

The Development of Training Curriculum to Phenomenon-Based Learning Based on READS MODEL for Cooperating Teachers in the Teaching Profession Teaching Network School

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Abstract

The objectives of this research were: 1) to develop a training curriculum to phenomenon-based learning based READS MODEL for cooperating teachers in the teaching profession teaching network school, 2) to evaluate the training curriculum to phenomenon-based learning based on READS MODEL for cooperating teachers in the teaching profession teaching network school. The research was divided into 2 phases; phase 1, development of training curriculum, assess suitability using focus group discussion with 7 experts. The research tools were a form of focus group discussion and a training curriculum suitability assessment form 5-level rating scale with a validity index between 0.8 - 1.00. Statistics used in data analysis include mean and standard deviation. Phase 2, evaluation and improvement of training curriculum using experimental research methods and sample group used in research including cooperating teachers in the teaching profession teaching network school in Lopburi College of Dramatic Arts, Bunditpatanasilpa Institute of fine Arts, academic year 2022, number of 30 people from 30 schools, obtained from simple random sampling by drawing lots. The training period was 24 hours. Data was collected using a learning management skills assessment test, attitude assessment and opinion questionnaire, statistics used to analyze data including mean, standard deviation and statistics for testing hypotheses, including t-test statistics. Results found that: 1) results of a training curriculum to phenomenon-based learning based READS MODEL for cooperating teachers in the teaching profession teaching network school consisted of 7 components, including the history of the curriculum, principles of the course, aims of curriculum, structure and content of curriculum, the training activity of curriculum, measurement and evaluation, training materials, results of the overall evaluation of the suitability of the curriculum outline. It is appropriate at the highest level ($\bar{X} = 4.63$, S.D. = 0.13). 2. Results of the evaluation of the training curriculum to phenomenon-based learning based on READS MODEL for cooperating teachers in the teaching profession teaching network school, it was found that the average score for knowledge using phenomenon-based learning based on READS MODEL after training was significantly higher than before training at the .05 level. The average score for knowledge after training was above the criteria of 80 percent with statistical significance at the .05 level. The results of the assessment of learning management skills using phenomenon-based learning based on READS MODEL was at a high level ($\bar{X} = 3.48$, S.D. = 0.12), overall assessment of attitude towards learning management using phenomenon-based learning based on READS MODEL was at the highest level ($\bar{X} = 4.66$, S.D. = 0.30), and opinion of training participants toward the training curriculum to phenomenon-based learning based READS MODEL in overall was at the highest level ($\bar{X} = 4.57$, S.D. = 0.25).

Keywords: Curriculum Development, Training Curriculum, Phenomenon-based Learning Management, READS MODEL.

Introduction

The Ministry of Education has established the National Education Act of 1999, amended (No. 2) of 2002, section 4, Section 22, stating that educational management must adhere to the principle that every learner has the ability to learn and develop themselves and consider students to be the most important. The educational process must encourage learners to develop naturally and to their full potential and section 24 stipulates: (1) arrange content and activities in accordance with the interests and aptitudes of the learners taking into account individual differences, (2) practicing thinking process skills, management, coping with situations, and applying knowledge to prevent and solve problems, and (3) organizing activities for students to learn from real experiences, practice to be able to think, love reading, and have a continuous desire for knowledge (National Education Commission, 2010).

Teachers play an important role in developing students to be quality people according to the set goals and are also the ones who play a role in changing children to adapt to 21st century skills. Therefore, teachers in the 21st century must adjust from the the original view was that the teacher was teacher-centered to be a new paradigm of student-centered teaching that should have morality, ethics, act as a good example for the general public, have the ability to think analytically, think critically, think creatively, have knowledge and understanding of new technology, and have skills in teaching and learning, teaching methods, teaching styles, teaching processes, and various teaching techniques, having the ability to organize a classroom to have a positive learning atmosphere, be able to integrate knowledge that is always changing, have the ability to measure and evaluate students, and have a vision, understand changes in the world situation, and improve the teaching and learning process to be consistent with the way of life (Pimpan Dechakupt and Payao Yindeesuk, 2015).

There are many forms and methods for teacher development, including training, field trips, workshops, job rotation, and the use of information technology, knowledge management in teacher development, teacher development planning using teacher collaboration, community building, professional learning community, job coaching and mentoring, learning from actual practice on the job training and self-development by learning basics with reflection (Pannarai Supsandee, 2023).

Training is considered a factor in human resource development in an organization, but it is not the main guideline for organizational development. A good training approach must be able to bring out the abilities and deep needs of personnel. Therefore, any training must be under the organization's regulations and vision, mostly meet the needs of the organization if it doesn't fit then the chances of a training course being approved are difficult. In fact, the basic needs of personnel are considered the most important because good training will not only develop your ability to work must be able to refine the mind to create awareness in working conscience of humanity, it causes the mind development of personnel, changing the attitude, and behavior of personnel in a creative way (Pattana Morakotsin, 2009: 88).

From such problem states, the researcher sees the importance of the curriculum and teacher development. Therefore, there was an idea to develop a training course using phenomenon-based learning based on the READS MODEL for cooperating teachers in the teaching profession teaching network school, which is considered an academic service to society, makes teachers increase their ability to organize learning. It can be used to organize learning for learners which will lead to the development of learning outcomes and student characteristics as specified by the curriculum.

Research objectives

This research has the following objectives:

1. To develop a training curriculum by using phenomenon-based learning based on READS MODEL for cooperating teachers in the teaching profession teaching network school.

2. To evaluate the training curriculum to phenomenon-based learning based on READS MODEL for cooperating teachers in the teaching profession teaching network school. The sub-objectives of the assessment are as follows:

2.1 To compare knowledge of learning to phenomenon-based learning based on READS MODEL for cooperating teachers between before and after training and after training compared to the criteria of 80 percent.

2.2 To evaluate the learning management skills to phenomenon-based learning based on READS MODEL for cooperating teachers after training.

2.3 To assess the attitude towards organizing to phenomenon-based learning based on READS MODEL for cooperating teachers after training.

2.4 To study the opinions of cooperating teachers a regarding the phenomenon-based learning based on READS MODEL after the training.

Research Method

This research is Research and Development (R&D) using Mixed Methods research between qualitative research and quantitative research and using Experiment Research. The research scope is divided into 2 phases and 4 steps as follows:

1. Phase 1: Training curriculum development.

Step 1: Research (R1); study of basic information for curriculum development.

Step 2: Development (D1); creation and verification of training curriculum.

2. Phase 2: Evaluation and improvement of the training curriculum.

Step 3 Research (R2); try out training curriculum.

Step 4: Development (D2); evaluation and curriculum improvement.

Population and sample

The population and sample groups used in the research are as follows:

The population used in the research includes mentor teachers in educational institutions in the teaching professional training network of Lopburi College of Dramatic Arts, Bunditpatanasilpa Institute of fine Arts, academic year 2022, number of 75 people from 47 educational institutions.

The sample group used in the research included mentor teachers in educational institutions in Lopburi College of Dramatic Arts, Bunditpatanasilpa Institute of fine Arts, academic year 2022, number of 30 people from 30 educational institutions. It was obtained from simple random sampling by drawing lots.

Data collection

Phase 1: Training curriculum development

1. Study concepts and theories from documents and research related to learning management, curriculum development, training curriculum development, phenomenon-based learning based on the READS MODEL, and the learning management needs of teachers used to create training courses.

Management using phenomenon-based learning based on READS MODEL, with a 4-step training curriculum development process, including studying basic information for curriculum development, creating and reviewing curriculum, curriculum trial, evaluation and improvement of the curriculum. The training curriculum developed has 7 components: background of the curriculum, principles of the curriculum, objectives of the curriculum, structure and content of the curriculum, organization of training activities, measurement and evaluation, and training media.

2. The training curriculum outline was given to 7 experts to check the suitability and consistency of various components through group discussions, modify according to recommendations and brought it to the same 7 experts to re-evaluate the appropriateness with the evaluation form as a 5-level estimation scale and make improvements before using it for testing.

Phase 2: Evaluation and improvement of the training curriculum

The researcher took the training course and organized the training using an experimental research design in one group, conduct One group Pretest – Protest Design and compare the results of the post-test with the criterion of 80 percent. The sample group used in the research is defined as mentor teachers in educational institutions in the teaching professional experience network of Lopburi College of Dramatic Arts, Bunditpatanasilpa Institute of fine Arts, academic year 2022, number of 30 students from 30 schools, spent 4 days of training, 6 hours each, for a total of 24 hours, collecting data using a knowledge test, learning management skills assessment form attitude assessment form and opinion questionnaires. Statistics used in data analysis include mean, standard deviation, and t-test statistics.

Research results

The results of this research can be summarized as follows:

1. Results of training curriculum to phenomenon-based learning based READS MODEL for cooperating teachers in the teaching profession teaching network school consisted of 7 components, including the history of the curriculum, principles of the course, aims of curriculum, structure and content of curriculum, the training activity of curriculum, measurement and evaluation, training materials, results of the overall evaluation of the suitability of the curriculum outline. It is appropriate at the highest level ($\bar{X} = 4.63$, S.D. = 0.13).

2. Results of the evaluation of the training curriculum to phenomenon-based learning based on READS MODEL for cooperating teachers in the teaching profession teaching network school, it was found that the average score for knowledge using phenomenon-based learning based on READS MODEL after training was significantly higher than before training at the .05 level. The average score for knowledge after training was above the criteria of 80 percent with statistical significance at the .05 level. The results of the assessment of learning management skills using phenomenon-based learning based on READS MODEL was at a high level ($\bar{X} = 3.48$, S.D. = 0.12), overall assessment of attitude towards learning management using phenomenon-based learning based on READS MODEL was at the highest level ($\bar{X} = 4.66$, S.D. = 0.30), and opinion of training participants toward the training curriculum to phenomenon-based learning based READS MODEL in overall was at the highest level ($\bar{X} = 4.57$, S.D. = 0.25).

Conclusion and discussion of results

Training curriculum to phenomenon-based learning based on READS MODEL can be shown conclusion and discussion of results are as follows:

1. Results of training curriculum development

Results of training curriculum development to phenomenon-based learning based on READS MODEL for cooperating teachers in the teaching profession teaching network school consisted of 7 elements, including the history of the curriculum, principles of the course, aims of curriculum, structure and content of curriculum, the training activity of curriculum, measurement and evaluation, training materials. Results of evaluating the appropriateness of the overall curriculum outline was appropriateness at the highest level (Saowarat Phonkot, 2017; Dueanpenphorn Chaipakdee, 2020: 5 – 6; Chonsit Sittisungnoen, 2021: 48-50; Chaiwat Suthirat, 2021: 83 and Taba, 1962: 214).

2. Results of the evaluation and improvement of the training curriculum

2.1 Training course evaluation results from training course trials. The results can be discussed as follows:

2.1.1 Results of the study of knowledge to phenomenon-based learning based on READS MODEL found that the average score in knowledge of phenomena-based learning management according to the READS MODEL after training was significantly higher than before training at the .05 level. The average score in knowledge after training is higher than the criterion of 80%, with statistical significance at the .05 level. The knowledge of the participants after the training is higher than before the training. This training course has been shown to be highly effective, can create concepts for trainees for the training process. The researcher had designed the training according to basic principles by focusing on trainees as the center focus on the participation of trainees, exchanging knowledge, practicing real practice, and receiving knowledge from lecturers is in line with Vanida Khejonrak (2019) who had developed a teacher training curriculum using integrated English and Mathematics skills, lower secondary school level, the objective is to develop a teacher training curriculum using the skills of integrating English with Mathematics, lower secondary school level. The research results found that participants in the training had higher knowledge and understanding about using integrated English and mathematics skills after training than before training, with a static significance at the .05 level.

2.2.2 The results of the assessment of learning management skills to phenomenon-based learning based on READS MODEL were at a high level ($\bar{X} = 3.48$, S.D. =0.12), indicating that the training course helps trainees to have the ability using phenomenon-based learning management follows the READS MODEL. This can be seen from the results of the evaluation of the learning management plan and the results of the evaluation of the learning management practices of the trainees in which a learning management plan had been prepared according to the steps for organizing learning to phenomenon-based learning based on READS MODEL, complete in every step, and according to the sequence of steps specified, with each step using a variety of learning techniques and methods. All of this is influenced by the course design that used a variety of training techniques, group discussions, brainstorming, and presentations showed that the training activities focused on practical skills and practical applications rather than theory, consistent with the design of the process for measuring skills in following the steps of Suwimon Wongwanit (2008:6-7), there are tasks assigned to trainees to perform, situations used in performing tasks, and characteristics used, in measuring skills, determine the methods for measuring practical skills that are appropriate for the behavior to be measured and determine the appropriateness of the tools used, and determine methods for evaluating and reporting the measurement of practical skills. For this reason, the trainees have a high level of learning management skills which related to the research of Phrapalad Nonthanat Saringkara (2021) who had developed a training curriculum to strengthen the competency in teaching Dhamma studies according to the concept of active learning for moral teaching monks at the primary level. The results of the research found that the development of the ability to design teaching and learning of moral teaching monks increased in every aspect, development of the ability to organize teaching and learning of moral teaching monks has increased in every aspect.

2.2.3 The results of the evaluation of attitudes towards organizing learning to phenomenon-based learning based on READS MODEL were overall at the highest level ($\bar{X} = 4.66$, S.D. =0.30). Therefore, the training designed to allow trainees to combine learning with hands-on training and engage in learning as much as possible. There are group activities to freely exchange opinions. In addition, the lecturer also created a friendly atmosphere in the training by using positive reinforcement such as praise and encouragement in activities as well as facilitating the trainees in participating in various activities, making the trainees gain knowledge and understanding and be able to put it into practice. This results in a good attitude towards organizing learning to phenomenon-based learning based on READS MODEL, which related to Orawanee Chaiyakon (2013: 103) who concluded that

training techniques must be trainee-centered learning. This related to Chotika Kunasit (2020) who has developed a training curriculum to enhance competency in organizing science learning experiences according to the concept using the brain as a base for early childhood teachers under the jurisdiction of the Sakon Nakhon Primary Educational Service Area Office, Area 1, the results of the research found that teachers' competency in characteristics after training was higher than before training at a statistical significance of .05 and related to Vitthaya Tassamee (2017) which has developed a training curriculum to enhance competency in teaching and learning that strengthens students' analytical thinking abilities for primary school teachers, the results showed that teachers' attitudinal competencies after training were significantly higher at the .05 level.

2.2.4 The results of the study of the opinions of the trainees towards the phenomenon-based learning based on READS MODEL were overall at the highest level ($\bar{X} = 4.57$, S.D.=0.25) and the trainees expressed additional opinions, including that it is an activity that provides an opportunity to learn together. Training activities are never boring practice thinking analytically in various situations by participating in group discussions, and had the opportunity to reflect on the work after the training, it was shown that the trainees were of the opinion that the training course developed by the researcher was most appropriate. This may be because the training curriculum aims to allow trainees to participate in training activities with trainers stimulating their interest in learning, promoting analytical thinking and creating knowledge on their own, and promoting collaborative work together as a team. It makes trainees happy to participate in activities. When trainees use phenomenon-based learning based on READS MODEL to organize learning for students, they have increased interest and determination in learning. Learners have increased academic achievement, which makes trainees see that what they receive from training is valuable and can be applied in actual teaching practice. These comments show that trainees are satisfied with the training course, which related to Pranee Namwichai (2020) who developed a teacher training course to enhance life skills in creative problem solving, in the area of early childhood at the Ban Somdej Mosque community preschool child development center, Bangkok. Results of the research found that early childhood teachers' opinions on the training course to enhance life skills in creative problem solving in early childhood after the training were at the highest level, and related to Supannikar Sutthaluang (2022) who had developed a training curriculum to strengthen competency in active learning management using the guidance and mentoring process for primary school teachers, evaluation results of teachers' opinions on the curriculum, input factors, and production process. It was found that teachers' opinion of the curriculum as a whole was appropriate at a high level ($\bar{X} = 4.27$, S.D. = 0.63).

2.2 Results of improving the training curriculum to phenomenon-based learning based on READS MODEL.

After collecting information from the course evaluation and opinions of trainees, the researcher has improved the curriculum in various aspects, including 1) content, the language has been improved to be clearer, 2) the training plan has adjusted the language to be clear and concise, 3) training media, adjust Microsoft Power Point multimedia to be more beautiful and concise, and prepared it as a complete training curriculum which can be used to organize training activities for learning management using phenomenon-based learning based on READS MODEL, it related to Chuchai Smithikrai (2008: 29 -34) who said "Curriculum development begins with first setting the goals of the curriculum and then designing and creating the curriculum. After that, the curriculum is implemented and the curriculum is evaluated accordingly. Once the evaluation has been completed, the results from the evaluation must be used to improve the curriculum again to get a higher quality curriculum".

Recommendations

1. Recommendation for this research

1.1 In using this training curriculum, to study and understand the training course can effectively organize the training and suitable for trainees.

1.2 Selection of media to be used in training. It should be adjusted to suit the trainees and the context of each training session.

2. Recommendation for future research

2.1 Research should be conducted on the development of training courses to enhance various competencies for students and teachers and the general public.

2.2 Research should be continued by increasing the study of innovations created by students that has been organized for learning to phenomenon-based learning based on READS MODEL.

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