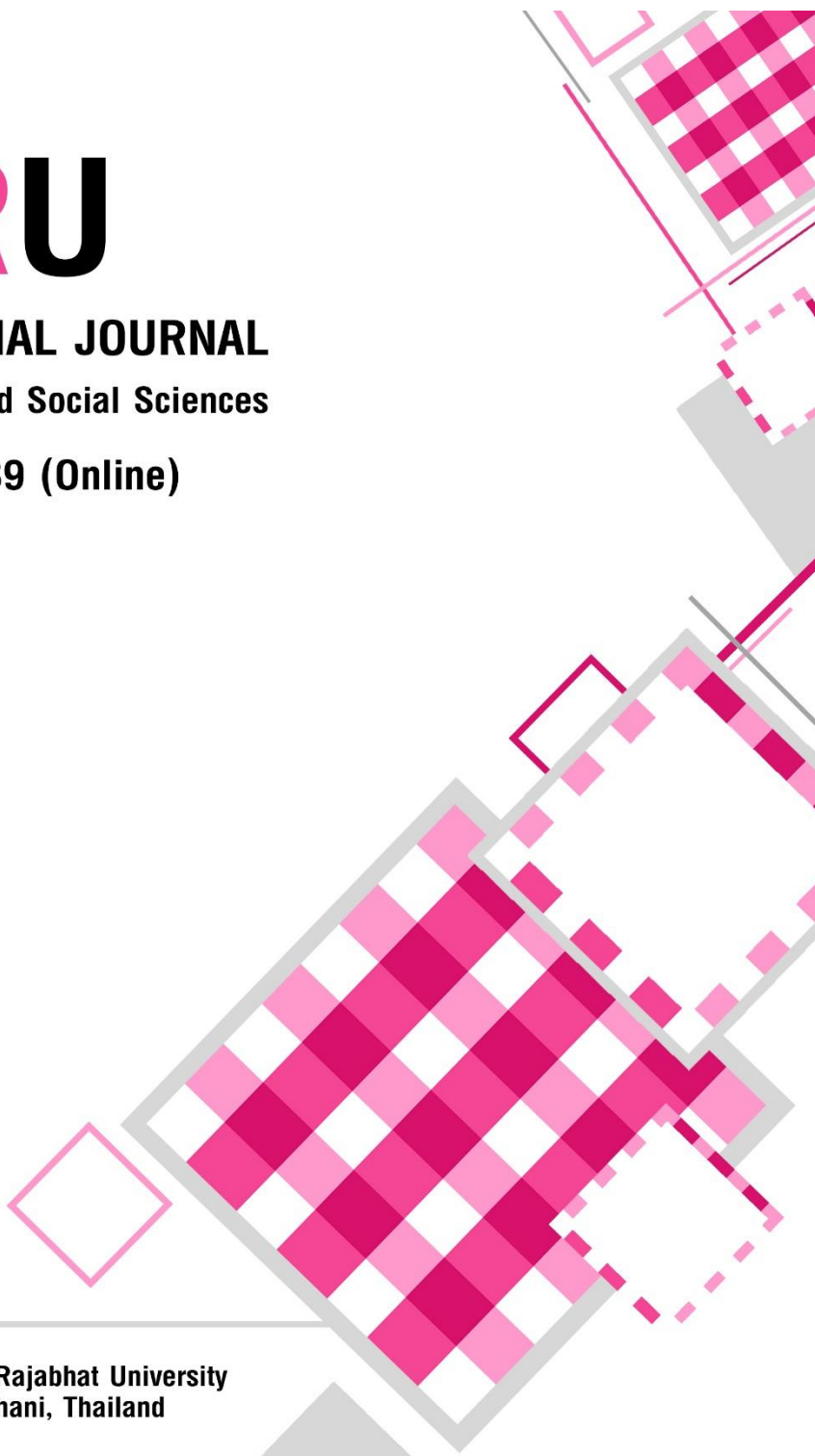
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Objective

As mentioned above the aim of this journal is to provide a platform and a means for disseminating and exchanging of knowledge and experience pertaining to academic advancement and research findings which may be beneficial for academy and society as a whole.

Deadline - Period of Publication

The UBRU INTERNATIONAL JOURNAL is a four-month academic journal (4 months per issue or 3 issues per year); the first issue is from January-April; the second from May-August; and the third from September-December.

Message from the President

Season's Greetings!

Dear Our Valued Readers:

Welcome to the Vol.3 No.1 of UBRU International Journal, a platform for sharing and exchanging academic works among scholars and researchers. We are delighted to release both online and hard copies of this journal, which aims to contribute to the academic development and advancement of the global community. On behalf of Ubon Ratchathani Rajabhat University, I express my gratitude to everyone who has contributed to the success of this journal. As a higher education institution, we are committed to promoting academic information, knowledge, and advancement in various fields to professors, researchers, and other personnel in academia. We invite esteemed lecturers, professors, and researchers from all over the world to showcase their research papers, academic articles, and accomplishments in this journal. Therefore, we welcome submissions from other institutions to publish in this journal.

We would like to extend our heartfelt appreciation and gratitude to everyone who has contributed and cooperated in the publication of this journal. We sincerely hope that you find this platform useful and informative for academic development and advancement.

Assoc. Prof. Thamarak La-ongnual
Acting President, UbonRatchathni Rajabhat University

EDITORIAL

Dear Valued Readers:

Greetings to all readers and a warm welcome to the year 2023. We are delighted to announce that the UBRU International Journal is now entering its 3rd year. Vol.3, No.1 (January-April) of the journal focuses on humanities and social sciences, and features content in English that has attracted the attention of scholars both within Thailand and abroad to publish their articles. The journal has a schedule of three issues per year, with publication dates in January-April, May-August, and September-December. We wish you all a happy and fulfilling year ahead.

Once again, we would like to invite our readers and interested persons to submit their academic articles or studies for publishing in our journal. Please contact us at ThaiJo system at https://so04.tci-thaijo.org/index.php/ubruij and website http://www.bba.ubru.ac.th/ubruij/.

We sincerely hope that you find this online journal meaningful, attractive and applicable in your situation. We also hope for your continued cooperation and contribution.

Asst. Prof. Dr. Pimook Somchob

Editor

Contents

Marketing Strategies Influencing Decision Making for Private University in Bangkok

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Abstract

The aim of this research was to investigate the marketing strategies employed by private universities in Thailand that influence students' decision to enroll in the Faculty of Education of private universities located in Bangkok. This study employed a mixed research design and collected data using questionnaires and structured interviews. The sample size included 400 students and 6 administrators from private universities, selected through simple random sampling with proportional allocation. The data collected through the questionnaire was analyzed using descriptive statistics such as percentages, means, and standard deviations. Additionally, t-tests, F-tests, and Song Pearson simple correlation coefficients were used for comparisons.

The findings revealed that the marketing strategy related to undergraduate course management or product marketing is of paramount importance. Moreover, it is seen as a means of encouraging graduates to pursue a master's degree and apply their knowledge to real-world work. Along with standardized course management, graduates also consider the reputation of the university's founder, the quality of professors, the image of the institution, the teaching tools, and the variety of disciplines available. Conversely, less significant marketing strategies include location strategy, promotional activities such as grants and installments for tuition, and pricing strategies. The latter has the least influence on the decision-making process for undergraduate and graduate studies.

Keywords: Marketing Strategies, Influencing Decision Making, Private University in Bangkok

Introduction

Currently, there is an urgent need for the supervision and development of graduate quality in Thailand across all relevant sectors. The education sector must strive to produce graduates that meet the demands of the labor market and other industries. Ensuring the quality assurance of graduates is vital both domestically and internationally for four reasons. Firstly, there is a significant variation in the quality of graduates among higher education institutions and graduate schools, which can have a negative impact on Thailand's overall reputation in the long term. Secondly, there is fierce competition in the quality of education management and graduate quality both nationally and globally. Thirdly, undergraduate institutions need to

develop knowledge that is recognized internationally. Lastly, undergraduate institutions must be able to provide social assurance that they are capable of producing quality graduates. (Nadda Kanjananont, 2019)

According to a survey conducted on the employment status of 5,693 Thammasat University graduates between August 2021 and May 2022, 71.33% (3,643 individuals) secured employment, 27.14% (1,386) continued their graduate studies, and 1.53% (78) remained unemployed. The remaining 33% had other reasons for not seeking employment or further education. (Yomchinda, T., Yomchinda, L., & Takgawitoonsak, N., 2018)

The aforementioned statistics indicate a growing trend among graduates to pursue advanced studies, driven by the expanding labor market in ASEAN that places great emphasis on quality labor, particularly in English language proficiency, which is the primary communication medium in ASEAN. Consequently, Thai universities face stiff competition from regional competitors such as Singapore and Malaysia, which are better equipped and prepared in English language proficiency. Failure to update the curriculum may cause the standards of Thai education to lag behind international competitors. It is imperative that educational institutions focus on improving the quality of education as their graduates will shape the future of the country. Public universities must adapt to the challenges of autonomy and provide quasi-business services to promote flexibility and freedom of management. In this regard, employing marketing strategies to attract new graduates is a critical goal and a strategic management priority for state universities. (Ratnatthanon Onchuun & Saipin Panthong, 2021)

The objective of this research is to study and develop effective marketing strategies for private universities in Bangkok, with a focus on influencing prospective students to enroll in the Faculty of Education at Bangkok Thonburi University. The study aims to identify the needs and expectations of prospective students, as well as their desired outcomes from studying at Bangkok Thonburi University in order to apply their knowledge for future success.

Objective

To study about the marketing strategies of Bangkok Thonburi University affecting the decision to study in the Faculty of Education, Bangkok Thonburi University in Bangkok.

Practical use

Bangkok Thonburi University and related agencies can use the results of this study as a guideline in creating a marketing strategy for the institution to influence student decision making.

Definition of Terms
1. Developing a marketing strategy involves identifying lucrative opportunities and creating a comprehensive marketing plan that encompasses the 7 Ps of marketing: product, price, process, people, physical evidence, location, and promotion.

2. Strategic service management involves incorporating essential marketing tools into the marketing mix to enhance the service delivery of a service-oriented business. This includes improving internal marketing, ensuring service quality, and establishing differentiation from competitors.

3. Public relations entails fostering positive relationships and mutual understanding between an organization or institution and its stakeholders. This can be achieved by leveraging

mass media platforms such as television, radio, newspapers, as well as participating in events and exhibitions, with a focus on achieving key performance indicators (KPIs).

4. The marketing mix encompasses several factors that influence students' decision-making, including:

4.1 Product: This includes the quality of education provided, the variety of academic programs offered, student facilities (such as air-conditioned classrooms, modern libraries, and computer services), the reputation of the institution, the number of graduates, and the institution's trustworthiness, as evaluated by the Office of Educational Standards and Quality Assessment (OBEC). Additionally, the ability of graduates to succeed in the workforce and receive recognition for their entrepreneurial skills are also important.

4.2 Price: This refers to the tuition fees for all courses offered by the institution.

4.3 Place: This refers to the location of the university, including the convenience, safety, and availability of parking spaces.

4.4 Promotion: This encompasses the methods used by the university to disseminate information and news to external parties, such as advertising and public relations.

4.5 Process: This relates to the service management process and ensuring customer satisfaction and loyalty to the institution.

4.6 People: This refers to the knowledge, abilities, and credibility of the employees of the institution.

4.7 Physical presentation: This includes aspects that are visible to the customer, such as color, shape, packaging, and the overall atmosphere of the institution.

5. A student in this context refers to an individual who has enrolled in a bachelor's degree program at Bangkok Thonburi University for the academic year of 2021.

Research Methodology

To conduct a research study on the marketing strategies employed by private universities in Bangkok to attract students to their Faculty of Education programs, the following six steps can be taken:

The first step involves conducting a thorough review of relevant theories and research papers on the marketing strategies of private universities. This will help in creating a conceptual framework for the study.

The second step is to summarize the findings from the review of literature and create a conceptual framework that will guide the research.

The third step is to develop questionnaires as research tools, using the conceptual framework as a guide.

The fourth step is to identify the population and sample to collect research data, and to collect and analyze the data.

The fifth step is to prepare a research summary that outlines the main findings of the study.

The sixth and final step is to develop and disseminate marketing strategies that can be used by private universities in the Bangkok area to attract students to their Faculty of Education programs.

Population and Sample
1.Population: The population for this research study is divided into two groups:

1) Students who graduated with a bachelor's degree in the academic year 2021 from public and private institutions under the Ministry of Interior. The total population is 658,135.

2) High-level personnel of private educational institutes, including project administrators and faculty members.

2. Samples: The samples for this research study are divided into two groups:

1) 400 students who graduated with a bachelor's degree in the academic year 2021 from six universities in Bangkok and its vicinity. The universities included are Bangkok Thonburi University, North Bangkok University, Sripatum University, Shinawatra University, Thonburi University, and Pathum Thani University. The pre-sampling method of Bangkok Thonburi University was used to select the sample.

2) High-level personnel of six private educational institutes, including rectors, academic vice presidents, committee members, and program directors. A specific random sampling method was used to select six individuals from each institute. The institutions were asked to recommend individuals who could provide the most information. The institutes included are Bangkok Thonburi University, North Bangkok University, Sripatum University, Shinawatra University, Thonburi University, and Pathum Thani University.

Research Tools

This research utilized a questionnaire consisting of both closed-ended and open-ended questions, with a total of 73 questions divided into 9 sections as follows:

Section 1: 9 questions regarding the individuals involved in creating the marketing strategy.

Section 2: 14 questions regarding Product Strategy.

Section 3: 6 questions regarding Pricing Strategies.

Section 4: 15 questions regarding Placement Strategies.

Section 5: 16 questions regarding Marketing Promotion Strategies.

Section 6: 6 questions regarding Process Strategies.

Section 7: 4 questions regarding People Strategy.

Section 8: 5 questions regarding Physical Presentation Strategies.

Section 9: 2 questions for Additional Ideas and Suggestions.

The Hypothesis of The Study

Based on a review of literature and related research, the study hypothesis can be formulated as:

1. Marketing strategies have a positive impact on students' satisfaction with their choice of university for study.

2. The various marketing strategies employed by private universities in Bangkok have differing effects on students' decision-making processes.

Research Findings

The data for this study was collected through a questionnaire completed by 400 graduating students in the academic year 2021 from six private universities in Bangkok and its vicinity, under the Ministry of Interior. Descriptive statistics such as percentage, mean, standard deviation, t-test, and F-test were used for data analysis, along with the Song Pearson simple correlation coefficient. The study's data analysis and research interpretation were divided into four parts.

Part 1 analyzed the importance of individuals in creating marketing strategies for private universities in Bangkok, and the hypothesis tested was that the Executive Committee's

average level of importance in creating marketing strategies was high. The study found that the most influential people were the rector, while the academic administrative staff had the least strategic role.

Part 2 analyzed students' opinions on factors affecting their decision to enroll in a private university in Bangkok, and the hypothesis tested was that the mean level of importance of these factors and strategies was high. The study found that the product strategy, including the founder's reputation and the number of PhD students, was the most important factor, followed by pricing strategy, including tuition fees and educational support. The study also found that the travel convenience factor, modern library, and beauty of the school were important in formulating a marketing strategy.

Part 3 summarized the students' opinions on the importance of factors in each strategy affecting their decision to enroll in a private university in Bangkok. There was no difference in opinions between the central region and the metropolitan area

Part 4 used factor analysis in each strategy to identify relationships and grouping factors. For the product strategy, the study found three factors: success and policy, reputation and employees, and the number of students in each educational level.

Overall, the study provided insights into the factors influencing students' decisions to enroll in private universities in Bangkok and highlighted the importance of product and pricing strategies in creating effective marketing strategies.

Discussion

The data analysis results are presented in six parts.

Part 1 examined the importance of individuals involved in formulating marketing strategies for a private university in Bangkok. The findings indicate that all levels of personnel play a crucial role in creating such strategies, with two levels of importance - very important and important. The Rector, Vice President for Academic Affairs, and Dean were identified as the most influential individuals, while administrative staff were deemed least influential. These results align with a study by Ratnatthanon Onchuen & Saipin Panthong (2021) on factors affecting the decision to enroll in private education schools.

Section 2 analyzed student opinions on factors influencing the decision to study in a private university in Bangkok, based on 7 strategies: product, price, location, promotion, people, process, and physical presentation. The results showed that the most influential factors were related to product strategy, such as the reputation of the institution, the teacher, and the image of the institution. Ease of travel was identified as the most important strategy. The most effective marketing promotion strategies were scholarships and tuition installments, while the most influential pricing strategies were tuition and education support fees. The importance of adapting teaching and learning methods to the situation was also highlighted. These results are consistent with previous studies by Muangmee, C. et al. (2021) and Maneerat Iad Ngamsom & Sasanan Wiwatthanachart (2020).

Part 3 compared opinions on factors influencing marketing strategies between students in central and regional regions and found no significant differences in their views. This corresponds to a study by Limrung Yuenyong & Narong Rit (2017) on factors affecting the decision to choose a study plan for arts and music at the secondary level of schools in Bangkok. The aim of this study was to create strategies to promote service marketing.

Part 4 of the study involved factor analysis of each strategy through correlation and grouping of factors. The results showed that the product strategy could be divided into two groups: policy and achievement, as well as image and reputation. Price and location strategies were not categorized into any groups, while promotion strategies were grouped into two categories - communication to create awareness and promotion. These findings are consistent with a previous study by Maneerat Iad Ngamsom & Sasanan Wiwatthanachart (2020).

In Part 5, the study tested the hypothesis that different marketing strategies of private universities in Bangkok would have varying effects on students' decision-making. The results revealed that the product strategy had the greatest influence on decision making, followed by location strategies and marketing promotion strategies in descending order of influence. The price strategy was found to have the least impact on decision making, which aligns with Songpol Soontrakul's findings. These results are also consistent with a recent study by Phophangphum, N. & Trisang, S. (2022).

Suggestion

The competition among universities and colleges in Bangkok is becoming more intense, with private universities not only competing against each other but also against public institutions such as Rajabhat University, which has been upgraded to university status. Public universities have the advantage of being less expensive than private universities, but private universities have an edge in terms of reputation, credibility, and quality of education, thanks to their access to experienced personnel, celebrity guest speakers, and advanced technology equipment. To enhance their competitiveness, private universities in Bangkok should focus on the following areas:

Issue 1: Differentiate their products by creating unique courses and specializations that set them apart from their competitors. They can also form alliances or sign Memorandums of Understanding with foreign universities to enhance the credibility of their courses.

Issue 2: Offer a diverse range of courses that meet the demands of the market. However, it is important to ensure that the university is well-prepared to offer these courses and has the necessary resources to maintain quality. Graduating students who are not well-prepared or who lack the necessary skills will have a negative impact on the university's reputation in the long run.

It is crucial for universities to maintain high standards of quality in their education business, as it differs significantly from other types of businesses. By implementing strategies that focus on product differentiation and meeting market demands, private universities in Bangkok can maintain their competitiveness and continue to attract students who are seeking high-quality education.

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Development of Reading Skills Training to Grasp The Lao Language for Students in The 2nd Year of Junior High School in Pakse City, Champasak Province, Academic Year 2021-2022

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Abstract

This study aims to develop an effective reading skill training method for second year high school students, measured by the 80/80 criteria, and to compare students' reading achievement before and after using this method. The sample population consists of 30 students from Pakse Teacher Training College, randomly selected from the first semester of the 2021-2022 school year. The study employs a Lao language reading skill training program, consisting of 12 subjects and a 30-question test to measure academic achievement. The findings indicate that:

1. The Lao language reading skill training model for second year high school students developed by the researcher is effective, meeting the 80/80 criteria with a score of 82.86/81.67.

2. After using the Lao language reading skill training program, students' academic achievement significantly improved compared to their achievement prior to the training, with statistical significance at a .05 level, consistent with the study's hypothesis.

Keywords: Development of Reading Skills, Reading Skills Training, The Lao Language, Junior High School in Pakse City

Introduction

Technology has connected the world and is driving rapid progress in various fields. This progress has also brought about significant social changes in the 21st century that affect the way of life of society as a whole. As a result, teachers must be proactive in preparing students with the necessary skills to thrive in a rapidly changing world. In the 21st century, learning skills are of utmost importance, and the organization of learning must change to equip students with the knowledge, abilities, and skills required. This requires a reform of teaching and learning management systems, as well as the preparation of various supporting factors that facilitate learning in the current era of high social competition. Given the comprehensive changes that occur in the social context, learners must strengthen their knowledge, skills, and specific expertise to navigate the social era of change effectively. The era of globalization has resulted in rapid progress and significant cultural changes that impact society in various dimensions. Therefore, it is a challenge for humans to define strategies and prepare for the changes that occur by creating innovative ways of learning that can support and adapt to these changes.

Reading is a universal means to acquire knowledge and wisdom for people of all nationalities, religions, classes, and genders. In today's society, reading has become increasingly vital, particularly in the face of constant changes. Although computer-mediated information may affect children's and youths' reading habits, reading remains a crucial component of education policy, with the government aiming to develop Lao society into a learning society that provides equal opportunities for learning and training throughout life. Wisdom is seen as capital to create jobs and generate income, with a policy that supports all parties to organize education, reform learning, prioritize students, promote self-learning, and encourage lifelong learning. The focus is on developing creative thinking, creating a love for reading, providing libraries, learning resources, and diverse learning media, and promoting the development of professional teachers with quality and virtue. The ability to read is essential to a student's success in learning, leading to the expansion of knowledge throughout life. Reading is the heart of teaching and learning activities for children and young people, and it is crucial for families, educational institutions, and communities to prioritize it. The principle of "reading is the path to success" must be emphasized, and efforts must be made to create a permanent habit of reading and continuous learning throughout life.

Despite the introduction of new teaching techniques and innovative methods in the classroom, teaching and learning activities can still fail. This is often due to the problem of reading comprehension, which is a prevalent issue in current teaching practices. Students struggle with comprehending the importance of reading, summarizing text, distinguishing between different types of information such as knowledge, correct information, and opinions. As a result, they are unable to fully benefit from reading, which in turn becomes a hindrance in learning and studying various subjects. (Department of Education, 2003:188)

The failure to teach reading skills effectively can be attributed to various factors. One of the main causes is the intellectual level of students, as some students struggle to grasp the concepts presented to them. Additionally, a negative attitude towards reading can hinder the learning process, and unengaging lessons fail to stimulate interest. Another significant problem is the lack of comprehension of reading materials, which can impact academic achievement. This issue is exacerbated by outdated teaching methods used by teachers who may not be adequately prepared to teach the material. Furthermore, some students may lack interest in reading or read slowly, which can lead to boredom and disengagement. (Velmayura Vunnin, 2014: 5) The problem with unsuccessful reading instruction is caused by the lack of engagement and interest from students during lessons. This can be attributed to a number of factors, including the students' level of intelligence, teaching methods that fail to stimulate interest, and a lack of student motivation leading to boredom.

Training style, practice style, or skill training style refers to the use of various types of teaching media by teachers to convey and exchange content, experience, ideas, skills, and attitudes with students. The purpose of using these media is to enable students to practice and develop knowledge, understanding, and skills necessary to achieve the learning objectives. The use of teaching media is essential in learning as it helps students acquire learning behaviors that encompass all aspects of knowledge, skills/processes, morals, and values needed for successful learning. (Ministry of Education Sunthonlot, 2003: 238) Skill training is a crucial component in teaching a language, as it allows learners to develop their abilities in reading, thinking, working with others, logical reasoning, and creative writing. It is a technique used to address problems in organizing teaching activities and is often used in combination with other teaching methods that focus on student-centered learning. Practicing language skills frequently is an effective way to develop fluency. On the other hand, neglecting to practice a skill for an

extended period can result in a decline in performance. However, with training and repetition, the skill can be improved. (SoukhaLith PianMak and Saay Thin in Thaphon, 1995: 65-82)

Using skill training as a teaching method is an essential element in an effective learning plan. To develop a skill training model that aligns with the principles of psychology, it is crucial to understand that learning occurs through repetition and practice, as stated by Thorndike. Lao language is a skill-based subject, and with regular practice, learners can attain proficiency. Additionally, the Ministry of Education Sunthonlot (2003: 130) emphasizes the significance of using training as an engaging and enjoyable medium in teaching. This approach can help learners remember the material more effectively and persistently.

Yupha Yamphong (2007: 15) also highlights the benefits of training as a supplement to textbooks in writing, which can help improve language skills, bridge the gap between individuals, and enhance language proficiency through consistent practice. In addition, Udon Phu Nkhuk (1996: 24-25) emphasizes the benefits of the practice method, which helps learners understand lessons better, memorize content and words persistently, enjoy learning, track their progress, and identify areas that need improvement. By reviewing the original content, students can recognize their weaknesses and teachers can save time while helping students use language effectively. Therefore, it is crucial to enhance the management of reading instruction and analyze teaching methods based on new ideas to create more effective teaching and learning approaches, boost motivation, and enhance students' academic achievements.

Based on the identified problem and its significance, the researcher has conducted a thorough review of relevant research papers to inform the planning and design of a classroom-based study aimed at developing a skill training model for reading the Lao language. The primary objective of this study is to engage second-year secondary school students by creating skill training content that is tailored to their learning pace and interests. This will include 12 sets of engaging stories, such as short stories, articles, poems, and songs, to improve the students' reading skills, address reading-related challenges, and foster a love for reading that can be applied in their daily lives. Ultimately, this study aims to encourage effective reading habits and increase students' academic achievement.

Objective

1. To develop a way to practice reading skills in Lao language to capture the attention of second year high school students to be effective according to the 80/80 standard.

2. To compare the reading achievement of students before and after learning with the Lao language reading skill training model to capture the students' second year of high school education.

Research Methodology

Population and sample

The population for this research consists of 2nd year high school students in the 1st semester of the 2021-2022 academic year. The sample group for this research consists of 30 2nd year high school students in the 1st semester of the 2021-2022 academic year at Pakse Teacher Training College in Pakse City, Champasak Province. The sample group was selected as a group.

Data Collection

This study is an experimental research where the data is collected by the researcher who teaches and spends 12 hours for teaching and 1 hour for testing using the following procedures:

1. The researcher conducted a pre-test with the students one day before the skill training session.

2. The researcher introduced the Lao language reading skill training method to the students and made sure they understood the procedure. Then, the students practiced the skill training method.

3. The researcher taught the content using the skill training method for 1 hour per session, with a total of 12 sessions, and allowed the students to practice the skill training method. The researcher checked the scores and informed the students.

4. After the 12 sessions, the researcher conducted a post-test using the original educational achievement test model and checked the scores.

5. The scores from the sub-tests in all skill training sessions and academic achievement scores from the pre- and post-tests were collected and analyzed to test the hypothesis.

The population used in this study is the 2nd year high school students in the 1st semester of the school year 2021-2022 at Pakse Teacher Training College, Pakse City, Champasak Province. The sample group consisted of 30 students who were selected by group.

Data Analysis

1. To analyze the effectiveness of the Lao language reading skills training model in capturing the attention of second year high school students, the researcher will collect data by taking scores from the sub-tests in each training module and finding the average percentage value. The scores will then be compared to the scores from the post-test of all students, and the average percentage value will be calculated according to the 80/80 standard (Sayyet Bang Suwan, 2010: 109).

2. To compare the success of the pre-test and post-test using the Lao language reading skill training model in capturing the attention of second year high school students, the researcher will use the dependent sample t-test formula (Bounpang Sinang, 2004: 109).

Conceptual Framework
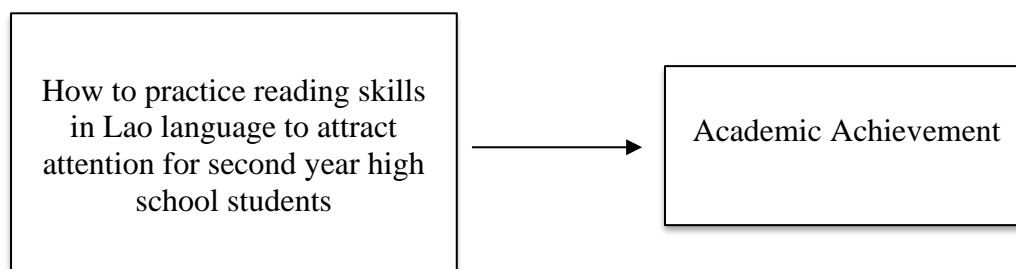
Figure 1: Conceptual Framework

Research Finding

Part 1 The results of analyzing the effectiveness of the Lao language reading practice for attracting students' attention

Table 1 Finding the effectiveness of the Lao language reading skill training model to attract attention for second year high school students

Using the Lao language reading skills practice to capture the attention	Full score	$\overline{X}$	S	P	E1 /E2
Between classes	120	99.43	7.23	82.86	82.86 /81.67
After school test	30	24.50	2.01	81.67	

From Table 1, it can be observed that the average score of the students during the study using the Lao language reading skills training method for second year secondary students was 99.43, with a standard deviation of 7.23. The efficiency value of the process was 82.86. On the other hand, the average score after using the Lao language reading skills training method to capture the attention of second year high school students was 24.50, with a standard deviation of 2.01. The efficiency value of the results was 81.67. Based on these results, it can be concluded that the Lao language reading skill training model to capture the attention of second year high school students has an efficiency that meets the set criteria of 80/80, which is 82.86/81.67 efficiency.

Part 2 Comparison of the difference in the academic achievement of students before and after school using the Lao language reading skills training model to capture the attention of second year high school students using Dependent Samples t-test as shown in Table 2

Table 2 Comparison of the difference in the academic achievement of students before and after school using the Lao language reading skills training method for second year high school students

Using the Lao language reading skills practice to capture the attention	n	$\overline{X}$	S	t	P
Before using the Lao language reading skills practice method to capture the meaning	30	8.90	1.99	**43.63	.00
After using the Lao language reading skills practice method to grasp the meaning	30	24.50	2.01		

Df = 29
**p < .01

Based on Table 2, the results of the experiment showed that the average score before using the Lao language reading skill training method to capture attention was 8.90, with a standard deviation of 1.99. The average score after using the method was 24.50, with a standard deviation of 2.01. The t-value was 43.63, indicating that there was a significant increase in academic achievement after using the training method with a significance level of .05, which supports the hypothesis set for this research.

Conclusion

In the study aimed at developing reading skills in the Lao language to capture the attention of second-year high school students, the following conclusions were drawn based on the research results:

1. The reading skill training method in the Lao language, designed to capture the attention of second-year high school students, was found to be effective, with an efficiency rating of 82.86/81.67, meeting the set criteria.

2. The academic achievement of second-year high school students after learning with the Lao language reading skill training method to capture their attention was significantly higher than before learning, with statistical significance at the .05 level, meeting the established criteria.

Discussion

In conducting a research on the development of Lao language reading skills training for second year high school students, the researcher determined the results of the research as follows

1. According to the set criteria, the experiment to determine the effectiveness of the Lao language reading skill training model for second-year high school students was successful, with a score of 82.86/81.67, demonstrating that the model is suitable for teaching and learning in the "Know the Lao Language" content group for the second year of secondary education. The researcher developed this model using a systematic and appropriate approach that involved selecting and organizing content, studying course materials, teacher manuals, and documents related to teaching and learning Lao language, conducting content analysis and determining behavioral objectives, and creating 12 learning units. The Lao language reading skills training for second-year high school students uses a top-to-bottom reading style that emphasizes the brain's function in capturing the significance of story sentences and words to understand the entire story and then return to analyze the text, sentences, and words in detail. This reading style is particularly useful when the reading material is at an intermediate level, and it aims to develop the reading comprehension of second-year high school students using songs, stories, chapters, news, advertisements, and articles that are categorized by their level of difficulty in the "Sakan" category. The selection of technical books for this training model is appropriate for the age and reading ability of the students. The thesis committee chairman has reviewed and approved the Lao language reading skill training method for second-year high school students developed by the researcher. Kulab Vongloun (2013) conducted a study on the effectiveness of an engaging reading skill training method for 6th grade students at Ban Non Som Bon School, Primary Education Area Office, Ratsimha City, District 3. The study found that the engaging reading skill training method was effective for 6th grade primary school students, with a score of 87.63/85.11, which exceeded the set standards. The academic

achievement of students who used the reading skill training method was also higher after the training compared to before, with statistical significance at the .05 level. Additionally, Vongloun conducted research on the development of an engaging reading skill training method using mind mapping for 3rd year primary school students. The study found that the training method for engaging reading skills using a mind mapping system was effective for 3rd year primary school students, with a score of 83.42/85.71, exceeding the set standard of 80/80. Moreover, academic achievement was higher after learning with the skill of reading comprehension using mind maps compared to before learning, with statistical significance at the .01 level.

2. The researcher developed Lao language reading skill training to capture information for secondary school students in the 2nd year based on teaching and learning psychology principles. The study found that the academic achievement after school with the training was higher than before with statistical significance at the .01 level. This is in line with the work of Naritha Sunthalat (2010: abstract) researched the development of engaging reading skills training content groups in Thai language learning in the third year of primary education. The study found that the effectiveness of engaging reading skills training was 87.72/86.36 and that captivating reading in the Thai language learning content group had higher academic achievement than before learning, but there was no statistical significance at the .05 level. Sirilat Ano's (2010: Abstract) research on the development of reading comprehension using the method of reading comprehension for third-year high school students found that the method was effective (85.18/84.33) and students had higher academic achievement than before school, with statistical significance at the level of 0.01. Phonthip Chaemhuan (2015: abstract) developed a method to practice reading skills to capture the importance of a set of folk tales and legends in Phet Boon province. The study found that the group of Thai language learning content for high school students in the 1st year was as effective as 84.25/86.08. Students' ability to read engagingly using the method of engaging reading skills Phetboun province had a good attitude towards learning Thai language. Nungyao Thongkan (2018: Abstract) developed a method to practice reading comprehension skills in Thai language for primary school students in year 3 of Mr. Samau in Rayong province. The study found that the method had an efficiency of 82.42/83.19, which is higher than the 80/80 standard set. Academic achievement after school using the Thai language reading skills training method for students in the 3rd year of primary education, Mr. Samau, Rayong province, had a higher grade level than before school, with a statistically significant level of .05.

In conclusion, the reading skill training model in Lao language developed by the researcher for second year secondary education students has been found to be effective with an efficiency rate of 82.86/81.67, meeting the set criteria. This suggests that the model can be effectively used in teaching and learning Lao language subject in the second year of secondary education, resulting in higher academic achievement compared to before studying with statistical significance at the .05 level.

Suggestion

Suggestions for Research Implementation

1. Lao reading skill training method for students in the second year of high school education can be used both to teach reading comprehension directly and to use additional teaching or special teaching for students who lack reading skills to develop and solve reading problems

2. Lao language reading skills training to capture the attention for second year high school students to use in the teaching and learning of the captivating reading skills should use a complete 12 sets of skill training so that the students can practice the reading skills continuously and in many ways.

3. Because the training of reading comprehension skills requires the use of reading and writing skills in meaningful media as the primary basis for the use of Lao language reading skills training for comprehension, so students with reading and writing problems should be given special care.

4. Teachers of Lao language and other subjects can bring their knowledge about the development of Lao language reading skills to capture the attention of second year high school students to use in the development of skills training or other innovations to develop students' skills.

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Using Group Investigation Model in Teaching Learning World Around Us at Grade 5 Sathit Primary School Pakse Teacher Training College

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Abstract

The purpose of this study is to investigate the effectiveness of using the group investigation teaching model to teach the World Around Us subject to grade 5 primary students. Specifically, the study aims to achieve the following objectives: 1) Evaluate the efficiency of lesson plans designed for the group investigation teaching model based on a set criteria of 80/80. 2) Assess the effectiveness of the group investigation teaching model in facilitating students' learning. 3) Determine the level of satisfaction among grade 5 primary students at Sathit Primary School with the group investigation teaching model for the World Around Us subject during the academic year 2021-2022. A purposive sampling method was used to select 30 students as the target group. The study utilized four lesson plans, four multiple choice pre- and post-learning assessments, small assessments in the form of four multiple-choice questions, and a 28-item assessment to evaluate students' satisfaction with the teaching and learning of the World Around Us subject using the group investigation teaching model.

The study yielded the following findings:

1. The lesson plans designed for the group investigation teaching model for the World Around Us subject for grade 5 primary students at Sathit Primary School demonstrated high efficiency with a score of (E1/E2) = 87.66/83.16, exceeding the set criteria of (80/80).

2. The group investigation teaching model was found to be effective in facilitating learning of the World Around Us subject for grade 5 primary students, with an effectiveness index (EI) of 0.724, indicating a student progress rate of 72.40%.

3. Students' satisfaction with the teaching and learning of the World Around Us subject using the group investigation teaching model for grade 5 primary students at Sathit Primary School, Pakse Teacher Training College was high, with a satisfaction level of 82.14%.

Keywords: Using Group Investigation Model, Teaching Learning, Sathit Primary School Pakse, Pakse Teacher Training College

Introduction

The concept of curriculum development for general education schools in the Lao People's Democratic Republic emphasizes the importance of documents, goals, and plans in constructing the curriculum. As part of the primary curriculum from Grade 1 to Grade 5, the World Around Us subject is still considered new in our country. This subject aims to provide students with the opportunity to develop their problem-solving skills, cultivate their ability to

conduct independent research, and foster a positive attitude towards science, society, and the environment. The current curriculum emphasizes a shift from teacher-centered instruction to a problem-solving approach that prioritizes scientific process skills. Students are encouraged to engage in classroom and out-of-classroom learning activities according to defined procedures. (Ministry of Education Research Institute of Educational Science, 2005:1-3)

Group teaching is an essential approach that can help students develop their curiosity and problem-solving skills. To be effective, the problem presented to students must be meaningful and engaging, inspiring them to seek answers. Conflicting ideas can also motivate students to pursue more knowledge or a resolution that satisfies all parties involved. Since humans are social beings, interacting with others is necessary to fulfill physical, intellectual, emotional, and social needs. When conflicts of ideas arise, individuals must strive to find a clear solution that is acceptable to everyone involved. Seeking knowledge involves applying previous experiences or knowledge to new situations to gain a deeper understanding. (Ministry of Education and Sports, 2016)

After observing the teaching practices of grade 5 teachers at Sathit Primary School, Kupakse University, it became apparent that many teachers still rely on outdated teaching methods. Furthermore, the current teaching activities are not adequately designed to provide students with opportunities for self-directed learning. As a result, students do not engage in the learning process as much as they should, and many of them simply follow the teacher's instructions without actively participating in class. Additionally, the students lack teamwork skills, which further contributes to their disinterest in learning. Consequently, the average results for both sections were low at 6.50 for the 2021-2022 school year. To address this issue, teachers need to develop activities that are better suited to the students' interests and environment. (Kupakse University, 2016)

Given these challenges, the researchers are exploring the use of the Group Investigation model for teaching the world around us, with a particular focus on the history section. This approach aims to promote collaboration among students during learning activities, fostering a sense of unity and encouraging the exchange of ideas. By working together, students will have the opportunity to develop their abilities and enhance their knowledge acquisition.

Objective

1. To evaluate the effectiveness of using the group-based learning method in organizing learning-teaching activities for the world around us subject for 5th grade students at Sathit Primary School, Kupakse University based on the set criteria of 80/80.

2. To assess the effectiveness of students' learning after using the group-based learning method in organizing learning-teaching activities for the world around us subject for 5th grade students at Sathit Primary School, Kupakse University.

3. To determine the satisfaction level of 5th grade students at Sathit Primary School, Kupakse University towards the use of the group-based learning method in organizing learning-teaching activities for the world around us subject.

Research Methodology

As this study follows an experimental design, the researcher has chosen 30 fifth-grade primary school students (13 girls) from Kupakse University Sathit Primary School as the actual testing site. The sample group was obtained using purposive sampling, a specific random sampling method.

In this study, data collection was conducted with 5th grade elementary students from Kupakse University during the first semester of the 2021-2022 school year, which involved the following steps:

The first step in data collection for this research involved requesting permission from the Dean of the Faculty of Education of the National University to collect data from the Board of Directors of the Sathit Primary School of Kupakse University. A formal letter of permission was requested and obtained.

1. Conducted self-teaching experiments with a sample group of 30 5th grade primary school students from Kupakse University Sathit Primary School, using a prepared tutorial consisting of 4 lessons, taking a total of 7 hours. Measured student achievement before, during, and after the teaching sessions.

2. Conducted a student satisfaction survey to gather feedback on the group-based learning method used in the teaching sessions.

3. Analyzed the collected data to evaluate the effectiveness of the group-based learning method in promoting student achievement and satisfaction in the 5th grade primary school students of Kupakse University.

Research Results and Chapters

The study on the management of teaching and learning about the world around us by using the Group Investigation model for 5th-grade students at Sathit Primary School, Kupakse University during the 2021-2022 academic year resulted in the following findings:

The study investigated the effectiveness of using the Group Investigation Model for teaching and learning about the world around us among 5th-grade students at Sathit Primary School, Kupakse University in the academic year 2018-2019. The results showed that the effectiveness of the lessons (E_1/E_2) was 87.66/83.16, which exceeded the set threshold of 80/80.

1. The effectiveness index of using the Group Investigation Model for teaching and learning about the world around us for 5th grade primary school students at Sathit Primary School, Kupakse University, was found to be 0.724, indicating an increase in student progress by 72.40%.

2. A student satisfaction survey conducted at Sathit Primary School, Kupakse University, showed that 82.14% of the students were satisfied with learning and teaching using the Group Investigation Model in the subject of the world around them for 5th grade students.

Conclusion

Based on the results of the research on the management of teaching and learning in the world around us using the group investigation model, the following conclusions can be drawn:

1. The effectiveness of using group-based learning in teaching world subjects to 5th grade students was found to be high, with an effectiveness score (E_1/E_2) of 87.66 / 83.16, exceeding the threshold of 80/80.

2. The effectiveness index of student learning using group-based learning in teaching global subjects to 5th grade students at Sathit Primary School, Kupakse Midak University was 0.724, indicating a progress rate of 72.40%.

3. Students in the 5th grade at Sathit Primary School, Kupakse University who learned using the group-based learning method in teaching world subjects expressed high levels of satisfaction, with 82.14% of students being very satisfied.

Discussion

Based on a research study on teaching and learning management in the subject of the world around us using the Group Investigation Model for 5th grade elementary school students, the following conclusions were drawn:

In a research study conducted at Kupakse University during the academic year 2021-2022, the researchers focused on the management of teaching and learning about the world around us using a group investigation model for fifth-grade students in primary school. The key findings of the study are summarized as follows:

The effectiveness of teaching and learning about the world around us by using the group investigation model (Group Investigation Model) for primary students in the 5th grade of Sath Primary School, Kupakse University in the academic year 2021-2022 was found to be high. The effectiveness of the lesson (E_1/E_2) was equal to 87.66 / 83.16, which exceeded the set threshold of 80/80. This was due to the systematic creation and quality control process of the lessons. Suggestions for improvement were received from 5 professors and experts who checked the content of teaching-teaching management in terms of entering the lesson, teaching-teaching management with six learning stages, lesson summary, measurement and evaluation, and advice-admonition. The lessons were trialed with primary grade 5 students of Keo Udom Primary School before being improved and corrected for shortcomings and then applied to primary grade 5 students of Sath Primary School, Kupakse University. Additionally, teaching-learning management using the method of seeking knowledge in a group gave students the opportunity to seek knowledge and put it into practice, fostering responsibility and self-learning. This approach is consistent with the theory studied by Phon Pheun Mowin (2016) who developed a web-based knowledge learning management model with the mind map to develop the scientific process of 5th-grade primary school students. The efficiency of this approach was equal to 85.09/81.50, which was higher than the set standard.

The effectiveness index value of using the Group Investigation Model for teaching and learning about the world around us for primary school students in the 5th grade at Sathit Primary School, Kupakse University, is 0.724, indicating a progress increase of 72.40%. Organizing learning in a group-based manner to learn about the world around us encourages students to work together, conduct academic research, and seek out information sources, resulting in individuals being able to take independent action and exchange opinions with each other, making group work more efficient. This is in line with the research conducted by Kota Primary

School (2011), which studied the academic achievement and analytical abilities of 1st-year high school students who received group inquiry-based learning activities and created thought diagrams. The students showed a statistically significant difference in their analytical thinking abilities at the 0.01 level.

The students in the 5th grade at Sathit Primary School, Kupakse University, expressed high levels of satisfaction with the group-based teaching method used to learn about the world subjects, with 82.14% of students reporting satisfaction. This method focuses on students' freedom to learn based on democratic principles, work collaboratively, and explore knowledge from various sources, which promotes a love of learning and research for self-knowledge. Moreover, it encourages students to be aware of academic research methods and sources of information so that they can take independent action and exchange ideas with each other, leading to more effective group work. This teaching style aligns with the theory of Salot Xai Sombat (1991: 17-18), where high-level needs are the driving force for humans to communicate and collaborate to achieve results, leading to a wide exchange of ideas and cooperation to meet various human needs.

Suggestion

Suggestions for Research Implementation

1. Teachers who plan to use the Group Investigation Model in their teaching-learning activities should thoroughly study the theory of the Group Investigation Model and the group process theory to understand the methods and techniques in detail. This understanding will help students develop skills to learn together democratically and independently.

2. Teachers using the Group Investigation Model to organize teaching and learning activities should study the objectives, theories, and teaching procedures in detail to enhance the effectiveness of their teaching.

3. Teachers should be well-prepared with teaching materials, teaching-learning media, and research data to ensure that learning objectives can be met.

4. Teachers should allocate time to teach each step appropriately, considering the activities to be completed to achieve the objectives of teaching and learning.

5. Teachers should arrange group activities for students of different levels (advanced, intermediate, and weak) so that students can discuss and exchange comments with each other.

6. Teacher evaluation management should include individual and group sub-tests to collect scores for assessment.

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The Hybrid Teaching Management System on Art Education Subjects in Haizhou Senior Middle School of Fuxin City

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Abstract

This quantitative research study aims to investigate the management system for online teaching of art subjects with collaborative learning techniques for students at Haizhou Senior Middle School of Fuxin City. The data collection tool used was a questionnaire with a rating scale of 38 items divided into three aspects, namely 15 items on presentation content, 14 items on design process techniques, and 9 items on attitude. The score was based on a 5-point Likert scale, and basic statistics such as percentage, mean, and standard deviation were used to analyze the data.

The findings of this study suggest that:

1.The educational results of teaching and learning in art education in elementary school, assessed based on behavioral objectives and accurate content, can be used to develop an online teaching management system in art education with collaborative learning techniques.

2.The online learning management system in art education with collaborative learning techniques developed for level 6 students using the methods presented in this study can ensure sufficient quality for implementing an online learning management system. The developed art education course is practical and effective.

Keywords: The Hybrid Teaching Management System, Art Education Subjects, Haizhou Senior Middle School

Introduction

The COVID-19 pandemic hit China and the world hard at the beginning of 2020. In response to the crisis, the Ministry of Education issued guidance on organizing and managing online teaching in colleges and universities during epidemic prevention and control. This required universities to make full use of online MOOCs and high-quality teaching resources to ensure the progress and quality of teaching during the epidemic prevention and control period, and to achieve "continuous teaching and suspension of classes". Colleges and universities across the country launched the largest online education campaign to date, with educational content, tools, and platforms pouring in like a flood. Online teaching quality evaluation has become an essential part of the online education service guarantee. The traditional offline teaching quality evaluation system is no longer applicable to this new form of online teaching.

Therefore, a new teaching quality evaluation system should be established with the change of teaching form. Thanks to the rapid development of information technology and the in-depth application of big data, cloud computing, and mobile Internet, various online platforms can provide rich educational big data. However, selecting meaningful data from a vast database and analyzing the data to evaluate teaching quality remains an urgent problem to be solved. The use of education data can help improve the quality of education, promote education fairness, individual learning, optimize the allocation of resources, and assist in scientific decision-making for education. This not only has great significance for online teaching management during the outbreak but also provides perfect security support for the rapid development of online teaching. Teachers, students, and schools must adapt to this new form of education, and online teaching quality evaluation is an essential step in ensuring that quality education is delivered to students. (Chai-Arayalert, S., Boonsawaeng, W., Warintarawej, P., Saetang, W., & Thadadech, 2022)

The National Education Act of Thailand, B.E. 2542, as amended by B.E. 2545 and 2010, prioritizes the development of individuals through education that emphasizes balance and believes in the capacity of everyone to learn and grow. To this end, the Ministry of Education has adopted the 2008 Basic Education Core Curriculum as the main framework for education in the country, with the goal of fostering learners who are intelligent, capable, and able to lead fulfilling lives. The management of education is guided by principles, aims, and learning standards, and the Ministry has established 8 subject groups to guide learning, with the first group focusing on foundational skills such as problem-solving and critical thinking. The Thai language is an important component of this first subject group and serves as a means of communication and a symbol of cultural identity. The Ministry aims to ensure that learners achieve proficiency in reading and writing Thai language, with the goal of promoting effective communication and self-improvement. (Chuan Charoen's eyes, 2022) These goals align with the Office of Basic Education Commission's (OBEC) policy of prioritizing skills development in students, particularly in the areas of literacy. OBEC has set important goals, including the development of reading and writing skills in the first grade and the achievement of fluency in reading by the second grade. Overall, the aim is to raise the level of Thai language learning achievements to a higher level.

On December 4, 1996, His Majesty King Bhumibol Adulyadej delivered a speech at the Dusitalai Hall, Chitralada Park on the occasion of his birthday, emphasizing the importance of education and the declining use of Thai language among Thai people due to modern schooling practices. He stressed the need for all Thai people to learn and master the Thai language as it is the identity of the nation's wisdom and a vital tool for communication. In a speech given by Her Royal Highness Princess Maha Chakri Sirindhorn on managing Thai language learning for the Thai Language Teachers Association of Thailand at the Ambassador Hotel in Bangkok, she highlighted the significance of reading, writing, and basic numeracy skills for everyday life. (Nartthanarung, A., Songkram, N., Thangsittichok, S., & Chutithammanan, L, 2023) Her Majesty Queen Sirikit, the Queen Mother, also emphasized the importance of education and the promotion of literacy skills among the Thai people. These speeches align with the National Education Act (No. 4) B.E. 2562, which focuses on quality development as a guideline for driving the curriculum and learning management. The Office of the Basic Education Commission (OBEC) has a policy to follow up on student literacy solutions, aiming to promote and develop students' reading and writing fluency to improve their achievement in learning the Thai language. (Naree Yajeno, & Wichai Naphapong, 2023).

Objective

1. The objective is to create an online teaching and learning management system that focuses on art subjects and utilizes collaborative learning techniques for students enrolled in Haizhou Senior Middle School of Fuxin City.

2. The aim is to evaluate the efficacy of the online teaching and learning management system, which emphasizes art subjects and employs collaborative learning techniques, for students at Haizhou Senior Middle School of Fuxin City.

Literature Review

Online Instructional Management

In contemporary academic and educational research, online learning has become a significant topic of discussion. With the advent of the 21st century, both teachers and learners can access knowledge from anywhere and at any time. (Chanunan, S., Prachanban, P., Kornpuang, A., & Kaewurai, W, 2023) However, managing online learning effectively remains a challenging issue, particularly when it comes to managing online learning for children at the basic education level. Teachers must be cautious in creating teaching materials and managing student behavior during online learning. Additionally, they must educate students on safe internet usage. Thus, employing a systematic design and development approach in teaching planning and design can enhance the efficacy of online learning. (Ratchapakdee, P., Chamnankit, P., & Wonganusit, V, 2023)

Since December 2019, and continuing into 2021 and beyond, Thailand and many countries around the world have faced a crisis due to the outbreak of a new strain of virus, COVID-19, which has caused fear and damage both economically and socially. This crisis has had a huge impact on the education system worldwide, as schools and universities, which are sources of knowledge and training for students, were temporarily closed to curb the spread of the virus. Many schools have adapted by utilizing technology to organize online teaching and learning. While attempts were made to use technology in teaching and learning earlier, it was not taken seriously until the outbreak of the COVID-19 crisis, which has accelerated the use of technology in education. Schools and educational institutions have adapted to lead the way by using Information and Communication Technology (ICT) in teaching and learning to stay up-to-date.

The adoption of online learning models has many dimensions and should be applied according to the context. The outbreak of the Covid-19 virus has resulted in a new lifestyle called the "New Normal", which is a different way of life that has been rapidly and severely affected, causing a transition to a new way of living. This new way of life includes different ways of thinking, learning methods, communication methods, practices, and management. (Sittioum, R., Chaisomtakul, P., & Wilaikul, S, 2023) In Thailand, preparations began to support the outbreak of the Covid-19 virus in February 2020, just before the end of the semester. The government declared a state of emergency in March 2020, (Tubtimtong Korbuakaew, Krirkkiat Korbuakaew, & Somkiat Korbuakaew, 2023) followed by an announcement to postpone the start of the semester from May 16 to July 1, 2020, to reduce the severity of the Covid-19 epidemic in educational institutions. In the first phase, education was arranged using a gradual waiver of the use of school buildings or educational institutions. The teaching model was conducted both online through distance learning television (DLTV) and offline in the classroom, using a blended approach or learning at home with family, depending

on the suitability and context of each school. Social distancing is also necessary in everyday life.

The authors reviewed literature on the challenges of teaching and learning during the COVID-19 epidemic and the adoption of new learning models in response to the situation. They discussed the concept of the "New Normal," which refers to the new lifestyle and learning methods that have emerged as a result of the pandemic. The authors also reviewed the use of Information and Communication Technology (ICT) in education and the various dimensions of online learning models. The literature review provides a theoretical basis for the authors' research on the experience of a school in Bangkok that implemented fully online learning during the pandemic.

Conceptual Framework

This study focuses on the implementation of a Hybrid Teaching Management System in the context of Art Education subjects at Haizhou Senior Middle School in Fuxin City. The conceptual framework for this research is based on the theory of Online Instructional Management. The specifics of this framework are detailed as follows.

Independent variables   Dependent variable

General Information

1. Educational level
   1.1 Undergraduate majoring in fine arts, Hebei University
   1.2 Master of fine arts, Hebei University
2. Gender
   2.1 Male
   2.2 female

Education and Analysis
- Art Education course Concepts, theories and related research
- Online teaching style
- Techniques for learning management together
- learning management system
-Application system

Design and development of an online teaching and learning management system in art education
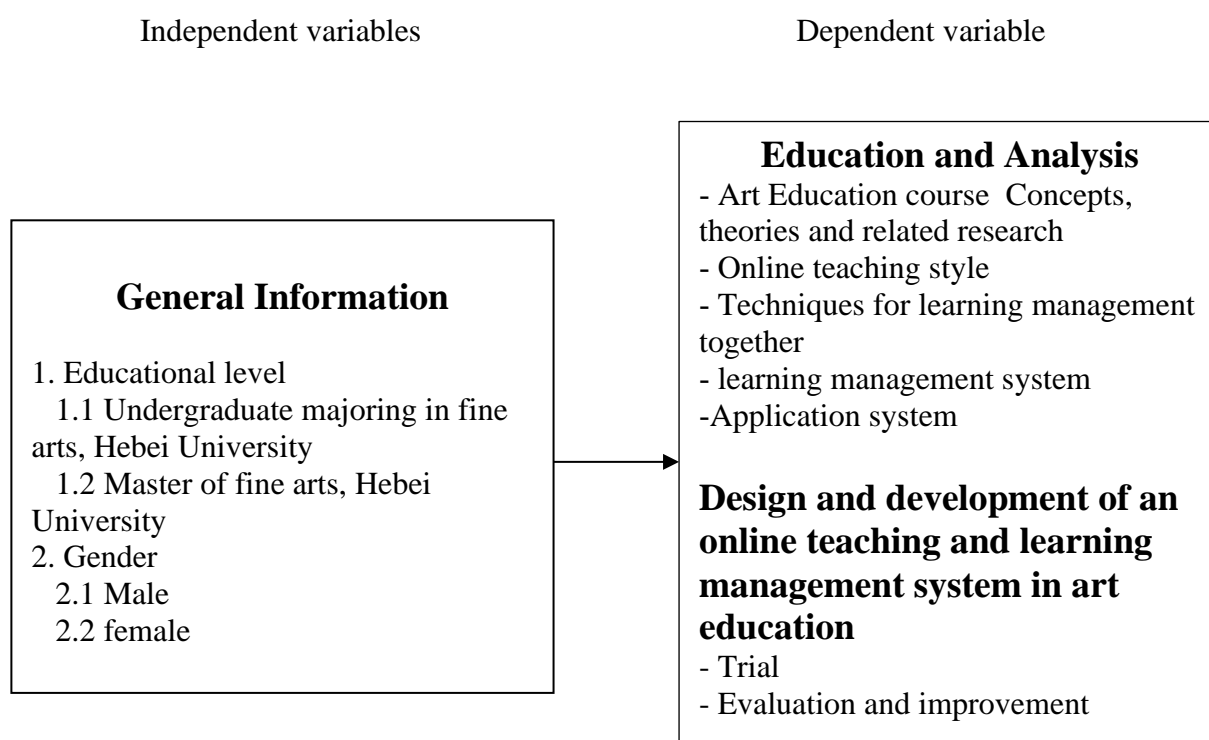- Trial
- Evaluation and improvement

Figure 1: Conceptual Framework

Research Methodology

Population and Sample

The study utilized a sample of high school students from Haizhou Senior Middle School in Fuxin City. In the first semester of the academic year 2021, a total of 55 students were enrolled in the study. These students constituted the research sample, which was drawn from the population of high school students at the school.

How to Create Research Tools

Develop a quality assessment form for an online platform for managing art courses, which utilizes collaborative learning techniques for students. The form should include a rating scale as well as an open-ended section at the end, to gather opinions and suggestions. The Likert method should be employed, with scores ranging across 5 levels. The scale should be adapted from the concept proposed by Phongsak Phakamach (2012).

The process of creating a questionnaire to gather the opinions of art teachers in secondary education regarding an online teaching management system for art subjects with collaborative learning techniques for students at the secondary level involved several steps, which are outlined below:

1. The researcher began by studying various sources of data, including documents, books, journals, research studies, and existing questionnaires, in order to gain an understanding of how to create an effective questionnaire.

2. Based on this research, a 38-item checklist questionnaire was created, covering three main aspects: 15 items on content presentation, 14 items on design process techniques, and 9 items on attitude. Each item was rated using a 5-level Likert scale, as recommended Phongsak Phakamach (2012).

3. The completed questionnaire was reviewed by experts to ensure its content accuracy. The researcher also consulted educational measurement textbooks to include questions about emotions, as advised by the experts.

4. A trial version of the questionnaire was then distributed to 30 art teachers who had previously taught this content. Their feedback was used to make any necessary adjustments to the questionnaire.

5. The alpha coefficient of Cronbach was calculated using the returned questionnaires, and the overall confidence value of the questionnaire was found to be 0.9576.

6. The finalized questionnaire was published for use in further data collection.

7. An achievement test was also developed and published to supplement the questionnaire in gathering information.

Data Analysis

1. Calculate the fundamental statistical measures, including percentage, arithmetic mean, and standard deviation, for test scores in each unit and achievement scores after learning.

2. Evaluate the effectiveness of the online teaching and learning management system in art subjects, using collaborative learning techniques for high school students, by determining the percentage of the average score.

   - Evaluate the effectiveness of the online teaching and learning management system in art subjects for secondary school students, using collaborative learning techniques, by analyzing the efficiency index.

- Conduct a comparative analysis of learning achievement before and after learning, using t-test statistics for dependent samples.

- Analyze expert opinions on the online art teaching management system with collaborative learning techniques for students, by calculating the mean $\overline{X}$ and standard deviation (S.D.) and comparing them to the predetermined assessment criteria using a 5-point rating scale.

- Analyze the quality of the online teaching and learning management system in art subjects for secondary school students, using content analysis to examine the interview form.

Research Findings

Objective 1: The study demonstrated that the developed online teaching and learning management system in art, utilizing collaborative learning techniques, for level 6 students aligns with the 2008 core curriculum of basic education for the art subject group. The proposed methodology ensures sufficient quality for practical implementation of the developed art education online learning management system for level 6 students.

An illustrative example of the online teaching management system for art education, using collaborative learning techniques for level 6 students, is presented in the following table:

Table: Example of Online Teaching Management System for Art Education with Collaborative Learning Techniques for Level 6 Students.
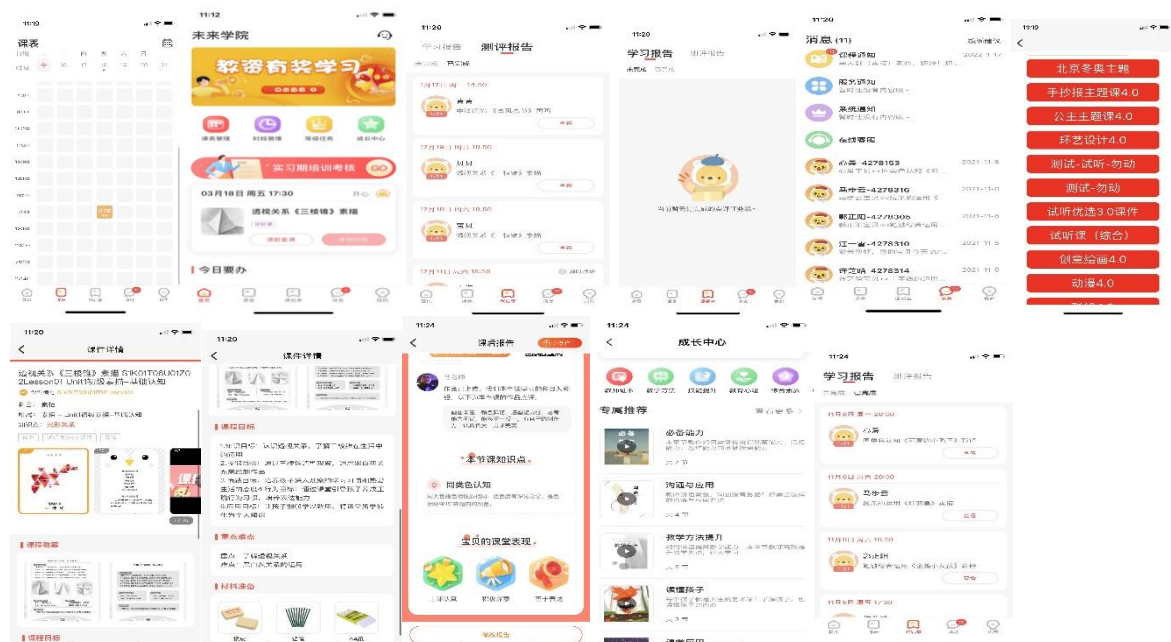

Figure 2: The image displays the video of the lesson and the pre- and post-class test.

Part 1: General Characteristics of the Respondents

The analysis presents an overview of the general characteristics of the respondents, classified by gender.

Table 1 Shows the data by gender. (N=55).

Sex	Number (person)	Percentage
Man	26	47.50
Female	29	52.50
Together	55	100

Table 1 displays the data categorized by gender. The findings indicate that the majority of the respondents were female, with a count of 29 individuals, accounting for 52.50% of the total. Meanwhile, there were 26 male respondents, accounting for 47.50% of the total.

Table 2 Presents the results of the analysis on the content of the presentation towards the teaching and learning management system in art education. The analysis includes an overall assessment as well as an assessment for each aspect, specifically, the use of a joint learning management technique for grade 6 students.

List	$\bar{X}$	S.D.	Assessment Criteria
1. The content of the presentation			
1.1 The amount of content in each lesson.	4.20	0.75	a lot
1.2 Correspondence between content and purpose.	4.80	0.40	the most
1.3 The suitability of the content and the level of the learners.	4.20	0.75	a lot
1.4 Clarity and accuracy in describing the content.	4.40	0.80	a lot
1.5 The order of content is continuous, making it easy to read and understand.	4.00	0.89	a lot
1.6 Lessons are difficult to suit the level of learners.	3.60	0.49	a lot
1.7 Content is useful to learners and can be applied.	3.80	0.45	a lot
1.8 The format of the presentation of the content is interesting.	3.60	0.79	a lot
1.9 Students can learn content from lessons together more conveniently and quickly.	4.40	0.80	a lot
1.10 Consistency between the test and the content.	3.80	1.17	a lot
1.11 Appropriateness of the test to the content.	3.80	0.75	a lot
1.12 Number of questions of the test.	3.80	1.17	a lot

List	$\overline{X}$	S.D.	Assessment Criteria
1.13 Appropriateness of questions.	3.60	0.49	a lot
1.14 Reporting the results of each questionnaire.	4.60	0.80	the most
1.15 Clarity of commands in the test.	4.20	1.17	a lot
2. Technical design process			
2.1 Lesson usage explanations are clear and easy to understand.	3.60	0.80	a lot
2.2 Collaborative learning formats in lessons are easy to use.	4.60	0.49	the most
2.3 The menu ordering is appropriate.	3.80	0.75	a lot
2.4 Format size and the color of the letters is clear.	4.20	0.75	a lot
2.5 Images / tables / videos can convey meaning.	4.00	0.89	a lot
2.6 The screen design is appropriate and comfortable on the eyes.	3.40	1.20	moderate
2.7 The graphics and colors in the lesson design are appropriate.	3.40	0.80	moderate
2.8 Learners interact with lessons appropriately.	4.20	0.75	a lot
2.9 There is an appropriate control over the order of learning.	3.80	0.98	a lot
2.10 You can choose different topics as needed from the lesson.	4.00	1.10	a lot
2.11 The language used in the menu commands is clear and easy to understand.	4.20	0.75	a lot
2.12 Convenience in linking information within the lesson.	4.40	0.80	a lot
2.13 Data download speed.	4.40	0.49	a lot
2.14 Content using language that is easy to understand and clearly conveys the meaning.	4.40	0.49	a lot
3. Attitude			
3.1 Lessons are interesting and motivate to learn.	4.25	0.83	a lot
3.2 Lessons can be learned anytime and anywhere as needed.	4.80	0.40	the most
3.3 Lessons make learners both knowledgeable and enjoyable.	3.80	0.75	a lot

List	$\overline{X}$	S.D.	Assessment Criteria
3.4 Learners are satisfied with the lessons developed and can be used in teaching and learning.	4.00	1.10	a lot
3.5 After completing the lesson, learners have more knowledge and understanding of art education.	4.40	0.49	a lot
3.6 Students want to learn by providing online teaching and learning in art education with collaborative learning techniques in other content.	4.40	0.80	a lot
3.7 Lesson-based learning is more interesting than conventional classroom learning.	4.20	0.75	a lot
3.8 Lessons are linked to other resources to provide a diverse and appropriate exchange of learning resources.	4.40	0.80	a lot
3.9 The management of online teaching and learning in art education with collaborative learning techniques can increase learners' learning achievements.	4.80	0.40	the most
3.10 Characteristics of online teaching and learning management in art education with collaborative learning techniques as a whole.	4.60	0.49	the most
Total	**4.12**	**0.76**	**a lot**

The analysis presented in Table 2 indicates that the development of an online teaching and learning management system in art education, utilizing collaborative learning management techniques for Prathomsuksa 6 students, received a high overall rating ($\overline{X}$=4.12, SD=0.76) with a positive assessment across all aspects. Specifically, the content aspect of the presentation ($\overline{X}$=4.05, SD=0.78) accounted for 81.06%, the design process technical aspect ($\overline{X}$=4.03, SD=0.79) accounted for 80.57%, and the attitude aspect ($\overline{X}$=4.34, SD=0.69) accounted for 87.30%, respectively.

Conclusion

In the research study on "Online Instructional Management System in Art Education with Collaborative Learning Techniques for Level 6 Students," the elements of online teaching and learning were identified as critical components for effective teaching and learning. These elements need to be designed to align with the actual situation and can be adapted to suit the needs of the students. However, the readiness of these components should be evaluated, including a strengths and weaknesses analysis of their use to ensure that the online teaching approach is appropriate.

It should be noted that the success of online teaching and learning does not solely rely on ICT and communication channels. The preparedness of both learners and teachers is equally important in adjusting their perspectives, concepts, and teaching methods to keep pace with changes. The online teaching management system in art education, utilizing collaborative learning techniques for level 6 students, as presented in this study, can ensure sufficient quality for practical implementation of this learning system and can serve as a model for other basic education institutions to better apply and develop the competencies of art education learners. This could result in the creation of an innovative education organization and digital learning suitable for the further development of the nation's education.

Discussion

The research study aimed to develop an online teaching and learning management system in art education with collaborative learning techniques for level 6 students. The following key points can be discussed based on the study results.

1. The system of online teaching and learning in art education with collaborative learning techniques developed for level 6 students with average scores higher than the specified standards. Because the researcher developed the teaching and learning management system systematically from the study and data analysis using the modeling process. The content design for art education is based on a collaborative learning process through a learning management system. Which has been reviewed by content experts and revised the flowchart writing after that, it has been verified by experts in designing and producing computer programs. Then, they are tested with a sample group to assess quality and efficiency and then use the results to improve. Which is a method for producing media and learning models according to the process of research and development (R&D) and the creation of content and interaction in art education courses. This is consistent with the methods more (Sathakat Tanchai, 2023). Online teaching management system in art education with collaborative learning techniques. For the developed level 6 students, the researcher studied the conceptual framework developed from the ideas of Ghazal, (Kewarin Chantansuksilp, & Monthip Saenkanung, 2023) in the design of the LMS according to the following steps: 1) Analysis of course content. 2) Designing learning models based on collaborative learning principles: 2.1) Identifying learning problems to be analyzed. 2.2) Collecting and processing data. 2.3) Developing possible solutions. 2.4) Put the problem-solving approach to the test and 2.5) Choose the best learning style to use to find the answer; 3) Determine joint activities and process knowledge; and 4) A test to determine the effectiveness of the learning model based on learning achievement scores and end-of-chapter exercise scores. In accordance with the system development model of Prateep Suwanro, Arthit Intarasit, Phakhwanriyaphan, & Sunaree Suwanro (2023) and Ntapat Worapongpat (2023) and He Zi Yun & Ntapat Worapongpat (2023) An online art education teaching management

system with collaborative learning techniques for level 6 students developed to support learning management and to verify that learners achieve academic results. Learning that is defined in terms of content, research, knowledge processing, discussion, critical thinking. and finding a common conclusion This is consistent with research by Natdanai Nirut Metheekul & Attakarn Thongdaengchuea (2023) which found that a good system development model must enable learners to actually learn even in self-paced situations.

2. The results of the test to determine the efficiency of the online teaching and learning management system in art education with collaborative learning techniques for level 6 students developed with an efficiency equal to 81.91/83.41, meaning that this system causes students to have a learning process equal to 81.91% and (Ntapat Worapongpat, 2023) the efficiency of learning or the effectiveness of teaching media in changing learners' behavior was 83.41%. It can help students to change their behavior in learning progress in Thai language more. To the development of collaborative learning styles Teaching and learning that integrates problem-solving tools to enhance teamwork skills and interactive web development as well. It is also consistent with the research by Phaniew, S., Junpeng, P., Chinjunthuk, S., & Suwannatrai, P. (2023) that discussed online teaching and learning under the COVID-19 pandemic: concepts and applications of teaching and learning. It is also consistent with the research of Churut, S., Sranamkam, T., & Kangpheng, S (2023). Who discussed the development of the teaching and learning management system. Develop a model of teaching and learning management using collaborative learning techniques ICT Management Guidelines for Educational Innovation Development. The development of reading and writing skills and the use of the LMS system in effective teaching and learning can enhance learners' learning achievements.

Suggestion

Suggestions for Application

The research study provides important guidance for elementary education during the Covid-19 crisis. Based on the analysis of the data, the following suggestions are provided to improve the effectiveness and efficiency of online teaching and learning management system in art education with collaborative learning techniques for level 6 students:

1. Ensure that the content of the lesson aligns with the learning objectives.

2. Clearly communicate the learning objectives and processes to the learners.

3. Design a structure and plan a good learning access path with periodic reviews of academic achievement.

4. Establish a system to verify that the learners have achieved the required learning outcomes, including creating a follow-up system or providing occasional notifications.

5. Allow learners to learn through non-linear, active, and blended learning methods to improve their understanding of the content.

6. Develop analytical and critical thinking skills by including relevant case studies that can be applied in practice.

7. Provide regular practice exercises with immediate feedback.

8. Record access data and knowledge processing results through a knowledge-processing model that aligns with established learning measures.

9. Ensure standard use of the online platform on various communication devices, including computers, notebooks, tablets, and smartphones.

10. Select appropriate software related to course content to increase learning potential effectively.

Suggestions for Future Research

1. To ensure the standardization of learning materials, it is recommended to test this system or platform with learners from other educational institutions at the same level. This will provide valuable quantitative and qualitative insights for improving the elements used in the learning materials.

2. Research and development of this system or platform should be conducted to create additional standard learning media. This will not only improve the effectiveness of the learning management system, but also enhance learners' academic achievements.

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