

Self-development of primary school teachers in classroom management through an active learning program



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ABSTRACT

This study aims to study the self-development of primary school teachers in classroom management through an active learning program. Three schools and 7 teachers participated in the program based on professional development in 10 face-to-face workshops, 20 meet peers or experts, classroom observation, monitoring, and professional learning community, and 70 manage instructional practices based on active learning. An action research was employed for investigating how teachers have self-development through the active teacher program. It was found that teachers had scored 83.86% on understanding active learning management. They had a high level of active learning management and a high level of satisfaction with the active learning management program. The active learning program leads teachers to have fun in their classrooms. They could develop their knowledge and learning management skills as well as self-development by actively instructing.

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1. Introduction

Learning a variety of languages and cultures promotes coexistence and long-term development. Communication has increased swiftly in an era when the world is united without borders. Today's teachers must prepare students to keep up with change and to deal with a society in which everyone must communicate with one another ([Prachagool and Nuangchalerm, 2021](#)). Because English is an international mediation tool used in communication, it is evident that it is also highly significant. It assists us in comprehending the cultures of various places. Recognize the perspectives of people of other races, particularly in relation to prospective vocations. Language learning also aids in the acquisition of new information and the comprehension of the diverse cultures and lifestyles of people from around the world.

Learning management in English classes in Thailand has long been a challenge, resulting in many students being unable to communicate effectively in English. The capacity to speak English in particular appears to be the most difficult for Thai

students. Learners develop a negative attitude toward English. Learners are unmotivated and afraid to speak up. It was difficult to pronounce what they felt to communicate with others ([Ramli, 2018](#)). Students lack the courage to speak up. There is insufficient prior knowledge to speak English. In the process of managing learning, there seems to be a lack of engagement with other students in the class. Teachers also lack a learning management system that can aid in the development of students' English skills. Because the majority of teachers are still tied to lecture-style learning ([Cooper et al., 2018](#)).

To improve English speaking, one-way communication, and learning management simply aims to ensure that learners speak English correctly according to language and meaning, or focuses on providing students with a good and correct pronunciation accent to achieve indicators in foreign language learning materials that require learners to use the language only for communication purposes. This is in keeping with the Office of the Basic Education Commission's report on the results of the audit of basic education management operations at educational institutions. The way to enhance the quality of education and lifelong learning as part of the integration plan needs to seek new methods of instructional practices.

The previous projects' implementation of active learning did not meet their goals and objectives: Some schools did not improve their learning management processes to be connected and in line

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with learning standards based on the Core Basic Education Curriculum, and they were unable to reflect concrete and clear teaching processes that could affect teaching efficiency and improve education quality (Intasena and Nuangchalerm, 2022). In terms of putting the criteria in place to encourage the production and development of high-quality teachers. Specific objectives have not been reached by faculty and education professionals. English teachers who were trained under the Regional English Core Teacher Development Program did not follow the requirements when it came to teaching English (Kulachit and Nuangchalerm, 2021a).

Schools and teachers are focused on exam preparation, thus they use traditional teaching methods rather than focusing on communication skills, resulting in teachers not developing processes or strategies. Teachers must construct or develop an effective learning management method in light of the aforementioned issues (Pérez Poch et al., 2019). Encourage students to take advantage of opportunities to increase their ability to communicate effectively in English. Studying documents and evaluating data regarding the procedure. Organize lessons in such a way that pupils will be successful in speaking English. In order for students to be alert to participation in activities, it must be an engaging learning environment that is beneficial to their learning. Learn as much as you can and be as self-directed in your learning and knowledge acquisition as possible.

Active learning is a learning management concept based on constructivism or knowledge-building theory that emphasizes allowing learners to take the lead in the learning management process. There are discussions going on. Learners are encouraged to apply their original knowledge and experiences while also connecting new knowledge from collaborative learning interactions to build their own knowledge through experience, gathering information, and summarizing opinions using a

variety of interesting learning management activities (Kusumoto, 2018). Students can use a range of learning management strategies and approaches to develop learning management and learning activities that will motivate and encourage them to participate in knowledge creation and discovery. Ideas are shared. Increasing the number of ideas and debates in class has the potential to greatly enhance learner-to-learner and learner-to-instructor engagement (Altinyelken and Hoeksma, 2021).

Many studies from around the world support the notion that active learning is a learning management strategy that results in learners learning more. Learning management techniques that focus on engaging in learning activities and supporting learning together as a group in class allow students to identify learning content for longer periods of time, and learners can create their own knowledge (Ansori and Nafi, 2019; Annansingh, 2019). A learning management system that will assist students in improving their capacity to communicate in English. The researchers want to create active learning management training courses. English teachers in elementary schools must be able to educate children so that they can attain good English learning outcomes. Maintain an optimistic outlook when it comes to continuing to study English.

2. Methodology

In this research, the program was developed through empirical data and document analysis. Researchers developed the program and verified its appropriateness by gathering data from 7 experts through the connoisseurship technique Program development in active learning programs for primary English teachers is developed through the previous study by Kulachit and Nuangchalerm (2021b). The program promotes knowledge and understanding of active learning management for primary school English teachers (Table 1).

Table 1: Active learning program for primary English teachers

| Unit | Content | Time (hr) | |
|---|--|-----------|----------|
| | | Theory | Practice |
| 1 | Learning area of foreign languages | | |
| 1 | The basic education core curriculum and learning area of foreign languages | 1 | 2 |
| 2 | Active learning :theory, practice, and application | 1 | 2 |
| 3 | Lesson design and active learning management | 3 | 9 |
| Classroom observation, monitoring, and professional learning community on school site visit | | - | 10-12 |

The program is set by 102070 which can be explained that 10% by the above program, running by a face-to-face workshop on active learning management Following by 20, primary English teachers will meet peers or experts, classroom observation, monitoring, and professional learning community on school site visits are conducted. Finally, 70% of learning, teachers learn how to manage their instructional practices based on active learning in English subjects by themselves The program was implemented, and researchers employed action research (Kemmis and McTaggart,

1988). To improve the understanding of primary school English teachers regarding active learning management with 75% criteria, to develop the ability to design active learning management plans, to improve the active learning management, and to study the satisfaction of primary school English teachers towards curriculum use.

2.1. Target group

Three schools were purposively selected to participate in this study. The report on academic

achievement and in-service teachers is ready to have self-development by the academic year 2019. They reflected that teachers need self-improvement in active learning management. The target group consisted of 7 teachers from 3 schools under the supervision of Kalasin Primary School Service Area 1, Kalasin province, Thailand. By the academic year 2020, they voluntarily participate in self-improvement as well as supervisors, and school administrators are willing to allow English teachers to participate in self-improvement in accordance with the active learning management for primary school English teachers.

2.2. Research tools

Tools used to study the results of the use of courses to promote active learning management.

- Understanding test for active learning management of primary school English teachers, which is a 4-multiple choice test with 1-point answer, wrong answer, or no answer to 0 points, 30 points in total.

- Active learning management plan of primary school English teachers, which is characterized by a 5-level estimation scale.
- Active learning management assessment form of primary school English teachers, which is characterized by a 5-level estimation scale.
- Primary school English teacher satisfaction questionnaire towards active learning management, which is characterized by a 5-level estimation scale.

2.3. Data collection and analysis

Two spirals of action research were employed, 4 steps in each cycle can be defined as plan, action, observation, and reflection (Fig. 1).

Plan: Researchers began by examining the environment and settings of classrooms, as well as issues discovered in learning activities related to active learning management. Additionally, document analysis is used to evaluate science writing. Then, when specialists verified its validity, research instruments were designed and developed.

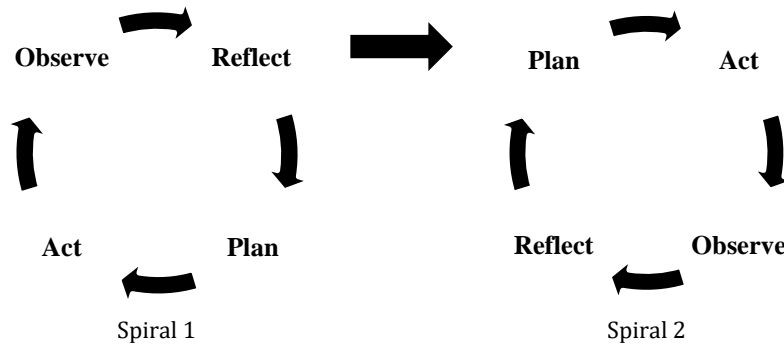


Fig. 1: Three spirals of action research

Act: Each spiral employed a program to help teachers improve their comprehension and lesson planning.

Observe: Researchers watched instructional techniques in each lesson design, and specific learning behaviors stood out. Especially when it comes to writing and practicing through observation. In terms of qualitative data, interviews are also used to acquire information.

Reflect: Researchers drew conclusions based on data collected from a range of study equipment. The data were double-checked to ensure that the study's goal was met. Each spiral reflected information and conclusions from previous steps in order to answer the study's goal. Descriptive statistics were used to assess the data in terms of frequency, mean, and percentage. In their essay, students used qualitative data to discuss.

The teachers' comprehension of active learning management can be analyzed by the meaning of 80-100% points means excellent, 70%-79% points means good, 60%-69% points means moderate, 50%-59% points mean bad, and 0-49% points mean very bad levels. Taking the scores of the assessment of the ability to design an active learning management plan for each targeted primary school

English teacher to analyze by mean and standard deviation. Also, satisfaction with the program was studied. Mean ranges can be defined the level of ability and satisfaction levels 4.51-5.00 (highest), 3.51-4.50 (high), 2.51-3.50 (moderate), 1.51-2.50 (low), and 1.00-1.50 (very low) respectively.

3. Findings

The active learning management for primary school English teachers was conducted with 3 schools including 7 teachers. The results of the study of the knowledge and understanding of primary school English teachers on active learning management are between good and excellent levels of understanding (Table 2).

When comparing the percentage scores of cognitive tests to the threshold of 70%. Overall, the targeted primary school English teachers had a posttest score following the formula to promote active learning management. The average total primary English teachers accounted for 83.86%. Teachers have an excellent level of understanding of active learning management. That's above the 70% threshold. On a case-by-case basis, the mean score of teachers' understanding of active learning

management is excellent. The study of the teachers' ability and performance to design an active learning management plan is also reported (Table 3).

Table 2: Teachers' understanding of active learning management

| School/teacher | Posttest score | Percentage of understanding | Level of understanding |
|----------------|----------------|-----------------------------|------------------------|
| 1. NJ School | 25 | 83.33 | Excellent |
| 1.1 Teacher A | 26 | 86.66 | Excellent |
| 1.2 Teacher B | 27 | 90.00 | Excellent |
| 1.3 Teacher C | 22 | 73.33 | Good |
| 2. HT school | 25 | 83.33 | Excellent |
| 2.1 Teacher M | 23 | 73.33 | Good |
| 2.2 Teacher N | 27 | 90.00 | Excellent |
| 3. NWN school | 25.5 | 85.00 | Excellent |
| 3.1 Teacher X | 26 | 86.66 | Excellent |
| 3.2 Teacher Y | 25 | 83.33 | Excellent |
| Overall | 25.16 | 83.86 | Excellent |

Table 3: Level of teachers' performance in lesson design

| No | Item | NJ school | HT school | NWN school | Overall | S.D. | Level of teachers' performance in lesson design |
|--|--|-----------|-----------|------------|-----------|------|---|
| | | \bar{X} | \bar{X} | \bar{X} | \bar{X} | | |
| 1 | There are analyses of curriculum standards and indicators | 5.00 | 5.00 | 5.00 | 5.00 | 0.00 | Highest |
| 2 | Active learning management plan is designed | 4.83 | 5.00 | 5.00 | 4.94 | 0.10 | Highest |
| 3 | Content planning is accurate, clear, and consistent with defined metrics | 4.33 | 4.50 | 4.50 | 4.44 | 0.10 | High |
| 4 | The purpose of learning corresponds to the given metrics | 3.83 | 4.00 | 4.00 | 3.94 | 0.66 | High |
| Learning objectives cover learning habits | | | | | | | |
| 5 | 5.1. Knowledge and understanding | 4.10 | 4.10 | 4.25 | 4.15 | 0.43 | High |
| | 5.2. Skills and Performance | 3.97 | 4.10 | 4.10 | 4.06 | 0.53 | High |
| | 5.3. Desirable attitudes or attributes | 3.83 | 3.75 | 4.00 | 3.86 | 0.21 | High |
| Active Learning Activities | | | | | | | |
| 6 | 6.1. Challenging, interesting and diversifying | 3.10 | 3.10 | 3.05 | 3.08 | 0.33 | Moderate |
| | 6.2. Allow students to participate, share duties, share responsibilities, and discipline to work | 3.50 | 3.65 | 3.65 | 3.60 | 0.48 | High |
| | 6.3. Give students the opportunity to take action to read, speak, listen, think, write | 3.67 | 3.60 | 3.85 | 3.71 | 0.38 | High |
| | 6.4. Learners interact with friends, teachers, and learning resources | 3.67 | 3.80 | 3.80 | 3.76 | 0.53 | High |
| | 6.5. Let students develop high-level thinking skills | 3.30 | 3.40 | 3.40 | 3.37 | 0.40 | Moderate |
| | 6.6. Let the learner summarize their knowledge for themselves | 3.67 | 3.70 | 3.70 | 3.69 | 0.13 | High |
| | 6.7. Students have the opportunity to discuss and present their work together | 3.50 | 3.75 | 3.75 | 3.67 | 0.29 | High |
| 7 | Media and learning resources are consistent with activities and suitable for learners | 3.90 | 4.00 | 4.10 | 4.00 | 0.48 | High |
| 8 | The media and learning resources are diverse | 4.07 | 4.00 | 4.15 | 4.07 | 0.40 | High |
| 9 | Authentic learning is measured and evaluated in a variety of ways | 3.87 | 3.75 | 3.80 | 3.81 | 0.14 | High |
| 10 | Measurement and evaluation cover the cognitive-affective-psychomotor domain of learning | 3.83 | 3.75 | 3.90 | 3.83 | 0.11 | High |
| 11 | Measurement and evaluation give students the opportunity to evaluate themselves | 3.40 | 3.60 | 3.60 | 3.53 | 0.44 | High |
| Overall | | 3.86 | 3.92 | 3.98 | 3.92 | 0.32 | High |

Primary school English teachers at all three target schools have an overall meaning of teachers' performance in lesson design is at a high level ($\bar{x}=3.92$, S.D.=0.32). It can be considered that they have the performance and skill to rethink their

lesson plan. They have the ability to design learning activities, learning plans, and lesson designs for primary English teachers by the school. It found that HT school is at the high level and then follow by NWN school and NJ school respectively.

As a result of the assessment of the ability to design a learning management plan for primary school English teachers, the overall picture of all schools is listed. It found that items with the highest level of assessment of learning management plan design competency assessments were at the highest level. There are 2 items: Standard analysis and indicators ($\bar{x}=5.00$, S.D.=0.00) and there are actively planning the design of the learning management plan ($\bar{x}=4.94$, S.D.=0.10) The list with the lowest average learning management plan design competency assessment is averaged. There are two activities: Active, challenging, interesting, and varied learning activities ($\bar{x}=3.08$, S.D.=0.33) and active learning activities for learners to develop high-level thinking skills ($\bar{x}=3.37$, S.D.=0.40).

Learning management of primary school English teachers at all 3 target schools during the 1-3 lesson

plans. Teachers have excitement, which they are concerned about. However, they lack the confidence to make organizing active learning activities unnatural. When they started teaching lesson plan 4, the excitement began to gradually decrease. Teachers are determined and determined in preparing to teach, producing media, and preparing to measure and evaluate instruments that are consistent with each hour's learning objectives. They also can integrate technology into more learning management materials and more technology skills. Students learn happily, a classroom is lively, more laughter, a lot of fun and talks between students, and during the activities, the learner will be willing and interested in the lesson. The evidence can be seen in [Table 4](#) by reporting teachers' satisfaction with the program.

Table 4: Satisfaction of primary school English teachers

| Item | Satisfaction level | | |
|--|--------------------|------|----------------|
| | \bar{x} | S.D. | Interpretation |
| 1. Course content | 4.43 | 0.21 | High |
| 1.1. The content of the course corresponds to the interests and needs | 5.00 | 0.00 | Highest |
| 1.2. The content of the curriculum encourages cognitive teachers to issue active learning management plans | 5.00 | 0.00 | Highest |
| 1.3. sequences of course content | 3.71 | 0.49 | High |
| 1.4. The content is consistent and covers the course objectives | 4.14 | 0.69 | High |
| 1.5. Knowledge and practical content is appropriate and consistent | 4.29 | 0.49 | High |
| 2. The process of applying the course | 4.66 | 0.36 | Highest |
| 2.1. Explicitly identifying activities in the course | 4.86 | 0.38 | Highest |
| 2.2. Concise activities cover course objectives | 4.29 | 0.76 | High |
| 2.3. Conducting activities as specified by the course | 5.00 | 0.00 | Highest |
| 2.4. Activities are consistent with the concept of active learning management | 4.57 | 0.53 | Highest |
| 2.5. Easy-to-understand activities It can be practiced and encourages learning | 4.57 | 0.53 | Highest |
| 3. Course documentation, duration atmosphere | 4.20 | 0.31 | High |
| 3.1. The curriculum materials are clear, appropriate and in accordance with the objectives of the course | 4.14 | 0.38 | High |
| 3.2. Easy-to-understand course documentation can be taken, can be practicing | 4.00 | 0.58 | High |
| 3.3. The duration of training for development is appropriate | 4.85 | 0.38 | Highest |
| 3.4. Proper division of knowledge and practical periods | 3.86 | 0.38 | High |
| 3.5. The training atmosphere for development is conducive to learning | 4.14 | 0.38 | High |
| 4. Speakers and knowledge gained | 4.20 | 0.43 | High |
| 4.1. The event covers the purpose and content of the course | 5.00 | 0.00 | Highest |
| 4.2. Understanding evaluation | 3.86 | 0.90 | High |
| 4.3. Cognitive after training for development | 4.43 | 0.53 | High |
| 4.4. Cognition can be applied in the design of active learning management | 3.86 | 0.38 | High |
| 4.5. Confidence in dissemination and consultation | 3.86 | 0.69 | High |
| Overall | 4.37 | 0.27 | High |

Overall, the three targeted primary school English teachers are satisfied with the introduction of a curriculum actively learning management is at a high level ($\bar{x}=4.37$, S.D.=0.27), considering that the side with the highest level of satisfaction is the process of applying to the course ($\bar{x}=4.66$, S.D.=0.36), the course content ($\bar{x}=4.43$, S.D.=0.21). The atmosphere is very high ($\bar{x}=4.20$, S.D.=0.31), and the speakers and knowledge gained are at a high level ($\bar{x}=4.20$, S.D.=0.43) respectively.

4. Discussion

When comparing the percentage scores of understanding, the targeted primary school English teachers had posttest scores accounted for 83.86%. Teachers have an excellent level of understanding which had a high level of active learning

management. They were also satisfied with the use of curriculums actively promoting learning management. In addition, providing primary school English teachers with knowledge and understanding. In summary, the knowledge in each subject and importantly, the primary school English teachers at the target school have the need to develop themselves, so they are determined to learn and participate in activities well ([Bochkareva et al., 2020](#)). Educational authorities can adopt courses promoting active learning management, it can be applied to the development of English teachers or others. The results of this study should be publicized to interested parties and relevant agencies to be used to develop teachers to have the knowledge and ability to manage learning actively ([Nassim, 2018](#); [Olaniyi, 2020](#); [Nguyen et al., 2021](#)).

The researchers also adopted the concept of the professional learning community to develop

teachers so that teachers could jointly plan the design active learning management plan. They can implement active learning management to exchange reflective learning and provide feedback for instructional practice revision (Du et al., 2020). This will encourage teachers to have the ability to design such active learning management plans. Primary school English teachers at all three target schools have an overall meaning of teachers' performance in lesson design at a high level. They can gain their understanding and performance through the program as well as proficiency in active learning. They have the performance and skill to rethink their lesson plan which is relevant to school contexts (Yean, 2019; Yenen and Dursun, 2019; Devira, 2020). Therefore, the items with the highest level of assessment of learning management plan design competency assessments were at the highest level.

Learning management of primary school English teachers at all 3 target schools during the 1-3 lesson plans. Teachers have excitement, which they are concerned about. However, they lack the confidence to make organizing active learning activities unnatural. When they started teaching lesson plan 4, the excitement began to gradually decrease. Teachers are determined and determined in preparing to teach, producing media, and preparing to measure and evaluate instruments that are consistent with each hour's learning objectives. They can also incorporate technology into more learning management resources and skills (Alalwan et al., 2019). Students learn cheerfully, the classroom is vibrant, there is more laughter, a lot of fun, and student conversations, and the learner will be willing and engaged in the lesson during the activities. The result shows the evidence by reporting teachers' satisfaction with the program. To help teachers succeed in their classes, there must be an incentive or a triggering condition.

Because it has been purposefully established, it is appropriate to apply active learning management for development. Encourage elementary school English teachers to expand their knowledge and learn management skills. Educational administrators should support active learning management in terms of objectives, approaches in each step should be thoroughly examined, and specified processes should be followed in order to meet the curriculum's objectives (Sahin-Taskin, 2018). It is preferable to give teachers time to practice skills in the design of active learning management plans and provide feedback for periodic development rather than giving teachers time to practice skills in the design of active learning management plans and providing feedback for periodic development (Nuangchalerm, 2017; Roman and Uttamchandani, 2018; Muhamad and Seng, 2019).

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Compliance with ethical standards

Conflict of interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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