

THE RESULTS OF DEVELOPING STUDENTS TO HAVE DESIRABLE CHARACTERISTICS TOGETHER WITH THE COMPETENCE OF NEW STUDENTS FOR LEARNING IN THE 21ST CENTURY

Sarawut Yamdee

*Lecturer, Science and Technology Department,
Demonstration School of Sunandha Rajabhat University
Corresponding Author E-mail: sarawut.ya@ssru.ac.th*

ABSTRACT

The objectives of this research are 1) to develop activities that enhance desirable characteristics together with competencies of modern students for learning in the 21st century. 2) to study the effectiveness of activities that enhance desirable characteristics together with competencies of modern students. Modern students for 21st century learning according to criteria 80/80 3) to study practical skills after participating in activities that enhance desirable characteristics together with competencies of modern students for 21st century learning and 4) Study of satisfaction with activities that enhance desirable characteristics together with competencies of modern students for learning in the 21st century. The sample group included students at Demonstration School of Suan Sunandha Rajabhat University, Wat Rachathiwat School, Debsirin School, Wat Bowonniwet School, Semester 1, academic year 2022; number of students per school is 50, totaling 200 students. The research tools include activities that enhance desirable characteristics. It has a consistency index of 1.00 and is at the highest level of appropriateness, 4.95. The practical skills assessment has a consistency index of 1.00. The satisfaction questionnaire has a consistency index of 1.00. Statistics used in data analysis include percentages, averages, and deviations. Standard the research results found that

1. Activities that enhance desirable characteristics together with competencies of modern students for 21st century learning consists of 4 elements: 1) activity objectives, 2) activity content, 3) activity organizing methods, and 4) evaluation. Activity

2. Activities that enhance desirable characteristics together with the competencies of modern students for 21st century learning have an efficiency of 85.43/82.68, which is higher than the 80/80 criteria set.

3. Practical skills after participating in activities that Strengthen desirable characteristics together with the competencies of modern students for learning in the 21st century, overall and in each aspect, at the highest level.

4. Satisfaction with activities that enhance desirable characteristics together with student competencies. The new era for 21st century learning is at its most level.

Keywords: student development, Ideal Characteristics, 21st century

INTRODUCTION

Educational management in Thailand today experiencing problems with the curriculum teaching and learning management and measurement and evaluation which affects the development of educational quality. and the quality of learners and graduates Therefore, the Ministry of Education has adjusted the basic education curriculum to be a competency-based curriculum. and one option that has the potential to answer the problems of teachers and students that arise Because it is a flexible curriculum and proactive competency-based learning management It will help encourage learners to develop competencies necessary for living,

working, learning and solving various problems. It will help teachers develop children with different readiness to be developed in stages. Including helping to develop students' competencies. Able to adapt in time to change and new needs of society and the world in the 21st century (Office of the Education Council Secretariat, 2020). From the national education reform plan, The competency-based curriculum is a guideline for reforming the curriculum and teaching and learning. To aim to respond to changes in the 21st century, with the goal of equipping learners with core competencies necessary for working, problem solving, and living. which competency-based curriculum Competency Standards will be established as basic competencies necessary for learners. In order to live a quality life, there are generally 2 characteristics: 1. Core Competency is characterized as cross-subject competency or across subjects. That is, it is a competency that can be developed for learners in a variety of learning contents or can be applied to develop students to learn various contents better. And 2. Specific competencies (Specific Competency) is a subject-specific competency / field of study that is required for that subject. Both types of competencies are core competencies. or specific performance Each has levels from easy to difficult. The curriculum will require students to learn in a progressive manner. according to their skill level (Office of the Education Council Secretariat, 2019a,b)

By developing students according to the Basic Education Core Curriculum 2008, it has been determined that educational institutions aim to develop students to have 8 desirable characteristics: 1) love for the nation, religion, and monarchy 2) Be honest 3) discipline 4) Be eager to learn 5) Live in sufficiency 6) Be committed to work 7) Love being Thai 8) Have a public mind (Ministry of Education, 2007) and let educational institutions organize student assessments along with criteria for passing grade levels and graduating. The basic education curriculum has been established. The guidelines for measuring and evaluating desirable characteristics in educational institutions will require cooperation from all parties, whether it be educational institution administrators. Basic Education Commission, teachers, parents and community to jointly manage operations both inside and outside the classroom to inculcate morality, ethics and desirable characteristics. to happen to students and in each educational institution, there should be a periodic evaluation of characteristics. May be assessed on a weekly, monthly, semester, yearly basis, etc., in order to observe student development. continuously and reflects behavioral characteristics (Office of Academic Affairs and Educational Standards, 2010)

From the research results According to the project to research and develop the competency framework for students in the lower primary level for the basic education curriculum the student competency framework has been summarized. Including the process and guidelines for applying the competency framework to Develop students to develop such competencies. (Office of the Education Council Secretariat, 2019c) and shows that it is new in operation. The results of the learning reform have several important interrelated components, including 1) teachers, 2) curriculum, 3) teaching and learning, and 4) measurement and evaluation. These four elements will support and facilitates quality learning for students and create important competencies that can be used in real life (Office of the Education Council Secretariat, 2019) Therefore, the researcher is interested in studying the results of student development to have desirable characteristics together with the competencies of modern students for learning in the 21st century

LITERATURE REVIEW

Study of literature related to this research the researcher has studied various important points. The researcher has determined the content. This presents details according to the following topics:

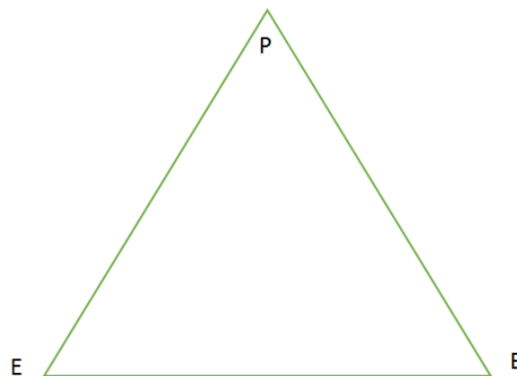
1. Concepts related to desirable characteristics

1.1 Meaning of characteristics Ideas about the characteristics of Thai people in the future are as follows: Thai people will develop appropriately for their age, be healthy and have perfect physical ability. Have good health habits Be a person with good human relations Be democratic, have knowledge and technical skills Can use tools and science and technology fluently. Importantly, they should have the ability to adapt and blend in different characteristics and dimensions in order to find a point of balance between the following characteristics. in order to be Benefits to Thai society and future world society (Somwang Pithiyanuwat et al., 1998 and Prawet Wasi, 1994: 5) are

1. Being a good leader and being a good follower.
2. Love of nature, art, and love of science and technology.
3. Living and knowing enough, and living in competition for maximum benefit.
4. Cooperating and competing.
5. Values equal and speculative values Focus on self-interest
6. Appreciating local wisdom and seeing the value of modern science.
7. Wanting to learn to know. and wanting to study for a degree, for a career
8. Deep learning and extensive learning in many fields.
9. Cherish Thai culture. and accepting foreign cultures
10. Ability to work as a team and individuality

1.2 Concepts about desirable characteristics of Thai people

2. Concepts and theories of character development Concepts and theories of trait development Using Bandura's social learning theory Because it is a theory that perfectly explains the process of behavior (Prathuang Phumiphatrakom 1997), it has been said that Bandura (Bandura 1977: 7) believes that Human behavior aside from elementary reflexes, learning new human behavior can be learned from direct experience. or by observation as for the process of human behavior, it is a process of continuous interaction between behavior. Personal components and environmental components which can be shown as shown in the picture



B = Behavior

P = Personal factors

E = Environmental factors

From the figure it is shown that behavior (B), personal elements (P), and environmental elements (E) all influence each other, that is, human behavior can determine the environment. and define personal elements. The environment can shape behavior and determine personal composition. Likewise, personal elements can shape behavior. and specify environmental elements as well.

Objectives

1) to develop activities that enhance desirable characteristics together with competencies of modern students for learning in the 21st century. 2) to study the effectiveness of activities that enhance desirable characteristics together with competencies of modern students for learning in the 21st century according to the criteria 80/80 3) to study practical skills after participating in activities that enhance desirable characteristics together with competencies of modern students for learning in the 21st century and 4) to study the preferences Satisfied with activities that enhance desirable characteristics together with competencies of modern students for 21st century learning.

METHOD

1. Scope of content the researcher studies concepts, theories, and research related to the development of desirable characteristics. (Ministry of Education, 2008, page 8) Consists of 1.1 Activities that enhance desirable characteristics together with competencies of modern students for 21st century learning, consisting of 4 elements: 1) Objectives of the activity, 2) Content of the activity, 3) Method. Organizing activities and 4) Evaluation of activities 1.2 Developing students to have desirable characteristics together with the competencies of modern students for learning in the 21st century, consisting of 8 learning units, including Unit 1) love for the nation, religion, and monarchy 2) Be honest 3) discipline 4) Be eager to learn 5) Live in sufficiency 6) Be committed to work 7) Love being Thai 8) Have a public mind. The sample group includes students of Demonstration School of Suan Sunandha Rajabhat University, Wat Rachathiwat School, Debsirin School, Wat Bowonniwet School, Semester 1, academic year 2022, number of students per school is 50, totaling 200 students.

2. From the study of the need to develop desirable characteristics together with the competencies of modern students for learning in the 21st century, sorted by PNI values as follows: Living in sufficiency (PNI = 0.171) Love for the nation, religion, and monarchy (PNI = 0.165), have public mind (PNI = 0.162), be committed to work (PNI = 0.112), be honest (PNI = 0.092), love being Thai (PNI = 0.090), be eager to learn (PNI = 0.083), and have discipline (PNI = 0.076) respectively, and the results of comparing the results of the assessment of needs needed to develop desirable characteristics together with the competencies of modern students for 21st century learning in secondary schools in Bangkok, classified by gender, found that female students had a high than male When considering each aspect, it was found that males have needs in order of the following aspects: eager to learn, honest, public mind, disciplined, love being Thai. Committed to work, loving the nation, religion, and monarchy, and living in sufficiency. As for women, their needs are listed in order as follows: having public mind, being honest and honest. Live in sufficiency, eager to learn, committed to work, disciplined, love the nation, religion, monarchy, and love being Thai.

3. The tools used in the research are:

3.1 Tool set 1, desired skill development activities, etc. The researcher has determined the steps to create them as follows:

3.1.1 Study related documents and research on concepts and activities to develop desirable skills. Desirable learning theory and related research to be used as basic information in activities to develop desired skills.

3.1.2 Determining the quality of activities to develop desired skills.

3.1.2.1 Implement the training curriculum created with the assessment of conformity and appropriate information was sent to 5 experts to check for accuracy in content and language used. Which data analysis the consistency index of the training curriculum is equal to 1.00. All items can be used.

3.1.2.2 Use activities that have been evaluated for consistency and appropriateness by experts. Go try out the activity with 200 students who have similar characteristics to the sample to find out the effectiveness of the activity according to the 80/80 efficiency criteria.

3.1.2.3 Prepare an activity management manual. To be used with the sample group

3.2 Tool set 2, assessment of desired performance skills. The researcher has determined the creation steps as follows:

3.2.1 Studying the objectives and content of the main activities in each topic of the activity.

3.2.2 Creating a practical skill assessment form using a 5-level rating scale.

3.2.3 Finding the quality of the assessment form. Practical Skills: Leading the Practical Skills Assessment along with a conformity assessment form to be sent to Expert in checking the

accuracy of content the analysis of the consistency index data of the skill assessment form Practice has a value equal to 1.00 for every item. It can be used as follows.

3.3 Tool set 3: activity satisfaction questionnaire the researcher has determined the steps to create

3.3.1 Study the objectives and content of the activity. In each topic of activity

3.3.2, determine the diagram for creating a questionnaire according to the issues for which satisfaction is to be asked. There are 10 questions in total and the question format is set to a 5- level estimation scale.

3.3.3 Create a satisfaction questionnaire using a 5-level estimation scale.

3.3.4 Finding the quality of the satisfaction questionnaire. Take the satisfaction questionnaire along with a conformity assessment form to be sent to experts the data analysis of the satisfaction questionnaire's consistency index was checked for content accuracy. Values equal to 1.00 for all items can be used.

4. Statistics used in data analysis include percentages, means, and standard deviations. Using the R program to analyze the data. Follow the manual for using R for Windows and data analysis of Ketum Saraburin. (2012)

RESULT

Activities that enhance desirable characteristics together with competencies of modern students for 21st century learning consist of 4 elements: 1) activity objectives, 2) activity content, 3) activity organizing methods, and 4) activity evaluation. Activities that enhance desirable characteristics together with competencies of modern students for 21st century learning are effective 85.43/82.68

4. Practical skills after participating in activities that enhance desirable characteristics together with the competencies of modern students for learning in the 21st century overall and in each aspect are at the highest level. Details as in the table

Ideal characteristics	\bar{x}	s.d.	Practical skill level
1. Love the nation, religion, and monarchy	4.51	4.532	highest level
2. Be honest	4.54	4.573	highest level
3. Have discipline	4.52	4.790	highest level
4. Be eager to learn	4.51	4.878	highest level
5. Live in sufficiency	4.56	4.946	highest level
6. Be committed to work	4.52	4.945	highest level
7. Love being Thai	4.53	4.699	highest level
8. Have a public mind	4.54	4.810	highest level

CONCLUSION

Developing students to have desirable characteristics along with the competencies of modern students for learning in the 21st century can be done according to the processes presented in the research. From the operation, wisdom was not found. And to be carried out systematically, consisting of 4 elements: 1) objectives of the activity, 2) content of the activity, 3) methods of organizing the activity, and 4) evaluation of the activity. Must be done as a process in addition, overall satisfaction with the activity reflects that students who participated in the activities liked the activities organized. This is consistent with the research results. Pawinee Rattanakon, Pattamaporn Kaewkongka and Sudarat Srma (Abstract: 2023) found that research on the development of computer-assisted instruction lessons to promote the desirable characteristics of honesty. in science subjects For middle school students who can effectively promote the desirable characteristics of honesty in students.

ACKNOWLEDGEMENT

The undergraduate financing for this research demonstration was provided by Suan Sunandha Rajabhat University, for which the researchers are grateful. Demonstration School of Suan Sunandha Rajabhat Undergraduate is to be thanked for providing the study's target audience and introduction.

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