



## Self-Learning Activity Package in Occupation Skills Development for Primary Education Students (Grade 6) Wat Samuha Rat Bamrung School

Thanyathorn Dulklang \*, Thosporn Sangsawang

Department of Educational Technology and Communications, Rajamangala University of Technology  
Thunyaburi, Thailand

\*Correspondence: E-mail: [Thanyathorn\\_d@mail.rmutt.ac.th](mailto:Thanyathorn_d@mail.rmutt.ac.th)

### ABSTRACT

The purposes of this study were to: (1) find efficacy of self-learning activity package in occupation skills development for primary education students, (2) understand effectiveness of students' learning skills before and after learning, and (3) know students' satisfaction self-learning activity package in occupation skills development for primary education students towards self-learning activity package in professional skills development. The study tested 30 sixth-grade students in Career and technology education course during the first semester of 2020 at Wat Samuha Rat Bamrung School, Thailand. Research instruments comprised self-learning activity package in occupation skills development, completed with pre-test, post-test, and satisfaction survey. The findings indicated that self-directed learning activity package in professional skills development met the standard for effectiveness at 81.25/80.56. Students' learning skills were significantly improved after training as evidenced by the mean and the standard deviation scores. Additionally, the result of the t-test analysis between pre-course and post-course was 4.80 with the statistically significant difference of 0.05 level. The level of students' satisfaction on self-learning activity package in occupation skills development for primary education students appeared at the highest with the mean score of 4.90.

### ARTICLE INFO

**Article History:**

Submitted/Received 05 Jan 2021

First revised 28 Jan 2021

Accepted 03 Feb 2021

First available online 12 Feb 2021

Publication date 01 Mar 2021

**Keyword:**

Activity package,  
Elementary education,  
Professional skill,  
Self-directed learning,

## 1. INTRODUCTION

National Strategy 2018-2037 defines the national strategy for development. Moreover, empower human resources as a school-age and adolescence by cultivating good people, discipline, developing skills, learning abilities in line with 21st-century skills to be creative, and working with others. Include the foundation for life planning and financial planning appropriate for each age and put it into practice. Professional skills are essential skills in the 21st century, there are concepts and principles that emphasize the ability of individuals to analyze themselves and choose a career based on their own needs. Emphasis is placed on enabling individuals to analyze themselves and choose a career to meet their own needs (Rubens *et al.*, 2018).

Skill assessment and development are most effective at the age of 13-15 years of students will be able to assess their abilities. They can also consider their career choices and assess their interests and abilities in which career they should choose (Wang & Wanberg, 2017). Strengthening vocational skills learning is required from primary, secondary, tertiary education. Moreover, education throughout life learning style activities is tailored according to the development of learning competencies for each age group and the development of learning skills. Teaching methods are used according to individual differences for the formation of processes and methods to encourage and facilitate student learning.

The importance of learning management for career development at the elementary level provides learners with the meaning and importance of careers to the different professions available in the community. The ability to learn basic skills in the workplace they have the skills to deal with, solve problems, and work with others. There are several forms of suitable learning activities, especially teaching using a series of tutorials. The teaching set, multimedia set, learning set, and self-learning series are all teaching that focuses on the media (Manca, 2020). Teachers are responsible for providing equipment and teaching kits and keep waiting for reports of results periodically and give advice when there is a problem. Teachers must learn how to design learning to foster interest in the subjects studied (Cho *et al.*, 2019). This makes it possible to understand the content from practice and become the knowledge applicable to future careers.

From the background and importance of the above problem, the researcher realized the importance of self-learning activities. The purpose of this study to research a set of Self-learning activity package in occupation skills development for primary education students (grade 6) Wat Samuha Rat Bamrung school to enable students to develop professional skills for daily living and to be able to generate income, support themselves happily in life. Bring knowledge to work independently and study and review by themselves-also, a set of self-study activities in developing professional abilities (Mironowicz & Schretzenmayr, 2020). Moreover, to prepare for a self-reliant life in the future, learning various expert skills and a set of Self-learning activity package in occupation skills development for primary education students (grade 6) Wat Samuha Rat Bamrung school. This research was appropriate, practical, and a model for other subjects. This further application is a guideline for developing self-study activities in vocational skills development for other primary school students in the future.

## 2. METHODS

The population used in this research was primary education students (grade 6) Wat Samuha Rat Bamrung school, who studied the subject group, learning, occupation, and technology, semester 2, 2020, 30 people of primary education students (grade 6) Wat Samuha Rat Bamrung school. The research tools consisted of the Career development self-study series. The pre-study and post-study test are parallel exam with multiple choices, four choices, and 20 observations. Behavioral observations of primary education students (grade 6) Wat Samuha Rat Bamrung school learned through a series of self-learning activities in occupational skill development that shown in **Figure 1**. Moreover, a questionnaire on the satisfaction of primary education students (grade 6) Wat Samuha Rat Bamrung school, who learned from the self-study activity set in occupational skill development was carried out. The statistics used in this research was percentage, mean, standard deviation and, t-test of the independent sample.



**Figure 1.** Invention of tie-dye cloth.

### 3. RESULTS AND DISCUSSION

**Table 1** shows a set of self-learning activities for vocational skills development for primary education students (grade 6) Wat Samuha Rat Bamrung school. The result of the score from doing the learning activity sheet of 30 students in primary education students (grade 6) Wat Samuha Rat Bamrung school was an average of 81.25%, and the average percentage of posttest scores was 80.56. Learning results from self-study activity development in occupational skills for primary education students (grade 6) Wat Samuha Rat Bamrung school. The efficiency criteria are 80/80, that is,  $E_1 / E_2$  is equal to  $81.25 / 80.56$ , so it follows the assumption.

**Table 2** shows that the results of the pre-study test the average score was 14.44, and the SD. value was .88 after primary education students (grade 6) Wat Samuha Rat Bamrung school learned through a series of self-study activities in occupational skills development for Primary Education sixth-grade students at Wat Samuharat School. The post-study test of primary education students (grade 6) Wat Samuha Rat Bamrung school had a higher mean score, mean score of 16.11 and SD value was 1.05. The t-test analysis during pre-post-test was 4.80 and there was a significant difference. Statistical significance at the .05.

The results of the analysis showed that the total of 30 students in primary education students (grade 6) Wat Samuha Rat Bamrung school was satisfied at the highest level with a total average of 4.90. The content of the study is appropriate for the learners, the content of the lesson increases the knowledge and understanding of tie-dye work, even more, the duration of the study is appropriate, the teacher uses the media. Appropriate equipment, teachers intend to teach and guide learners in doing activities; learners gain knowledge and experience and the knowledge gained was able to apply for the highest level of professional training with an average of 5.00 and did not find the item that the students had the least satisfaction.

**Table 1.** Showing the comparison of the mean score between pretest-posttest of primary education students (grade 6) Wat Samuha Rat Bamrung school.

List	Full Score	Average	Percentage	Standard	$E_1/E_2$
Points during study	80	65.000	81.25	80	81.25
Smooth backtest score	20	17.11	80.56	80	80.56

**Table 2.** Showing the comparison of the mean score between pretest-posttest-school of primary education students (grade 6) Wat Samuha Rat Bamrung school.

	Full score	Average score	Cost SD.	t	Sig (2 tailed)
Pre-study test	20	14.44	.88		
				4.08	.0035
Post-study test	20	16.11	1.05		

#### 4. CONCLUSION

From the research, the researcher has summarized the research results according to the objectives as follows: (1) efficacy of Self-learning activity package in occupation skills development for primary education students (grade 6) Wat Samuha Rat Bamrung school that has been created and developed to be practical following the criteria 80/80, that is, by finding the efficiency, the percentage of the score during the study was 81.25 (E1), and the percentage of the score from the posttest was 80.56 (E2). (2) the achievement before and after a study showed that scores after learning from the Self-learning activity package in occupation skills development for primary education students (grade 6) Wat Samuha Rat Bamrung school. It is higher than the score before studying at a statistically significant level of .05. (3) results of the satisfaction of primary education students (grade 6) Wat Samuha Rat Bamrung school towards the self-learning activity set in vocational skills development for Primary Education sixth-grade students Wat Samuha Rat Bamrung school sample group were found that they were satisfied at the highest level. Self-Learning make student enhance to Self-Directed Learning : SDL, which A process takes the initiative of others, learning needs, setting learning goals, identifying human resources, materials for learning, selecting and implementing appropriate learning strategies, and evaluating self-learning learning outcomes. (Knowles, 1975) Self-learning promotion activities lead to lifelong learning in every semester through excellent research with a four-step self-guided learning activity process: (1) create motivation Teachers show their work and let students learn how to create a work with video clips to help increase knowledge. By allowing students to learn by themselves and can also transfer the knowledge to others or bring the knowledge you get into your daily life or create a career and earn money. (2) set goals that the students learn for themselves. The knowledge can be utilized both in theory and practice and can be learned throughout life. (3) make a plan to create a self-study activity package. The creator plans the creation of a self-study activity series. Step by step Study and collect information Related Planning a sequence of steps in creating a series of activities, bringing media and technology to help them be up-to-date and interesting so that the learners who have learned through the activity series generate the most knowledge. (4) learn to create knowledge and understand both theory and practice. Can bring various knowledge Put into practice in daily life to become proficient Lead to professional development and generate income in the future. The result of the Self-learning activity package in occupation skills development for primary education students (grade 6) Wat Samuha Rat Bamrung school, this research will encourage to development up skills of the learner in occupations and get income, appropriate in 21st century for lifelong learning, moreover up attitude for all learners.

#### 5. ACKNOWLEDGEMENTS

The researcher would like to thank you to Prof. Dr. Pichet Limsuwan, for improved in English, and The Rajamangala University of Technology, Thanyaburi for supporting all academics.

#### 6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

## 7. REFERENCES

- Cho, H., Wang, X. C., and Christ, T. (2019). Social-emotional learning of refugee English language learners in early elementary grades: Teachers' perspectives. *Journal of Research in Childhood Education, 33*(1), 40-55.
- Manca, S. (2020). Snapping, pinning, liking or texting: Investigating social media in higher education beyond Facebook. *The Internet and Higher Education, 44*, 100707.
- Mironowicz, I., and Schretzenmayer, M. (2020). Is this distance teaching planning that bad?. *disP-The Planning Review, 56*(4), 107-121.
- Rubens, A., Schoenfeld, G. A., Schaffer, B. S., and Leah, J. S. (2018). Self-awareness and leadership: Developing an individual strategic professional development plan in an MBA leadership course. *The International Journal of Management Education, 16*(1), 1-13.
- Wang, M., and Wanberg, C. R. (2017). One hundred years of applied psychology research on individual careers: From career management to retirement. *Journal of Applied Psychology, 102*(3), 546.