

## **Management of the Learning Process Focused on Practices and Integration of the Local Community Development**

**By**

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### **Abstract**

The research aimed to follow and evaluate the project implementation according to the project objectives, and to study the benefits of the projects. The method of qualitative research was used in the research, focusing on the participatory action research (PAR). The research found that the learning process emphasized actual practices and integration of the local community development enabled the university students to learn from various sources in multiple sciences. They could plan and work more systematically and had learned how to coordinate and communicate with both internal and external agencies. Moreover, this led them to have practical body of knowledge created by themselves.

**Keywords:** Learning and Teaching, Integration, Local Community Development

### **Introduction**

The concept of problem-based learning (PBL) is a learning process that focuses on what learners want to learn, and it must begin with the problems they are interested in or encounter in their daily life related to their lesson. The issues could be individual or group problems which are important to teachers to appropriately change the learning plan according to their students' interests. Then teachers and students must cooperate and come up with learning activities applied for learning purposes. The problems used for studying can be the social issues that have teachers motivate learners to reflect upon situations, news, and ongoing events in society. Also, the concept focuses on learners' learning process. As for learners, they have to know how to learn; focus on the interaction among learners, actions, and collaborative learning, which can lead to the pursuit of answers or the creation of new knowledge based on students' existing knowledge (Bharathiraja et al., 2017). Active learning is one of the learning processes that means learning through practice or actions. It refers to the learning process in which learners are given more opportunities to do or learn by themselves than just passively listening to what is happening in the class. This learning process requires learning activities that enable learners to better read, write, argue, and analyze problems more systematically. Furthermore, learners can utilize advanced thinking methods such as analysis, synthesis, and evaluation (Jaysrichai et al., 2021).

Integrated learning is a process of teaching and learning that combines interdisciplinary knowledge by bringing knowledge in various sciences to apply to create another knowledge that is suitable for the current situation. It is along with the needs of the students and can be used to solve some problems in daily life.

Community development is a process of developing humans and groups in a community to have adequate potential and cooperate to improve their livelihood and the communities in which they reside through internal forces or external support.

The development of local communities is the way leading to better changes, and more prosperity in all aspects of economic, social, political, and environmental. The development will equip individuals to deal with the streams of globalization so that they are self-reliant and help themselves in different situations. Additionally, those who are better prepared are in better positions to satisfy their own needs and others' demands (Chaidate et al., 2014).

The present research aimed to pay more attention to integrating practical learning into communal development and to have students or learners organize the integrated project. The research instrument was a questionnaire made in line with the research objectives. The questionnaire has two main parts: 1) follow-up and evaluation of the projects, and 2) study of benefits gained in implementing the projects.

### **Research Objectives**

1. To follow up and evaluate the plans to implement the learning project focused on the actual practice integrated into the local development in three stages: before, during, and after the implementation of the project.
2. To study the benefits of implementing the learning–teaching project focused on the actual practice integrated into the local development in three aspects: benefits gained by pupils, benefits gained by the schoolteachers, and benefits gained by university students.

### **Research Methodology**

The present work was qualitative research with a focus on participatory action.

#### **Informants**

Data used in the research were collected from four groups of participants. There were 42 third-year students divided into four groups: groups 1 and 4 consisting of ten students, and groups 2 and 3 of eleven students.

**Data collection** was divided into two parts.

Follow-up and evaluations of the operation of the learning management project were focused on actual practice and were integrated into the community development in three stages, that is, before, during, and after the completion of the project.

Study of the benefits of the project implementation

In this part, the benefits were divided into three parts: benefits for university students, school teachers, and school students.

### ***Data Analysis***

The qualitative data analysis was based on content analysis, with data manipulation, summaries, and descriptive interpretations from surveys, observations, and group discussions.

### ***Research Results***

Follow-up and evaluation of the implementation of the learning management project focused on actual practice and integrated into the local development were divided into three stages.

#### ***Stage 1: Before the Project implementation***

- members' meeting for planning
- the venues proposed for the project
- target group's demands inquired
- meeting to write the project
- submission of the proposal for approval
- field survey, the target groups' needs inquired for the second and third time

#### ***Plan before implementing Project 2***

- meeting to choose the school for the project
- field study at Nonsawanvidaya school
- meeting to write the project
- submission of the project for approval
- field study of the targets to inquire about their needs
- open for book donation

#### ***Plan before implementing project 3***

- meeting to divide the university students into groups
- meeting to select the target school / going to Nonsawanvidaya school
- members meeting to write the proposal
- proposing the project for approval
- going to the target venue to ask about the needs of the target
- open for book donation

#### ***Plan before implementing project 4***

- meeting to divide the university students into groups
- meeting to select the school for the project
- meeting to write the project for formal approval
- submission of the project proposal, open for book donation and financial support
- surveying the place selected
- checking the prices of materials to be used in the project
- prepared for the project implementation

#### ***Stage 2 Plan during the project 1 implementation***

Details of the operation included the survey of the venue, preparation of the materials needed, and meeting to plan and assign duties to members. The group responsible for preparing

the site was the one responsible for the following tasks: beds of vegetables, landscaping in the school, measuring the size of the crop bed, painting the plant pot, writing the signposts, and preparing the project documents.

Another group was responsible for preparing food and other necessities. The project operation took two days. Details of the operation were as follows: Day 1: opening ceremony, categorizing eight group activities; day 2: growing the crops and painting the plant pots, naming the plant beds, beautifying the plant beds, closing ceremony, presenting a certificate to school students and the university students participating in the project.

### ***Plan during the implementation of Project 2***

Based on this plan, the project took two days. Day one began with the formal opening ceremony presided over by the director of Nonsawanvidaya school. After that, different groups had undertaken their respective tasks, for example, painting the school toilets, painting the volleyball ground and the Takra ground, and making the incinerator for the school. In the afternoon session, the groups met and discussed the problems and obstacles they had found. On day two, the groups checked six school toilets, two sports grounds, and one incinerator. In the evening session, a certificate was presented to the participants, and the school director officially gave a closing speech. The participants gave some equipment to the school: 12 chairs, 10 sweeping brooms, one trash can, one ball, and one trakra net.

### ***Plan during the implementation of project 3***

Under this plan, the project took two days. On day one, the ceremony was opened by the director of Wat Bansamet school. Others in attendance were community leaders, volunteers, police officers from the province, and village volunteers. The activities taken included painting the takra ground and other sports playgrounds, and improving the school surroundings. The community leaders and others in attendance also participated in the activities. On day two, the participants painted the school building and wrote BBL on two sports grounds. In the final session, it was a certificate presentation and closing ceremony.

### ***Plan during the implementation of project 4***

Under this plan, the project took two days. Day one included the opening ceremony, activities of painting the wooden buildings, painting the school toilet, and the kids' playground. In the evening the plan was made for the next day. On day two, teachers, university students, and school pupils joined and worked together in the activity of painting the space in front of the school flag. They also did extra work in the school toilet and then painted the school playground. In the evening, the certificate was presented; and there was a closing ceremony.

### ***Stage 3 After completion of the project***

Details of project 1 were as follows: The group members went to Ban Nongkhangnoi school to evaluate the performance after completed the project. They examined the crops planted in a designated area. Then they collected data they found important and useful. The data were reported on the project results. Finally, a report on the project was submitted to the instructor in charge for further correction and approval.

Details of project 2 were as follows: The group members followed up and evaluated the project operation. Also, they asked about the satisfaction and recommendations of the teachers and students involved in the project. The summary was presented in a formal form.

Details of projects 3 and 4 were the same as those described in project 1 shown above.

A study of benefits derived from the learning management project focused on the integration of actual practice and local development was divided into three parts.

### ***Part 1 Benefits gained by the university students***

#### ***Project 1 Agricultural development for the young students***

- Coordination with the group members
- Awareness of problems and needs of individual friends in a group
- Knowing how to deal with bureaucrats

#### ***Project 2 School development for young children***

- being brave in public, in speaking and asking for a donation
- financial planning, allocation of the donation
- common interests before own interests

#### ***Project 3 SD for the rural school development***

- know how to communicate with outside agencies
- learn how to write the project
- create entertainment for the young kids and teachers

#### ***Project 4 School painting project***

- help control the working environment as specified
- develop an idea and listen to other people's opinions
- learn how to solve the problems found

### ***Part 2 Benefits gained by the school teachers***

- Students know how to plant and take care of crops.
- Students are happy to have taken care of the crops they planted.
- Students apply acquired knowledge to their daily life.

#### ***Project 2 School development for young students***

- School toilets look better.
- Lines in the school sports fields become clearer.
- Students have new sets of sports equipment.

#### ***Project 3 SD for rural school development***

Those participating in the project had:

- exchanged their learning on the school administration
- done common good for the school.
- felt positive to have contributed to the public interests.

***Project 4 School painting project***

The participants had done the following:

- taught public mindedness and discipline to the school children.
- taught the school students the skill of working as a team.
- made environments look attractive to motivate students to learn.

***Part 3 Benefits gained by the school students***

***Project 1 Agricultural development for the young students***

- Students were patient as they had to dig on hard soil.
- Students were taught how to grow crops, and remove grass.
- Students were relaxed to have grown crops and loosened soil.

***Project 2 School development for young students***

- The school field looked more beautiful and useful for recreational activities.
- There was an incinerator.
- Young students were pleased to have got new sports of sports facility.

***Project 3 SD for the rural school development***

- Students had exercised their skills by playing BBL.
- The school building became more beautiful.
- The sports field had clearer and more standard lines.

***Project 4 School painting project***

- The school building looked more colorful and beautiful.
- The school had a better atmosphere favorable to learning.
- Students were more harmonious.

## **Conclusion and Discussion**

Follow-up and evaluation of the implementation of the learning management project focused on actual practice and integration in the local development

***Stage 1 A plan for projects***

A meeting was held according to PDCA (plan-do-check-act). For the four projects to be implemented, the following were undertaken:

- A target group was studied to know its needs.
- A formal request was submitted for approval of the project.
- A target group was officially met and informed of the project details.

***Stage 2 A plan during the implementation***

All four projects differed according to the different types of activities to be held. The activities ranged from the coordination in the areas meant for planned activities to a survey of



the area, a meeting with a working team to adjust in accordance with the location, online book or fiancé donation, and receiving contributions at different places.

### ***Stage 3 After completion of the project***

A study of the benefits of the learning management project focused on actual practice and integration of the community development was divided into three parts.

#### ***Part 1 Benefits gained by the university students could be described as follows :***

1. They had learned how to organize and write a project, and how to deal with different types of documents.
2. They realized how to set aside time for work and knew how to overcome obstacles in a short period. Furthermore, they learned to be more responsible and more self-disciplined.
3. They developed thinking skills and systematic planning. They could think and work out the methods to solve the problems they had encountered.
4. They were aware of being more flexible in leading and following. Some circumstances demanded different approaches and adjustments. Everyone had to get involved in making decisions so that tasks at hand could be achieved and completed.
5. They became more skillful in working to achieve the set goals. They knew how to assign different tasks according to individuals' abilities so that the given tasks could be performed quickly, accurately, and successfully.
6. They put their common interests more than their self-interests.
7. They learned the mistakes in working as a team and corrected them when dealing with different tasks at hand.
8. They made the school landscape look pleasant and the atmosphere more favorable to learning.
9. They applied the principle of human relations among the groups, which could lead to harmony and success.
10. They gained more working experience and more teamwork skills.
11. They learned how to live with others peacefully and happily.

#### ***Part 2 Benefits gained by the school teachers from four projects***

1. The benefits gained by the school teachers could be described in the following items.
2. School students were more harmonious, disciplined, and responsible.
3. They made use of their knowledge of how to plant the crops in their life.
4. They appreciated the gestures and actions of the volunteers, the university students.
5. They felt more energetic after they had seen the university students who made a meaningful contribution to their school.
6. They had got the skill of working with others.
7. Good and new surroundings could motivate school students to be keener to learn.
8. Schools could save some amount on the landscaping work.
9. Schools had a better learning atmosphere that could energize students to learn.
10. There were love and harmony between the older and younger students.

11. Schools could equip their students with knowledge on planting crops.
12. Schools had fresh and safe vegetables for students' consumption.
13. School teachers appreciated the effort, perseverance, development, and attention of students.

### **Part 3 Benefits gained by school students from four projects**

The benefits as gained by the school students could be described as follows:

1. They were proud of their school and happy to have participated in activities held.
2. They appreciated solidarity, teamwork, and perseverance.
3. They had pride, and self-esteem as they knew how to grow crops.
4. Beautifully colorful school buildings and favorable environments were crucial factors to their learning.
5. They knew the importance of being economical.
6. They taught themselves to be more patient when they had to prepare the soil to grow crops.
7. They had a good time playing games with the older students.
8. They had learned how to paint and make a bamboo fence.
9. They had got the sports field which looked better and clearly marked for sports activities.
10. They were happy to have got a new set of new sports equipment.

## **Recommendations**

The learning process which is focused on actual practices with the integration of local community development proves practical and efficient under the pandemic currently still spreading. The practice-based learning can be undertaken not only in the physical space but also through the online system. Many online channels offer efficient learning channels available such as Google meet, Zoom, and others.

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