



Development of Activities Approach with Building Potentials for Teachers student in Thailand of 21st century within the Context of Asia Pacific

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## Development of Activities Approach with Building Potentials for Teachers student in Thailand of 21<sup>st</sup> century within the Context of Asia Pacific

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### Abstract

*Ministry of Education and Khurusapha of Thailand firstly declared the indicator and Thai Qualifications Framework for Higher Education for Teachers student of the students in Higher education in 2019. The important of Teachers student is to develop the learners to strengthen teachers in the 21st century of Teachers student by using Activities Approach with Building Potentials correctly. To gain the effective learning Management in Teaching Profession, the method of evaluation is so important. This research aimed to create the development activities of teacher professional standards for the teacher's student to use in school and applied in Teachers student in schools and improved better in the future. The evaluation on quality for validity of the validity found that the development activities of solving in teacher's student gain the item of congruence (IOC) at 1.00 and reliability was show harmonization at the level of "much" (RAI = 0.97).*

**Keyword:** Development, Skills, Pattern, Teachers student, Activities.

### 1. Introduction

Learning is central in knowledge-based societies and economies. Historically, Thais with means were either educated abroad or within the royal court system where courses were often taught in English. However, those without means often received apprenticeships, monastic based education or vocational training [1]. Thai higher education began development to change in the 20th century due to the potential need for activities approach integration in education and the inequality of access to international higher education. There have also been suggestions that the impact of formal education in Thailand in producing Teachers, Not enough

expertise [2]. This is considered a necessary step in creating 21<sup>st</sup> century learning environment to prepare Instructor into becoming effective Teachers of knowledge-based societies that is activities approach driven and Skills.[3] Nevertheless, there have been important developments in the Thai education scene in the wake of a period of political, social and economic transition since the turn of this century. The National Education Act B.E. 2562 (2019) and the education reform project, have been adopted as a way of equipping Teachers with the necessary skills to compete in the globalized education industry, while showcasing traditional Thai values and democratic and rights respecting norms. In its drive toward becoming an advanced (developed) nation by 2020, Thailand recognizes the Activities Approach with Building Potentials for Teachers student of education in Thailand as the driving force of its transformation process into becoming a knowledge-based society as a necessary requirement of becoming a developed nation in the digital age [4]. In this, needed for activities integration in the teaching-learning process. Teachers student at all levels are provided with basic training on the use of core competency and functional competency. In addition to the core competency and functional competency infrastructure and facilities provided, virtual learning model through workshops and activities [5]. In this, needed for activities integration in the teaching-learning process. Teachers student at all levels are provided with basic training on the use of core competency and functional competency. In addition to the core competency and functional competency infrastructure and facilities provided, virtual learning model through workshops and activities [6]. This study attempt to development model of activities approach with building potentials for Teachers student in Thailand of 21<sup>st</sup> century and to illustrate how progressive model of activities



approach, as adopted in alternative Thai higher education transitioned, may contribute to a construction of Teachers student. In addition to the core competency and functional competency infrastructure and facilities provided, virtual learning model through workshops and activities [7]. In this, needed for activities integration in the teaching-learning process. Teachers student at all levels are provided with basic training on the use of core competency and functional competency, as well develop activities new instructional strategies of blending their pedagogy with the available C-Teacher skill facilities provided [8]. As such, Content skill, Computer (ICT) Integration skill, Constructionist skill, Connectivity skill, Collaboration skill, Communication skill, Creativity skill, Caring skill. It provides ways of responding to the aims of enhancing learning and augmenting teacher professionalism. Given the governments' 20-year national development plan which expects higher education to drive economic growth, there has been rapid development within this educational sector. within the context of Asia Pacific. In addition to the core competency and functional competency infrastructure and facilities provided, virtual learning model through workshops and activities [9]. This study attempt to development model of activities approach with building potentials for Teachers student in Thailand of 21<sup>st</sup> century and to illustrate how progressive model of activities approach, as adopted in alternative Thai higher education transitioned, may contribute to a construction of Teachers student.

## 2. Literature review

The first challenge international education in Thailand faces is related to production of skilled teachers in the 21<sup>st</sup> century and suitable in classrooms. To develop students with the potential or skills mentioned above, the teacher is the one who is very important to help support and facilitate.[10] Keep guiding Waiting to be a consultant Pushing and designing learning activities for learners to learn to their full potential until they are able to demonstrate their full potential, and good teachers must have characteristics and various relevant competencies in order to use their knowledge, skills and attitudes to develop learners to have knowledge, skills and good attitudes. Ready to go out to work and live happily.[11] Jan-Ole Brandt et al.[12] has been studied about a matter of connection: The 4 Cs of learning in pre-service teacher education for sustainability, Future research should focus on the K–12 students of educators trained in education for sustainability (EfS) to

understand the extent to which educators can use their new skills and knowledge to empower and motivate K–12 students to persistently engage in real-world projects that contribute to systemic change.

## 3. Research Methodology

This has divided the research process into the following steps:

### 3.1 Set development activities for teachers

Step 1: The activity is divided into the following:

The academy may organize activities/ projects specifically or manage to integrate with teaching in various subjects to enhance teaching attributes and strengthen citizenship as follows:

- 1) Activities to strengthen faith, commitment and love in teacher careers.
- 2) Volunteer activities and/or public/ public/ empowerment benefits the community and society.
- 3) Activities to promote patriotism, religion, king and thainess.
- 4) Activities in accordance with the philosophy of sufficiency economy and/or the king's science.
- 5) Boy scout/ Girl scout/ Youth Red Cross Activities.
- 6) Health enhancement activities, disease prevention and sex education.
- 7) Activities to promote the democratic lifestyle, including elections.
- 8) Cultural, arts, music, dance activities.
- 9) Health, Sports and Recreation Activities.
- 10) Academic activities.

Step 2: Designed and create teachers student development activities model.

Step 3: The Validation of designed and create teachers student development activities. The 5 experts evaluate the validity of rubric of problem-solving for teachers student development activities by using the analysis of IOC: Index of Item-Objective Congruence and improved as the experts' suggestion.

Step 4: Managed the development activities process of Building Potentials for Teachers student in Thailand of 21<sup>st</sup> century within the Context of Asia Pacific by Teachers student must go through a total of 10 activities.

Step 5: Inspected the reliability of development activities process of Building Potentials for Teachers student for learning management, the 5 rater the rubric with the activities work of the Teachers student by random selecting only 150 activities work from 500 Teachers student by using the analysis of the RAI: Rater Agreement Index

[13].

Equation 1. for Rater Agreement Index (RAI)

$$RAI = 1 - \left( \frac{\sum_{k,n,m=1}^{K \cdot N \cdot M} |R_{knm} - R_{kn}|}{KN(M-1)(I-1)} \right) \quad (1)$$

where  $R_{knm}$  is the score of the evaluation  $k$ , empirical work  $n$ , in the item of expert  $m$  and  $R_{kn}$  is the mean score of the empirical work of Teachers student  $n$ , in the item of evaluation  $k$ . The  $K$  is the number of all item for evaluation, the  $N$  is the number of empirical work of all Teachers student. The  $M$ ,  $I$  is the numbers of expert (assessors) and the numbers of impossible score, respectively.

### 3.2 Teacher student development activity model

This research has created a model for the activity development process as shown in Figure 1.

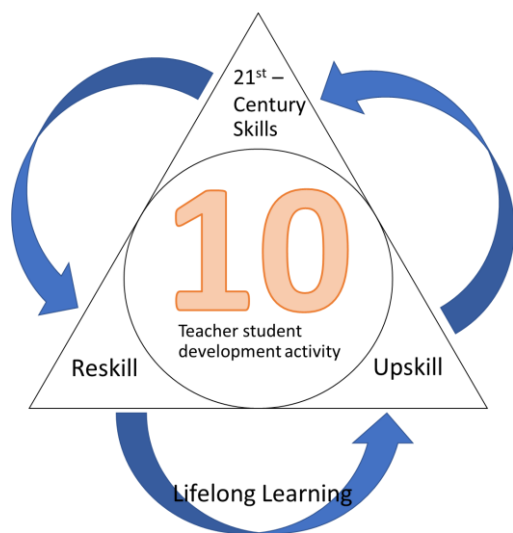


Fig. 1 Teacher student development activity model.

## 4. Results & Discussio

From Table 1 the validation of the rubric score that evaluated by 5 experts has IOC = 1.00 meaning is the validity and harmonized to the objectives.

**Table 1: the result of evaluating the validity of the rubric of development activities for teacher's student**

Activity	Result of evaluation						
	Expert					Total	IOC
	1	2	3	4	5		
1. Activities to strengthen faith, commitment and love in teacher careers.	1	1	1	1	1	5	1.00
2. Volunteer activities and/or public/ public/ empowerment benefits the community and society.	1	1	1	1	1	5	1.00
3. Activities to promote patriotism, religion, king and thainess.	1	1	1	1	1	5	1.00
4. Activities in accordance with the philosophy of sufficiency economy and/or the king's science.	1	1	1	1	1	5	1.00
5. Boy scout/ Girl scout/ Youth Red Cross Activities.	1	1	1	1	1	5	1.00
6. Health enhancement activities, disease prevention and sex education.	1	1	1	1	1	5	1.00
7. Activities to promote the democratic lifestyle, including elections.	1	1	1	1	1	5	1.00
8. Cultural, arts, music, dance activities.	1	1	1	1	1	5	1.00
9. Health, Sports and Recreation Activities.	1	1	1	1	1	5	1.00
10. Academic activities.	1	1	1	1	1	5	1.00

$p \leq 0.05$

**Table 2: the result of evaluating the reliability of the rubric score of teacher student development activities.**

Item of evaluation.	Results of the evaluation				
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5
	Activities work of no 1-4.				
1. Activities to strengthen faith, commitment and love in teacher careers.	3	2	3	4	4
2. Volunteer activities and/or public/ public/ empowerment benefits the community and society.	4	3	2	3	4
3. Activities to promote patriotism, religion, king and thainess.	3	3	4	4	3
4. Activities in accordance with the philosophy of sufficiency economy and/or the king's science.	4	4	3	4	4
5. Boy scout/ Girl scout/ Youth Red Cross Activities.	2	3	4	4	4
6. Health enhancement activities, disease prevention and sex education.	3	3	2	4	4
7. Activities to promote the democratic lifestyle, including elections.	4	4	3	3	4
8. Cultural, arts, music, dance activities.	4	4	4	4	3
9. Health, Sports and Recreation Activities.	4	3	4	3	3
10. Academic activities.	4	3	3	3	4



$p \leq .05$

From table 2 the reliability of the rubric score that evaluated by 5 rater has RAI = 0.97 meaning the harmonization at the level of “much”.

The development of activities approach with building potentials for teacher’s student in Thailand within the context of Asia pacific, encourage should be used to judge the Reskills and upskills of the teacher’s student by measuring the effect on the teachers student to act out. Or in other words through activities with doing real activities and Scoring from assessment criteria is designed and built. Validation must be validated and found that the Object-Object Conformity (IOC) index of 1.00 can be interpreted for the accepted validity, which means that this rating rubric has correctly and appropriately defined measurement issues. Practicality, according to Rovinelli and Hambleton (1976) [14], any comments on the construction of measures should be reviewed before implementation. In addition, the scoring of student teacher development activities. It was also rated for an appraisal agreement index of 0.94. It has a very high rater consistency. This indicates that the scoring criteria are reliable in real-world use. Müller et al. (2005) [15] explains that a multi-assessor evaluation of the instrument can determine the accuracy of the instrument. The accuracy of measurement is essential to measure the learner's ability with a true assessment (Burry-Stock et al., 1966)[13], in line with Segal et al. (2003)[16], which used multiple assessors. People to create a learning behavior measurement tool that can deliver reliable results From the audit process until it appeared that the scoring process for student teacher development and student teacher development activities It is very direct and reliable of this tool. The researcher can explain that this is due to the fact that researcher has synthesized the definitions of computational science, the limitations of the core curriculum of the basic education commission 2008, revised 2020 edition of the teacher professional standards.

## 5. Conclusion

The results showed that teachers student development activities in 10 skills activities in the 21st century suggested that teachers had good teacher skills that meet educators' professional standards. 2020 is an effort to promote good teachers for the creation of teachers student development activities, as well as to apply school activities to effectively connect experiences with students and understand 21st century skills in Thailand.

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