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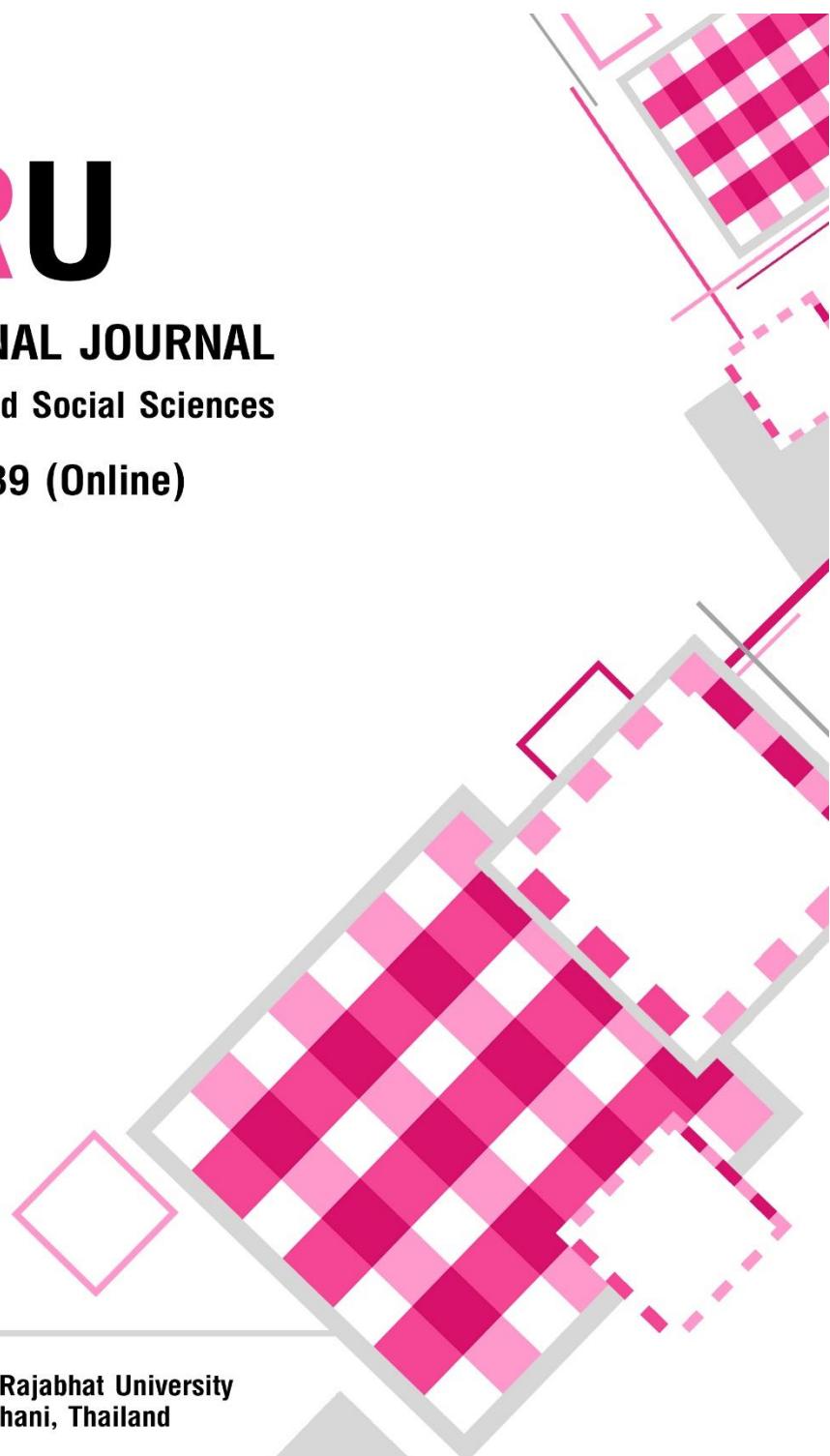
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Objective

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.

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EDITORIAL

Dear Valued Readers:

This UBRU INTERNATIONAL JOURNAL is the Vol.3 No.2 officially issued by Ubon Ratchathni Rajabhat University. As I have said earlier this is a four-month journal, thus there will be three issues in a year. This one is for May -August 2023. Its focus is still on humanities and social sciences with the aim to be medium for disseminating knowledge and sciences through online and a hard-copy journal.

The editorial board would like to express their sincere thanks and gratitude to every author of the each article for their contribution and every reviewer for their kind assistance, cooperation and suggestions for making this journal possible and readable. We also wish to express our gratitude to university administrators for their encouragement and financial support. On this occasion we would like to invite our readers and interested persons to submit their academic articles for publishing in our journal. Please contact us from 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 journal useful and applicable in your situation.



Asst. Prof. Dr. Pimook Somchob

Editor

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From Local to Global with Online Museum: Sirindhorn Wararam Phuprao Temple in Museum Pool

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Abstract

The study aims to enhance the body of knowledge for creating an electronic museum for a local attraction and a museum tour route for the community during COVID-19 pandemic and lockdown in Thailand. The site, Sirindhorn Wararam Phuprao Temple, was purposively sampled as it is the center of the Glowing City in Sirindhorn district, the borderline of the province. After the researcher were trained to manage Museum Pool, the data was collected in three different forms: information, pictures, and videos. The research instruments were semi-structured in depth-interview, documentary, and photography. The interviewers were the abbot, the artist, and three local people collaborating with the temple. The results were 30 exhibitable objects with pictures and information both general and local one. The information was transcribed into three languages: Thai, English, and Esan dialect. Additionally, videos were created to depict the museum and the community. The exhibition can be viewed via website, application, and QR codes for free. In brief, Museum Pool can be a meaningful application supporting e-tourism during COVID-19; also, another way of information retrieval. More local museums created and managed by local people should be researched and exhibited as meta data promoting tourism in the project site so that the application will be fully beneficial for the country and global citizens.

Keywords: Online Museum, Museum Pool, Sirindhorn Wararam Phuprao

Introduction

Due to COVID-19 pandemic during 2019-2021, world economy has been directly affected, tourism industry in particular (Baldwin & Mauro, 2020; Isaac Wale-Awe, 2020; Report, 2020; and Worldometer, 2020). According to the Tourism Authority of Thailand (TAT), foreign visitor numbers could drop by 60% from 39 million in 2019 to 16 million in 2020. The Governor of TAT also stated in April that Thai tourism will not recover until a vaccine is developed, which might take a year. TAT estimates that foreign tourism receipts will drop to one trillion Baht in 2019, down from 1.9 trillion Baht in 2018 (Parpart, 2020). The estimated financial damages in Thailand from various sectors owing to the coronavirus outbreak this year are roughly \$5-6 billion; it was estimated economic loss in tourism for \$1.52

Billion (Kittisilpa, 2020). Other business related to tourism have been accordingly affected, for examples food, local business, and education.

People have encountered problems to journey, to find information, and to educate themselves about the world (Isaac Wale-Awe, 2020); creating a new way to travel and gain information and knowledge is essential. Museum Pool, the technology investigated and developed by National Electronics and Computer Technology Center (NECTEC) since 2018 might be the answer as a new method to travel in Thailand with images, videos, and intriguing information, as well as other material that could help promote the local tourism sector and business in the long term.

Thai nation's art and wisdom are all worthy of preservation so that the next generation can learn and be aware of their origins, as well as cherish the cultural heritage that has been passed down from generation to generation. Information technology storage for conservation and information retrieval can be searched with images, sounds, and videos including important documents of history, ethnicity, religion, and local traditions, which are rare documents requiring careful storage to prevent damage to the documents. Information technology can help manage without damage. Collecting wisdom and art objects can be stored and managed by using information technology, also known as "Electronic Museum" (e-Museum). E-museum is a type of conservation technology that uses technology to aid in the collection of antiquities and to slow the deterioration of historical objects caused by unconscious touch of human beings. It is also easily accessible to disseminate and approach to information and knowledge without causing damage to the historical objects.

The most common cultural excursions were visits to sites provided for educational purposes and knowledge about culture. Therefore, visiting a museum is one of the most important ways. Presentation of information in the museum is diverse from the description of the audio guide to the information cabinet with pro and con. The description of the object displayed may not provide enough information or the text is too small to read; an audio guide can provide insights to visitors though there may be concerns about hygiene when headphones are to be shared. Information cabinets can be a great option; however, the use of smartphones as a medium to provide information about exhibits is a popular concept in many countries in Europe, America and Asia, so this is a more interesting option. According to 2015 smartphone user statistics, there are up to 24 million people who own mobile phones, accounting for 29 percent of total mobile phone users (83 million). These resources can be used to create a mobile museum tour application.

The study aims to enhance the body of knowledge in order to create an electronic museum and a museum tour system for the community during COVID-19 pandemic and lockdown in Thailand. The site, Sirindhorn Wararam Phuprao Temple, was purposively sampled as it is the center of the Glowing City in Sirindhorn district, the borderline of the province. Ubon Ratchathani Rajabhat University (UBRU) as the university for local areas takes parts as a researcher and a community mentor empowering the community to manage and update their own information in Museum Pool website and application so that they could meet cultural and economic sustainability.

Objective

To Study Local to Global with Online Museum: Sirindhorn Wararam Phuprao Temple in Museum Pool.

Literature Review

Museum Pool

With the 2021 memorandum of understanding between National Electronics and Computer Technology Center (NECTEC) and Ubon Ratchathani Rajabhat University, the researcher team is allowed to create a community museum in the university service area. The topics discussed below are definitions of museum, Museum Pool and the operational summary.

1. Definitions of Museum

Museums take roles as exhibition venues managing information technology by gathering and showing objects in specific ways: arts, cultures, sciences, history and others; additionally, they promote life-long learning through studying the exhibition which leads to pleasure along with appreciation and to learning and self-discovery skills (Techathawiwan, 2016).

In accordance with the International Council of Museum: ICOM (2019), a museum is an institute permanently established for non-profit purposes and for developing and serving society and general people to collect, conserve, research, communicate, and exhibit objects or evidences which are important to both visible and invisible cultures of human beings and environments; mainly it purposes for learning, education, and pleasure with the main duty to conduct research from objects and collect information about the national history, culture, studies, and publications. The presentation and exhibition are to educate both domestic and global citizens (Koompoka, 2015: 2752).

Primarily, museum provides services for two aspects: internal museum and external services (Charoenphon, 2005; Department of Fine Arts 1993; and Hutangkun, 2011). The external services including exhibition possibly present objects and information with meaningful contents. The exhibition has to be considerably engageable designed with clear goals. In addition, it provides better audience participation with various audio-visual materials make possibly higher learning and comprehension, especially ones in digital era (Sanguantung, 2010 and Waracome, 2012).

2. Museum Pool

According to National Electronics and Computer Technology Center Report of Transferring e-Museum and Museums Guide Technology for Community-Based Tourism (2018), “Museum Pool” is an application to meet the needs of historical and cultural tourists, helping to navigate museums in Thailand through personal mobile devices such as mobile phones or tablets both in the form of viewing the museum in a real place visitors can view the contents of the exhibit in detail by reading the QR code attached to the object. The content includes images, sound and video, which viewers can get to know the basics of the exhibits as well as being able to study information from multiple museums in a single application Increase convenience, speed and meet the needs of travel planning in accordance with the lifestyle of modern tourists.

The NECTEC research team initiated the idea of developing a “Museum Pool” that consists of two main parts. The first part is the front-end system that connects to the museum audience. Acts as an aid to the museum visit since traveling to the actual place until visiting various objects, the second part is the back-end system.

In the beginning, NECTEC research team used RFID technology to develop audio guides to help guide visitors to the museum. then developed further into a mobile application. In order to expand the user base to increase more, NECTEC has received promotion and support from another good partner, the National Research Council of Thailand allocating funds to support the use of research results and innovations. especially in the part of increasing

learning channels and studying history and culture with digital technology. through the knowledge of the museum which at present General users can visit the museum through the “Museum Pool” application by downloading the “Museum Pool” application on your mobile device Both Android and iOS operating systems, so the use of technology to create interest in the museum. Therefore, it is another option that is easy and without additional cost, fun, and gains knowledge on Thai history and culture.

The NECTEC research project goal is to enhance the body of knowledge in order to create an electronic museum and a museum tour system for the community, and to link research findings to the benefits of tourist development via the idea of community participation. Its purpose is to promote tourism in the area. Spatial differences will be analyzed and the broadcast results will be analyzed more concretely with the stakeholders by the researcher to collect cultural information and cultural attractions according to metadata designed by the NECTEC researcher by selecting the target locations that are important in tourism or have development potential, have strong communities together with a network of experts researchers visit the area to create understanding, disseminate, publicize, educate and train ‘train the trainer’, a course on building an electronic museum (e-Museum) and a museum guide system via smartphone (Museum Pool) for local educational institutions.

When digital cultural data is created and imported into the system, the research team will bring such information into a mobile application form. A display system has been created that will allow users to view the browsing behavior data. tourist museum Items that tourists are interested in, With the project implementation framework as shown in Figure 1, the researcher will follow up on the usage data. To be used as a supporting data for analysis of usage results to see various behaviors in relation to community participation and tourism.

By using various statistics to analyze in analytics as well so that those involved in tourism promotion can use these statistics to use in planning or appropriate tourism activities.

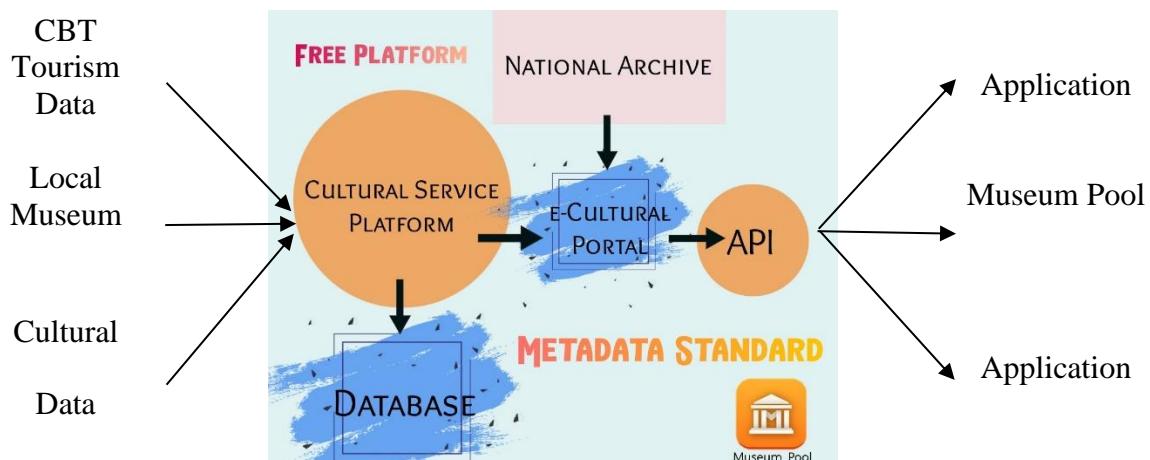


Figure 1: Museum Pool NECTEC Framework

The framework aims to contribute both museum Pool website and application to promote local tourism for sustainable cultural and economic activities. The community is able to have their own website managed and updated by themselves.

With cultural service platform, the present study aims to enhance the body of knowledge about the site, Sirindhorn Wararam Phuprao Temple, in order to create an electronic

museum and a museum tour system for the community during and after COVID-19 pandemic and lockdown in Thailand. The data collection will be presented in the next section.

Research Methodology

After trained 'Train the Trainer' for, the researcher team consisting of 5 students and 2 mentors brainstormed to work in the community selected. The research is designed in qualitative manner. The theme the study is 'Prosperous Dhamma City' and the concept of the museum is 'The Glowing Kalapapruek, the Origin of fertility in the Himmapan forest according to Buddhist beliefs spreading the light of Dharma, glowing, illuminating into life.'

Data Collection

The present study was designed as following:

1. Site and Participants:

The site purposively selected is Sirindhron Wararam Phuprao Temple: The Glowing City since it is in the service area of the university. In addition, arts and culture provided in the temple is unique and the site is potentially developed in terms of tourism, which can be a key for sustainable economy of the community.

The participants were 5 community leaders: the abbot, the temple artist, a retired teacher who commits herself to work for the temple, one staff in the traditional medical center and a women community leader.

2. Instruments:

The study was designed in qualitative manners; the data would be obtained in a form of texts, pictures, and video clips.

a) Semi-structured in-depth interview: interview questions for each participant were set for obtaining the information about the background, community, and activities or festivals. All of them were open ended questions. All of the participants have studied the letter of consent and allowed the team to collect the data and take pictures and videos of themselves.

b) Photography: the team planned for the 30 objects taken into the e-museum (See https://www.museumpool.com/thne_watsirindhorn/home) including videos of the landscape, scenery, and activities provided during the data collection period.

3. Procedures:

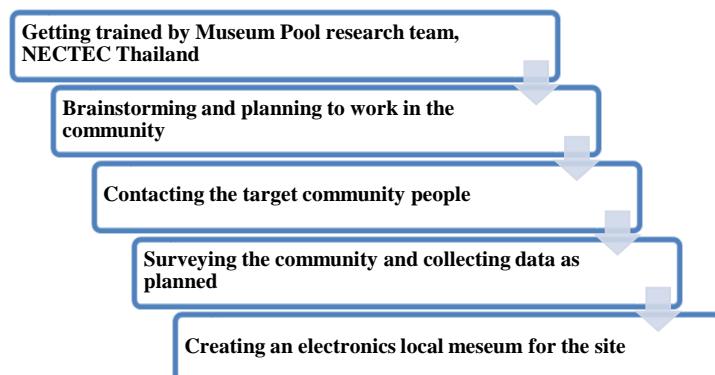


Figure 2: Procedures Museum Pool NECTEC

After that the e-museum would be open both on the website and on the application. Then, the team would collect more data to create a museum tourism route for the community and let them learn how to apply the museum to the local tourism system.

Data Analysis

The data would be qualitatively analyzed and created to exhibit in the e-museum due to their outstanding characteristics. The interview data were transcribed and analyzed with content analysis, to

Research Findings

Sirindhorn Wararam Phuprao is located close to Thai Lao borderline. It has been the center of the communication for a long time. With initiation of the temple abbot, the temple was designed and created with meaningful purposes different from other temples in this country. First, it was designed to engage people to visit the temple during evening to nighttime though generally temples are not popular places for people at night. Instead, people keep going to the temple because they want to appreciate illuminating arts around the temple. Second, the temple architecture and arts have been designed in accordance with the myth about Himmapan Forest referring to prosperity of all creations. Also, physical life elements: earth, water, wind, and fire which are fundamental Buddhism belief. The four corners of the monastery are filed with the four elements to remind people we are all the same and will meet the same destination, death.

In addition, as the temple is the community center, some activities have been originated here such as Thai herbal learning center and Sirindhorn Folk Horse Conservation Club.

The results of the 30 subjects were placed in a map with number. The map is mainly used for tracking the e-museum both online and on site.

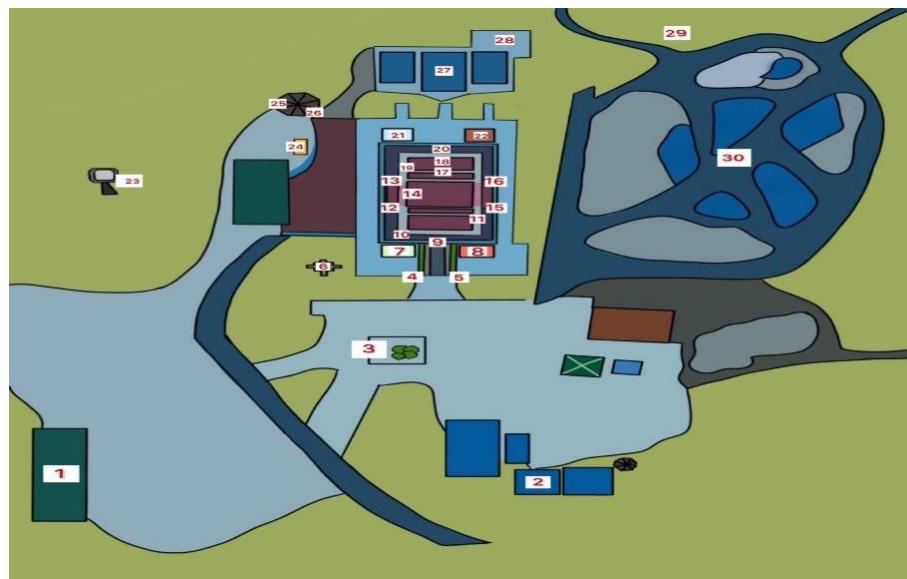


Figure 3: Sirindhornwararam Phuprao E-Museum Map

The following 30 items are objects selected to exhibit in the e-museum, Museum Pool.

1. Thai Herbal Learning Center
2. The herbal house A- Ki- La-Nang
3. Gandharvas
4. A bird with a human head
5. Kinnaree
6. Phra Ajarn. Kamolphawanakorn (Sithon Kamalo) Monument (the 2nd abbot)
7. The wind element is the right-hand point in front of the monastery
8. Fire Element (the monastery front on the left)
9. Naga with three heads – the pair in front of the monastery (north)
10. Kodchanaka (Mixed Elephant and Naga)-Hang Hong
11. The pavilion
12. Kochasri
13. Kochaphaksa
14. Iklanang Herbal House
15. Bird of paradise
16. Kraisorn Paksa
17. The main Buddha image of Wat Sirirathon Wararam Phu Prao
18. Phra Kru Kamol Bhavanakorn's vision
19. A picture of a Kunchorn or elephant in the Himmapan forest
20. 'Kalaprepreuk' tree
21. The water element is the right-hand point behind the monastery
22. Earth element (behind the monastery - on the left)
23. Phra Ajarn Boonmak Thitipanyo Monument (the first abbot)
24. Luk Nimit
25. Kongrit Laothong's oil paintings
26. Hin-Ma-Praow
27. The Three Pavilions
28. Phu Marong Viewpoint
29. Sirindhorn Folk Horse Conservation Club
30. Anodat Pool

The item information: item title, short description and long description are provided. Along with pictures of the items and clips, the visitor can hear audio of the descriptions in Thai, English and Esan dialect (See https://www.museumpool.com/thne_watsirindhorn/home). In addition, QR codes to approach the items are provided, for examples:



Figure 4: The Kalaprepreuk Tree



Figure 5: The Fire Element

The visitor could access the e-museum by using QR codes via website and before the e-museum was officially open, the community people had approached to the information for rechecking and reconfirming for all. The participants had learned how to use the application and hopefully they could transfer it to other community people.

Discussion/Conclusion

The present study aims to create an e-museum for a community, along with 30 object items and to create a museum tour route so that sustainable tourism can occur in the community. With MOU between NECTEC Thailand and UBRU, the team was trained to apply Museum Pool as the e-museum creator. The site selected is Sirindhorn Wararam Phuprao Temple in Sirindhorn district, Ubon Ratchathani as the university service area. To gather information, photos, and video clips, the researcher team collected the data from the community. The object item descriptions have been created based on the in-depth interview to five community leaders. Photos and video clips were mainly originally produced by the team; additionally, some photos and clips have been allowed to use for educational purposes only.

The e-museum can be viewed at https://www.museumpool.com/thne_watsirin_dhorn/home. Plus, the application Museum Pool is ready to download for both iOS and Android phone systems, and QR code for free.

In addition, the museum tour routes including potential tourism attractions: natural attractions, food products, the Glowing Market, Ikilanang-the herbal house, Lai-mats by the disabled in the district, and local accommodations, are crated so that the community could promote themselves and have more income during COVID-19. With the new tourism technology, community in the future can manage the museum by themselves and they could have another tool for communicating to tourists and global citizens about how their community are worth to visit and more income from community-based tourism could be possible.

In short, Museum Pool can be a meaningful application supporting e-tourism during COVID-19 and also another way of information retrieval. More local museums created and managed by local people should be researched and exhibited as meta data so that the application will be fully beneficial for the country and global citizens.

Suggestion

The extended purpose of the study is to create the museum tour route including potential attractions, arts, foods, local products, and accommodations. The information obtained from the community people are presented below.



Figure 6: The e-museum Tour Route

The community, Sirindhorn district, has variety of tourism resources, and they could be categorized into six groups here in the e-museum tour route: natural attractions, food products, the Glowing Market, Ikilanang-the herbal house, Lai-mats by the disabled in the district, and local accommodations. The information could be gather as an interesting story about the site to let local and global communities learn about Sirindhorn district and its religious and cultural capitals. In addition, the online museum could be expanded to other areas to promote cultural tourism and keep updating the information.

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Learning Model Using Cloud-Based on U-Learning Environment in the New Normal Covid-19 for Enhancing Students' Learning Achievement

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Abstract

The objectives of this study were: 1. to develop a learning model using Cloud-based on U-Learning Environment in the New Normal Covid-19; 2. to evaluate learning model using Cloud-based on U-Learning environment in the New Normal Covid-19; and 3. to investigate the result of using the learning model. The study consisted of two steps: 1. Synthesis of the learning model, and 2. evaluation of the learning model. The sample group for the study consisted of 48 students taking Computer Study selected by purposive sampling. The research instruments were: 1. learning model using Cloud-based on U-Learning environment in the New Normal Covid-19 situation, 2. a questionnaire evaluating the learning model, and 3. achievement test. The statistical procedures used for data analysis included percentage, standard deviation, and t-test.

The research findings were as follows:

1. The learning model using Cloud-Based on U-Learning environment in the New Normal Covid-19 to enhance students' learning achievement consisted of five components, namely: 1) teacher, 2) learners, 3) Learning Process, 4) Cloud Knowledgebase, and 5) Scaffolding System.
2. The developed learning model is appropriate at a high level, and is able to be applied in learning management in the COVID-19 situation.
3. The learning achievement after learning is higher than before learning with statistical significance at the level of .01

Keywords: Learning Model, Cloud-Based Learning, Ubiquitous–Learning Environment, New Normal Covid-19 Situation

Introduction

Currently the learning management process has placed emphasis on building body of knowledge by oneself in an active learning style with the teacher as a facilitator who specifies the problem, guides problem solving methods and knowledge repository or a source for the learner to search for the answer to the problem. Therefore, the teacher has to emphasize the learning management process and think of the way how the learner would learn from various

activities designed by the teacher. Based on the learning management in the 21st century, both the teacher and learners have to get access to body of the knowledge and do learning activities any where and any time using the internet which is basic infrastructure technology for the learner to practice, review his knowledge and follow learning advancement at all times without limitation of places, time and learning aids.

At present learning-teaching could not be performed in a regular manner because of COVID-19 pandemic from the end of 2019 up to present. The spread of this virus has caused a lot of deaths to people all over the world, making them to be cautious and protect themselves such as wearing facial masks, washing hands with alcoholic gel, keeping social distancing by limiting the number of people in the same place. Such situations have created changes in the education circle by applying technology, whether it be internet, computer and smart phones to use in education so that the teachers and students at schools could communicate and set up learning activities to meet the school's objectives. During the first period of changes, Thailand operated learning management through DLTv Online and DLTv Offline in the classroom in conjunction with learning by Home School. The change from One-Size-Fits-All, the teaching-learning in the 21st century, has to be adjusted to be what is called squared education using a new normal way of life because it could not be operated as in the past (Pacharaporn Duangcheun, 2020). The form of teaching-learning at schools has to be online. From a study, teaching online is a combination of e-learning and m-learning called U-Learning (Ubiquitous Learning Environment) used to present the content and activities to students through which they can learn from computers and every communication aid that works like a computer such as notebook, tablet, and smartphone. U-Learning can be adjusted to suit learners and their context in their real existing environment. The U-Learning environment is composed of five component: Microprocessor, ULE Server Module, Wireless Technology, Sensors and Learning Management Process (Nazime Tuncay and Huseyin Uzunbotulu, 2012). These factors have different functions and each factor will have perfect relation which constitutes learning on cloud generally called learning on the cloud. Cloud computing technology is an idea of opening an area on server which provides software services, repository, and the system that make learners learn using cloud-based learning by cloud technology to help the learners have their own personal learning area, keeping their files and working software on the internet. Thus, the learners can learn by different areas without necessarily having their own personal computers or smartphones. By Cloud-based Learning, the learners have diversity of learning such as online self-paced courses, electronic newspapers, podcast (disseminating knowledge using technological streaming in the voice form and or/ video), simulation, testing, suggestion checking, virtual classrooms, games, learning community, and collection by portal which collects resources and services together (Jaithip Na Songkhla, 2018). In the New Normal of the COVID-19 situation, managing online teaching and learning should be an adaptive learning system that utilizes technology to provide immediate feedback to learners during their learning activities. Adaptive learning systems can differentiate instruction by adjusting the pace and difficulty level of assigned tasks for both high-achieving students and those facing learning challenges (Isha DeCoito and Estaiteyeh, 2022). On the other hand, responsive systems provide feedback and guidance to learners as they engage in the same set of exercises, in the same order, and at the same pace. Additionally, managing online teaching and learning should incorporate learning analytics to predict when learners might be struggling (Vivolo, 2019).

Based on the mentioned above the researcher is inspired to have an idea to develop a learning model using cloud-based on U-Learning environment in New Normal Covid-19 situation to enhance learners' learning achievement with the aim of applying it in online learning management during COVID-19 situation where regular lessons could not be operated.

The developed learning model would help enhance learners' learning achievement to be higher when compared with the online teaching-learning management operated in the past.

Objective

1. To develop a learning model using Cloud-based on U-Learning Environment in the New Normal Covid-19.
2. To evaluate the learning model using Cloud-based on U-Learning Environment in the New Normal Covid-19.
3. To investigate the result of using the learning model of Cloud-based on U-Learning Environment in the New Normal Covid-19.

Literature Review

Learning Model

Suchitra Kheawsri (2007) and Jiraporn Nuhsawat (2011) state that learning model refers to plan or form or structure set up according to philosophy principle, theory or ideas expressing the relationship between important factors of method of teaching and different teaching techniques in each step in a systematic manner. The efficiency of the model must have been proved, tested or accepted so that it could be typical for making teaching and learning to achieve its objectives.

Learning model is a structure of teaching-learning which has stipulated a framework that is related and in line with the learning theory so as to help the learner achieve the set learning objectives. The designed learning model must be evaluated in order to constitute reliability.

Cloud-based Learning

Cloud-based learning or learning on the cloud or cloud computing is an idea of opening an area on the service server, using software, depository and system is supportive to cloud-based learning, flexible in learning by using cloud. This helps learners have their own personal learning area, collect, reflect their ideas and use it at low cost. Keeping working files and software in the internet or cloud enables the learners to learn in different areas according to their convenience. Based on the Cloud-based learning, various forms of learning can be referenced and made such as online learning called self-paced courses, e-book, podcast which disseminates knowledge by streaming technology in the form of voice and /or video, simulation, testing, checking and giving suggestions, virtual classroom, games, learning community and collecting by portal that collects resources and services together for cloud-based learning which consists major components that enhance learning, namely:

1. Implementing knowledge, documents and document sharing that is updating new knowledge all the time constitutes a wide range of searching in order

to keep up with digital literacy, discriminate, select and use with realization of esthetics principles and logics in learning with searching, collect, and keep using document link and classification.

2. Personal learning environment for keeping, selecting the received knowledge and classifying as well as disseminating area for creativity and disseminating the knowledge.

3. Communicative cooperation, communication for learning, inquiry with correction, cooperative learning, online adjusting in real time or at different time using cooperative learning through communication, analysis, criticizing, communication through written critiques without time coordinating, such as blog, document correction, idea planning for exchanging and sharing, do computing by using thinking tables and intellectual instruments together.

4. Being oneness in carrying on learning activities using various tools for flexibility and aptitude and learners' style in each duration of time in order to go up to the cloud groups, and being able to learn continually at all time and places.

5. Knowledge disseminating and idea testing. The learner will synthesize, and systematically rearrange the ideas, evaluate the received knowledge, disseminate by testing real societal group for an evaluation, critiques, and discussion to top up the idea.

Learning in the New Normal COVID-2019 situation with U-Learning

Globish a stated that Learning model after COVID-19 would have four forms which were in line with New Normal depending on readiness as well as appropriateness for each school sizes, namely:

1. 100% online learning appropriate for the school with readiness on teaching-learning system and curriculum, learners are appropriate for online learning, and the guardians are ready to help or support, as well as the aids are also appropriate such as computer, notebook, tablet, smartphone and the internet. The teaching-learning has to be developed to be interesting and allow the learners to participate in the process so that it can be efficient. For the past online learning, a number of schools leaded in opening the schools for the learners, guardians and teachers could adjust themselves.

2. Classroom learning is suitable for a school with a small number of students and with an area enough for following the policy of social distancing and to intensively and strictly take care of students' hygiene along with getting the students to wear medical masks, and washing their hands frequently using alcohol. Besides, the school has to frequently kill germs at every corner at school as to prevent virus epidemic to reoccur.

3. Mix learning online and offline is suitable for a big size-school with a large number of students but without experience in online teaching-learning. In view of Globish, it is suggested to divide the students into two groups and come

to school in an alternate order two days per week for each group. For the third day, the students study online from home.

On the day the students come to study at school, the school can follow the social distancing system and intensively keep students' hygiene. To have efficient teaching, it is suggested that the school should teach practical subjects in classes where students can work together while other subjects can be taught through online.

4. Home school learning is expected to increase in Thailand because students' Guardians may have worry about their children's safety from diseases, sickness, pollution and other threats. The guardians will play their roles in learning management in the forms appropriate for the learners which may be online courses along with having a specific-subject teacher responding to the children's style of learning to teach at home and apply to the curriculum of the Ministry of Education. However, home school is suitable for the children who need special needs and those who have personal disease which are risky to go out to school (Benjawan and others, 2021) U-Learning is a kind of environment management that facilitates the learner to join the learning activity that the teacher has designed the process of building the knowledge for the learners to be able to learn by themselves. There is acknowledgement of the learners' context by detection technology and wireless technology which will help us to know the real environment of the learner while learning. Therefore the form of learning could be appropriated to suit the learners' wants and needs. The learners can get access to use it all the time by through the instrument with the Microprocessor and Memory functioning as the computer. U-Learning can be used as an online learning course in the New Normal COVID-2019 in order to follow up the learners' behavior and progress on online learning and also help the learners in case of they have suspicion while learning online instead of learning with the teacher.

Conceptual Framework

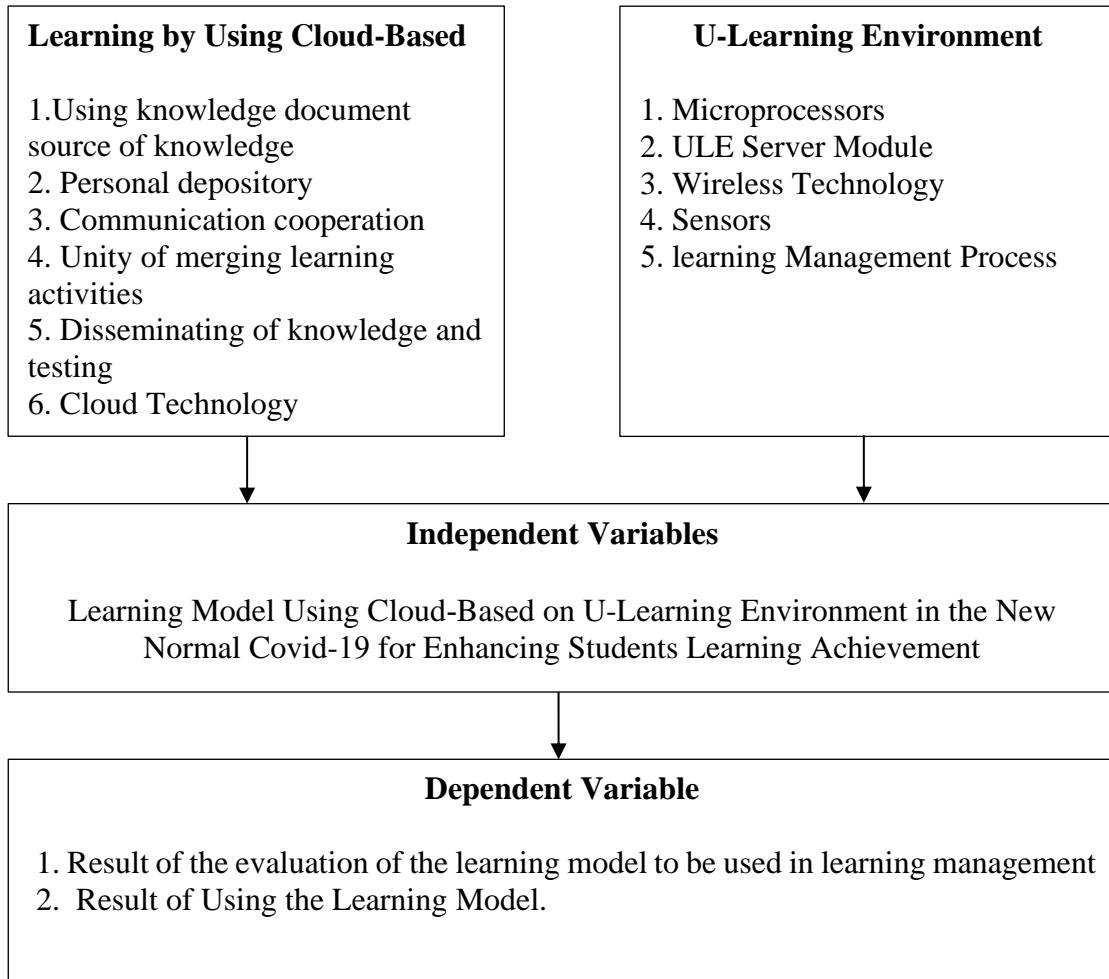


Figure 1: Conceptual Framework

From Figure 1 the researcher has investigated and analyzed learning using cloud-based in U-Learning environment to develop or synthesize as a learning model. Then the learning model is evaluated for appropriateness before using for learning management in order to compare the learning achievement before and after teaching.

Research Methodology

A synthesis to study the results of the learning model using Cloud-based on U-Learning environment in the New Normal Covid-19 situation to enhance the learners' learning achievement started from an investigation of the teaching-learning problems, theories and related studies as the guideline for the synthesis of the teaching-learning conceptual framework and then developed to be a learning model. on synthesizing, experts on different areas of study joined together and shared their ideas using Delphi Technique. The sample group consisted of experts on information and communication technology, digital learning design, and learning management design for the learners to study by themselves. The researcher received the information from the experts' opinions for the synthesis as a learning model and then evaluated its appropriateness by experts before accepted as a learning model.

How to create research tools

The researcher constructed a questionnaire as research consisting of three parts, namely:

1) a questionnaire derived from learning framework, 2) a questionnaire evaluating appropriateness of the learning model, 3) an achievement test. The steps of construction are as follows:

1. Construction of the questionnaire from the learning framework having these steps:

1.1) Draft the question items from the learning framework with four sides, namely: 1) general state of learning model, 2) ideas on learning using cloud-based, 3) ideas on U-Learning environment according to the learning model, and 4) ideas on learning scaffolding.

1.2) Find the validity of questionnaire contents using five experts purposively selected to check and judge the content validity of the questionnaire by the criteria of interpretation of each item between -1 to +1. If the value of the item is less than 0.60, it shall be improved or cut off.

1.3) Write an open-ended question for the experts to express their opinions and give suggestions on the learning model in the first round and then send it to the experts.

1.4) Summarize the experts' opinions expressed in the first round and then design a five-point rating scale questionnaire for the experts to consider in the second round within the framework of the experts' opinions in the first round.

1.5) Construct a five-point rating scale questionnaire to ask the experts' opinions in the second round, forward it to the experts, and then use the information from the experts' opinion to construct a five-point rating scale questionnaire to confirm their opinions in the third round.

1.6) Construct a five-point rating scale questionnaire to confirm the experts' opinions in the third round (last round) with value of the median and range between the quartile computed and then sent it back to the experts for their confirmation once again.

2. Construction of a questionnaire to evaluate suitability of the learning model using Cloud-based on U-Learning environment in the New Normal Covid-19 situation to enhance students' learning achievement, being the questionnaire to evaluate suitability of the learning model from experts with the following steps.

2.1) Construct a draft of the five-point rating scale questionnaire to ask for the experts' opinions on suitability of the learning model.

2.2) Construct a draft the questionnaire with its objective and write its items in line with its objectives.

2.3) Find the content validity of the questionnaire by using five experts purposively selected to check and consider the content validity of the questionnaire by finding IC: Index of

Consistency using the criteria of interpretation of each item between -1 to +1. If the value of the item is less than 0.60, it shall be improved or cut off.

2.4) Construct a draft of the questionnaire to evaluate suitability of the learning model by the experts.

3. Learning Achievement Test

The learning achievement test is a tool to assess the results of the learning achievement both before and after learning which has the following steps.

3.1) Make a draft of four- multiple choice test covering the content which was in line with the behavioral objectives and in proportion of the number of the test items, each learning topic and learning unit.

3.2) Find the IC: Index of Consistency between the test and the behavioral objectives of the learning achievement test by three experts to check and consider the content validity and the IC was at 0.82 level.

3.3) Select the test items in line with the behavioral objectives and improve the test following the experts' suggestions.

Data Analysis

The step of an analysis of the data for the development of learning model using cloud-based in U-Learning environment in the New Normal Covid- 19 situation to enhance students' learning achievement consisted of the following analyzing steps.

1. Analyze the conceptual framework in developing of learning model, teaching-learning problems, literature and related theories and studies.

2. Find the content validity of the questionnaire from the experts' point of view in synthesizing the learning model by identifying the IC: Index of Consistency of the questionnaire items asking the experts' opinions towards the learning model with regards to validity between the objectives and the content.

3. Synthesize the learning model based on the experts' opinions and suggestions for making a conclusion in developing the learning model through Delphi Technique in order to inquire the experts' opinions.

4. Analyze the data collected from an evaluation of suitability by the experts in order to evaluate suitability of the drafted of learning model by analyzing the mean and standard deviation and then made the conclusion.

5. Analyze and compare the learning achievement before and after learning.

Research Finding

Objective 1 The result of development of the learning model on U-Learning environment in the New Normal Covid-19 situation to enhance the students' learning achievement was divided into two natures: 1) logical conceptual framework of the learning model, and 2) the learning model as described in details below.

1. The logical conceptual framework of the learning model is the framework used to design an application according to the learning model as shown below.

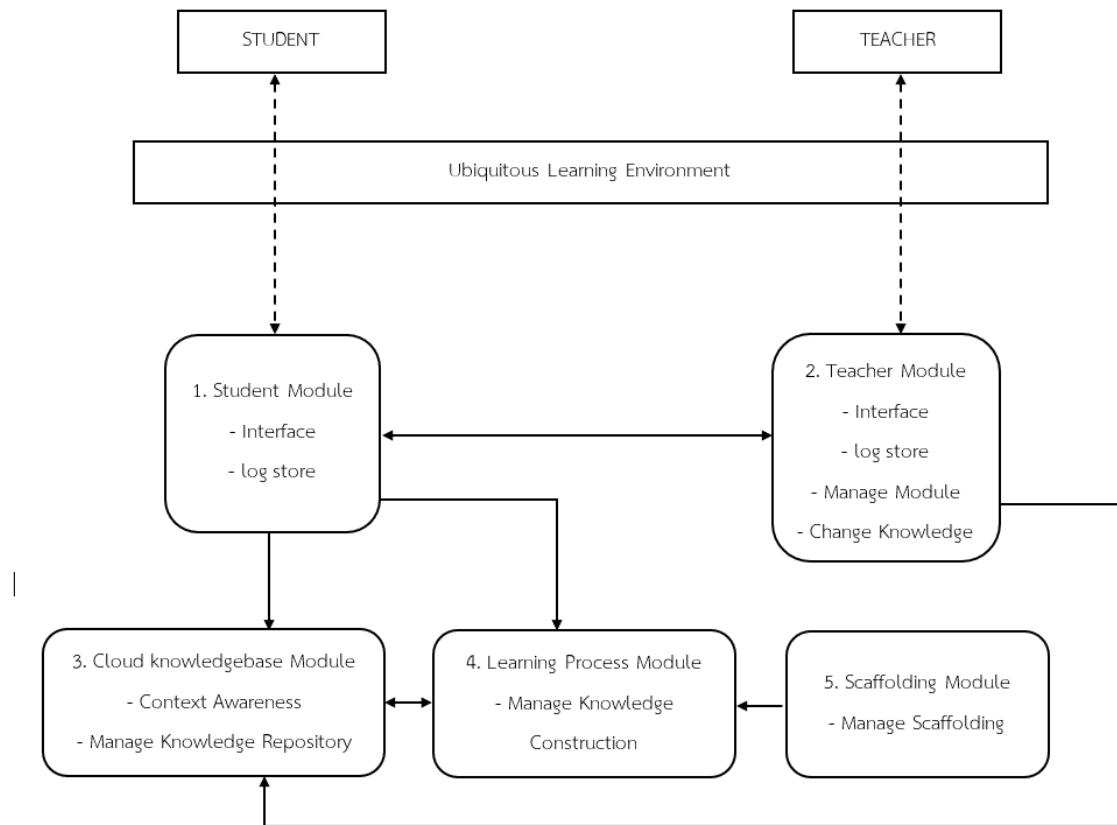


Figure 2: Logical Conceptual Framework of the Learning Model

From Figure 2 shows the factors of the Logical conceptual framework of the learning model which are used for an application design as described below.

1) Student Module: This module keeps the basic data of the learner, data of use, data of the aid the learner brings into the system, and the data of the learner's activities, which consists of two minor modules, namely:

1.1) Interface Module: This module contacts or connects the learner who comes to use the system

1.2) Log store Module: This module stores the data of the learner, the aids the learner uses and the activities he does.

2) Teacher Module: This a module that stores basic information of the teacher, the information that gives suggestions, helps the learners and the information on an evaluation of knowledge derived from learners' activities (Student Module) consisting of five minor modules, namely:

2.1) Interface Module: This module contacts or connects the instructor who comes to use the system.

2.2) Log store Module: This module stores the data of use of the instructor, the data on suggestions and assistance, the data on an evaluation of knowledge received from learners' doing a activities.

2.3) Managing Module: This module manages the data about the learners, students' groups in running the activities, and bringing the knowledge to the expert module.

2.4) Interface Module: This module contacts or connects with the experts who come to use the system.

2.5) Change Knowledge: This module evaluates and takes into consideration if it is necessary to transform the Dynamic Cloud knowledge based into a Static Cloud knowledge base module.

3) Cloud Knowledgebase Module: This module manages the data resources that collect information or the sources where the learners can find knowledge that helps or supports them to learn from electronic media having the information and form of knowledge presentation in their context and the learning aid they use, consisting of two minor modules.

3.1) Context Awareness Module This module checks what kind of aid or equipment used for learning (Student Module) and in what environment position.

3.2) Manage Cloud Knowledgebase Module: This module manages the information knowledge coming into the Static Cloud knowledgebase system which is managed by the Teacher Module.

4) The Learning Process Module: This a module that controls the operation to align with the P-K-S learning process of the learners. Its main function is to manage data following the knowledge construction process. This includes handling problem data and information related to providing assistance in various problems, all facilitated through the Scaffolding Module. The management of these processes is carried out through the use of the Student Module and Teacher Module.

5) Scaffolding Module: This functions as an assistant while students are doing their activities as to assist them to achieve their learning objectives, consisting of minor module, namely Manage Scaffolding Module which manages the information assisting the learners in different problematic situations in Student Module and also manages the data and assists the learners through Teacher Module.

2. Learning model on U-Learning environment in the New Normal Covid-19 situation to enhance students' learning achievement is composed of five major factors: 1) Teacher, 2) Learners, 3) Learning Process, 4) Cloud Knowledgebase, and 5) Scaffolding System.

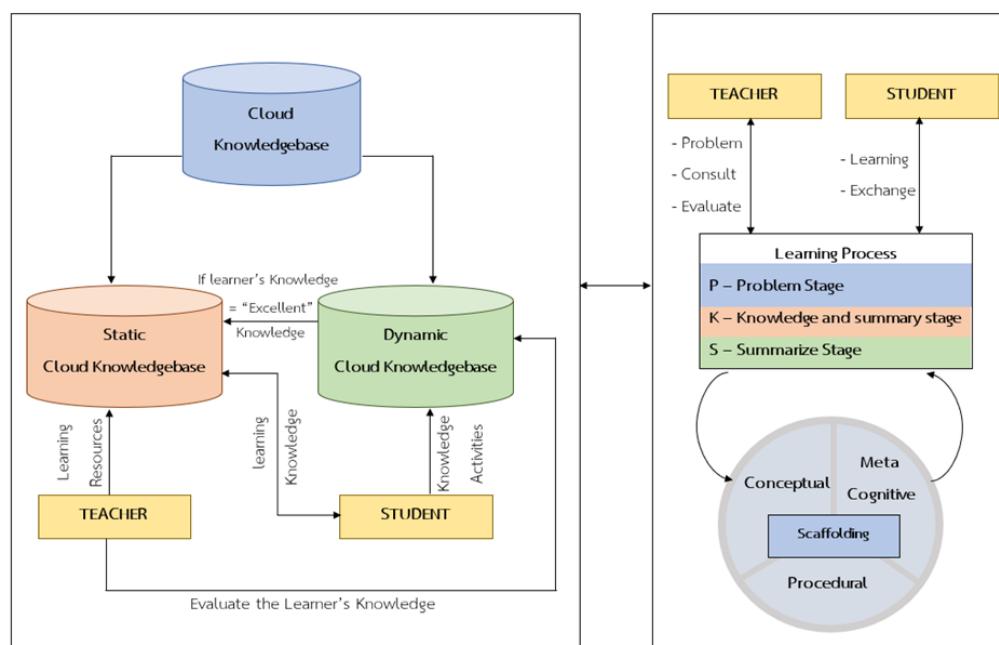


Figure 3: Learning model

From Figure 3 shows four factors of the learning model which are related as detailed below.

1) Teacher

1.1) Allocate learning resources or digital learning media through Cloud Knowledgebase

1.2) Specify problems for the learners so that they can make use of their prior knowledge to develop to be new knowledge.

1.3) Facilitate, give consultation and suggestions, and guide the students the way to solve the problems.

1.4) Evaluate the learners' knowledge from their outcome, follow up and report their learning progress.

2) Learner

2.1) Search for and collect the information through Cloud Knowledgebase for a synthesis by interpreting and finding the relationship.

2.2) Exchanging opinions, suggestions, guidelines from the teacher and the learners.

2.3) Make a conclusion and organize the knowledge.

3) Learning Process

3.1) P: Problem Stage At this stage understanding and readiness must be made to the students and the questions made must cover the objectives/goals of the problems.

3.2) K: knowledge and Summary Stage This stage investigates the information or data from the Static Cloud Knowledgebase, the source where all learning media in electronic forms are collected, will help solve the problems by the learners. They would make a conclusion of body of the knowledge received from their problem solving.

3.3) S: Summarize Stage is the presentation of the knowledge which is the answer to the question the learners present the answer or new knowledge received from the problem topic through the Dynamic Cloud Knowledgebase to other learners, and the instructor joins in expressing his ideas and gives additional suggestions.

4) Cloud Knowledgebase

The Cloud Knowledgebase is a design of a resource of information as a source for collecting the information or knowledge of the learners that will help them learn in digital forms in the internet networking system. It has a number of forms of presentation and knowledge that can be presented following the learners' needs and wants or learners' context in the real existing environment. The Cloud Knowledge base is classified into two types.

4.1) Static Cloud Knowledgebase This knowledgebase is used as a source of information from documents and textbooks which are reliable forms of learning media and available in various forms in line with the learners' needs and context in the real existing environment of the learners. The Static Cloud Knowledgebase is a n equipment that helps seeking for knowledge to adjust prior knowledge of the learners and being the place of knowledge that tops up the learners' original knowledge. The roles of the Static Cloud Knowledgebase are as follows:

4.1.1) The source of information based on the problem situations functions as a place for keeping the contents, theories and kinds of knowledge which cover problem situations encountered by the learners, a source of information and knowledge for them to study and search for the information in order to find the answer to the problem occurring in different situations.

4.1.2) The source of the information for exchanging and learning, a place of knowledge information established by the learners' needs and wants in the form of inquiring and requesting for suggestions, exchanging of learning or expressing opinions under the topic

of interest, among learners and learners, instructor and learners, or being knowledge received from experts in particular fields.

4.1.3) It is the place that collects learning media, a source of knowledge clearly classified into categories for convenient access for the learners in digital forms such as pictures, video and electronic lessons with appropriate presentation for various instruments.

4.1.4) Acknowledgement of learners' context is management of the environment that can be adjusted to match the learners' context in using learning instrument by adapting the way of content presentation to suit the existing learners' context.

4.1.5) Contacting experts is management of storing the information on channel of contacting the experts available in the Static Cloud Knowledgebase for the learners to be aware of ways and duration of time of contacting the experts.

4.1.6) The relationship link makes a link of knowledge from different parts together for the learners to be able to get access to that knowledge rapidly such as when the learner reaches the information section or searches for the information in line with the problem situation, the Knowledgebase will be prepared to link to related knowledge media which will enable the learners who use the Cloud Knowledgebase conveniently and rapidly and be able to use it for their benefits in decision making.

4.2) Dynamic Cloud Knowledge base This is a source that collects the knowledge occurring from the learners' activities or from the learners and the instructor. The knowledge that occurs will be in line with the process of building knowledge following the learning model. The Dynamic Cloud Knowledge base has the following roles.

4.2.1) Being a source of information in presenting new knowledge occurring from students' activities following a process of building knowledge of the learners.

4.2.2) Being a source of information in presenting new knowledge occurring from students' activities following a process of building knowledge of the learners in order to pass over to the experts for an evaluation. If the knowledge has passed the checking criteria by the experts, that knowledge will be adapted and stored in the Static Cloud Knowledge base and used as a source of information for the learners' learning and searching.

4.2.3) The learners' knowledge from doing activities for creating knowledge will be recorded in the system of the Dynamic Cloud Knowledge base and the learners' information of knowledge will be evaluated by the teacher. In case the knowledge evaluated by the teacher is at a very high level, the teacher may send it to the experts to be evaluated. If it is passed, the experts will change it into the Static Cloud Knowledgebase and use it as a source of information for the learners' learning and searching.

5) Scaffolding System: It is a system that helps the learners in encouraging them and tell a guideline, give suggestions on source of solving the problem for the learners so as to help the learners to create and have skills in thinking by themselves. There are three ways of helping the learners, namely:

5.1) Conceptual Scaffolding: This is a way of giving suggestions to the learners to consider using intellectual reasoning, setting a structure of problems for the learners to see the problems clearly.

5.2) Metacognitive Scaffolding: This refers to helping the learners in managing learning, giving suggestions on the way of thinking while learning, a way of warning them to consider the problem or guide them to link a source of information with knowledge base or link prior knowledge with new knowledge.

5.3) Procedural Scaffolding: This is a suggestion to use a source of information available and the instrument to lead the learners to the position they want to be.

Objective 2 Result of Evaluation of the Learning Model. The result of evaluation of the learning model using Cloud Knowledgebase on U-Learning environment in the New Normal Covid-19 situation to enhance the students' learning achievement is an evaluation for appropriateness of the learning model from five experts by dividing the evaluation into five sides, namely: 1) Roles of the teacher, 2) Roles of the learner, 3) Learning Process, 4) Cloud Knowledgebase, and 5) System of helping the learners. The results of evaluation were as follows:

Table 1 Result of Evaluation on Appropriateness of the Factors of Learning Model

| Description | Evaluation Result | | Appropriateness Level |
|------------------------------------|--------------------------|-------------|------------------------------|
| | \bar{X} | S.D. | |
| 1. Roles of the teacher | 4.40 | 0.45 | High |
| 2. Roles of the learner | 4.30 | 0.55 | High |
| 3. Learning Process | 4.29 | 0.42 | High |
| 4. Cloud Knowledgebase | 4.36 | 0.45 | High |
| 5. System of helping the Learners. | 4.42 | 0.41 | High |
| Over All | 4.35 | 0.45 | High |

Table 1 The result of an evaluation showed that the System of helping the Learners was appropriate at a high level ($\bar{X} = 4.42$, S.D. = 0.55), Teacher was appropriate at the highest level ($\bar{X} = 4.40$, S.D. = 0.45), Cloud Knowledgebase was appropriate at a high level ($\bar{X} = 4.36$, S.D. = 0.45), Learners were appropriate at the highest level ($\bar{X} = 4.30$, S.D. = 0.55), Learning Process was appropriate at a high level ($\bar{X} = 4.29$, S.D. = 0.42), Overall the five factors, the developed learning model was at a high level ($\bar{X} = 4.35$, S.D. = 0.45).

Objective 3 Result of Using the Learning Model.

Table 2 A Comparison of Learning Achievement before and after Teaching Using Learning Model by Cloud-based on U-Learning Environment in the New Normal Covid-19 Situation to Enhance Learners' Learning Achievement.

| Learning Model | N | df | \bar{X} | S.D | t | p |
|-----------------------|----------|-----------|-----------|------------|----------|----------|
| Before Learning | 48 | 47 | 16.69 | 3.63 | 34.13 | .000** |
| After Learning | 48 | 47 | 33.33 | 2.64 | | |

** Significant at level .01

Table 2 shows the result of data analysis that the learners learning achievement by using learning model by Cloud-based on U-Learning environment in the New Normal Covid-19 situation to enhance learners learning after learning was higher than before learning at the level .01

Discussion

The study for the development of the learning model using Cloud-based on U-Learning environment in the new Normal Covid-19 situation to enhance the students' learning achievement constituted a learning model as a master of teaching-learning activities that could enhance learners' learning achievement in the New Normal Covid-19. The components of the learning model using Cloud-based consisted of 1) Teacher, 2) Learners, 3) Learning Process, 4) Cloud Knowledgebase, and 5) Scaffolding System. Upon considering of the details of each components, it was in line with the studies by Yueh-Min, Po-Sheng, Tzu-Chien and Tzu-Chien (2011) and Saadiah, Erny and Kamarularifin (2010) who studied U-Learning environment in order to define the qualification of U-Learning and guidelines for evaluation of its efficiency. It was found that an evaluation of U-Learning environment had to have speed, reliability, building knowledge from learning resource by oneself, and be able to know the learners' context. It was also in congruence of the studies by Chanin Thitipetchakul, Narong Sompong and Nattaphon Rampai (2020) who conducted a study on Development of Learning Management Model on Cloud Computing System Based on Connectivism to Enhance Information and Communication Technology Literacy for Undergraduate Students. It was found that Learning Management Model on Cloud Computing System Based on Connectivism to Enhance Information and Communication Technology Literacy for Undergraduate Students had four Main factors, namely: 1) Scaffolding System, 2) U-Learning Environment, 3) Cloud Computing or Cloud Service, 4) Learners, Teacher and System Manager.

This have been evaluated by the experts and its result was at highest level. Based on the studies which were in congruence, it was found that the learning model using Cloud-based or learning online had to have appropriate technological learning environment, whether it be computer networking environment, or computers of users, specifying the roles of the teacher and the learners in online learning, and the place for learning online, especially on Cloud. The teacher has to prepare various electronic learning aids in the Cloud because it is necessary for learning and creating knowledge for self-study learners.

Suggestion

1. On the system of Knowledgebase, there should be a development of model of retrieval of the Knowledgebase system to be Ontology system in order to make the retrieval system accurate and rapid by nature of Semantic Web retrieval.
2. This learning model should be adapted to use for developing the learning model which can support the learners' high level of thinking, may it be the students at lower and higher secondary school, vocational level, and bachelor's degree level.

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Administration Music Courses for Sustainable Success Case Study Jiangling Town Central High School Dazhou City

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Abstract

This research aims to 1. To study the music curriculum management conditions of the music school whether there are any factors affecting the middle high school of Jiangling Town DaZhou City or not. 2. Study of music curriculum management approaches in music schools for sustainable success. It is a research that combines qualitative and quantitative research (Mixed Methods) with research tools such as questionnaires/interviews. The sample group/target group is 15 administrators, 56 teachers (Kenzie Ann Morgan table) 3. 400 students using the Taro Yamane formula at the error level of 0.05 from the random sampling. By chance (Sampling Random), then the data collected from the questionnaire was analyzed by using descriptive statistics consisting of percentage, mean, standard deviation. and compared by t-test and F-test (qualitative samples). Then the data collected from documents/literature/interviews/records/observation/ other. The results were analyzed by content analysis. The results showed that

1. Factors (Input) Most administrators agree that schools are extremely necessary to provide education in accordance with and in accordance with their intentions. In governance is local and international arts and culture., so the community is necessary to participate. and share opinions about teaching and learning activities. As for the operation (Process), it is necessary to be closely and continuously monitored by relevant regulatory agencies. Should provide a stage for the musicians to express a lot.

2. the opinions of academic teachers towards the overall promotion of music education teaching and learning activities. In terms of output (Product), the average was at a high level ($\bar{X}=3.69$) and when considering individually, it was found that All items are at a high level, all items are the same. as follows students studying music had desirable characteristics ($\bar{X}=3.70$). Students who studied music had emotional aesthetics and had good mental health ($\bar{X}=3.71$) and students who studied music had higher learning achievement at the same level ($\bar{X}=3.64$), respectively.

3) Opinion of music students Overall, the output (Product) was at a high level ($\bar{X}=3.90$). When considered individually, it was found that Students who studied music had the first desirable characteristics ($\bar{X}= 4.07$) at a high level. followed by students studying music moral Ethics were at a high level ($\bar{X}=4.00$) and students who studied folk music have

higher academic achievement at a high level likewise ($\bar{X}=3.71$) (answer all objectives) if available. Numerical values must also be included, e.g. ($\bar{X}=4.45$).

Keywords: Curriculum Administration, Music Education, Sustainable Success Jiangling Town Central High School Dazhou City

Introduction

School management is an activity that the school plans, organizes, coordinates and controls the education, teaching, scientific research, logistics, teachers, students and staff of the school. The subject and object of management are the school itself, that is, the management of the school itself, which is different from the education administration of the school by the education administration department. Through management, the school combines various work and its constituent elements to play an integral role in order to achieve its training objectives for students and various work objectives. With the deepening of the national education reform, the state has issued numerous Since the new curriculum reform, the state has formulated a series of policies and regulations to promote the reform of art education in junior high schools. The Ministry of Education's Several Opinions on Promoting the Development of School Art Education (JTY [2014] No. 1 document) clarifies that the basic task of school art education is to establish morality and cultivate people. On May 13, 2002, the Ministry of Education of the People's Republic of China issued JTY [2002] No. 6 Document: National School Art Education Development Plan (2001-2010). School art education system with Chinese characteristics. Decree No. 13 of the People's Republic of China Education Capital: Work Regulations on School Art Education, published on July 25, 2002, provides all-round guidance and planning for school music education. Document Jiao Tiyi [2002] No. 17 of the Ministry of Education of the People's Republic of China: Notice of the Ministry of Education on Printing and Distributing the Catalogue of School Music and Art Teaching Equipment for the Nine Year Compulsory Education Period, published on December 17, 2002. The Appendix to the document is the Catalogue of Music Teaching Equipment for Nine year Compulsory Education Full time Junior Middle School. In 2011, the National School Art Education Development Plan (2011-2020) and other relevant documents and measures were issued.

Since the new curriculum reform, music education in China has been paid more and more attention. The specific performance is that there are more and more research documents, and the research content covers a wide range. The research mainly involves the concept, current situation, problems and countermeasures of junior high school music. In my four years of working in the music education industry in junior high school, I found that there are many problems in the music education in junior high school, such as school leaders do not pay attention, teachers do not pay attention. They only care about students' achievements, but do not pay attention to their all-round development. As a result, schools, teachers, students and parents are indifferent to music education. Therefore, how to manage the school's music education and promote the all-round development of students has become a major problem that the school must face. Therefore, in this paper, I use my own school as the center, through questionnaires and interviews with teachers, school administrative leaders, etc. Investigate the teaching staff, teaching equipment, teachers' teaching professional ability, curriculum setting and curriculum evaluation of school music education management. This paper analyzes the problems in the management of music education in junior high schools, and discusses the factors that affect the management of music education in junior high schools.

Objective

1. To study the music curriculum management conditions of the music school whether there are any factors affecting the middle high school of Jiangling Town DaZhou City.

Literature Review

Jirachutiporn, M. (2022) Organizational Branding through Experience Creation: A Case Study of the Faculty of Music and Performance, Burapha University. Academic Journal of Humanities and Social Sciences Burapha University, 30(2), 197-222. Objectives of the academic article. To create a body of knowledge about corporate branding through creating experiences with stakeholders to create a good brand image. The author presents concepts and case studies of experience with music and performance brands. Burapha University through the project of singing Thai folk song contest at the higher education level of Thailand to compete for the King Kanitthathiraj's Royal Cup Department of HRH Princess Maha Chakri Sirindhorn Princess Maha Chakri Sirindhorn Such activities have integrated Teaching and learning exchanges among staff within the Faculty, consisting of faculty members, staff, current students and alumni, as well as communicating the organization's brand with external target groups. The feedback of the activity reflects a change in attitude. of the stakeholders positively after participating in the activities

Wongweerawinit, C., & Thuntawech, S. (2022). Learning management style for teaching music in Grade 12 during the corona virus outbreak: a case study of Bangkok Christian College. Rangsit Music Journal, 17. (1), 1-16. The developed music teaching and learning model The concept of the classroom is reversed in teaching design. The course is taught through online and physical classes. The teaching and learning management of the two systems should be related in terms of knowledge content. event design and various tests for student evaluation However, music teaching will be successful. It must come from the preparation of the learners and the teachers as well as the parents who also contribute to the success of music teaching as well.

Phueakhaew, P. (2022) The unemployment experience of Thai music graduates: A phenomenological study. Journal of Music and Performing Arts, Khon Kaen University, 4(1), 25-48. The unemployment experience, from the point of view of the respondents, reflects the unemployment experience of unemployment graduates as a period of unhappy emotional diversity. Respondents interpreted their unemployment experiences through a self-image that emerged from the identity in which they viewed themselves assimilating with the identity that society views them. become a new self-image that has both positive and negative identities While unemployed, informants deal with stress and financial difficulties in a variety of ways. The causes of unemployment obtained from the interpretation of interviews by informants were both personal causes and causes from changes in socio-economic and political conditions. Most importantly, it was found that the core of the unemployment experience was 'learning to adapt', which was divided into 3 phases: conflict phase, self-protection phase and adjustment period.

Research Methodology

To study the problems of music education management in Jiangling Middle School, Tongchuan District, Dazhou City.

Research Design

1. To study the problems of music education management in Jiangling Central School, Tongchuan District, Dazhou City.
2. To study the factors affecting music education management in Jiangling Central School, Tongchuan District, Dazhou City.
3. Establish a new teaching management mode of music education in the middle school of Jiangling Town, Tongchuan District, Dazhou City.

Population and Sample

1. Phase 1: 15 administrators, 73 teachers from Central School of Jiangling Town, Tongchuan District, Dazhou City received 56 valid samples.
2. Second session: 15 middle school leaders and middle school leaders in Jiangling Town, Dongchuan County, Dazhou City paid attention to 56 samples.

Data collection

Make a questionnaire through the website, Star Questionnaire and send it to all teachers. Data collection via questionnaire website.

Data analysis

The questionnaire results were analyzed by the five-point Likert integral method. The results of each questionnaire were described quantitatively. Each question was answered by a 5-point scoring system 1. Tools used for data collection were:

1. Part 1 The status of interviewees and respondents is as follows.
2. Part 2 Opinions of interviewees and respondents toward the learning activities of Jiangling Town Central High School Dazhou City in the form of a 5-level Rating Scale model (Boonchom Srisaart, 2000, 72-73).

The questions cover the conceptual framework for studying the problems of learning and teaching activities according to the Basic Education Core Curriculum, 2008, as follows:

2.1 Interview form for opinions of school administrators toward music learning promotion activities Environment (Context) Input (Input) Operation (Process) Output (Product).

2.2 A questionnaire on the opinions of academic lecturers towards music teaching promotion activities in the environment (Context), input (Input), operation (Process), output (Product) of Jiangling Town Central High School Dazhou City.

2.3 A questionnaire for teachers' opinions by asking for knowledge.

The problematic state of organizing music teaching activities summarizes the opinions of music teachers on the environment (Context), input factors (Input), operations (Process), output (Product) of the school expanding educational opportunities. Under the Dazhou Education District Office.

Tool Making Process and Tool Quality Determination

1. Creation of data collection tools in the study of tools used in this assessment. The researcher performed the following sequence of steps:

1.1 A study of principles, concepts, documents and research related to teaching and learning activities according to the Basic Education Core Curriculum BE, desirable characteristics of the local curriculum. Basic Education Standards of the Office of the Basic Education Commission and principles for constructing questionnaires.

1.2 Define the definition of operations according to the scope of the project to guide the preparation of the questionnaire.

1.3 Create a questionnaire according to the operational definition. which contains the following tools.

1) An interview form for the opinions of school administrators toward music teaching promotion activities Environment (Context) Input (Input) Operation (Process) Output (Product).

2) A questionnaire on the opinions of academic lecturers on the promotion of music teaching activities in terms of promotion and support of educational institution curriculum preparation. supervision of local curriculum and supervision on the quality of teaching and learning activities.

3) A questionnaire on teachers' opinions by asking for knowledge. The problematic condition of organizing music learning activities.

Determining the Quality of Tools

The researcher brought the created tool to verify the accuracy again and presented it to the advisor to verify the accuracy of the content. Then the researcher brought the tool to 5 experts. to find the quality and straightness of the content. Check for accuracy, clarity, essence, and learning objectives. Teaching, Evaluation and Evaluation Activities. Take the results of the examination from experts to calculate.

Research Findings

1. School administrators

Summarize and analyze the opinions of school administrators towards the promotion of activities.

Summary and analysis of the opinions of school administrators towards the promotion of Case Study Jiangling Town Central High School Dazhou City activities in terms of the environment (Context), the input (Input), the operation (Process), the output (Product) school JIANGLING TOWN CENTRAL HIGH SCHOOL DAZHOU CITY

Summary of opinions of school administrators towards the promotion of music teaching activities. The environment (Context) The input (Input) The operation (Process) The output (Product) School Jiangling Town Central High School Dazhou City. According to the interview about the policy of the Ministry of Education how to proceed Most executives have commented that Has implemented all government policies. by allowing students to learn how to play music because that They are cheap and easy to carry. There are only some theaters that can teach music as a band because the school has the availability of skilled personnel. knowledge musical talent and the school has enough budget and the community has paid attention and seen the importance

2. Teacher

Chapter 2 summarizes the basic information of school academic teachers. Jiangling Town Central High School Dazhou City 56 people.

Table 1 Presents the mean and standard deviation of teachers' opinions affecting the overall music education promotion activities. Operations (Process) of the school Jiangling Town Central High School Dazhou City. (n = 56)

| No. | Operation (Process) | \bar{X} | S.D. | Interpret | Number |
|-----|---|-----------|------|-----------|--------|
| 1 | The school plans to manage the school curriculum in conjunction with the basic education school committee. | 3.57 | 0.96 | High | 8 |
| 2 | The school has a Chinese government academy curriculum. | 3.89 | 0.99 | Moderate | 1 |
| 3 | The school has a local curriculum that organizes music education activities. | 3.25 | 0.98 | Moderate | 16 |
| 4 | The school has a plan. project in music education that corresponds to the vision mission and school goals. | 3.39 | 0.92 | Moderate | 13 |
| 5 | Encourage teachers to organize integrated music education teaching and learning activities between learning groups. | 3.29 | 0.98 | Moderate | 15 |
| 6 | The teachers organized the teaching and learning activities of traditional music education by inserting moral Ethics and character desirable. | 3.64 | 0.87 | High | 6 |
| 7 | Encourage teachers to organize music education teaching activities by giving learners critical thinking skills. problem solved. | 3.39 | 0.96 | Moderate | 13 |
| 8 | The school promotes the teaching and learning of music education according to the interests of the learners. | 3.64 | 0.78 | High | 6 |
| 9 | The school promotes the teaching and learning of music education from creativity and practicality. | 3.86 | 0.75 | High | 2 |
| 10 | The school promotes the teaching and learning of local music and local wisdom. | 3.71 | 0.90 | High | 4 |
| 11 | Promoting musicians to study according to their aptitude and ability individual potential. | 3.71 | 0.76 | High | 4 |
| 12 | Encourage teachers to use educational technology to facilitate teaching and learning of music education. | 3.54 | 0.74 | High | 9 |

| No. | Operation (Process) | \bar{X} | S.D. | Interpret | Number |
|-----|--|-----------|------|-----------|--------|
| 13 | Encourage teachers to use learning resources to develop music education teaching and learning of students as appropriate. | 3.75 | 0.80 | High | 3 |
| 14 | Promotion of learning management teaching music education in a variety of ways happy student in a relaxed atmosphere free. | 3.68 | 0.86 | High | 5 |
| 15 | Consultation and awareness raising on the importance of supervision arrangement. Music education learning activities for teachers. | 3.54 | 0.96 | High | 9 |
| 16 | There is a supervision plan. systematically follow up on music education teaching and learning activities. | 3.46 | 0.92 | moderate | 11 |
| 17 | Is supervised supervision Support of school administrators and teachers on an ongoing basis. | 3.54 | 0.96 | High | 9 |
| 18 | Encourage teachers to study, research and research. In the classroom to improve the quality of learners. | 3.50 | 0.88 | Moderate | 10 |
| 19 | Assessment of learning activities teaching music education systematically, continuously and with quality. | 3.32 | 0.95 | Moderate | 14 |
| 20 | For teachers to evaluate music education results from actual practice. | 3.64 | 0.99 | High | 6 |
| 21 | Give teacher Naphon Evaluation analyzes to improve activities learning music education. | 3.39 | 0.92 | Moderate | 13 |
| 22 | Award certificates are given to musicians who have received various awards. Other according to the appropriate time and occasion. | 3.50 | 0.99 | Moderate | 10 |
| 23 | Awarded Certificate of honor for music education teachers as appropriate for the time and occasion. | 3.43 | 0.96 | Moderate | 12 |
| 24 | Is announced Praise and admire indigenous musicians received various awards to related agencies. | 3.61 | 0.92 | High | 7 |
| 25 | is announced Praise and admire the musicians. received different prizes other to the community. | 3.57 | 0.96 | High | 8 |

| No. | Operation (Process) | \bar{X} | S.D. | Interpret | Number |
|----------------------|---|-------------|-------------|-------------|--------|
| 26 | There is an announcement of praise and praise for music teachers studying in relevant departments when musicians received various awards other. | 3.54 | 0.87 | High | 9 |
| 27 | Is announced praise and praised music teachers for continuing education community. When musicians receive awards other. | 3.61 | 0.97 | High | 7 |
| Average Total | | 3.55 | 0.90 | High | |

From Table 1, the opinions of academic teachers towards the implementation (Process) of organizing music teaching and learning activities as a whole. was at a high level ($\bar{X}=3.55$). When considering individually, it was found that The school had the Chinese government's curriculum at a high level ($\bar{X}=3.89$), followed by the school promotes creative and practical music education learning management. Was at the high level ($\bar{X}=3.86$) and the lowest. The school has a local curriculum used to organize music education activities ($\bar{X}=3.25$) at a moderate level.

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.

Table 2 Presents the mean and standard deviation of the teachers' opinions towards the promotion of the overall music education teaching and learning activities (Product) of Jiangling Town Central High School Dazhou City.

| No. | Operation (Process) | \bar{X} | SD | interpret | Number |
|----------------------|--|-------------|-------------|-------------|--------|
| 1 | Students studying music have desirable characteristics. | 3.72 | 0.94 | High | 1 |
| 2 | Students who study indigenous music have academic achievements higher. | 3.65 | 0.91 | High | 3 |
| 3 | Students who study music have emotional aesthetics. and have good mental health. | 3.71 | 0.90 | High | 2 |
| Average Total | | 3.69 | 0.92 | High | |

From Table 2, the opinions of academic teachers towards the overall promotion of music education teaching and learning activities. In terms of output (Product), the average was at a high level ($\bar{X}=3.69$) and when considering individually, it was found that All items are at a high level, all items are the same. as follows students studying music had desirable characteristics ($\bar{X}=3.70$). Students who studied music had emotional aesthetics and had good mental health ($\bar{X}=3.71$) and students who studied music had higher learning achievement at the same level ($\bar{X}=3.64$), respectively

3. Student

Summary of Basic Student Information Jiangling Town Central High School Dazhou City.

Summarize the opinions of music students towards the promotion of music teaching activities in the environment (Context), the input (Input), the operation (Process), the output (Product), the school Jiangling Town Central High School Dazhou City.

1. The average overview of all aspects was at a high level ($\bar{X}=3.58$) when considering each side found Productivity (Product) was at a high level ($\bar{X}=3.90$), where the students' opinions were ranked number 1 , followed by Import factors (Input) Personnel Also at a high level ($\bar{X}=3.72$), the building is at a high level ($\bar{X}=3.55$), the operation (Process) ($\bar{X}=3.55$), which is also at a high level for the environment (Context), the input factor (Input) , the budget Material equipment were at the medium level, respectively, in terms of the environment (Context) ($\bar{X}=3.49$), the input factor (Input) , the budget ($\bar{X}=3.45$) and the input factor (Input), the material aspect Equipment ($\bar{X}=3.39$).

2. The opinions of the music students in the overall environment (Context) were at a medium level ($\bar{X}=3.49$). When considered individually, it was found that maximum. There was an evaluation of the atmosphere in the classroom and the school area conducive to organizing music teaching activities. was at a high level ($\bar{X}=3.54$) and followed by an overview of the environment conducive to music teaching activities. at a high level ($\bar{X}=3.54$), the least There was supervision and follow-up on the atmosphere in the classroom and the school area conducive to music teaching activities at a medium level ($\bar{X}=3.39$), respectively.

3. Student Opinion Music Education In the overall factor Import (Input) Personnel in the overall average is at the level very high ($\bar{X}=3.72$) . When considering individually, it was found that both at the same high level respectively as follows. The school has a plan to consider organizing teachers to teach music according to their knowledge and abilities ($\bar{X}=3.86$) and inviting local speakers to help organize music teaching activities ($\bar{X}=3.57$).

4. The opinions of the students towards the overall music teaching activities. The input factor (Input) the budget. The overall level was at a moderate level ($\bar{X}=3.45$). When considering individually, it was found that maximum. Teachers received adequate budget support for music teaching activities at the high level ($\bar{X}=3.54$), followed by Students are supported for the cost of traveling to the music learning center of continuous student in the medium level ($\bar{X}=3.50$) and the lowest Students receive support for traveling to local music learning centers of teachers adequately ($\bar{X}=3.32$).

5 . Student opinions on the average overall indigenous music teaching activities. The input factor (Input) The material side was at a moderate level ($\bar{X}=3.39$) when examining all items found Teachers receive supervision, follow up, help, repair, use materials. Music equipment First ($\bar{X}=3.50$), moderate level, followed by Students are exploring the material. Musical equipment to meet the needs of the learners ($\bar{X}=3.46$) moderate level and teachers are

encouraged music equipment quality and sufficient for teaching and learning activities ($\bar{X}=3.32$), medium level.

6. Student opinion Music in the overview of the input (Input) of the building. The overall level was at a moderate level ($\bar{X}=3.55$). When considering individually, it was found that maximum The school has set up a proper music classroom. stable and safe at a high level ($\bar{X}=3.71$), followed by the students had planned the use of the music room, the average was at a high level ($\bar{X}=3.64$) and the least, the students had continually monitored the use of the music room. was at a moderate level ($\bar{X}=3.43$).

7. Student opinions to music teaching activities In the overall operation (Process), the overall level is at a high level ($\bar{X}=3.55$). When examining the items, it was found that maximum Teachers promote music learning according to the students' interests. was at the very first level ($\bar{X}=3.89$), followed by Teachers organize music teaching activities. by inserting moral Ethics and Desirable Characteristics was at the high level ($\bar{X}=3.82$) and the lowest the students had planned to manage the school curriculum together with the basic education school committee at a moderate level ($\bar{X}=3.14$).

8. Opinion of music students Overall, the output (Product) was at a high level ($\bar{X}=3.90$). When considering individually, it was found that students who studied music had the first desirable characteristics ($\bar{X}=4.07$) at a high level. followed by students studying music moral Ethics were at a high level ($\bar{X}=4.00$) and students who studied folk music have higher academic achievement at a high level likewise ($\bar{X}=3.71$).

Discussion/Conclusion

The results of the first objective study found that new media lacks normative construction. This may be because the dissemination and development of new media relies on the Internet, and the speed of information transmission is fast, no matter which social class they come from or what level of education they have received. What kind of character characteristics does it have? In the real society, it is all maintained by social relations. Individual behavioral concepts are often restricted and bound by traditional concepts, inner beliefs, and social public opinion orientation. With the rise of new media communication methods, everyone can Spread your ideas online.

The results of the second objective study found that colleges and universities are insufficient in new media management, which may be due to: 1. Cognitive bias. Colleges and universities often think that the supervision of new media is a matter of the government, ignoring the characteristics of new media. The main body of colleges and universities is students. Until new media is widely used by student groups, colleges and universities formulate some rules and regulations to regulate the use of new media by students, but such rules and regulations are often an after-the-fact decision and lack of effective implementation, which plays a role in the effect is not very significant. 2. It is difficult to change the teaching concept. College students have a strong ability to accept new things, and the classroom teaching is still the traditional model, and its attractiveness to students has declined. Classroom teaching also has knowledge that is close to the life of college students and a teaching method that is entertaining. There are also teaching contents and rich theoretical results that are attractive to students. However, in the classroom, students' attention is often concentrated on their mobile phones. This requires a change in teaching concepts. 3. Media literacy education is insufficient. Although the popularity of new media among college students is very high, most schools do not understand the norms of using new media, lack a clear understanding of media literacy, and

have no basic theoretical knowledge. 4. Insufficient teacher training. When students overuse new media in the classroom and affect classroom teaching, quite a few teachers are instantly at a loss. Teachers are accustomed to traditional teaching methods and students' traditional classroom listening methods. New media lack effective measures.

The results of the third objective study found that the self-management of college students is insufficient, which may be due to: 1. open-mindedness. The convenience of communication tools makes it easy for students to hide in the classroom, and information from the outside world can be responded to in the first time in the classroom, making it easier for students to focus their attention outside the classroom. 2. Behavioral autonomy. New media is a space designed with me as the center. In this space, everyone is equal. Using new media, college students can arbitrarily choose their areas of interest without being restricted by the outside world. The choices in these fields tend to be entertainment rather than the choice of teaching resources that suit them. 3. Identity anonymity. The anonymity of identity allows students to express themselves openly without worrying about the consequences. Worrying about revealing their identity, basically they can do whatever they want in the new media environment. This kind of low restraint brings high temptation to college students. Since there are many things that can be done, coupled with the lack of classroom supervision and the lack of self-discipline of some college students leads them to seldom use new media to learn theoretical knowledge in the classroom. 4. Thinking dependence. The materials obtained through new online media often come with auxiliary information such as text, pictures, animation, and audio. This more intuitive and vivid form of knowledge transfer is easily accepted by college students, but this kind of knowledge transfer without the process of human brain thinking and sorting only stays at the level of superficial reading. The performance of this behavior in classroom learning It is a simple information search that lacks rational thinking. Over time, it will over-rely on new media and lack the ability to discriminate and judge the information provided by new media, which is not conducive to the formation of college students' thinking ability.

Countermeasures

From the findings, the researchers make the following recommendations:

The results of the study found that it is necessary to strengthen the education of college students' new media literacy. Therefore, relevant institutions should take action. As follows: 1. Pay attention to the education of new media knowledge. First of all, add new media literacy education content to the curriculum, explain to students the relevant knowledge of new media types, characteristics, uses, etc., and use communication, informatics, media ethics, and related legal knowledge as knowledge aids to form a set of behaviors. The most effective new media literacy theory is added to the student achievement assessment project. Secondly, add new media knowledge to the content of moral education and publicize it in various forms to introduce new media application knowledge to students. 2. Cultivate the ability to use new media correctly. To cultivate students' ability to obtain information, interpret information, identify information, express information, and criticize information in the face of mixed information. 3. Cultivate the self-education ability of college students. In the education of individuals, self-education is one of the leading methods. Consciously carry out self-awareness, self-regulation and self-management, and then realize the importance of media literacy. Stimulate the initiative of college students' self-education, and give full play to the main role of college students' self-education.

The results of the study found that it is necessary to strengthen the supervision of new media communication in colleges and universities. Therefore, relevant institutions should take action. As follows: 1. Create a good network culture atmosphere. First, use firewall filtering technology to filter out some junk information. Secondly, conditional use of password settings and data encryption technology. A certain degree of encryption can effectively prevent some important information from being tampered with, copied, polluted, etc., and reduce the negative impact on college students. At the same time, the campus network is monitored in a timely and effective manner, and problems that may be caused are recorded in real time to avoid mass incidents and emergencies caused by the spread of new media such as the Internet. 2. Strengthen the management of campus network public opinion. Use a unified network interface and enforce a unified security policy to access the public network. 3. Strengthen the construction of campus culture. Carry out a variety of educational activities to effectively relieve the psychological problems of college students. Through the construction of these campus cultures, create a good campus cultural atmosphere and avoid the negative impact of new media on college students.

The findings of the study found that traditional classroom teaching methods need to be transformed, and therefore, relevant institutions should take action. As follows: 1. Encourage the integration of new media into classroom teaching. Effectively regulate and control students' Internet access, give full play to the positive role of the new media network in the classroom, minimize its negative impact, and make it an auxiliary tool for classroom teaching. 2. Build a new teaching environment. In the teaching process, fully mobilize the information exchange between students, so that students have space to express their opinions, can promote them to form a sense of group belonging and group emotion, stimulate the enthusiasm of members within the group to participate in learning, and help the cultivation of innovation ability and the formation of a good teaching atmosphere. 3. Change teaching ideas. In the daily teaching process, teachers gradually convey to students the media literacy that keeps pace with the times, so that students can use new media in a moderate manner. In the process of classroom teaching, teachers guide students from two aspects. First, convey information to students in the cognitive stage, in order to tell students how to think specifically, to display the knowledge that needs to be taught, and then let students take the initiative to obtain relevant information about relevant knowledge. Second, tell students how to think so that students can form their own original views or viewpoints. Let students continue to actively think, and constantly update the concept of media.

The results of the study found that the monitoring of teaching effect needs to be strengthened. Therefore, relevant institutions should take action. As follows: In the new media environment, teachers can make full use of the interactive and time-sensitive features of new media to build a new media platform for interaction between teachers and students, so as to understand students' learning dynamics and feedback on teaching effects. Students express different opinions, so that teachers can quickly and accurately obtain feedback on teaching activities. In addition, teachers can also deeply understand the learning situation of individual students and the learning dynamics of students.

Suggestion

With the advent of the information age, new media technology is highly developed, and the use of new media has become very common among college students. The impact of new media on college classroom teaching has also become one of the key issues in the reform of school classroom teaching. The virtuality and openness of new media also make our space become smaller and smaller. The new media represented by the Internet has an impact on people with its unprecedented potential. College students, as the main application group of new media, It is of great significance to study the impact of new media on college classroom teaching.

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Important Factors Influencing Satisfaction of MBA Students in Higher Education Institutions in Bangkok and Its Vicinity, Thailand

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Abstract

This article attempts to study the key factors influencing the satisfaction of MBA students in higher education institutions in Bangkok and its vicinity, Thailand. Subsequently, we intend to rank the important factors that contribute to satisfaction scores given by MBA students. The research instruments are designed based on three observations. 1. What is most important to students has stayed satisfied consists of 26 items. 2. Financial aid and cost factors are important for student enrollment decision consisting of 9 items and 3. The important and satisfaction level in campus climate consists with 10 items. The Satisfaction of graduate students toward the service marketing mix of the Executive Master's Degree in Business Administration Chiang Mai University. MBA Program (Chiang Mai) of the Business Administration Faculty, Chiang Mai University (Tontsa, L., Temgoua, E., Bertrand, G., Kengni, L., Makaya Mvoubou, M. C., Njueya Kopa, A., & Mba, F. F., 2023). A compliment with an institutional executive perspective can ensure that those important factors determine the success of the MBA student program by tracking out the specific institutional university characteristics through a mini-structure interview adopted by Yuramas Udomsiri, Sakun Boonit, & and Advisor (2016) and Pazhayattil & Konyu-Fogel, G. (2023). Thus, this study aims to develop an effective research instrument by elaborating on the important factors rated by MBA students who are determined as the key person to ensuring quality assurance and enhancing quality programs (Kanokkan Sananenamahut (2013) Freundt, V. L., & Bortoluzzo, A. B. (2023). At this point, we believe and agree that the concept deserves empirical testing for further research. At this point, we believe and recognize that this concept is worthy of being tested empirically for further research.

Keywords: Important Factors Influencing Satisfaction, MBA Students, Higher Education Institutes in Bangkok and Its Vicinity, Thailand, Expectations of Thai Higher Education Institute Students

Introduction

It is recognized that education contributes to economic growth, through the production of skilled human resources (Kanokkan Sananenamahut, 2013). Thus, education is a very essential commodity for crafting and achieving sustainable human resource needs for national development. The quest for educational excellence is endless as market players try to give services that are market-oriented and meet customers' satisfaction which will eventually lead to repeat sales and improved earnings. Currently, Thailand has 71 THPEI consisting of 39 private universities, 10 institutes, and 22 private colleges in Tanyong, Pongsan, Arporn Phisan, Chanapong, Ichayanan, & Kiattisak. Perception of Educational Service Quality Affecting Satisfaction of Part-time Undergraduate Students, Nakhon Pathom Rajabhat University (Mba, T. N., Obiang, C. S., Kenguele, H. M., Pambo-Pambo, A. B., Mba, I. K. I. Z., Sah, U. L. O., ... & Mickala, P., 2023) are offering a variety courses of undergraduate and postgraduate programs. The most popular postgraduate program is the Master in Business Administration (MBA) program. MBA degree becomes a proficient course and is considered a former step towards a successful business management career. MBA proficiency course is valuable to people involved in business management positions, especially in executive and managerial positions. The MBA program is said to be a more career-oriented, hands-on, and customer-focused program. Therefore, there is keen competition for student enrollment among the universities. Customers' satisfaction often Therefore, the research team was interested in studying the strong competition in student enrollment between universities. frequent customer satisfaction (in this case MBA students) Link to Quality Assurance Yomchinda, T., Yomchinda, L., & Takgawitoonsak, N. (2018). Penrod, D., Shaw, T., Nash, J., Dierkes, M., & Collins, S. (2022) and Henderson, L. H., & Wilson, J. (2023). Opinion that student feedback can be a measure of quality assurance. and because of this A voice should be heard and acted upon to improve quality. One form of measuring quality and satisfaction is the use of a student satisfaction approach and it is empowering and advantageous and answering the test meet the needs of the students further.

Objective

Premised on these facts and the scant literature on empirical studies in this area in Thailand, we set to embark on specific objectives as below;

1. To rank the importance of factors influencing MBA student satisfaction.
2. To study the level of satisfaction of MBA students of higher education institutions in Bangkok Thailand.
3. To assess the factors affecting the decision of MBA students to enroll.
4. To examine the perspectives of higher education institutions

Literature Review

Globally, the international literature review that has been highlighting of "student satisfaction approach" has a potential role in quality assessment and enhancement. Since British Quality Agency acts as the central pillar establishing the quality assurance policy in the British system of higher education. At this point, they proposed that the "student is now recognized as the principal 'stakeholder' of any higher education institution and must be allowed a voice that is listened to and acted upon to enhance quality in the total learning

experience" (Panuchnat Permpool, & His Royal Highness Princess Maha Chakri Sirindhorn, 2018) Brown, V. L., & Tegeler, A. C. (2022). The student satisfaction approach was developed Chaiya Yimwilai, & Somchai Phakaphatwiwat. (2023) and Salem, M., & Baidoun, S. (2022) Cham: Springer International Publishing. which represents a pattern of action based on student feedback. He believes that students' views are important because 'Higher education is first and foremost about the improvement and empowerment of students as participants in the learning process'. He, therefore, argues that students are documented as stakeholders. Master in Higher Education introduced the concept of "Student Satisfaction Guidelines" thereafter There are many educational implications that can be used more in the conduct of concrete research.

Customer satisfaction theory (CST)

The application of customer satisfaction theory (CST) in education centers on the concepts of expectations, experience, perceived service, and evaluation of that service (Bruno, M. A., Fotos, J. S., Pitot, M., Franceschi, A. M., Neutze, J. A., Willis, M. H., ... & Wintermark, M., 2022) and Siripipatthanakul, S., Siripipattanakul, S., Limna, P., & Pholphong, L., 2022). However according to CST, it only requires the use or experience of service; it does not require the purchase of a product or service. Student satisfaction is a judgment that a product or service feature, or the product or service itself, provides a pleasurable level of consumption-related fulfillment including the level of under or over-fulfillment (Zayed, Y., Salman, Y., & Hasasneh, A., 2022). Satisfaction is thus a function of the relative level of expectation and perceived performance. Expectations are formed based on experience with the same or similar situations, and statements made by friends or other associates by W. M., & Huang, G. (2022) and Gupta, S., Jackson, J. E., Shindorf, M. L., Arthur, L. G., Chandler, N., Danielson, P., & Garrison, A. P. (2022). Many universities and colleges practice customer-driven approach, whereby the students are "customers" and education is the "product" or "service" offered (Saragih, M., & Morrison, B. W., 2022) and Salamzadeh, A., Tajpour, M., & Hosseini, E., 2022). Cham: Springer International Publishing. postulates by giving the customers satisfaction, organizations can be in a win-win situation. The components of student satisfaction have been identified in various past studies. In the survey of Student Satisfaction Inventory (SSI) in the US (Akouegnonhou, O., & Demirbaş, N., 2023) and Terwiesch, C., 2023). Would chat GPT3 get a Wharton MBA? A prediction based on its performance in the operations management course. Wharton: Mack Institute for Innovation Management/University of Pennsylvania/School Wharton. indicates that the top five basic attributes among higher institutions are: instructional effectiveness and academic advising, academic and registration services, financial aid services, campus climate, and campus life. Subsequently Roy, S. K. (2023) and Fey, C. F. (2022). Introduced the Indicative Generic Student Satisfaction Survey which was conducted in the UK and identified 7 components: course organization and assessment, university facilities and students' union, learning and teaching, student services, library, computing and evaluation. Other studies found that program's infrastructure and core academic courses offered, language, and lecturer contributes to overall satisfaction of masters' students report that students' perception of the organization and clarity with which their professor perform in class affect satisfaction on program directly. Services provided by a university are intangible and are being provided by many people such as librarians, administration staff, and faculty members over an extensive period (Roy, S. K., 2023 and Maulana, H., 2022 and Fey, C. F., 2022)

The Purpose of The Research Conceptual

Based on the international literature reviews as discussed above, the research concept of the study is generated from three observations 1. What is the most important for students to stay satisfied which refers to course quality provided by colleges, perceive value of tuition paid, adequate of infrastructure 2. what is the student's decision making enrolment in MBA program refers to financial aid, academic reputation, cost, geographic setting, campus appearance, size of institution, recommendations from family/friend and opportunity to play sports and 3. the important and satisfaction level in campus climate refers to student life in campus, channels for expressing student complaints are available and approachable administrators. The overall satisfaction is performed as the criterion variable. In doing so, these predictors will be proposed and included in the actual model after the important factors have been rated by MBA students and confirmed by institutional executives.

Instrument Development & Research Method

A questionnaire has been designed as an instrument for obtaining the primary data through the survey method. The questionnaire has been elaborated according to the research objectives, underpinning theory, and theoretical framework of the study. The questions for the variable predictor are adapted from the Student Satisfactory Inventory The variable predictor is modified into 3 main observations that are applied in this study 1. what is the most important to students who have stayed satisfaction consists of 26 items 2. financial aid and cost factors are the important for student enrollment decisions consists with 9 items and 3. the important and satisfaction level in campus climate consists with 10 items (Raman, R., & Pramod, D., 2022 and Fey, C. F., 2022). Thus, the research questions are included with 45 items and all predictors will be measured by using 7-point Likert scale – “Not satisfied at all” (1) to “very satisfied” (7). Criterion variables are measured by 7-item overall satisfaction measured by a 7-point Likert scale ranging from (1) “not satisfied at all” to (7) “very satisfied” (refers to appendix).

To ensure the validity and reliability of measurement constructs pilot-tests are chosen for elaborating and finalizing of actual questionnaire. Convenience sampling is chosen for the study as an appropriate method due to the unavailable Population of MBA students. The target groups responding to the questionnaire were MBA Active students from 2 places: Dhonburi Rajabhat University and Phranakhon Rajabhat University. and Bangkok Thonburi University The total population of MBA students of each THPEI is unavailable therefore a total of 150 MBA students will be taken as the appropriate sample size for each THPEI. The interview method is included in the study after interpreting the results of the findings. This confirms the result of the study and interprets the exclusive perspective. Thus, the determinate and variable criteria rated by MBA students will be confirmed by strategic marketing using through executive interview method. The dean of faculty of business administration and chancellor from both institutes are identified as institution exclusive who is well monitoring overall operation in the MBA program from both Populations of MBA students. The target groups responding to the questionnaire were MBA Active students from 2 places: Dhonburi Rajabhat University and Phranakhon Rajabhat University and Bangkok Thonburi University.

Limitation of The Research

Contribution of The Study

The contributions of this study logically are contributing widely from two different perspectives. Those are micro and macro organization perspectives, the micro refers to student views (customer satisfaction) and the macro refers to institutional broad executive views (producer view) of the particular product (MBA program). Thus, to explain this logical comparison, two perspectives are represented are as below;

Determinate important factors are rated by students

This study aims to identify the important factors influencing student satisfaction in MBA programs. Thus the range of questions is modified from a higher education consulting survey in the USA (Noel-Levitz students' satisfaction inventory survey) rather than adapted from previous research or self-adapted. This can be conducted at all higher education levels (degree, master's, and Ph.D./Doctorate). Particularly, in Thailand academic institutions have not found any relevant studies that applied this concept before in this particular area. In doing so, to point out the important factors of student satisfaction in a particular school environment the student should rank the importance not be selected from the past research finding or adopted from past research relevant, as confirmed below; Any surveyed group is more likely to respond to a relevant survey than one that appears to miss the point. Students are much more likely to provide detailed information about issues that are important to students than those that teachers think ought to be important to students. (Devkota, N., Rana, M., Parajuli, S., Bhandari, U., & Paudel, U. R. 2022 and Lu, J. G., Nisbett, R. E., & Morris, M. W., 2022)

Institutional Perspective Orientation

The interview method will be applied after important factors are identified by MBA students. This ensures that THPEI administrators could gain some insights into improving master programs, especially in improving the expectation of MBA students' experience required, academic support services meeting the student needs, administrators being approachable or being able to communicate with individuals more easily, and campus climate. The interview structure is represented such legal ownership, mission, fields of study, size, types & and age, and location, these are the indicators to indicate the institutional overall characteristics. Thus, this study attempts to propose these indicators under the concept of "institutional perspective orientation". With this word, this study will be exploring the diversity dimension of the different institution into tangible research which not much study have done in Bangkok.

Discussion & Contribution

It is recognized that student evaluation is the feedback of institutional quality, the feedback received from students is useful for the THPEI to provide quality improvement and serve the student at a suitable service. With this in mind, the data collected from students can be pre-reviewed by the institutional broad executive to ensure the appropriate policy to improve overall student satisfaction (Pongkorn Chantra Chor., 2023 and Scaringella, L., Górska, A., Calderon, D., & Benitez, J., 2022). Found that student satisfaction is a contributing factor to students' success and the likelihood those students will be retained. (Methawin, & Phon Yothi., 2022 and Jeckells, H., 2022). Thus, this study aims to point out the important determinant of student satisfaction ranks by Population of MBA students. The target groups responding to the questionnaire were MBA Active students from 2 places: Dhonburi Rajabhat University and Phranakhon Rajabhat University. and Bangkok Thonburi University Three main observations

are applied in this study are as 1. What is the most important for students who have stayed satisfied 2. Financial aid and cost factors important for student enrollment decisions and 3. The important and satisfaction level in campus climate (Kunthida Kingsawat, Prinya Jitaram, Suthisak Surirak, Pornchai Khunkongmee, Chiranan Tulchat, & Supanit Thapchai., 2022 and Siripipattanakul, S., Siripipatthanakul, S., Limna, P., & Auttawechasakoon, P., 2022). In addition, the institutional perspective is confirmed by the institutional broad executive including the dean of faculty of business administration from both institutions who recognized as the gatekeeper of internal information resources in MBA program. Additionally, this study intends to contribute in MBA program by tracking student satisfaction (customer orientation) to ensure that their courses (product orientation) are more marketable and profitable (Peerapol Sriwichai, & Supamonta Tata., 2022 and Walter, N., Asgari, O., & Cleff, T., 2022). This requires good monitoring, observation, and accurate observation to ensure the quality assurance perceived by MBA student satisfaction (Belur, J., & Patil, S. V., 2022).

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Development of Learners through a Mentoring System and Role Play for Students Majoring in Accounting, Sisaket Rajabhat University

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Abstract

The purposes of this qualitative study were to develop learners and to investigate satisfaction of the learners towards the monitoring system and the role play for students in the seminar course in management accounting. The samples were 120 year four students enrolling in the course purposively selected for the study.

The research instruments consisted of observatory form and the data were analyzed using descriptive method. The results of the study revealed that the students had increasing satisfaction towards the monitoring system and the role play used in the process of teaching-learning of the seminar course on management accounting which could be observed from their responsibility in participation, creative thinking, knowledge and understanding in that they were confident in expressing their creative ideas in such a way that created ways of designing and presenting in an interesting atmosphere and showing team work which well solved the confronting problems.

Keywords: Mentoring System, Role Play, Accounting

Introduction

The education challenge in the 21st century towards each science to catch up with changes and be ready for every life skill such as thinking skill, basic skills for literacy, working skills information technology skills and skills in spending life is important for every branch of study to plan and design the learning management system to have real benefits and empirical outcomes. Education institutes have to have some mechanic to prepare quality graduates according to the needs of the labor market. The teacher or professor is, therefore, necessary and important to play roles in the process of preparing the quality graduates and be able to apply body of knowledge in daily life and manage the knowledge for the benefits of the society in the future. For this reason, teaching learning is aimed at improving the skills or potential using various techniques or processes so that the learners could create something using wisdom in an integrative way, analyze something critically and appropriately according to each science in order to accumulate high-level thinking skill in designing and solving important problems in learning.

Accounting profession has been prescribed as one of the eight professions that can be moved to work independently in the ASEAN countries since it needs cautiousness and carefulness and high responsibility because the outcomes of its job could reflect reality of economic status both in the form of money and non-money. Thus, it is necessary for the accountant to possess intellectual skills equipped with creativity, ability in applying and from theory to real application. Furthermore, every factor of an organization must have increasing knowledge of business, realize in politics and have a wide world view, including strategic planning, project management, human and resource management, decision making, ability to divide functions of work that can motivate and develop personnel to be equipped with leadership (Suwapha Joradon, 2019).

This is in line with the Board of Profession on Technology and Accounting, a profession council under the royal patronage (2016) which states that the professional skills for accountants consist of five sides, namely: intellectual skill, operational skill and duties, skill for specific persons, interpersonal interaction and communication skills, and skill on organization and business management. It can be seen that one of the essential skills is intellectual skill for the people wanting to be do accounting that can solve the problem, make decision, and use good judgement to deal with different situations which may have some flaws, difficulties, complications in the office. Therefore, no matter it be real life of work in education management, the mentoring system and responsibility in playing roles are crucial important for endless learning.

The mentoring and role play system is therefore a tool for knowledge management used to develop people by establishing creative imagination under the body of knowledge transmitted to the knowledge basis, and understanding in a particular matter must be evidenced under supervision of the mentor or having high- experienced persons as advisors, giving suggestion, teaching, monitoring and supporting potential development in working with spirit in a suitable manner for the learners which will result in effective and efficient outcomes for the people and the organization. Again the role play is a teaching-learning process where the learners have to create the situation and roles that reflect data or details which are or closed to the truth and be able to link with the logical rationale and background to create understanding about what is reflected in that situation whether it be emotion, feeling, behaviors and ideas as well as intellectual, wit to be used in solving confronting problems promptly (Thitsana Khammanee, 2007).

Based on the above mentioned, the researchers are interested to investigate the development of learners and their satisfaction towards the monitoring system and the role play in the seminar course on management accounting. The information received would be beneficial for planning of management techniques for participatory learning process where the learners are center with efficiency and effectiveness. The learners would also be able to integrate the knowledge in courses, disseminate systematically and have the platform for exchanging ideas professionally.

Objective

1. To investigate the development learners through the monitoring system and the role play in the seminar course in management accounting.
2. To investigate satisfaction of the learners towards the mentoring system and the role play.

Expected Outcomes

1. The students have creative thinking that can be appropriately integrated with different situations on accounting profession and be creatively in line with the topics on role plays in the seminar course on accounting management.
2. The students are able to transmit learning system creatively through the monitoring system and topics on role play in seminar course in accounting management systematically and can easily get access to body of knowledge.
3. The students have satisfaction on the learning process through the monitoring system and the role play in the seminar course in accounting management.

Conceptual Framework

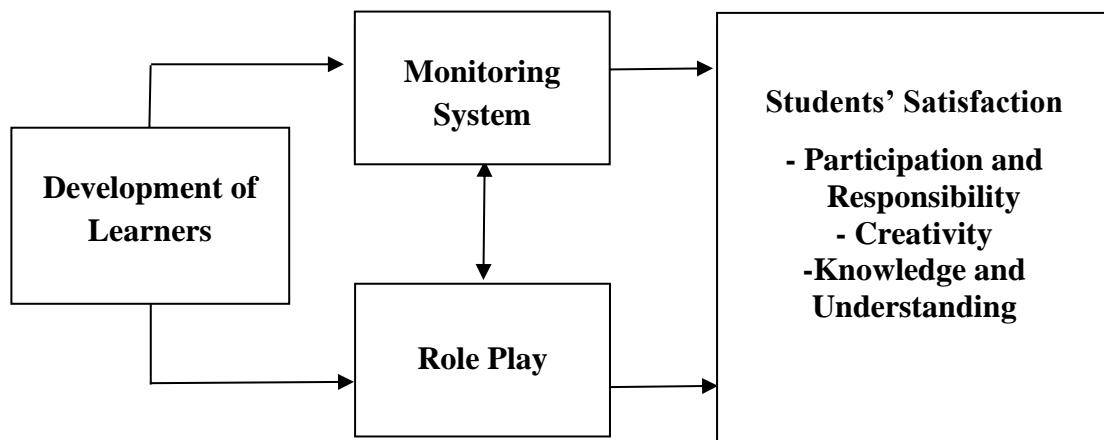


Figure 1: Conceptual Framework

Research Methodology

This research is a mix study between quantitative and qualitative study using the following method.

Population and Samples

The researchers used specific samples, namely 120 year-four students in the accounting program enrolling in seminar course on accounting.

The Instrument for Data Collection

1. A questionnaire assessing the students' satisfaction towards the monitoring system and role play in the management of the course on seminar in accounting management.
2. An observation form of behavior and details

Checking of the Instrument Quality

On designing a questionnaire to assess the students' satisfaction as well as acting the role of the monitor, the researchers have reviewed empirical literature in the past and requested for advice and suggestions from the experts from the Faculty of Education on measurement and evaluation including psychology before designing the instrument by talking and consulting about how to set questions, teaching techniques, steps and process of design, giving consultation to the mentor, building inspiration, building positive and negative pressure, making morality, for instance. This is to encourage the students to have ideas and strength to proceed and succeed according to the set objectives. Once the instrument have been constructed, the researchers bring it to the experts in order to check its validity; if it is not appropriate or ambiguous for misinterpretation in a negative way, the researchers will correct it until it is approved by them. Then it will be used for data collection and proceed as planned.

Statistics for Data Analysis

The researchers used the statistics for quantitative study, namely percentage, mean, standard deviation and descriptive statistics for content analysis of qualitative research.

Stages of the Study

Stage 1 Planning

The researchers have set the conditions for teaching preparation and mentoring under the role play for the three classes of fourth-year students in accounting as follows.

1. Set clear objectives for the role play specifically what the learners are supposed to know and understand in the process. The teacher as the researcher will clearly tell the rules in studying the seminar course in management accounting before assigning the students to divide into groups and study the contents agreed upon and approved by the mentor by having specified the situations being the controlled variables, namely rules for joining the seminar. In attending the seminar, students are not allowed to miss the seminar more than three times. However, the researchers want to instill responsibility, basic morality, and esthetics they should behave on socialization. If there are more than three students in the group, it is enough to give a lecture and it should be ended except that it is an unavoidable situation which must be reasonable and having empirical evidence to show every time of being absent.

2. To be in line with the set objectives, the students in the group are required to prepare the situation for a role play and also being the mentor to analyze the possibility of the topic for the seminar following these rules.

2.1 The students are to divide into groups of 15 members that are in the same class or from other classes.

2.2 During a month of the preparation for the seminar, each group has to the mentor to present possibility in setting up the seminar and everyone has to answer the mentor's questions and the proposal in each step of the content must have been approved by the mentor before continue the seminar.

2.3 After the topic has been approved, in each week, each group has to meet the mentor to report the advancement of the process of role play preparation at least once a week. Each group has to present in details about the role play, who does what, where and how beginning from preparation of planning with the details arising during preparation and presentation. Each member has to take part in the process totally and clearly. Nevertheless, if any group is ready and has the details that requires consultation, they can make an appointment to have consultation with the teacher who is also the mentor of each group anytime.

At this stage the researcher will take note his observation in the instrument which is used for data collection, that is observation form which will indicate behaviors, expressions, progress, problems, details and frequency of meetings and other details relevant to each group work.

Stage 2 Action Stage

1. The researchers prepare the instrument for data collection such as a progress record, a behavior observation form and follow the lesson set teaching lesson plans.

2. During the period of meeting with the mentor, the students in each group have to present the details of the jointly planned and the mentor will give suggestions without pinpointing in depth what and how should be done, but will ask back the details or the simulation which may occur. However, the objectives are to encourage the students to think, solve the problem and be careful about the situation which might occur in each stage. In such stage, the researcher will take note in the behavior observation form every time in order to compare the progress and creative thinking increased in the real seminar. The researchers on behalf of the teachers will take into consideration every aspect beginning from the location, appropriateness of the atmosphere, factors as a whole must be incongruence of the topic to be presented, readiness of registration, welcoming, role of the announcer, role of the speaker, technical readiness, order of importance of stages, running the seminar, reality of role play, correctness of details of the content, confidence of expression, solving confronting problems and decision making, unity in team work, for instance. Such stages, the researchers would take notes of every stage in the behavior observation form, including good points and suggestions for running a seminar.

3. When each group has finished the seminar, the researchers will assign the students in other groups who join the seminar to reflect their satisfaction of the seminar as a whole before the researchers reflect by giving suggestions that the details should have dominant points, the points that should be developed and evaluated should come from evaluation sheet of the seminar, which could be a small point but important that the members may not pay attention.

Stage 3 Follow Up and Evaluation

The instruments for data collection in this stage consist of a satisfaction evaluation form, a behavior evaluation form, videos recording moving pictures and still pictures, and live program in Facebook. The researchers will record the outcomes from the first group until the last group of the seminar by specifying the details, outstanding points, weak points and suggestions from the researchers as the teachers for a learning evaluation of the previous group and the creative thinking that increases in the subsequent groups. Then a comparison will be made from empirical observations by the researchers and those who join the seminar whether there is any idea that is in line with each other or any point of view which is increased from the audiences or observers. At this stage the researchers will be aware of attitude, idea or attitude, or as being an observant person from the part of student in the role of the seminar participant, and creative idea by learning a good point, weak point and be able to apply and integrate it in line with the responsible context of the group in order to bring about perfectness and dominance most.

Stage 4 Analysis and Evaluation

In this stage the researchers analyzed and evaluated the data collected from the observation form and the questionnaire assessing satisfaction and other relevant instruments by analyzing the content and finding the mean, standard deviation and other suggestions collected from the seminar evaluation forms from each group, self-evaluation forms on satisfaction of the seminar, suggestions from the teachers and related persons attending the seminar. To prevent being bias in the research during the seminar of every group, there is a live

program transmitted through social media like Live Facebook where the teachers would observe every suggestion participating in the program. An evaluation is also made of the satisfaction among the audiences towards the result of the students' seminar and the records for further analysis.

Research Finding

Based on the observation of the behaviors before and after using the mentoring system and the role play in the process of learning management, it could answer the research objectives as follows.

1. As to investigate the development of the learners through the Mentoring system and role play in the seminar course on management accounting, it was found that:

1.1 The behavior before using the mentoring system and role play.

1.1.1 Based on the record of observation of characteristics and learning management of students' behaviors, it was found that almost 80% of the students had expressing behaviors without confidence whether in answering questions, arguing, presenting ideas with reluctant behaviors in different ways such as being quiet, speaking softly, turning to friends for consultation, avoiding sight, and bowing.

1.1.2 The students lacked of enthusiasm in learning, searching for in-depth details in each responsible issue the content of which is, as a whole, merely details without logical linkage and academic principles, references of academic sources because they had no deep interest. This partial investigation was then completed by the teachers. Consequently, the students were not so enthusiastic by themselves.

1.1.3 The students had a shortage of linkage, logical reasoning in organizing significance of the content and a clear and interesting topic for presentation, thus creating a to and fro presentation with a redundant of contents, emphasizing the content from the text more than bringing lecturing techniques by telling interesting story, and without integrating of other media to incorporate in to the presentation. The majority of responsible students were those who had good learning outcomes since it is an indicator of responsibility who received trust and faith from members of the group without considering ability in other aspects. There was no time for students with concealed ability in other aspects to have an opportunity to show or prove their ability so that they could be recognized by everyone.

2. Behaviors after Using Mentoring System and Role Play

After each group received the mentoring system and role play, it was found that such system enabled the students to express their ideas more and more particularly those studying the theoretical section would normally have a still and quiet behavior, not express themselves dominantly, but once they received the role play and both positive and negative encouragement from the teachers they adjusted their attitude, behavior and the way they behaved in the group was good. They exhibited themselves in the other way which was never done in class positively by showing leadership and ability to speak dominantly or clearly expressing in other ways. Moreover, the students also had creative ideas in creating simulation by acting in a play, using various aids that can get access to knowledge easily such as creating a skit or short play that make a link to its background of the content wanted to present, using graphic with the scene, using music to arouse interest, using attractive color light, dressing and presenting events that really happen, presenting information through cartoons, creating stories and contents, visiting the area to collect data using documentary videos showing what is really happening, playing games, participation from those attending the seminar, getting the students to search and investigate the sources of an example of a professional seminar, making interesting media slides while giving a lecture, making atmosphere to have a good link with the topic of the seminar.

In order to investigate the students' satisfaction towards the mentoring system and role play in the teaching-learning process the seminar course on management accounting, the researchers have prescribed three aspects of satisfaction, namely: participation and responsibility, creative thinking, and knowledge and understanding. From the observation it was found the followings.

2.1 On participation and responsibility, once the students have been assigned to group work, about 2-3 of them would show their leadership by setting rules for participation, do brain-storming, dividing their duties since grouping depends on their satisfaction and at will. Thus, most of the group members are usually those who used to work together and each one will honor each other. During their conversation or having a consultation meeting within the group, those who are leaders will give a prologue first and then ask for additional opinions. If any members have suggestions, argument or questions, they will start discussing at once and every issue will be discussed among the members. Every time the teacher joins the meeting for planning and asks the group some questions, it was found that they already have shared their roles and duties such as certain persons will function as a note-taking person who records the details of the meeting. During questioning, there will be a representative who searches for information to answer the questions. The information will be collected from the beginning until the presentation stage. Then the location and the technical sections will prepare for a clear presentation so as to have a good seminar. It can be concluded that the students have satisfaction towards participation and responsibility to the monitoring system and the role play in the process of teaching-learning of management accounting.

2.2 On creative thinking, it was found that on running the seminar on management accounting, the students expressed themselves by reaching the role of performing, confidence among group members has been made under expectation and pressure from the teachers and friends from other groups. However, the students, were able to apply different environment conditions, express behaviors to build morale and encouragement within the group such as building appropriate learning atmosphere with the issue or topic of presentation, prescribing role play such as the issue for the seminar on income tax, the role play would be a guest speaker from the Revenue Office. For the sake of appropriateness and more reliability, if the topic is about agricultural accounting, the role play would be of a guest speaker from the Cooperative Auditing Office, farmers, or agricultural officers. While there are applications of dressing that builds reliability and personalities, using role play, games, using representatives for a question-answer session, building networking for cooperation with members among groups in taking part in organizing the seminar, for instance. Besides presentation by oral lecturing, there is also making clips on the occasion of real visiting the area and interviewing the participants, the relevant office itself and the members of each group, creating members' participation by games, joining the question-answer, and giving real souvenirs, using knowledge and skills to solve problems and making decision to confront different situation well. This makes the seminar atmosphere interesting, not boring. In addition, the students also receive knowledge and have interest to attend each lesson well. It could be concluded that the students had satisfaction in creativity aspect towards the mentoring system and role play in the teaching-learning process of the seminar course on management accounting.

2.3 On Knowledge and understanding, as the objectives of the seminar was to run the seminar on management accounting were to get the students to study and search for the details of information to present in the form of role play. Therefore, to present professionally and as an expert, the students had to search for in-depth information for presentation and be ready to answer the questions both from the teacher and members from other groups. From meeting for consultation with the mentor, it was found that the students would prepare the content well and every time the teacher would inquire in-depth each topic and the students would express their feelings and ideas, perception, and attitudes deeply concealed as the answer-information from their learning. They would join answering the questions almost covering the whole content. If any of the information was wrong or outdated, the advisor would suggest the source of information for them to search for more information and present it in the next meeting. It was found that they would go back to review and make the content to cover more information. If there was any uncertain topic, they would search for revise, and improve it until it was approved by the advisor. Each group would have readiness in a different way, but by average, they would be ready to meet the advisor for three to five times per group before the seminar. It could be concluded that the students had satisfaction in knowledge and understanding aspect towards the mentoring system and role play in the teaching-learning process of the seminar course on management accounting

Discussion

1. The development of the learners through mentoring system and role play in the course on management accounting was found that the behaviors of the learners after using the system and the role play were developed as could be seen from their confidence in expressing, enthusiasm, being eager to search for information, making linkage showing logical reasoning, exhibiting leadership, having speaking skills, and having creative thinking clearly. This may come from the conditions in teaching-learning management using mentoring system derived from the teacher and that the mentoring system is one of the instruments of knowledge management in the form of transmitting knowledge between those with more experience to those with less experience via talking which brings about exchanging learning among each other. This is in line with Mavuso, Michael Abby (2007: 1-75) who claims that the mentoring system helps create success in planning and a better management system and also creates confidence that the recipient has adequate information to make efficient outcomes, creates good working atmosphere, decreases moving or changing jobs, decreases loss of resources with no benefit as well as encouraging employees to produce more outcomes and have new works with a better standard operation. It is also in line with Zachary, Lois J. (2000) who claims that the mentoring system is one of the instruments that helps train knowledge in different fields based on the experience from the beginning of the process until the end. It is like a professional manager, teacher and leader, like a compass that guides learning from direct experience in order to create maximum efficiency and maximum loss of unnecessary resources. While the conditions of role play give freedom in thinking and encourage the students to have maximum participation making them to feel that they have maximum role in designing, planning and prescribing the stages and details of every topic. Originally in the teaching-learning system, the students are recipients of the details in the classroom and partially participate in only asking problems generally called general knowledge or explicit knowledge which comes from different methods such as taking notes, searching and learning, listening to teaching and leading to practice in order to have more understanding. However, when the learners become the designers of the system themselves from the beginning until the end, application of knowledge specific to oneself or tacit knowledge of which partially comes from application of each person's experience or gift easily transmitted into speech or written words such as working skills, man-craft or analytical thinking which is management of tacit knowledge focusing on setting a stage for sharing knowledge available in each practitioner to create knowledge together and lead to building new knowledge that each one can use for further work.

2. The students had increased satisfaction towards the mentoring system and role play in the process of teaching-learning of in the course on management accounting as could be observed from participation in responsibility, creative thinking, knowledge and understanding which was in line with Nisara Rodnut (2016: 1-101) who studied the factors affecting employee satisfaction in working at four big auditing companies in Thailand. It was suggested in the study that if we are to have an opportunity to progress in the duty, the administrator should have the mentor to give advice or suggestions in work operation in order to decrease worry and working pressure and strengthen and expand ability and expertise in working. It is to offer opportunity for the employees to learn new things. Prapada Taluenchit (2014: 1-106) also studied teaching accounting auditing skills using role play aimed at promoting understanding of the course content for the learners and develop communication skills, problem solving, and their team work through the process of teaching-learning management using role play by using a quasi-experiment research with pre-test and post-test experiment group. The teaching used role play in one group, being 62 year-three students enrolling in the seminar course on

accounting auditing. It was found that role play helped the learners to know and understand the course content more and helped develop the learners' communication skills, problem solving, and team work. They learned from their flaws or mistakes during doing the role play, building enthusiasm, intention, and saw that the auditing process became more systematic.

Suggestion

Suggestions Based on the Findings

1. The teacher should take into consideration of integrating the content of the course with role play in order to create the learning atmosphere and support participation students' participation in the teaching-learning process.
2. The teacher should apply the mentoring system every time when giving an assignment because it is one of the processes that helps control, follow up and support the learners to be able to think and learn by themselves.

Suggestions for Future Study

1. It is suggested that there should be other data collection techniques such as a quantitative research using a questionnaire, an in-depth interview of the samples or a focus group focusing on the results of the study.

2. It is also suggested that the students should be divided into groups according to type of students such as a group of good students, a group of average students, or a controlled group in order to observe and compare their behaviors whether they are different or not.

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2.5 Discussion and Conclusion

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