

Model for Promoting Teacher Potential in Learning Management Design with Local Wisdom Integration

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ABSTRACT

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The purposes of this research were to 1) develop a model for promoting teacher potential in learning management design with local wisdom integration, and 2) study the result of using the model for promoting teacher potential in learning management design with local wisdom integration. The operations were divided into 4 steps: step 1: study basic information by study document and interview 10 teachers; step 2: develop the model, checked by 5 experts; step 3: try out the model by training 40 teachers; and step 4: evaluate the use of the model. Research instruments consist of a data recording form, an interview form, a model evaluation form, a learning management design ability form, and a questionnaire on the opinion of the learning management model. The statistics for data analysis consist of mean (\bar{x}), standard deviation (S.D.), t-test, and content analysis. The findings found that 1) the model for promoting teacher potential in learning management design with local wisdom integration consists of principle, objective, process, and result, and it was at the most appropriate level. 2) The teacher's ability to design learning management with local wisdom integration score after the implementation of the model was statistically significantly higher than before the implementation of the model at the .05 level. And, 3) The teacher's opinions toward the model were at the highest level.

Keywords: model for promoting, teacher potential, learning management, local wisdom, integration

INTRODUCTION

Thai education system is decentralized to local areas, and educational institutions play a role in developing the curriculum. Educational personnel play an important role in linking the basic education core curriculum with local needs. This is to create a school curriculum and use it in classroom learning to develop students towards the competency and learning standard set in national education according to the Basic Education Core Curriculum. And it also cultivates students to be good members of the community, love, and be proud of their hometown. The participation in the curriculum development process in order to gain idea from diverse perspectives and cover important matters that local learners should learn. That are truly consistent with local problems and needs requires the participation of people and organizations, for example, schools, parents, local philosophers, and businessmen in the community (Bureau of Academic Affairs and Educational Standard 2010: 21). This is in line with the announcement of the Ministry of Education on the policy and focus of the Ministry of Education, Fiscal Year 2022, regarding the efficiency. It increases the efficiency of educational administration by decentralizing power and using local space as a base and emphasizing the development of the quality of students according to the principles of good governance. In addition, there is promotion and support for the development of quality school by using the community as a base and using innovation to drive and manage by sharing resource and seeking the participation of relevant agency at all levels in order to achieve concrete success.

Using local wisdom in learning management is extremely important because it can be defined as the growth of local culture that is a guideline for the lives of people in a good society (Sumartias and all 2019: 1307), which helps in

developing the writing and reading skills of primary school students. Alfi Laila, Asri Budiningsih and Kastam Syamsi 2021: 890 conducted a study and proved that learning the Indonesian language according to local wisdom is better than general books, especially in writing and reading skills. It also makes students understand, be active, have fun, and read independently. Teachers also participate in using local wisdom in learning management, which encourages students to preserve national culture. Teachers are considered the heart of learning reform and important persons for national education in order to make learning management effective for teachers and effective for learners. For the learning organizing, teachers must consider learning management that focus on learners, consider individual differences, brain development, and emphasize morality and ethics. In addition, desired value, use of learning media, learning resources of local wisdom, learning media center information system. Moreover, learning network are important tools for developing the quality of students. (Ministry of Education 2010: 8).

The National Education Act of 1999, and its amendments (No. 2) of 2002, Section 7 states that the learning process must aim to inculcate correct consciousness about politics, governance in a democratic system with the King as Head of State. Moreover, learners must know how to preserve and promote the right and duty, freedom, respect for the law, human equality, human dignity, and pride of being Thai. They must know how to protect the public and national interests including promoting religion, national art and culture, sport, local wisdom and Thai wisdom, and universal knowledge. There are many positive effects of using local wisdom in education such as happy with their studies and proud of their own local area. But in the current reality, bringing Thai wisdom into participation in teaching and learning in educational institutions still cannot produce results in practice as it should.

This is because the relevant agencies still do not have confidence in Thai wisdom because Thai wisdom holders lack acceptance and lack of participation in transmitting Thai wisdom in the school system. Although the curriculum open to local areas to develop their own curriculum, teaching and learning management do not take local issues into part of the teaching as it should because some teachers and administrators still do not understand the content of the curriculum and the guidelines for implementing the curriculum. Teaching in the education system does not consider the balance between the content of Thai wisdom and international wisdom as it should. In addition, educational institutions do not have organizations that are directly responsible for Thai wisdom in order to support linking Thai wisdom into the education system in educational institutions from kindergarten to higher education levels. The objectives of bringing Thai wisdom into education in order to strengthen the value system and potential of Thai wisdom to become the power of the intellectual society are to develop the economy, society, politics, and environment to be in line with the way of life of a modern society with happiness and self-reliance. Thus, it brings Thai wisdom back to national education by adjusting the content and teaching process. The content of the teaching process must be adjusted to link between Thai wisdom and international wisdom according to the Constitution of the Kingdom of Thailand, B.E. 2540, and the National Education Act. There must be an announcement honoring Thai wisdom teachers for their duty of transmitting wisdom in education at all levels as well as being a role model and leader in thinking methods; how to learn democracy, and use the results of Thai wisdom study to continually develop teaching and learning to be in line with local needs. Educational institutions can integrate local wisdom into the experience of each group; therefore, students can choose to study in a variety of ways according to local conditions and resources. That can be brought in local knowledge to help organize learning. This will help students know their own locality more for example, be proud, love and bond with the locality, know and be able to think, manage, and solve problems systematically regarding oneself, career, and social development (Patcharawalai Meesap 2022: 126).

For this reason, the researcher wants to develop a model for promoting teacher potential in learning management design by integrating with local wisdom that aims to develop the potential of teachers and educational personnel to have quality and competency according to professional standards. It also can manage learning by integrating with local innovations, which are valuable local wisdom, including getting ideas for creating a local curriculum created from the problems and needs of students and local areas.

OBJECTIVES

1. To develop a model for promoting teacher potential in learning management design with local wisdom integration.
2. To study the result of using the model for promoting teacher potential in learning management design with local wisdom integration.

EXPECT BENEFITS

1. To obtain a model for promoting teacher potential in learning management design by integrating with quality local wisdom, and it can be used to develop teachers at other levels.
2. It is a guideline for teachers to use local wisdom in organizing learning for students.
3. Students can study and learn about their own local wisdom.
4. Students will be proud of their own local wisdom.

Methodology

Step 1: study basic information

Step 2: develop the model

Step 3: try out the model

Step 4: evaluate the model

Step 1 Study basic information

1. The researcher studied the local curriculum framework of the Ratchaburi Primary Educational Service Area Office 1 and 2, studied the policies and focuses of the Ministry of Education, fiscal year 2022, and studied theories and concepts in developing models for learning management. In addition, the researcher studied theories and concepts in learning management design by integrating with local wisdom. The tool used in this research is a data recording form. The quality of the tool was tested by finding content validity by 5 experts. The result of the quality test was found to be greater than 0.50, which indicates that the data recording form is consistent (Puangrat Thaweerat 1997: 117).

2. Interviewed teachers to study the basic knowledge in learning management design by integrating with local wisdom and the conditions of learning management by integrating with local wisdom. The tool used in the research is a data recording form. The quality of the tool was tested by finding content validity by 5 experts using the consistency index (Puangrat Thaweerat 1997: 117). The result of the quality was found to be greater than 0.50, indicate that the interview form was consistent (Puangrat Thaweerat 1997: 117). 38 samples of Ratchaburi Primary Educational Service Area Office 1 were interviewed, and a structured telephone interview was used.

Step 2 Develop the model

The objectives are to develop and find quality of the model for promoting teacher potential in learning management design by integrating with local wisdom. The researcher developed the model according to the following steps.

1. Analyze basic data from the study of document and the result of interview with teachers regarding the learning management design by integrating with local wisdom to lead to the model draft.

2. Draft model for promoting teacher potential in learning management design by integrating with local wisdom. It specifies important element including principle, objective, process and result that will be obtained as shown in Fig.

1.

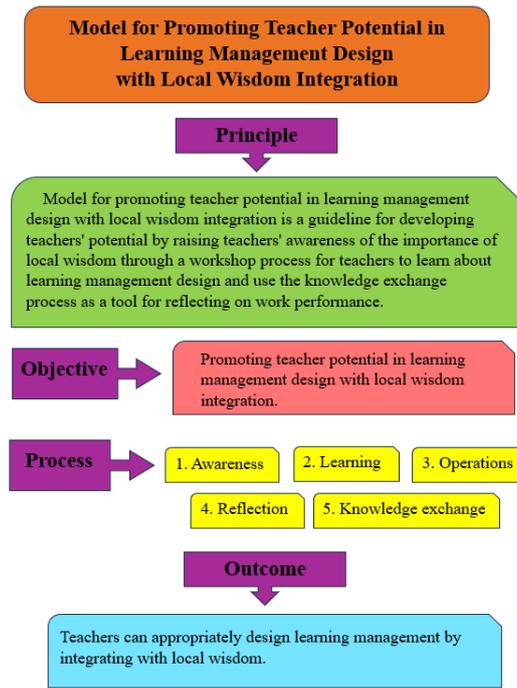


Fig. 1 Model for promoting teacher potential in learning management by integrating with local wisdom

3. Test the quality of the model by 5 experts. Then evaluate the suitability of the model for promoting teacher potential in learning management design by integrating with local wisdom using the estimation scale 5 by using a 5-level estimation scale according to Likert's model (Likert 1993: 247). Divided into 5 levels and then interpret the level according to Best's concept (Best 1981: 181). From the evaluation of 5 experts, it was found that the average was 4.50. This means the suitability of the model for promoting teacher potential in learning management design by integrating with local wisdom is at the highest level.

4. Improve the format as advised by experts

Step 3 Try out the model

The objective is to study the result of using the model to promote teacher potential learning management design by integrating with local wisdom. The research tools consist of learning management design competency test with 5 items: learning objective, learning content, learning activity organization, learning media/learning resource, and evaluation. Test content validity from 5 experts by using the consistency index (Puangrat Thaweerat 1997: 117). The result of the quality was found to be greater than 0.50, indicating that the test was capable of learning management design and consistent (Puangrat Thaweerat 1997: 117).

Data collection

1. Organize a meeting for teachers who are sample group of 40 people to clarify, understand and create awareness of the importance of organizing learning by integrating with local wisdom.
2. Have teachers take a test to measure their ability to design learning management by integrating with local wisdom.
3. Teacher workshop, 12 hours
4. Have teachers take a test to measure their ability to learning management design by integrating with local wisdom.

Data analysis and statistics

Data were analyzed using percentage (\bar{x}), standard deviation (S.D.), t-test, content analysis, and presented by describing.

Step 4 Evaluate the model

The objective is to study the results of using the model to promote teacher potential in learning management design by integrating with local wisdom. The research instrument was a 15-question opinion questionnaire, which was a 5-level scale by specifying item to measure 3 parts: learning content, organizing learning activities, and the receiving benefits. Then, the level values were translated according to Best's (1981: 181) concept to find the quality of the questionnaire on opinions on the format and find the content validity by 5 experts by using the consistency index (Phuangrat Thawirat 1997: 117). The result of the quality test found a value greater than 0.50, indicating that the questionnaire on opinions towards the format was consistent (Phuangrat Thawirat, 1997: 117).

Data collection

The researcher collected data by having teachers complete a questionnaire on their opinions on the model after the workshop and completed an assessment of their ability to design learning management integrated with local wisdom.

Data analysis and statistics

Data were analyzed using percentage (\bar{x}), standard deviation (S.D.), t-test, content analysis, and presented by describing.

Research results

The results of the development of a model to promote teacher potential in learning management design by integrating with local wisdom, the researcher presented the results of the data analysis in 2 parts as follows:

1. The results of the development of the model for promoting teacher potential in learning management by integrating with local wisdom found that the model for promoting teacher potential in learning management by integrating with local wisdom consisted of principle, objective, process, and outcome, which were at the most appropriate level, as shown in Table 1.

TEBLE I
RESULTS OF THE EVALUATION OF THE APPROPRIATNESS OF THE MODEL

Number	Evaluation list	\bar{X}	SD	Suitability level
1	principle	4.20	0.44	Much
2	objective	4.60	0.54	Most
3	Process	4.40	0.54	Much
4	outcome	4.80	0.44	Most
Total		4.50	0.49	Most

Table 1 Results of the evaluation of the appropriateness of the model for promoting teacher potential in learning management by integrating with local wisdom.

2. Study the results of using the model to promote teacher potential in learning management design by integrating with local wisdom.

2.1 The ability to learning management design integrated with local wisdom after using the model was significantly higher than before using the model at the statistical level of .05 as shown in Table 2.

TEBLE II RESULTS OF EVALUATION OF THE ABILITY TO DESIGN LEARNING MANAGEMENT INTEGRATED WITH LOCAL WISDOM

Evaluation	N	Total Score	\bar{X}	S.D.	t	df	sig
Before using model	40	20	13.25	1.93	-20.10	39	0.00
After using model	40	20	17.22	1.42			

2.2 Teachers' opinions on the model were at the highest level as shown in Table 3.

TEBLE III
RESULTS OF THE TECHER'S OPINION SURVEY ON THE MODE

Evaluation list		\bar{X}	S.D.	Opinion level	Number
Learning content					
1	Consistent with teachers' needs	4.72	0.45	Most	2
2	Help to provide more knowledge about learning management by integrating with local wisdom.	4.32	0.76	Much	9
3	The contents are arranged from easy to difficult.	4.37	0.49	Much	8
4	There is a lot of variety.	4.82	0.38	Most	1
5	Suitable for learning management in small schools	4.25	0.43	Much	11
Organizing learning activities					
6	Emphasis on teamwork	4.82	0.38	Most	1
7	Focus on practical skills	4.70	0.46	Most	3
8	Promote the development of thinking processes	4.27	0.78	Much	10
9	Promote participation in learning for all teachers	4.82	0.38	Most	1
Benefits					
10	Get guidelines for designing learning management	4.40	0.54	Much	7
11	There is integrate between learning groups and local wisdom	4.82	0.38	Most	1
12	Recognize the importance of local wisdom	4.42	0.50	Much	6
13	Proud of local culture and wisdom	4.52	0.50	Most	4
Average of all totals		4.55	0.49	Most	

RESEARCH DISCUSSION

1. The model for promoting teacher potential in learning management by integrating with local wisdom has the following components: principle, objective, process, and outcome, which are at the most appropriate level because the model for promoting teacher potential in learning management by integrating with local wisdom comes from research and development. It is divided into 4 steps: step 1: study basic information; step 2: develop a model; step 3: test the model; step 4: evaluate the result of using the model. The model is consistent with the concept of Jittirat Saenglertuthai (2017: 284) which developed a model for using local wisdom about pomelo in learning management. The model is developed through a systematic and reliable process by using a 2-phase, 4-step research process: 1) study basic information, 2) develop a model, 3) test the model, 4) evaluate and improve the model. The model for promoting teacher potential in learning management by integrating with local wisdom began with a study of the local curriculum framework of the Office of the Primary Educational Service Area, Ratchaburi Area 1 and 2. The policy and focus points to the Ministry of Education for fiscal year 2022, which has theory and concept for developing learning management model. Theory and concept for learning management design integrated with local wisdom. Therefore, it has a model for promoting teacher potential in learning management integrated with local wisdom that has complete components. The principle of the model is consistent with the needs of the parent organization. The objectives are consistent with the needs of teachers, including the processes and steps in organizing learning in the model that are systematically sequenced. That is consistent with the concept of Thitsana Khaemmani (2009: 222) who cited that learning management format is a type of learning management that is organized systematically according to various philosophies, theories, principles, concepts, or beliefs. It can be put into practice. In addition, teachers were interviewed to study the basic knowledge in learning management design integrated with local wisdom and the learning management conditions integrated with local wisdom, which led to guidelines for learning management design by using a quality training process.

2. Results of using the model to promote teacher potential in learning management design by integrating with local wisdom

2.1 The ability to design learning management integrated with local wisdom after using the model was significantly higher than before using the model at a statistical level of .05. Since the model of promoting teacher potential in learning management design integrated with local wisdom comes from the research and development process, it results in a quality learning management process. There was a group discussion to inquire about the learning management conditions, including discussion of problem or limitations that occurred in the learning management design. The presentation of problem-solving methods from teachers from different educational institutions provided teachers with new ideas for learning management design. That was appropriate for their educational institutions, which was consistent with the ideas of Phra Khru Sangkarak Singchai Thitthammo and Phra Khru Si Suthamniwit (2022: 296). It refers to the discussion of issues found in teachers' teaching practices among themselves. The purpose is to help each person to analyze and reflect their perspectives on the issues to their colleagues, include with giving everyone an opportunity to learn. Then, the conclusion of the problem is obtained from various perspectives and results teachers to have more knowledge, understanding and ability to design effective learning management. In addition, in the process of the knowledge model about learning management, design is also provided by integrating local story or wisdom into learning design management and provided learning management design practice. It is consistent with the research results of Patcharawalai Meesap (2022: 135) which has developed a model for developing teacher potential organizing learning to promote students' thinking skills using local wisdom as a base. It was also found to be a model that lays the foundation of knowledge and understanding in learning management. Teachers practiced by starting from the original learning management but added analysis of the learning management plan and added questions by combining with local wisdom in the community. These are close to us and tangible, and allow teachers to understand the occurring problem. Therefore, learning takes place in an atmosphere conducive to learning management and enable teachers to learn about learning management until they achieve the development goals.

2.2 Opinions about the format are at the highest level because the model of promoting teacher potential learning management design integrated with local wisdom that has a systematic process. The content is consistent with teachers' needs and diverse. The content is organized from easy to difficult. It helps teacher to increase knowledge about learning management integrated with local wisdom. It is suitable for learning management in small schools. The organization of the model activity has brought various relevant parties such as administrator, teacher, educational supervisor, director of area office, and expert in learning management design. Therefore, it gives a variety of ideas. The parent organization is aware of the needs of the educational institution and encouraged the subordinates. This part gives teachers the morale to design learning management to further develop students. This is consistent with the research results of Wasinee Rungruang (2019: 216), who developed a teacher development model using collaborative lesson development through a professional learning community that promotes teachers' teaching arts. It was found that teachers had a good feeling towards working together, which may have come from working together in a collaborative manner by exchanging knowledge about teaching management with fellow teachers. In addition, external experts and administrators have created enthusiasm and efforts to develop their learning management to be more effective.

RECOMMENDATION

1. Suggestions for using the model

1.1 The implementation of the model for promoting teacher potential in learning management design by integrating with local wisdom should consider the training process. It should be organized during school breaks so that educational personnel can fully participate in the activities.

1.2 The implementation of the model for promoting teacher potential in learning management design by integrating with local wisdom should consider the level at which the teacher teaches. For example, teachers in early childhood, primary, and secondary levels will have different methods for learning management design. It must be adjusted to be appropriate for the target group.

1.3 Training activities can be adjusted or more flexible to allow for more adjustments to the learning plan.

1.4 Teachers should study local wisdom first. This will make it easier to design learning management during training.

2. Suggestion for further research

2.1 Training time should be adjusted to suit the content of the training.

2.2 Consider the size of group training such as large, medium and small schools due to different contexts.

2.3 Continuously follow up on training results.

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