วารสารธรรมเพื่อชีวิต
JOURNAL OF DHAMMA FOR LIFE
ISSN: 2822-048X
https://soo8.tci-thaijo.org/index.php/dhammalife/index

Original Article

DOI: 10.14456/jdl.2023.55

The Balanced Learning Management Approaches with Students' Interesting for Sanya Experimental Primary Schools

Han Zhiru[1] and Kesinee Chiwpreecha[2*]

ARTICLE INFO

Name of Author:

1. Han Zhiru
Educational Administration Program, Eastern Asia University, Thailand.
Email: 64441073@stu.eau.ac.th

Corresponding Author*
2. Kesinee Chiwpreecha
Educational Administration Program, Eastern Asia University, Thailand.
Email: kesinee@eau.ac.th

Keywords:
Balanced Learning Management Approaches; Sanya Experiment Primary School

Article history:
Received: 05/09/2023
Revised: 28/11/2023
Accepted: 15/12/2023
Available online: 21/12/2023

How to Cite:
Zhiru, H., & Chiwpreecha, K. (2023) The Balanced Learning Management Approaches with Students' Interesting for Sanya Experimental Primary Schools. Journal of Dhamma for Life, 29(4), 186-193.

ABSTRACT

The aims of this research were 1) to study the current states desirable states and priority need index of Balanced Learning Management Approaches with students' interesting of Sanya Experiment Primary Schools, 2) to study the guidelines for Balanced Learning Management Approaches with students' interesting of Sanya Experiment Primary Schools. A mixed method design of quantitative and qualitative analysis is employed. The data were collected from 12 sample schools, choosing one school to represent for informants included school principals, vice-principals and teachers, accounting for 90 people. The research instrument used in the study was asked to complete with the five-point Likert scale. Data were analyzed by using descriptive statistics (mean, standard deviation, frequency, percentage, modified priority need index ($PNI_{Modified}$), and on the qualitative study.an interview 7 experts from Semi -Structural Interview, the descriptive statistics is used through the statistical content analysis.

Introduction

The Balanced Learning Management Approaches with students' interesting is an educational methodology that aims to create a harmonious and effective learning environment by integrating students' interests into the curriculum and instructional strategies. It recognizes that students have diverse backgrounds, learning styles, and interests, and seeks to personalize instruction to meet their individual needs while maintaining a coherent curriculum ¬ (1) Individualization and Collaboration, (2) Active Learning and Reflection, (3) Technology Integration and Face-to-Face Interaction, (4) Content Knowledge and Skills Development, and (5) Assessment for Learning (Carole, 2023: 67-71). By incorporating students' interests into the learning process, this approach promotes engagement and motivation, making learning more meaningful and relevant to students' lives. It acknowledges that when students are personally invested in what they are learning, they are more likely to actively participate, retain information, and develop a deeper understanding of the subject matter. To implement this approach, teachers employ a variety of strategies. They may conduct interest surveys to gather information about students' preferences, hobbies, and aspirations. Based on this data, teachers can design lessons, projects, and assignments that incorporate topics and activities aligned with students' interests. This not only enhances students' enjoyment of the learning process but also allows them to make connections between their personal experiences and the academic content.

Sanya Experiment Primary School has implemented diverse and balanced learning management through various teaching tools that cater to students' interests and needs. Students are provided with opportunities to learn through a variety of activities, such as studying subjects related to science and technology, as well as exploring culture and local wisdom. However, it has been found that a significant percentage of students, up to 40%, lack genuine interest, resulting in academic performance below the set standards. Therefore, there is an interest in studying this issue “Balanced Learning Management Approaches of Sanya Experiment Primary School”; which have been effective in the school's experimental trials, will enable us to apply the research findings to address the challenges in instructional management that align with students' learning needs. This will contribute to the continuous improvement of learning outcomes.

Objectives

1. To study the current states, desirable states and priority need index of Balanced learning management approaches with students’ interesting for Sanya Experimental Primary School.

2. To study the guidelines for Balanced Learning Management Approaches with students' interesting of Sanya Experiment Primary School**.**

Research Methodology

1. Population

The population of the study was experimental primary schools (the school that consisted of 6 levels together from grade 1 to 6) under the Sanya Experimental Primary School in Hainan province China, accounting for 6 primary schools in total.

2. Sample

12 primary schools were randomly selected for the sample size of the study (choosing one primary school that consisted of six levels together from grade 1- 6 to represent 6 teachers and 3 principals were exclusion totally 90 people.

For the qualitative research, 7 experts were interviewed, including 3 academic administrators, 2 scholars and 2 teacher specialists.

The research used quantitative analysis, questionnaires were used to collect data. The descriptive statistics used to analyze the data collected consisted of frequency, percentage, mean, and standard deviation. The qualitative by content analysis of interview data, use analysis of content and descriptive statistics.

3. Statistics Used in Data Analysis

3.1 Quantitative Research

Data analysis for quantitative research; by using the following statistics;

1) Statistics for data analysis encompass measures such as frequency, percentage, average, and standard deviation.

2) Reliability Cronbach's Alpha Coefficient formula.

3) $PNI_{Modified}$

$$PNI_{Modified} = (I - D) / D \qquad (1)$$

I (Importance) refers to the desirable stage of balanced learning management approaches with students interesting for Sanya Experimental Primary School.

D (Degree of Success) refers to the current stage of balanced learning management approaches with students interesting for Sanya Experimental Primary School.

3.2 Qualitative data analysis

Analysis of interview data, the content analysis was used.

Results

1. The current states, desirable states and the priority need index of balanced learning management approaches with students' interesting of Sanya Experiment Primary School.

The tables below present the current states, desirable states and the priority need index of balanced learning management approaches with students' interesting of Sanya Experiment Primary School on table 1

Table 1 The overall current states, desirable states and the priority need index of Balanced Learning Management Approaches with students' interesting of Sanya Experiment Primary School.

Balanced Learning Management	Current state (D)			Desirable state (I)			PNI	Order
	$\bar{x}$	S.D.	level	$\bar{x}$	S.D.	Level		
1. Individualization and Collaboration	2.87	0.68	moderate	4.23	0.67	high	.4738	2
2.Active Learning and Reflection	3.27	0.65	moderate	4.22	0.52	high	.2905	4
3.Technology Integration and Face-to-Face Interaction	2.45	0.62	low	4.16	0.50	high	.6979	1
4.Content Knowledge and Skills Development	3.09	0.66	moderate	4.21	0.53	high	.3624	3
5.Assessment for Learning	2.23	0.65	low	2.63	0.52	moderate	.1793	5
Overall	3.78	0.65	high	3.89	0.54	high		

Table 4.2 The current states, desired states, and the prioritized needs of balanced learning management approaches with students' interesting of Sanya Experiment Primary School overall view was at a high level ($\bar{x}$=3.78, S.D.=0.65), Active Learning and Reflection has the highest mean value at a moderate level ($\bar{x}$=3.27, S.D.= 0.65), followed by Content Knowledge and Skills Development was at a moderate level ($\bar{x}$=3.09, S.D.= 0.66), and Assessment for Learning has the lowest mean value at a low level ($\bar{x}$=2.23, S.D.= 0.65).

For the desirable states the balanced learning management approaches with students' interesting of Sanya Experiment Primary School overall view was at a high level ($\bar{x}$=3.89, S.D.= 0.54), Individualization and Collaboration has the highest mean value at a high level ($\bar{x}$=4.23, S.D.= 0.67), followed by Active Learning and Reflection at a high level ($\bar{x}$=4.22, S.D.= 0.52), and Assessment for Learning has the lowest mean value at a moderate level ($\bar{x}$=2.63, S.D.= 0.52).

The finding also indicates that the priority needs of the balanced learning management approaches with students' interesting of Sanya Experiment Primary School. shows that the sequence of PNI $_{Modified}$ is as follows: Technology Integration and Face-to-Face Interaction (PNI $_{Modified}$ =.6979), Individualization and Collaboration (PNI $_{Modified}$ =.4738), Content Knowledge

and Skills Development (PNI $_{Modified}$ =.3624), Active Learning and Reflection (PNI $_{Modified}$ =.2905) and Assessment for Learning (PNI $_{Modified}$ =.1793) respectively.

2. The Guidelines Balanced Learning Management Approaches with students' interesting of Sanya Experiment Primary School is as follows:

2.1 Technology Integration and Face-to-Face Interaction by create opportunities for in-person discussions, group work, and interpersonal communication

2.1.1 Assess Students' Interests: Begin by understanding the interests, hobbies, and passions of your students. Use surveys, discussions, or informal conversations to gather insights into what topics or activities captivate them.

2.1.2 Curriculum Customization: Tailor your curriculum to integrate topics and activities that align with students' interests. Look for ways to incorporate their passions into the subjects you teach, fostering a more personal connection to the material.

2.1.3. Project-Based Learning: Design projects that allow students to explore subjects they are interested in while addressing learning objectives. These projects could involve research, presentations, or creative works that showcase their understanding and skills.

2.2 Individualization and Collaboration by reflect teaching and maintain a balanced and effective learning continuously.

2.2.1 Incorporate Multimedia: Utilize various forms of multimedia, such as videos, podcasts, interactive simulations, or virtual field trips, to present information and concepts in ways that resonate with different learning styles and capture their attention.

2.2.2 Gamification Elements: Introduce elements of gamification, like quizzes, challenges, and competitions, to make learning more interactive and enjoyable. Incorporate leaderboards or rewards to boost engagement.

2.2.3 Feedback and Reflection: Regularly gather feedback from students about their learning experiences and what aspects resonate most with them. Encourage self-reflection to help students understand their own learning preferences.

2.3 Content Knowledge and Skills Development by encourage students to take ownership of their learning and develop self-regulation skills.

2.3.1 Peer Collaboration: Encourage collaborative projects that allow students to work together based on shared interests. This promotes teamwork, communication skills, and a sense of community.

2.3.2 Flexibility and Adaptability: Be open to adapting your teaching methods based on students' feedback and changing interests. The learning environment should be flexible enough to accommodate shifts in focus.

2.3.3 Celebration of Achievements: Recognize and celebrate students' achievements, whether big or small. Acknowledging their efforts and progress boosts their confidence and enthusiasm for learning.

Discussion

Based on the research result, there are 2 important issues in the followings;

1. The current states of the balanced learning management approaches with students' interesting of Sanya Experiment Primary School overall view was at a high level; Active Learning and Reflection has the highest mean value at a moderate level, followed by Content Knowledge and Skills Development was at a moderate level and Assessment for Learning has the lowest mean value at a low level. For the desirable states the balanced learning management approaches with students' interesting of Sanya Experiment Primary School overall view was at a high level; Individualization and Collaboration has the highest mean value at a high level, followed by Active Learning and Reflection at a high level, and Assessment for Learning has the lowest mean value at a moderate level. The finding also indicates that the priority needs of the balanced learning management approaches with students' interesting of Sanya Experiment Primary School. shows that the sequence of PNI $_{Modified}$ is as follows: Technology Integration and Face-to-Face Interaction (PNI $_{Modified}$ =.6979), Individualization and Collaboration (PNI $_{Modified}$ =.4738), Content Knowledge and Skills Development (PNI Modified =.3624), Active Learning and Reflection (PNI $_{Modified}$ =.2905) and Assessment for Learning (PNI $_{Modified}$ =.1793) respectively. This may be due to the teacher create opportunities for hands-on activities, problem-solving tasks, or real-world applications of knowledge in classroom; according the research of Leikin & Guberman (2023) found the primary goal of our study was to deepen our understanding of flexibility associated with the production of multiple solution strategies and originality associated with mathematical insight in the problem-solving process. We conducted an empirical investigation of creativity-directed problem-solving using insight allowing multiple solution geometry tasks. Ai Qin (2019, 68-69) argues that the emergence of bias in mathematics in middle and upper primary school is detrimental to the future development of primary school students, so it is hoped that teachers can effectively avoid the phenomenon of bias in middle and upper primary school by stimulating students' interest in learning and developing their thinking skills. In addition, the balanced learning management approaches in Individualization and Collaboration to learners for learning outcomes are not just for learning designers—they are for learners too. While it is often tempting to skip past the learning outcome section of a piece of training, it is actually highly beneficial for learners to have a clear road map of the learning ahead. By communicating your learning outcomes at the beginning of the learning experience, learners are better able to recognize key information and scaffold it into a cohesive schema. (Sundararajan & Adesope, 2020).

2. The Guidelines Balanced Learning Management Approaches with students' interesting of Sanya Experiment Primary School in Technology Integration and Face-to-Face Interaction aspect by create opportunities for in-person discussions, group work, and interpersonal communication were to assess students' interests, curriculum customization and project-based learning. This involves technology integration, student engagement, and the overall equilibrium they maintain to support student learning and growth that according the research of Bradley, V. M. (2021) Instructors should balance active learning with the use of

LMS technological resources and the use of guidelines from the qualified curriculum. An LMS allows instructors to facilitate and model discussions, plan online activities, set learning expectations, provide learners with options, and assist in problem-solving with processes for decision making. An Instructor's presence within an LMS creates an engaging learning environment. Students can retain their autonomy, enthusiasm, and motivation with LMS use. Stakeholders of the educational community must find scientific studies to support their contributions in LMS platforms to assist scholars in learning mathematics and other academic subjects.

However, Individualization and Collaboration by reflect teaching and maintain a balanced and effective learning continuously such as the incorporate Multimedia: Utilize various forms of multimedia, such as videos, podcasts, interactive simulations, or virtual field trips, to present information and concepts in ways that resonate with different learning styles and capture their attention according to Selen Balkaya (2021) was extended with factors from education and game-based learning literature. In order to see the effect of individual- and organizational-level characteristics, multi-group structural equation modeling (SEM) analysis was conducted and discrepancies in relationships were reported. Evaluation of users and non-users and teachers of different fields were also compared to each other. The findings of this study not only contribute to theory through the development and testing of a thorough model relating technology features and individual characteristics to behavioral intention to use, but also offer strong implications for practitioners who would like to increase LMS usage and create a more effective learning environment.

Conclusion

Ensure provided Integrating technology while fostering face-to-face interaction is a powerful approach to modern education. This hybrid model combines the benefits of digital tools with the richness of personal interaction. Here, how you can create opportunities for in-person discussions, group work, and interpersonal communication while using technology: Blended Learning Design by design a curriculum that incorporates both online and offline components. Identify areas where technology can enhance learning, such as online resources, multimedia presentations, or virtual simulations, and integrate them into lessons. Online Discussion Platforms by use online discussion forums or platforms to stimulate conversation beyond the classroom. Assign discussion topics related to the subject matter and encourage students to share their thoughts, opinions, and questions. These platforms provide a space for thoughtful discussions that can be continued during in-person sessions.

References

Ai Qin. (2019). *Application of Multiple Intelligence Theory in the Classroom*. Master of Science in Curriculum and Instruction. St. Cloud State University.

Bradley, V. M. (2021). Learning Management System (LMS). *International Journal of Technology in Education (IJTE), 4*(1), 68-92.

Carole P. (2023). *Responsible Management Education and the Challenge of Poverty: A Teaching Perspective*. London: Taylor & Francis.

Leikin, R. & Guberman, R. (2023). Creativity and Challenge: Task Complexity as a Function of Insight and Multiplicity of Solutions. *In R. Leikin (Ed.) Mathematical Challenges For All Ch*. 17, 325-342.

Balkaya, S., & Akkucuk, U. (2021). Adoption and use of learning management systems in education: The role of playfulness and self-management. *Sustainability*, 13(3), 1127.

Sundararajan, N., and O. Adesope. 2020. Keep it coherent: A meta-analysis of the seductive details effect. *Educational Psychology Review 32* (3),727–734.