

DEVELOPMENT OF LEARNING ACCOMPLISHMENT IN BUDDHISM COURSE (MORALS OF BUDDHISM RELIGIOUS DAY) OF STUDENTS IN MATTHAYOM 3/4 OF DEMONSTRATION SCHOOL OF SUAN SUNANDHA RAJABHAT UNIVERSITY BY USING ASSIGNMENTS WITH ACTIVE LEARNING

Araya Pakla

Suan Sunandha Rajabhat University, Bangkok, Thailand

E-mail: Araya.pa@ssru.ac.th

ABSTRACT

From the observation of the state of problems in classroom, researchers found that students had the low results in Buddhism course on the topic of Buddhism religious day, because learning management in this subject emphasized only lecture. Therefore, learning in this class is not interesting. From the observation of students' behaviors, we found that students lacked of interest in this religious study and lacked of faith in Buddhism. Among the society of Thai people in this era (2016), people are fond of valuable objects and far off from Buddhism. Because the social value today is degenerated, people in the society lack of responsibility for community, and being more selfish. Thai children are considered to be the country's development in the future. For this reason, developing the efficiency of children is the important thing as indicated in National Education Act of 2010, section 28: Learning management must improve humankind and make them have equality in knowledge, perception, ability, goodness, and responsibility in society. From the problems above, researchers see the significance of Buddha's moral teaching, so we would bring and adapt it for using to solve the problems in future lives. Morals of religious day are considered to be the heart of Buddhism. They are rational and approvable by multiple ways of learning that emphasize the importance of learners. They arouse learners to be interested to learn and to care of religious study more than before. This research is an experimental research that has the main purposes as the following: 1.) to improve the results of school learning in social study on the topic of morals of Buddhism religious day by using assignment with Active learning. 2.) to compare its previous results to after results. 3.) to study the satisfaction of students in using the assignments and Active learning. In addition, the group of study is five students in Matthayom 3/4, in 2016 school year of Demonstration School of Suan Sunandha Rajabhat University, Office of Education, in Bangkok by purposive selection. The tools used in this research are learning scheme by using Active learning, assignments on the topic of morals of Buddhism religious day, evaluation exams before and after learning, and satisfaction survey of assignment series. Based on the Verification of its quality by using the IOC (Item Objective Congruence Index) and the analyzing of the information by using the mean value and standard deviation, we found that the results of learning morals of religious day by using assignment series with Active learning have the mean score of 23.8 and the deviation of 3.03. Consequently, using the assignment series with Active learning made learners have opportunity to search for the answers and practice by themselves at the same time. Therefore, it affected learners in developing learning potential, which should be developed efficiently. After learning using the assignment series with Active learning, students have better results compared to the results before learning, which the mean and deviation after the management are 23.8 and 3.03, and the mean and deviation before the management are 14.4 and 2.3 as the following. In addition, students were favorable to the assignment series with Active learning, which generally have the mean of 4.83 and the deviation of 0.28. The assignments were appropriate to students' potential. They looked novelty and interesting when working with Active learning. It emphasized learning, searching by own selves, and having punctual discipline relating to National Education Act of 2010, section 24: learning management must concern about the distinct between the individuals, which have to practice thinking process, management, problem solving from real experiences in learning using assignment series with Active learning.

Keywords: morals of Buddhism religious day, assignment series, Active learning

INTRODUCTION

The country's developing direction, according to National Economic and Social Development Plan, is the desire to build up the strong immunity within the country so that people can live together in the society with peace, equality, ethics, and protection from social alteration. It aims at developing humans to be humankind, who have quality and abundance in every dimension of lives, whether physicality, mentality, or lives that can live in variable circumstances in the future. Thailand's society is the society that people see the value of objects more than minds, which affects in the degeneration of the value of Buddhism. Even though most Thai people are Buddhist, they do not realize about thinking good and doing good things. In contrast, they behave dangerously, lack of mercy, and lack of responsibility for community. Thai children are considered to be power

of the country in the future, so development of their potential is very important, relating to National Education Act of 2009, section 22: Learners are the most important. Additionally, in section 28, Education must develop humans and make them have equality in knowledge, perception, ability, goodness, and have responsibility to public. Finally, all of these are to prepare the readiness for the transformation of society in the next generation.

From the observation of the state of problems in classroom, researchers found that students had the learning results lower than standard criteria in Buddhism course on the topic of morals of Buddhism religious day, because learning in this course emphasized only lecture, which made it not interesting. From the observation of students' behaviors, we found that students paid attention less in this subject and lacked of faith in Buddhism, which affected in non-understanding the contents of this chapter. Consequently, students had learning results lower than standard criteria. From the problems above, we see the significance of Buddha's morals teaching which is appropriate for adapting to use in daily lives, so students can use them to solve different problems in their lives. Furthermore, morals of Buddhism religious day are considered to be the heart of Buddhism. They are logical and approvable by variable learning management, which emphasizes the importance of learners. They activate learners to be more interested and to appreciate Buddhism, which relates to the researches of many researchers. For example, Yananda Sirapattada (2010) found that Active learning can improve knowledge and understanding of students, and make them have the after learning accomplishment better than previous one, which has the statistical significance of 0.05. Also, Chaweewan Kaewsaiha, in Action lesson (PI Lab) on the topic of information analyzing using assignment series, found that the results of freshman and sophomore students were higher than previous results, which have the statistical significance of 0.05. For this reason, using assignment series with Active learning in learning management can solve the problem of low resulting scores. This research aims at studying for developing learning accomplishment in Buddhism course (morals of Buddhism religious day) of students in Matthayom 3/4 of Demonstration School of Suan Sunandha Rajabhat University by Using Assignments with Active learning. Finally, these are for developing learners by following the goals of Fundamentals of Basic Education and future education.

METHODOLOGY

The purposes of this research are studying the learning accomplishment of students in the chapter of morals of Buddhism religious day by using assignment series with Active learning in learning management, comparing the results of students in the chapter of morals of Buddhism religious day by using assignment series with Active learning, and studying students' satisfaction of assignment series with Active learning in the chapter of morals of Buddhism religious day. The group of study is five students in Matthayom 3/4, in 2016 school year of Demonstration School of Suan Sunandha Rajabhat University, Office of Education, in Bangkok by purposive selection. Researchers worked in three steps as the following: Step 1 is studied and searched about Active learning from the related reports by bringing variable teaching techniques to use and blending them for each student, which would encourage learners to adapt skills to use and can connect knowledge for solving problems in their daily lives. In addition, we studied the theories and principals for creating the assignment series, and brought assignment creating pattern to use with Active learning, which was the emphasizing of the importance of students relating to Core Curriculum Basic Education 2008. Moreover, we brought learning tools and indicators to use and to be the frame concept in creating assignment series on the topic of morals of Buddhism religious day with Active learning. Step 2 is developed Active learning and learning assignment. In creating assignment series, first step is making 5 sets of learning scheme, which were appropriate to the group of study and related to Active learning and assignment patterns. There are the processes of step 2: Studied the theories that relate to creating learning activities, and then adapted to use to create learning activities. Studied Core Curriculum Basic Education 2008 and Learning Management Manual in social study subject for the principals, course objectives, curriculum's structure, time management, contents and criteria to be the frame concept in making assignment series. Next, analyzed Core Curriculum Basic Education 2008 and Learning Management Manual in social study subject of Matthayom 3 class for making assignment series on the topic of morals of Buddhism religious day. After that, brought assignment series to calculate for Item-Objective Congruence Index (IOC) with the inspection of three experts. Then, reviewed and corrected them. Finally, brought them to use with five students in Matthayom 3/4 of Demonstration School of Suan Sunandha Rajabhat University by using one hour a week for five weeks, which is five hours total. Step 3 is evaluating and measuring students' learning results in morals of Buddhism religious day and their satisfaction of the assignment series with Active learning.

In the first step, researchers studied the related papers, and then built up the exams for evaluation, which had the contents about morals as the following; Mahkhabusha day, Visakhabusha day, Attamibusha day, and asanhabusha day. They are four-choice question exams with forty questions, inspected by Item-Objective Congruence Index (IOC) from three experts. Then, reviewed and corrected them. After that, brought them to use with the group of study. In creating survey of students' satisfaction in using assignment series, researchers studied related papers and techniques for creating questions to determine the contents of questions and satisfaction of assignment series. Then, made satisfaction questions, which had five rating scales. In each assignment, there were ten questions, inspected by Item-Objective Congruence Index (IOC) from three experts. Finally, brought them to use with five students in Matthayom 3/4 of Demonstration School of Suan Sunandha Rajabhat University.

RESULTS

This research has the objectives, which are to develop students' results on the topic of morals of Buddhism religious day by using assignment series with Active learning, to compare the previous results on the topic of morals of Buddhism religious day to after results, and to study students' satisfaction of assignment series with Active learning on the topic of morals of Buddhism religious day, which have the analyzing results as the following:

Table 1

Mean and standard deviation of students' achievement scores using assignment series with Active learning differentiated individually

students	scores (40 scores)
First student	25
Second student	22
Third student	20
Fourth student	24
Fifth student	28
\bar{X}	23.8
<i>S.D.</i>	3.03

Table 1 All students have mean score after using assignment series which is 23.8, and the standard deviation is 3.03. Consequently, students have better learning results in morals of Buddhism religious day.

Table 2

Comparing of mean and standard deviation of students' learning scores before and after using assignment series differentiated individually

students	Before (40 scores)	After (40 scores)
First student	12	25
Second student	13	32
Third student	14	20
Forth student	18	24
Fifth student	15	28
\bar{x}	14.4	23.8
	2.30	3.03

Table 2 All students have mean score and standard deviation after using assignment series higher than previous one.

Table 3

Mean score and standard deviation of students' satisfaction to assignment series with active learning on the topic of morals of Buddhism religious day of students in Matthayom 3/4

Program	\bar{x}	S.D.	Meaning
1. Assignment series of Buddhism course on the topic of morals of Buddhism religious day have appropriate size pattern for bringing to use.	5	0	Excellent
2. Buddhism assignment series on the topic of morals of Buddhism religious day have contents according to students' learning desire and interest.	5	0	Excellent
3. Learning activities are novelty, interesting, and related to real lives	4.67	0.57	Excellent
4. Learning activities are explicit and students can learn by themselves.	5	0	Excellent
5. Contents are varying, interesting, and attractive.	5	0	Excellent
6. Pattern of activities is varying. It helps practicing thinking process. It can be used in daily lives.	5	0	Excellent
7. Illustration is related to contents and decorated nicely.	4.33	0.57	Good
8. Buddhism assignment series help enhancing skills of lives.	5	0	Excellent
9. Buddhism assignment series encourage morals and ethics.	4.33	0.57	Good
10. Students can join activities and evaluate themselves.	5	0	Excellent
Total	4.83	0.17	Excellent

Table 3 All students have excellent satisfaction of assignment series ($\bar{x} = 4.83$, $S.D. = 0.17$). When considered each program, we found that students' satisfaction are excellent, such as Buddhism assignment series, Buddhism assignment series on the topic of morals of Buddhism religious day have contents according to students' learning desire and interest, learning activities are explicit and students can learn by themselves, the pattern of activities is varying, which helps practicing thinking process and can be used in daily lives, Buddhism assignment series help enhancing skills of lives, and students can join activities and can evaluate themselves. Moreover, there are programs that have good satisfaction, such as illustration is related to contents and decorated nicely and Buddhism assignment series encourage morals and ethics.

CONCLUSION AND FUTURE WORK

From the research, we found that students mostly do not pass the criteria in Buddhism course on the topic of morals of Buddhism religious day, because learning emphasized only lecture, which is not interesting. Therefore, students paid attention less in this course, so it affected in low score results. In addition, the other causes of low score results are that students do not understand morals and cannot solve the problems by themselves, which led to the lacking of morals and ethics, which are the basic principals in lives.

The solution for developing learning results is using assignment series with Active learning. Researchers improved their patterns and made them related to the state of problem, which is the importance of learners. When verified by three experts, they all have related opinions that we can use the innovation in developing students' learning results in morals of Buddhism religion, and it is a way to develop the ability to learn effectively by the ability of the learner, which are related to the other researchers as the following: Yananda Sirapattada (2010) found that Active learning can improve knowledge and perception of students, and makes their learning results better, which has the statistical significance of 0.05. Also, Chaweewan Kaewsaiha, in Action lesson (PI Lab) on the topic of information analyzing using assignment series, found that the results of freshman and sophomore students were higher than previous results, which have the statistical significance of 0.05. For this reason, using assignment series along with Active learning in learning management can solve the problem of low resulting scores. Based on the comparison of using assignment series with Active learning

before and after, we found that the score results after using are higher than previous one. Additionally, based on the analyzing of student's satisfaction to assignment series and Active learning, we found that students mostly satisfied, because assignment series are appropriate and related to students' ability. Also, they can arouse learners to be more responsible in their own instructed assignments.

Teachers should develop students' learning results on the topic of morals of Buddhism religious day as well as developing morals and ethics, indicated in the goals of Core Curriculum Basic Education 2008 (Ministry of Education 2008). In addition, teachers should have variable teaching techniques, which emphasize students to think by themselves creatively to be the country's development in the future, relating to National Education Act of 2010, in section 28: Learning management must improve humankind and make them have equality in knowledge, perception, ability, goodness, and responsibility in society. If the students understand the morals of Buddhism religious day, they will be good performers, have good lives, and be the power for country's future development. We recommend bringing the results of this research to use. Other teaching techniques can be used with assignment series. The assignment series for developing morals and ethics can be made in other styles, for example folk tale and daily news. Lastly, assignment series and Active learning should be brought to use in other subjects, such as Geography, History, Social norms, and etc.

ACKNOWLEDGEMENT

I would like to express my sincere thanks to Suan Sunandha Rajabhat University for valuable assistance throughout this research.

REFERENCE

- [1] Ministry of Education (2008) — Core Curriculum in the Social Studies Subjects. Religion and culture, The Teachers' Council of Lat Phrao, Bangkok.
- [2] Ministry of Education (2010), — National Education Act in 1999 and additional corrections, No. 3, with the relevant ministerial regulations and the Education Act in 2002, Suviriyars, printing workshop of transferring and packaging institution, Bangkok.
- [3] Kasetchai and the fellows (2009), — leaning accomplishment, Odean Store, Bangkok.
- [4] Chalongchai Surawattanaboon (2002), — Instruction media, Department of Educational Technology Faculty of Education Kasetsart University, Bangkok.
- [5] Chaiyong Promwong , Somchao Netprasert, and Suda Sinsakul (1997), — Instruction media system, Faculty of Education, the University of Chulalongkorn, Bangkok.
- [6] Vorawit Nitedsil (2008), — media and innovation of learning, Sky Book workshop, Pathumthani.
- [7] Somjit Sawathanapaiboon (1989), — Development of teaching, Department of Curriculum and Instruction.
- [8] Yananda Sirapattada (2010), — Development of learning behaviors and learning results of students in Marketing principles subject by Active learning, Marketing Executive Department, Suan Sunandha Rajabhat University, Bangkok.
- [9] Chaweewan Kaewsaiha (2010), — Development of Action lesson (PI Lab) on the topic of analyzing the information in Creation and Decision Making Course for 1st Year Students, International School of Suan Sunandha Rajabhat University, Bangkok