

The Process of Teaching and Learning of Social Studies in High School Chiang Mai Province

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Abstract: The objective of this research is to study the learning management process of Social Studies, Religion and Culture subject for secondary schools in Muang District, Chiang Mai Province. The studied population in this project is specifically selected which is 80 Social Studies teachers from 11 secondary schools in Muang District, Chiang Mai Province. The tool uses in this research is the questionnaire. The questionnaire is related to the learning management process of Social Studies, Religion and Culture subject for secondary schools in Muang District, Chiang Mai Province. Additionally, the questionnaire can be divided into 5 parts: Planning, Learning Management, Assessment and Evaluation, Reflection and Development part.

From the results, we have found that the learning management process of Social Studies subject for secondary schools in Muang District, Chiang Mai Province is very effective. By analyzing each part, we have found that the reflection part has the highest average second, the learning management part, the planning part, assessment and evaluation part and development part consecutively. Mostly, the teachers use the techniques of generating knowledge, communicating by using gestures and speech skills. The planning part is relative to the association of the element in the classroom activities to achieve the learning curriculum. For the learning management part, we have found that the teachers studied the learning theories first and applied those theories into the learning system thus, achieving the objective quickly. For the assessment and evaluation part, the reliability of the results is depending on the tool that we used. If we use the ineffective tool then, the assessment and evaluation would be meaningless. For the reflection part, it is a process for generating conceptualized ideas. Lastly, for the development part, we have found that the evaluation of the social studies teachers is reliable which can be used to sustain the development of social studies teachers.

Key words: social studies teachers, learning management process, teaching and learning, Chiang Mai

1. Introduction

The development of learning management of Social Studies subject should aid the students to be able to think critically, structurally, conceptually and think for the society. Students must be able to work as a team thus, the learning pattern should use the students as a center and practice on thinking. The learning system that consists of teachers, students, classrooms and the learning management process of each content are very crucial factors for promoting the development of each part. The strength of intellectual resources in the nation drives the ideas and

potential effects on learning management nowadays because education is the foundation for preparing the population and society. Hence, the learning management process will boost the development of students as holistic studies. According to the phrase, “Knowledge is the power.”, the person that can use the information as power should have the ability to analyze the information as a whole and apply that information into real-life situations usefully. Those people that have this ability must have the ability to “Think” (Kriangkrai Jaroenwongsak, 2002). However, there are various groups of students which are developmental group, developed group, progression group and excellent group (Charin Mangkhang, 2019) to correlate with the TPACK (Technology Pedagogical Content Knowledge) concept that uses the learning content and technology together (Chaiwat Keawpanngarm, 2018).

Nonetheless, the learning management process of Social Studies subject is very important for desired characteristics development of students to be good citizens with reasonable, creative morals and use the knowledge for living life happily by using the techniques from sciences & technology, sociology and humanity to adapt with the living environment and society.

Social Studies is a significant subject because this subject promotes and encourages the students to develop their learning ability to live in a society with other citizens happily. Also, use the knowledge to adapt to the changing environment appropriately. This subject also aims the students to have various skills such as social skills, thinking skills, decision-making skills, and problem-solving skills. Moreover, this subject also emphasizes the students to become good citizens of society from the family level to the global level. Thus, the learning management process of Social Studies subject or nowadays called the department of Social Studies, Religion and Culture needs to use the learning system that also enhances students’ experiences to make the students use their knowledge and ability purposefully. Also, this learning system should be appropriate with the age and maturity of students. The students need to participate in organizing his or her learning process and develop their ideas from the knowledge that they have learned.

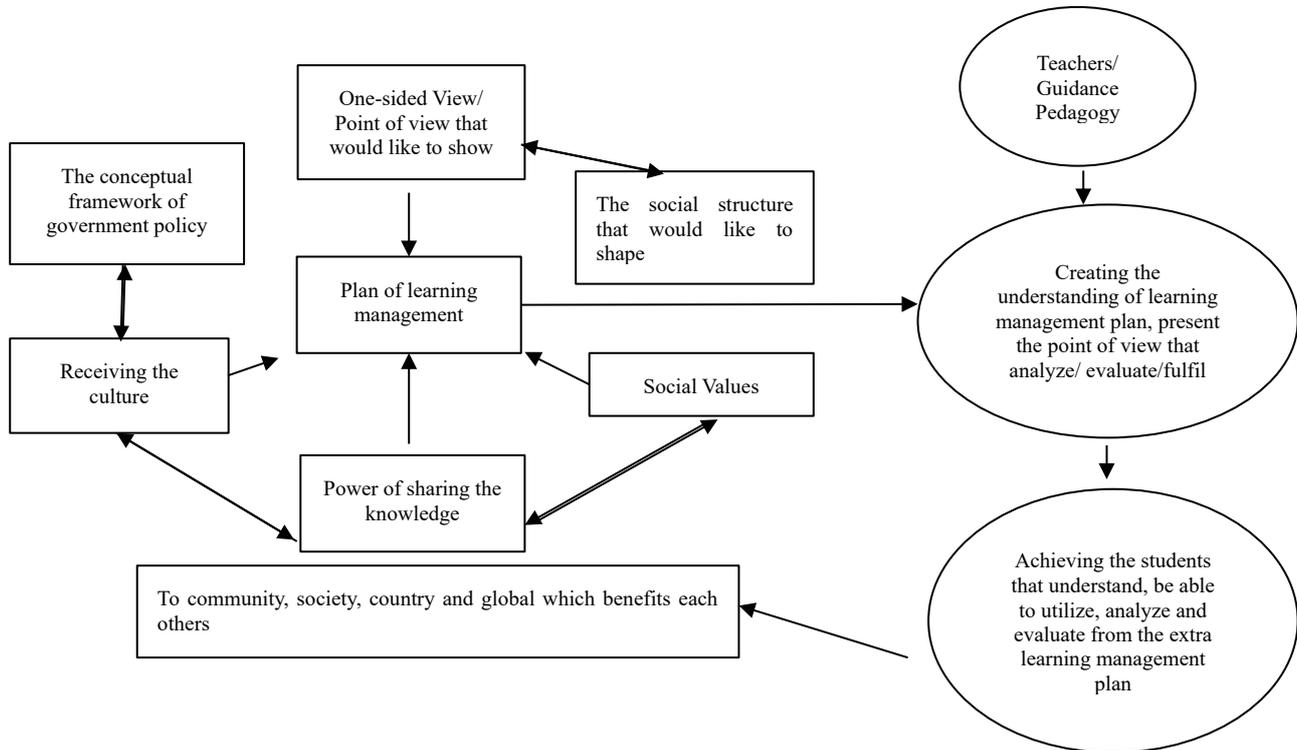
The learning management process in Social Studies, Religion and Culture subject is mainly about how to stay in a society that has interaction and differences. This will help the students adapt themselves to the environment to be good citizens with responsibility, knowledge, skills, morality and appropriate values. The success in learning Social Studies, Religion and Culture subject is when the students understand and use the knowledge in their daily life for developing the society. Hence, the learning management process of Social Studies subject is very important to develop students in many parts for enhancing the ability and learning happily.

The learning management of Social Studies, Religion and Culture subject has various ways and processes which depend on the teachers that utilize the learning system in several ways for the students. Thus, the researchers want to study about the learning management process of Social Studies, Religion and Culture subject for secondary schools in Muang District, Chiang Mai Province in order to study the learning management process in these schools and apply into the learning management process of Social Studies Subject for better sustainable development.

2. Objective

To study the learning management process of Social Studies, Religion and Culture subject for secondary schools in Muang District, Chiang Mai Province.

3. Research Conceptual Framework



4. Research Process

The population that uses this research is Social Studies teachers from 11 secondary schools in Muang District, Chiang Mai Province which was specifically selected.

The tool that uses this research is the questionnaire about the learning management process of the department of Social Studies, Religion and Culture of secondary schools in Muang District, Chiang Mai Province. There are 3 parts in this questionnaire. Firstly, general information. Secondly, the study of the effectiveness of learning management for this subject. There are 5 questions for the planning part, 6 questions for the learning management part, 3 questions for assessment and evaluation part, 4 questions for reflection part and 5 questions for the development part. Thirdly, suggestions and others.

The details of creating the questionnaire that is used in this research: Questionnaire about learning management process such as the overall problem of social studies teachers and use those problems to create the questionnaire. This will be done by study the details of how to conduct the learning management and problem in studying from the article, book, text and related research papers. Also, from the interview of social studies teachers and exchanging the information with those teachers.

For planning parts, the learning management part, assessment and evaluating part, reflection of learning management part, development part and gather all the problems from articles, books and related research papers. Also, from the interview the teachers that use the learning management plan and adapt to the questionnaire as stated.

For conducting the research and improving the questionnaire, we asked the experts to analyze and check the content and language of our research and questionnaire. Then, send the reviewed questionnaire to experts to recheck

once again for the completeness of the research tools. Next, make some changes in the questionnaire if necessary according to the experts and publish in order to use these questionnaires as a research tool.

During gathering the information, researchers collect information with other colleagues. Researchers requested the questionnaire application from Chiang Mai University to the head of the education department in order to ask for the participation of the population for this research. Researchers obtain the information by separating the participant into 3 groups, each group consisting of 2 persons by dividing 11 schools with equally participants. Then, visiting each school to collect the information.

In analyzing the obtained information, researchers collected the questionnaire back from the participant then checked for the completeness and number of the collected questionnaire. After that, researchers analyze the information based on the statistics information which is 1) Analyzing general information such as sex, school, teaching experiences, the assigned department, teaching techniques by finding the percentage of participant 2) Analyzing the average value of the learning management process of Social Studies, Religion and Culture subjects that are divided into 5 parts including planning part, learning management part, assessment and evaluation part, reflection part and development part by finding the mean and standard deviation. 3) Analyzing the suggestions and other personal opinions of the sample group towards the learning management process of Social Studies, Religion and Culture. The questions are open-ended and analyzed by using content analysis.

5. Research Results

The research results of the learning management process of Social Studies Subject are:

Part 1: Social Studies Teachers' Status

Overall, social studies teachers are female which consists of 56.3% and males consist of 43.8% for the sample population. We found that the teachers have more than 10-years experience of teaching social studies with a percentage of 61.3 and 5 to 10 years of experience with the percentage of 20 and less than 5-years experiences with the percentage of 18.8 The department found that the teachers that teach more than one subject mostly teach on citizenship subject with the percentage of 22.1 next, history subject with the percentage of 21.7 after that, religion and morality with the percentage of 19.6 next, economy subject with the percentage of 18.7 consequently, geography subject with the percentage of 17.0 and other subjects with the percentage of 0.9. By using the teaching techniques with sample group, we found that teachers mostly use the technique that helps students to slowly build their knowledge and understanding step by steps with 13.1% next, generating conceptual idea technique with 10.7%, using history event technique with 10%, generating overall knowledge with 9.8%, hands-on techniques with 9.4%, computer technique with 8.3 %, problem-solving technique with 7.4 %, critically thinking technique with 6.8 %, investigation technique with 5.9%, project-based technique with 5.7%, grouping technique with 4.4%, storyline technique with 2.8%, KWL (Know-Want-Learned) technique with 2.6%, CIPPA technique with 1.5%, 4 MAT technique with 0.9% and other teaching techniques with 0.7% respectively.

Part 2: Studying the Effectiveness of the Learning Management of Social Studies Subject. Below is the Analysis of the Results:

Overall, the study of the effectiveness of learning management of Social Studies Subject is considerably at a good level. The average is at 4.37. After considering each part, we found that every part is in satisfying level with the average point of 4.43 for reflection part, 4.40 for learning management part, 4.36 for planning part, 4.34 for

assessment and evaluation part and the lowest part that has the least score is development part with the score of 4.31.

For the planning part, the effectiveness in learning management for Social Studies Subject is considerably at a reliable level with an average score of 4.36. After evaluating each part, we found that every part is in outstanding level with the highest average point of 4.56 for the teachers that design and prepare the lesson plan, 4.49 for teachers that analyze the curriculum according to the core curriculum of 2008 and 3.99 which is the least score for the teachers who use the O-NET result to plan and elevate the effectiveness in learning.

For the learning management part, the overall is considerably good as well with an average of 4.40. After evaluating each part, we found that the highest average score is 4.45 for the teachers who conduct the activity according to the learning management plan, 4.43 for the learning management that emphasizes on desired characteristics and the ability to integrate the sufficient economy strategy and the least average score is 4.35 for the teachers who record the results after teaching.

For the assessment and evaluation part, generally at a satisfying level with an average point of 4.34. After evaluating each part, we found that the highest average score is 4.49 for the implementation of assessment and evaluation, 4.40 for reporting the results and use evaluation results for improvement and the least average score is 4.14 for increasing the experience during the O-NET test.

For the reflection part, the overall is excellent too with the average point of 4.43. After evaluating each part, we found that the highest average score is 4.50 for concluding the knowledge, 4.49 for cheering up and the least average score is 4.27 for giving the reverse result.

For the development part, the overall is considerably good as well with the average point of 4.31. After evaluating each part, we found that the highest average score is 4.44 for self-developing and test-developing, 4.24 for learning media and the least average score is 4.20 for innovation developing.

Part 3: Suggestions and Recommendation Towards the Learning Management Process of Social Studies, Religion and Culture

The suggestions and recommendations from the sample population towards the learning management process of Social Studies Subject for Secondary Schools in Muang District, Chiang Mai Province are listed below.

The students' tests should be related to the indicator. There should be both pre-test and post-test and use those results to improve the learning management in the future. There should show various developments of the students that conform to the country's situation. Teachers must use the techniques that can conduct a variety of activities according to the topic in each lesson.

Social studies teachers should be up-to-date and seek knowledge all time because this subject prepares students to be ready with the global changing. The teachers should try their best according to the duty and school's context. The teacher should plan for the learning management process that helps students easier to learn. We found that social studies teachers did not conduct the classroom research seriously. Most of the teachers teach more than one grade and subjects which cause the effectiveness of teaching to be reduced and not be professional enough in using technology. Thus, teachers could not achieve their goals. Every department should be cleared with their goals because each department has different learning management. Social studies teachers should summarize their knowledge and exchange with the students to give feedback and check whether the students learn anything from the class. This also enhances the learning motivation of students.

6. Conclusion

The learning management process of Social Studies, Religion and Culture subject for secondary schools in Muang District, Chiang Mai Province research to study the learning management process of Social Studies, Religion and Culture subject for secondary schools in Muang District, Chiang Mai Province.

Studying the effectiveness of the learning management process of Social Studies, Religion and Culture subject can be classified into 5 parts which are the planning part, learning management part, assessment and evaluation part, reflection part and development part. Overall, we found that the learning management process of Social Studies, Religion and Culture subject for secondary schools in Muang District, Chiang Mai Province is at an excellent level. By evaluating each part, we found that the reflection part has the highest average effectiveness score follow with the learning management part, planning part, assessment and evaluation part and development part respectively.

For the learning management part, we found that social studies teachers have a high average score. After considering each part, we found that social studies teachers have medium and high effectiveness levels. The highest average effectiveness score belongs to teachers who conduct the activity according to the learning management plan. The lowest average effectiveness score is the teachers who record the results after teaching.

For the assessment and evaluation part, we found that every teacher has a high average score. By considering each part, we found that the highest score is for implementation of assessment and evaluation and the lowest average score is the increasing experience during the O-NET test.

For the reflection part, the overall teaching effectiveness of the teachers is very high. After evaluating each part, we found that the teachers have high effectiveness in every part. The part that the teachers have a high effectiveness score is concluding the knowledge and least effectiveness score is for giving the reverse result.

For the developing part, we found that teachers have high effectiveness. The part with the highest effectiveness score is self-developing and test-developing and the least effectiveness score is innovation developing.

Suggestions and recommendations toward the learning management process of social studies subject, religion and culture are summarized below.

For the planning part, the activity cannot be conducted according to the plan because there are some compulsory activities thus, making the teachers cannot achieve their plan.

For the learning management part, social studies subject is based on the current situation of the global which is always on-going thus, the best thing that teachers can do is to emphasize on students to use their knowledge and adapt into the routine situation, solving the problem according to the global trend and living in the society happily. This makes the teachers need to conduct the activity variously depends on the learning topics. Teachers that teach various subjects and grades make the learning outcome less effective. Hence, each department should emphasize its goal because each department has a different learning management process.

For the assessment and evaluation part, there should be both pre-test and post-test which are based on the indicators. The results obtained from the tests should be used to develop learning management in the future.

For the reflection part, social studies teachers should summarize their knowledge and exchange with students to give feedback and check whether the students learn anything from the class. This also enhances the learning motivation of students.

For the developing part, social studies teachers should be up-to-date and seeking knowledge all time because this subject prepares students to be ready with global change. The teachers should try their best according to the duty and school's context. The teacher should plan for the learning management process that helps students easier

to learn. We found that social studies teachers did not conduct the classroom research seriously.

7. Discussion

The discussion results for the learning management process of Social Studies, Religion and Culture subject for secondary schools in Muang District, Chiang Mai Province research are listed below:

- 1) Mostly, the teachers use generating-knowledge technique according to correlate with the TPACK (Technology Pedagogical Content Knowledge) concept that uses the learning content and technology together (Chaiwat Keawpanngarm, 2561)
- 2) For the planning part, in general, social studies teachers have a high effectiveness level. After evaluating each part, we found that social studies teachers have the level of effectiveness in medium and high. The part that has the highest effectiveness is when the teachers design their learning process and conduct the learning process. According to Chinaya Chitkarun (2007), there must be a learning management plan, curriculum analysis, learning standard or expected-learning outcome and desired of the students in order to plan for the sustained learning management process.
- 3) For the learning management process, teachers have high effectiveness overall. The part that receives the highest effectiveness level is when the teachers conduct the activity related to the learning unit and learning management process.
- 4) For the assessment and evaluation part, in general, most of the teachers have high effectiveness with the highest effectiveness part for conducting the assessment and evaluation according to the plan.
- 5) For the reflection part, we found that teachers have high effectiveness in general. The highest effectiveness is concluding the knowledge related to the reflection process.
- 6) For the development part, we found that most of the teachers have a high effectiveness level. The highest effectiveness level is self-development and test-development.

8. Suggestions and Recommendations

From this research, researchers suggest the ideas that would be helpful with the learning management and education system which are listed below.

Social studies teachers should plan for the learning management by using the O-NET results in order to elevate the effectiveness in the learning of the students. Teachers should also plan to make the learning media and effective measuring tool by increasing their reading skills systematically.

Teachers should teach according to the department's policy that emphasizes on the process and hands-on skills. Besides, integrating the sufficient economy philosophy in order to make the students summarize their knowledge and improve their characteristics.

Teachers should motivate and cheer-up the students in order to support the students to analyze the questions that reflect their knowledge or let the students summarize their knowledge and exchange with other students.

Social studies teachers must always develop themselves in every part in order to be ready and up-to-date with the global change and understand what students want to achieve. Also, apply their knowledge in learning management for the students and should conduct the research regularly.

9. Suggestions for Future Research

For future research, the research should analyze more on the school that has a variety of learning systems in both district and province area or even country level in order to gain more information. Also, there should be more policy learning of each school that conducts the activity related to the learning curriculum.

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