

Analyzing Factors of Blended Learning Management Innovative Via Internet Network for Teaching to Primary Education Students in Thai's Basic Education, Thailand

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Abstract:- An analyzing factors of blended learning management innovative via internet network for teaching to primary education students in Thai's basic education, Thailand were study employed of qualitative in a documentary review and brain storming, and quantitative for confirmatory factor analysis in data collection by a questionnaire survey to data with the key informant of the sampling, there were 650 teachers of primary education area offices throughout Thailand. The factors of blended learning management innovative via internet network for teaching at "key" of six factors including instructor, learner, content, learning management method, learning media, and evaluation. On six factors of all variables are statistically significant level of .01.

Keywords:- *Factors of Blended Learning Management Innovative, Internet Network, Teaching.*

I. INTRODUCTION

Education movement for Thailand 4.0, 2th National economic and social development plan A.C.2017-2021 (B.E. 2560-2564) The major guidelines in human capital building and development strategy were adjusting values in Thais' have to the moral and ethics, disciplined and public minds, desirable behaviors, developing potential regarding knowledge, skills and capacities in well-being, shifting quality of education and life-long learning. Education is regarded as a key success factor in driving Thailand 4.0 especially the human capital building and development. In 2017, the ministry of education announced the National education plan A.C. 2017-2036 (B.E. 2560-2579) there are four major objectives in education, (a) developed to effective education system and process, (b) developed to a good citizen with desirable characteristics, skills and competencies as stated in the constitution of the Kingdom of Thailand, National Education act, and national strategy, (c) developed to knowledge-based society living with moral and in harmony for sustainable development of country with sufficient-economy, (d) bring Thailand overcome "middle income" and "inequality" traps.[1] The effectiveness of education for directing an impact to development dimensions of humanism and society. Many countries were give education

to national agenda for planning driven to successfully education system in human resource development to holistic, must to deeming for understanding to the various elements were involved and context clarifying to educational system for consistent development vision. Thailand 4.0 development were security, wealth, sustainable must to a grand strategy for obviously into coping with the 21st century dynamics that full of slides and changes in both geopolitics and world economics. In a nutshell Blended learning "is a formal education program in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path or pace." Blended learning simply combines classic face to face classroom methods with computer based activities (eLearning). Education to the challenges to meet the demands of current changes, self- teacher to teach for the students. The challenge from the school is based on problem of teachers for instructional of learning management systems. [2] Problem solving is a important part of the curriculum to assumes that the students may be responsible for their studies, it provides students the opportunity to use new knowledge acquired in real- life experiences and to help them work at a highest, with a blended learning, both instructors and learners are kept in the loop, whether training offline or online to teach and supporting the students for learning to anytime. Learning management process to support information literacy skills by using information technology is one way to develop the ideas and people's potential in having reasons, systems and orders, communication, information selection and designating the strategies in solving the life problems of everyone and is also used as a tool to promote studying skills in other. Besides this blended learning activities are managed in accordance with online and face-to-face learning, opportunities and facilities will happen to the students in many ways. For example, the students can communicate and react with the teacher and classmate in the classroom and online. They can learn from learning materials presented in the classroom and online. They can work in groups through technology in the virtual classroom. When students and teachers are simultaneously developed the ability in technology [3] more students are motivated in attending class with the feeling of learning community more than other learning models. The students are also

developed to understand the profound body of knowledge. Good blended learning management will motivate and increase the ability of finding the learning processes by oneself, so the students are self-confident and succeed in learning, they can access the information and efficiency of learning. This research for analyzing factors of blended learning management innovative via internet network for teaching to primary education students in Thai's basic education, Thailand.

II. LITERATURE OF REVIEW

A. Problem Solving Ability

Kilpatric, et al [4] said to the problem solving ability is enhanced when students have the opportunity to solved problems themselves and see problems being solved. Problem solving also provides opportunities for teachers to assess students' achievement. problem solving includes three basic functions were finding information, create new knowledge, and make decision. Thus, problem solving is a important part of the curriculum to assumes that the students may be responsible for their studies, it provides students the opportunity to use new knowledge acquired in real- life experiences and to help them work at a highest. These tools are; knowledge management in educational organizations; educational leader should stimulate to staff in the organization to develop their knowledge and create innovation in their works all the time. Educational organizations must prepare their learners ready for working. Teaching problem solving through experiential learning. An experiential activity was actually introduced for integrated teaching capacity are a key focus to improve the capability of teachers to a blended learning management innovative via internet network for teaching.

B. Blended Learning : Accessibility Features LMS

LMS are mainly accessed via a web site by all the users of the system. When locally hosted, each institution has its own web site, where as when SaaS-based there is a single web site for the whole system. In order to increase accessibility, most contemporary LMS also offer access through mobile applications. [5] The approach towards capacity requires the students apply what they know in a blended learning. Thence, it can avoid status that the knowing much but applying less. Therefore, teaching capacity of the students needs to be improved: capacity of teaching organization towards approaching capacity students, capacity of design and teaching by the subject topics, capacity of developing and organizing experiential activities, capacity of learning by blended learning management innovative via internet network of the students to anywhere anytime for learning sufficiency.

C. A Creative Problem Solving for Instructional Integrated with Internet Network

Torrance, E. P. [6] Guiding creative talent to creative problem solving for instructional an integrated with internet network. A way that is suitable for all levels of teaching, especially in higher education, which is a method that can promote the development of problem-solving ideas, create a better example. Has using learning management process,

students can learn according to their interests. Research, Knowledge in their interests, and want to find answers and practical process step-by-step. This requires creative thinking and problem solving with new and varied methods, which can cause the learners focus on problem-solving thinking occurs, creatively and with internet network on applications is a tool as a substance in the media contact. To learn and Exchange side, or even in such teaching content teaching assignments, activities, practice. Teachers can track it, and also introduced technology to help to increase the potential and effectiveness in the field of teaching, more productive.

D. Flipped Classroom

Alvarez, B [7] to presented of instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering an instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions. A flipped classroom, content delivery' may take a variety of forms. Often, video lessons prepared by the teacher, although online collaborative discussions, digital research, and text readings may be used. In-class lessons accompanying flipped classroom may include activity learning or more traditional homework problems, among other practices, to engage students in the content. Class activities vary but may include: using math manipulative, in-depth laboratory experiments, original document analysis, debate or speech presentation, current event discussions, peer reviewing, project-based learning, and skill development or concept practice. Because these types of active learning, collaboration, design and problem solving as students tackle difficult problems, work in groups, student discussion, teacher/student online communication.

III. METHODOLOGY

The methodology were mixed method research, which combined both qualitative method by documentary review, through brain storming, interview, and quantitative method was a survey research by questionnaire with the key informants of the sampling on the teachers of primary education area offices throughout Thai's basic education, Thailand.

A. The Sampling

The sampling in this study with the participants for the key informants of the sampling, there were 650 teachers of primary education area offices throughout Thai's basic education, Thailand. The participants they all were multistage random sampling and focus groups.

B. The Collection

Respondents were asked to respond to the qualitative and quantitative data collection of the instrument including qualitative data collection to study by a documentary review, and collected both to participatory action learning through brain storming, and interview by questionnaire of

semi structure with the key informants of the sampling 50 teachers in data collection on the instrument on the factors of blended learning management innovative via internet network for teaching to primary education students in Thai's basic education, Thailand to selected in the data. Quantitative data collection to study by questionnaire survey of semi structure at 5 rating scales with the key informants of the sampling 650 teachers in data collection on the instrument on factors level to selected. And to confirmatory factor analysis of the factors of blended learning management innovative via internet network for teaching in the data.

C. Data Analysis

Data analysis on qualitative for analyzing factors of blended learning management innovative via internet network for teaching to primary education students in Thai's basic education, Thailand, was analyzed by using

three main stages of data reduction, data organization, data interpretation to conclusion. The quantitative for analyzed of levels factors will be analyzed by descriptive statistically analysis include percentage, mean, standard deviation, Also, the Confirmatory Factor Analysis: CFA.

IV. RESULTS

The analyzing factors of blended learning management innovative via internet network for teaching to primary education students in Thai's basic education, Thailand of the results were followed:

4.1 The factors of blended learning management innovative via internet network for teaching to primary education students in Thai's basic education, Thailand at a "key" of six factors to shown in figure 1.

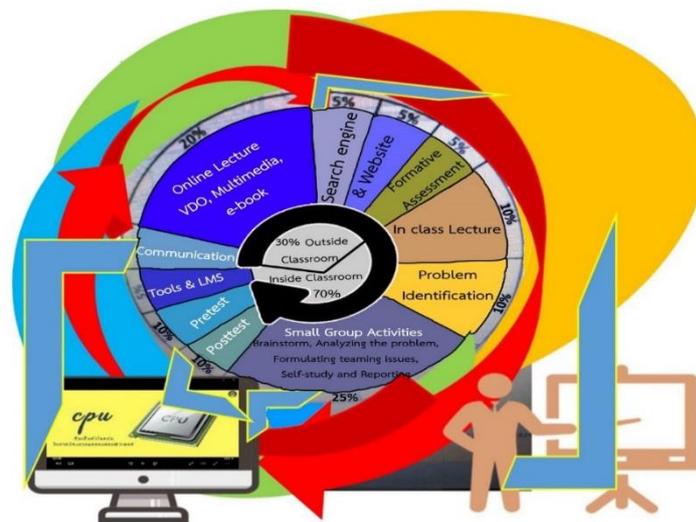


Fig 1:- Six factors of blended learning management innovative via internet network for teaching.

The six factors including an instructor, learner, content, learning management method, learning media, and evaluation were followed:

- **Instructor:** the role in supervising instructional activities according the innovation model including inside the classroom and outside the classroom, responsible for clarification, to understand the overall activities, advise, preparation of learning plans and the contents, providing resources to consistent with the contents and technology for learning include transferring knowledge and organize of integrated activities, and assessment of the learning management.
- **Learner:** the role in supervising of learning activities according the innovation model both to assigned and learn the lesson by yourself forms learning materials that the teacher to provided, listening to lectures and recommending the contents for applying the practice learning activities including inside the classroom of face to face and outside the classroom of online, which the students are involved in the proposal and issues a need to be studies, and organizing a group meetings of the

planning for created to collective agreements, and helping an each other to discussion as well as summarize the learning of outcomes.

- **Content:** the subject matter in the curriculums that the instructors used to convey through the learning activities including inside the classroom and outside the classroom according the objective of learning.
- **Learning management method:** consisting of sub-factors were to; (1) outside the classroom a using an internet network to supported of learning for the self-learning management into a searching information to an additional and diverges of assignment creation, and can asking the instructors when the learning by themselves to different of the locations, (2) inside the classroom of face to face between instructor and learners from the activity of linking content that the learners to learned by a himself on outside the classroom were issued to the concepts in the problem solving of interactive tools for stimulating the learners to student interesting, contributing to mutual learning and groups working.
- **Learning media:** the channels for presenting content to facilitate a communication and commented, joining

discussions anywhere and anytime to be the learners on the objective a learning in an instructor has placed were to; (1) resource of content for learning, assignment, and tracking tasks each weeks (Learning management system), (2) resource of communication and supporting a interactional between the learners and instructor including synchronous communication (e.g., Chat) and asynchronous communication (e.g., Web board), (3) resource of online learning for providing additional, and linking a relevant websites.

➤ **Evaluation:** measurement and evaluation of learning in the learners according an objective were the pre-test, during study test, post-test, groups performance scores, include behavior observation for the results has improved teaching and learning to efficiency a highest.

4.2 Level factors of blended learning management innovative via internet network for teaching to primary education students in Thai’s basic education, Thailand at a “key” of six factors to shown in table 1.

Aspect	Mean	S.D.
Instructor	4.31	0.69
Learner	4.36	0.68
Content	4.34	0.67
Learning management method	4.49	0.61
Learning media	4.41	0.64
Evaluation	4.43	0.63
Total	4.39	0.65

Table 1:- Analysis of Level factors of blended learning management innovative via internet network for teaching to “key” factor (n=650)

The level factors of blended learning management innovative via internet network for teaching to primary education students in Thai’s basic education, Thailand to “key” in six factors of instructor, learner, content, learning management method, learning media, and evaluation at high levels of ($\bar{X} = 4.39, S.D. = .65$), the first levels of Learning management method ($\bar{X} = 4.49, S.D. = .61$) the

second of Evaluation ($\bar{X} = 4.43, S.D. = .63$) the third of Learning media ($\bar{X} = 4.41, S.D. = .64$), respective.

4.3 Variable factors of instructor, learner, content, learning management method, learning media, evaluation to shown in table 2.

Factors	Variable	weight of Composition
Instructor	Supervising instructional activities.	0.83*
	Responsible for clarification.	0.86*
Learner	Applying the practice learning activities including inside the classroom of face to face and outside the classroom of online.	0.82*
	Involved in the proposal and issues a need to be studies, and organizing a group meetings of the planning for created to collective agreements.	0.85*
Content	Subject matter in the curriculums that the instructors used to convey through the learning activities.	0.82*
	Inside classroom and outside classroom according the objective of learning.	0.83*
Learning management method	Outside the classroom a using an internet network to supported of learning for the self-learning management.	0.82*
	Inside the classroom of face to face from the activity of linking content to learned by a himself issued to the concepts in the problem solving of interactive tools for stimulating.	0.84*
Learning media	Channels for presenting content to facilitate a communication and commented.	0.84*
	Joining discussions anywhere and anytime.	0.81*
Evaluation	Measurement and evaluation of learning in the learners according an objective were the pre-test, during study test, post-test, groups performance scores.	0.83*
	Behavior observation for the results has improved teaching and learning.	0.84*

* p < .01.

Table 2:- Variable factors to Confirmatory Factor Analysis: CFA.

Factors of instructor, learner, content, learning management method, learning media, evaluation to

confirmatory factor analysis by weight of the composition of all variables are statistically significant level of .01.

V. DISCUSSIONS

The factors of blended learning management innovative via internet network for teaching at “key” of six factors including instructor, learner, content, learning management method, learning media, and evaluation. Because the factor of instructor were supervising instructional activities and responsible for clarification, the factor of learner were applying the practice learning activities including inside the classroom of face to face and outside the classroom of online and involved in the proposal and issues a need to be studies, and organizing a group meetings of the planning for created to collective agreements, the factor of content were the subject matter in the curriculums that the instructors used to convey through the learning activities for Inside classroom and outside classroom according the objective of learning. Abeysekera, Lakmal; Dawson, Phillip [8] the motivation and cognitive load in the flipped classroom: definition, process of information literacy enhancement for society developed accordant Torrance, E. P. [6] Guiding creative talent to creative problem solving for instructional an integrated with internet network. A way that is suitable for all levels of teaching, especially in higher education, which is a method that can promote the development of problem-solving ideas, create a better example. Maureen Lage, Glenn Platt, Michael Treglia [9] to Inverting the classroom in gateway to creating an inclusive learning environment promoted the students to developed. the factor of learning management method were an outside the classroom a using an internet network to supported of learning for the self-learning management, an inside the classroom of face to face from the activity of linking content to learned by a himself issued to the concepts in the problem solving of interactive tools for stimulating. [10] Factor of learning media were the channels for presenting content to facilitate a communication and commented of joining discussions anywhere and anytime, the factor of evaluation were the measurement and evaluation of learning in the learners according an objective were the pre-test, during study test, post-test, groups performance scores, and to behavior observation for the results has improved teaching and learning. The researcher applied the approach of blended learning management innovative via internet network for teaching with the approach of information literacy enhancement.

VI. CONCLUSIONS

Factors of blended learning management innovative via internet network for teaching at “key” of six factors were instructor are supervising instructional activities and responsible for clarification, learner for applying the practice learning activities including inside the classroom of face to face and outside the classroom of online and involved in the proposal and issues a need to be studies, and organizing a group meetings of the planning for created to collective agreements, content is the subject matter in the curriculums that the instructors used to convey through the learning activities for Inside classroom and outside classroom according the objective of learning, learning

management method are an outside the classroom a using an internet network to supported of learning for the self-learning management, an inside the classroom of face to face from the activity of linking content to learned by a himself issued to the concepts in the problem solving of interactive tools for stimulating, learning media are the channels for presenting content to facilitate a communication and commented of joining discussions anywhere and anytime, evaluation are the measurement and evaluation of learning in the learners according an objective were the pre-test, during study test, post-test, groups performance scores, and to behavior observation for the results has improved teaching and learning. On six factors of instructor, learner, content, learning management method, learning media, evaluation to confirmatory factor analysis by weight of the composition of all variables are statistically significant level of .01.

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