



The Learning Facilitation for Developing a New Way of Learning of Youths in Thai Rural Areas by the Blended Learning Process for Sustainable Self-reliance

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Abstract- This qualitative and quantitative study aimed to investigate basic data, community context and needs for developing the learning facilitation as well as a new way of learning facilitation. Also, it was hoped to develop knowledge, skills and experience of youths towards their livelihoods based on sustainable self-reliance among rapid change of the surrounding environment. The sample group in this study consisted of 190 community members, 27 community leaders, school administrators and teachers, representatives of the local administrative organization, representatives of the religious organization, and local scholars, and 35 elementary school students. The study lasted 2 academic years. Locale of the study was at Thonnalab sub-district, Udon Thani province. Results of the study revealed that the community in this study had a highest level of needs and expectation based on knowledgeable and skillful youths in the community. The design of learning activities by using the project for group learning development on cooking by boy scout/girl scout consisting of four sub-activities under 5STEPS integrated with blended learning, learning by doing and POE techniques were used. The student achievement was higher than that of the posttest and pretest with a statistically significant level at 0.01. This would be beneficial to their future livelihoods due to an appropriate learning facilitation process and effective coordination of all concerned parties in the community. It was also found that the youths there had a high level of satisfaction with the facilitation of a new way of learning towards the curriculum development and learning facilitation. An important component of the success was community coordination in the facilitation of actual experience dated to local livelihoods and rapid social change. Besides, teachers, local scholars and the religious organization perfectly joined the coordination.

Keywords: Learning Facilitation, blended learning, self-reliance, community learning centers

I. INTRODUCTION

To educational facilitation in Thai rural areas still be important roles and duties of various educational area offices throughout the country (Decentralization). The educational facilitation by local administrative organizations must be consistent with the context of each area under the supervision of the Ministry of Education in terms of quality and quantity. The National Education Act has stipulated the locality to be able to develop curricular programs in the educational facilitation. However, this must be consistent with the community context but still maintains standard and quality education throughout the country. This also aims to develop Thai people in terms of spirit, intellect, knowledge and code of conduct for a happy and harmonious society (Office of the Basic Education Commission, 2010). Also, the learning process must incite correct consciousness about politics under the democracy in which the King is head of the state of the most important pillars of the country. Furthermore, this includes the following: promotion of human rights and duties, law respectfulness, equity, arts and culture, Sports, local wisdoms, Thai wisdoms, international knowledge, self-reliance, initiatives, natural resource conservation, etc. (Ministry of Education, 2010). In addition, the facilitation of local education needs to be able to develop quality of the learner to be skillful and comparable with the of ASEAN people due to progressive technological advancement and rapid environmental change (Pounsuk, 2017). The educational facilitation in Thai rural areas interests public and private sectors due to decentralization. In other words, it aims to make the rural community be able to effectively facilitate education to youths there based on coordination of all concerned parties.

Ban Thonnalab community, Bandung district Udon Thani province is a community located in rural areas of the province. Nowadays, however, Ban Thonnalab is a strong community but can maintain these traditional livelihoods such as handicrafts and way of life. Another important example is that the community can produce organic fertilizer for their own use and selling in neighboring communities. Regarding the past calling for the community rights there was social movement through the village civil society in 1997, Since then, economic crises have occurred in Thailand for many times. This resulted in an ocarina of Thai social problems in many aspects. Examples included falling down of economic status, the

government had inadequate resurged capital, bankruptcy of immovable property, the country economic slowdown, and acquitted in have been unemployment. Not only this, Ban Thonnalab is a community facing natural calamities for a long time. Community members there mainly earn an income from rice growing but rice yield price is low due to deteriorated soil, and high production costs, and fluctuated yield price. Presently, the cost of living in Ban Thonnalab is high which results in an adequate income and migration. These problems made the community leaders and members find a guideline for solving the problems for their existence and a better quality of life. Consequently, this makes the community be strong and self-reliant. Therefore, there was a race holding to encourage the village committee and villagers to participate in the reorganization of the community. In this respect, the educational facilitation of the community was a main issue used for solving various problems in the community. Also, the philosophy of sufficiency economy of King Bhumibol was used as a guideline for solving the problems (Kaewnimit (2009), Wongboonsin (2015), Thandee (2009), Kaewsee et.al (2007), and Innuphat (2007).

Research Problem

As afore mentioned, it could be concluded that impacts of economy and change in the 21st century had happened rapidly. This included the environmental problem due to the limitation and environmental impacts happening throughout the world. In fact, the development of youths in Thai rural areas to have enough potential in their future livelihoods. Thus, it was necessary to find a guideline for the learning facilitation to develop a new way of learning among youths in Thai rural areas, social cultural, and traditional aspects were interesting to be investigated and applied for local educational facilitation both in Thailand and abroad. This was under the process of blended learning for sustainable self-reliance.

II. METHOD

Research Design

This study employed mixed methods research (Johnson & Onwuegbuzie (2004), Leekitwattana (2012), and Roengprapan (2002). It was the integration of qualitative and quantitative research. The research methodology of this study comprised the following steps: exploration of basic data based on the community content conditions and needs for developing the learning facilitation for the members of Ban Thonnalab village (Sampling, Table of Krejcie & Morgan (1970).

Participants

Investigation of the learning facilitation by the community and the sample group included 8 community leaders, 10 school administrators and teachers, 3 representatives of the local administrative organization, 3 representatives of the subsidies organization, and 3 community scholars; and investigation of outcomes of learning facilitation activities by using the blended learning process for self-reliance of 35 elementary school students in the community.

Data Collection Tools

Research tools used for data collection included the following: 1) a survey form for recording basic data, 2) an interview schedule, and 3) a 5-rating scale questionnaire with open-ended questions. Content quality and consistency were checked by 5 scholars and IOC found was 0.68 - 1.00. The research tools were improved based on suggestions of the scholars. Results of the data analysis were interpreted in terms of a level of needs for developing learning facilitation in the community under the following criteria (Leekitwattana, 2012). Score 5; Mean score range is 4.50 - 5.00 and level of satisfaction is *Highest*, Score 4; Mean score range is 3.50 - 4.49 and level of satisfaction is *High*, Score 3; Mean score range is 2.50 - 3.49 and level of satisfaction is *Moderate*, Score 2; mean score range is 1.50 - 2.49 and level of satisfaction is *Low*, Score 1; mean score range is 1.00 - 1.49 and level of satisfaction is *Lowest*.

Interview Form

The interview schedule was conducted with the community leaders, teachers/educational personnel, representatives of the local administrative organization, representatives of the religious organization and community scholars. Obtained data were analyzed by using content synthesis and description statistics such as frequency, percentage, mean and standard deviation. The obtained data were used as a basis for developing knowledge and skills for livelihoods of the youths by using the blended learning process for sustainable self-reliance. In this case, there was a project for developing teaching/learning of the learner development activity group. Cooking of boy scout and girl scout. The research tools consisted of; 1) a teaching/learning development module 2) a learning achievement test before and after using the module. The test paper consisted of 30 question items with an alternative choice and all of them passed the appearance content checking, learning objectives, consistency and validity (IOC) by the 5 scholars. Then, it was improved based on suggestions of the scholars. The discrimination

and difficulty of the test were analyzed ($r = 0.23-0.91$; $p = 0.06-0.84$, and reliability = 0.89; 3) activity recording form as well as experience of the learner; and 4) an assessment of learner satisfaction (5-rating-scale) and the measurement criteria were that of Roengprapan (2002).

Procedure

Scope and limitation of the study, this study lasted academic years which the first year was the exploration of basic data and a guideline for the educational facilitation through the common process. In this respect, the tracer developed learning activities together with the community. It also conducted a learning achievement test and held experience enhancement activities. This study had steps as shown in Figure 1.

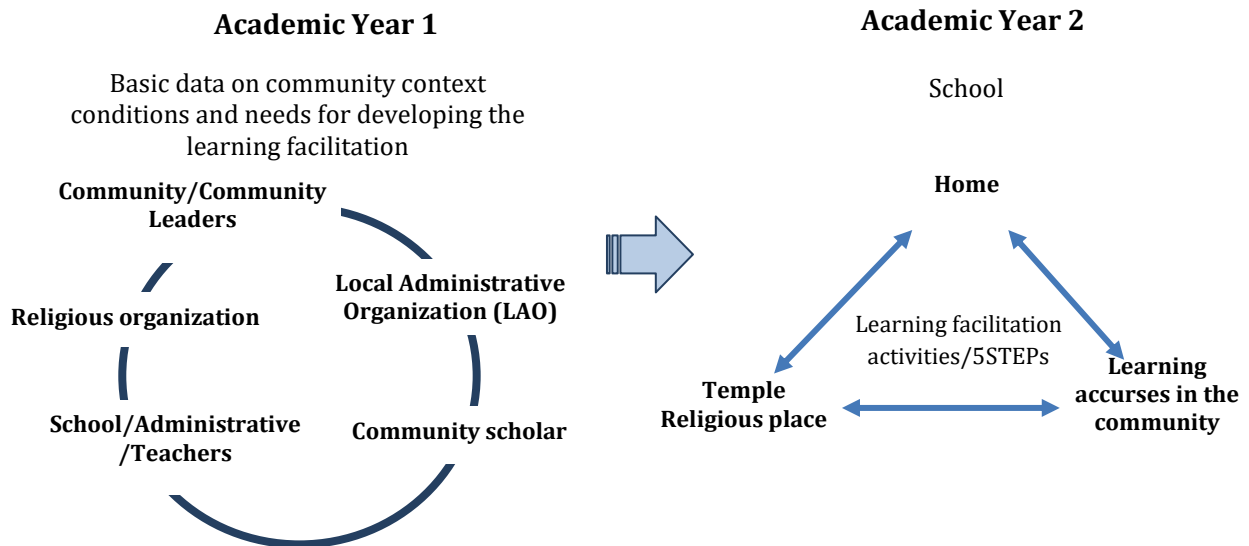


Figure1. Components and steps of the year research

III. RESULTS

Socio-economic attributes of the respondents, the community context and components, and the development of learning facilitation with the community's members

Results of the study revealed that most of the respondents (81.05%) were male, 51-60 years old (37.89%), elementary school graduates (85.26%) and only 14.74 percent were bachelor's degree graduates. The respondents did farming as this main occupation most (41.05%), followed by hired workers (31.58%) and company employee (6.32%). More than one-half of the respondents (58.95%) had a sideline job related to agriculture and 21.05 percent owned a business. They earned an annual income for 200,000 baht and above most (41.05%). Most of the respondents representing the community were male (92.60%). More than one-half of them (55.56%) were bachelor's degree graduates, followed by basic education (29.63%) and master's degree (14.38%), respectively.

Important components of the community towards the development of learning facilitation and experience of the youths were as follow: 1) Natural environment- the area was mostly suitable for farming because there were abundant water sources, forest and bio-diversity (Udon Thani Provincial Agriculture Office, 2017). 2) There were 369 households or 1,026 persons and they were engaged in agriculture most (41.05%). Their side-line jobs were mostly related to agriculture (58.95%) and their annual income was 200,001 bath and above (Wangkhahat, et al., 2016). 3) Almost all of the community members were in Phu Thai ethnic group and they had close social relationship, interesting unique culture, tradition, and pattern of community life. They often had social interaction for symmetric cultural inheritance. Besides, many community members were admired as local scholars in various fields such as agriculture, local arts and culture, handicraft, etc., and 4) There were places for the facilitation of learning: one elementary school, five learning centers on supplementary income project for small-scale farmers, and None Formal/In Formal Education Center.

Regarding needs for the development of learning facilitation with the community members, it was found that the respondents wished the school to be a center of blended learning activity development. It should have the integration of local wisdoms in various aspects such as agriculture, handicraft and repairman. Local culture and ways of life of people in the community should be employed for learning facilitation activities. This aimed to make young people to perceive and learn the benefits of the learning facilitation which would eventually result in local wisdom transfer to new generation and maintenance. Particularly,

they could be able to self-reliant during the crisis of Covid-19 pandemic. For local curriculum, the respondents claimed that it should be developed by preparing learning activities for skill and knowledge development beneficial to people in the community. Importantly, it should be on the basis of blended learning for self-reliance. Group learning for development of the learner in the form of cooking by boy scouts/girl scouts was recommended most by the respondents.

In addition, the respondents recommended that 5 steps of teaching approach process (EDUCA Thai, 2020) since it conformed to the 21st century learning facilitation. They gave the reason that students at present and in the future would face problems and challenges more than before. Besides, the current world has modern technology in communication but part of it has impacts on social and environmental aspects. The process of learning facilitation consisted of 5 steps (5STEPS): 1) learning to question, 2) learning to search, 3) learning to construct, 4) learning to communicate, and 5) Learning to after service. According to coordination of the learning center and organizations in the community could support on body of knowledge, resource person, community scholar, material/equipment and place for learning activities. In this respect, a school was the center of local curriculum preparation and coordination. Meanwhile, the teachers set learning guidelines and activities of the 5 STEPs to be consistent with activities of the learning center and organization in the community.

Outcome of Learning Activity Holding

The design of learning activities by using the project for group learning development on “cooking by boy scout/ girl scout”. This was a teaching /learning activities package consisting of 4 sub-activities: 1) raw material finding under community wisdoms (Fish); 2) local food cooking-grilled fish, fish spicy soup and spicy fish salad; 3) food exchange activity and eating together; and 4) cooking food for selling in the community and almshouse activity in the village annual merit. These learning activities were in accordance with the learning process as shown in Figure 2.

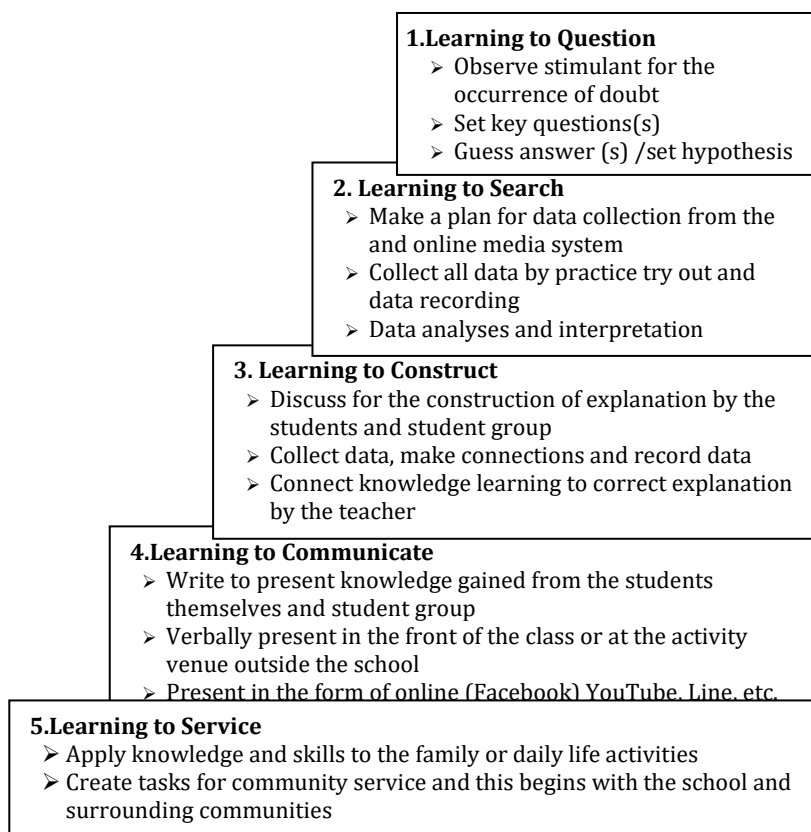


Figure 2. Learning steps of 5STEPS of the project for developing teaching/learning for learner development

Learning achievement before and after learning

1. According to results of the study based on the program for developing teaching/ learning facilitation under 5STEPS, it was found that the students had the score of post-tests which was higher than that of pretest with a statistically significant level at 0.01 (Table 1).

Table 1. A comparison of learning achievement before and after learning under the program for developing teaching/learning facilitation (5STEPS)

Learning achievement test	Number of Students	Mean	S.D.	t	sig
Before learning	35	21.87	1.859	-32.254	0.00*
After learning	35	33.85	1.352		

* Statistically significant difference at 0.05

After learning through the program for developing teaching/learning facilitation under 5STEPS, the students were satisfied with it and had fun in learning activities. According to individual interview, all of the students enjoyed doing learning activities both inside and outside the classroom. Learning life skills with a resource person who was a community school was the reason why they enjoyed it. This was followed by learning cooking steps through actual practice. As a whole, the students were satisfied with high level ($\bar{x}=4.17$; S.D.=0.180). Regarding the student respondent satisfaction with each stem, it was found that they had a highest level of satisfaction with the following: adoption to daily life activities ($\bar{x}=4.80$; S.D.=0.405), adoption for actual practice ($\bar{x}=4.65$; S.D.=0.802), and Learner participation in learning activities ($\bar{x}=4.52$; S.D.=0.954) respectively. The rest were found at a high level as showed in Table 2.

Table 2. Student satisfaction with learning through the project for developing teaching/learning facilitation under 5STEPS

Items	\bar{x}	S.D.	Description	No.
1. Appropriateness with learning content and activities	4.25	0.610	Hight	6
2. Appropriateness with time span and age of the learners	4.06	0.905	Hight	7
3. attraction and interest to the learner	4.31	0.676	Hight	5
4. Learner participation in learning activities	4.52	0.954	Highest	3
5. Teacher participation in activities with learner	4.34	0.481	Hight	4
6. Self-actual practice	3.86	0.809	Hight	9
7. Evaluation under actual condition	4.34	0.481	Hight	4
8. Learner participation in evaluation	3.91	0.612	Hight	8
9. Adoption for actual practice	4.65	0.802	Highest	2
10. Adoption to daily life activities	4.80	0.405	Highest	1
On average	4.17	0.180	High	

After holding the learning activities on cooking by boy scouts/girl scouts through the program for developing teaching/learning facilitation under 5STEPS, conclusion was made by concerned personnel: community representatives, community leader, local administration organization representative, religious organization representative, scholar. The founded out of guidelines for holding learning activities for youths in the area obtained was the learning management approach for developing new learning styles of youth in rural areas with the integrated learning process for sustainable self-reliance with the following important components.

Development of learning sources in the community-there was the adoption of agricultural areas so as to be learning sources in the community. Also, there was the adoption of the philosophy of sufficiency economy focusing on good immunity creating so that the learner would be self-reliant in the future.

Knowledge management-It was the addition management of knowledge by using 5 STEPs which had been used in this study. Based on blended learning facilitation e.g. Online media, educational, modern learning package development, etc.

Curriculum- The prepared curriculum must be consisting tent with changes which would happen in the future such as skill development of man in the 21st century. Also, it must be consistent with the community culture and way of life and all concerned parties must mutually take part in curriculum development.

Personnel transferring knowledge-This included teacher and educational personnel in the school, community scholar, guardian, religious leader, etc. All of them must be development to be able to use technology for learning facilitation. Probably, it might have training and skill development on learning facilitation through non-formal education and specific field development of nanyuniversity in the area, for instance.

Measurements and evaluation of learning facilitation-This emphasized on the arrangement of results of empirical learning facilitation or the evaluation based on real condition. Also, ongoing monitoring must be done for sustainable development.

Learning facilitation budgets- The budget was coordinate among the local administrative organization, school, community, and guardian. It was educational resource mobilization to be beneficial to the local community. Examples were financial support, support on materials/equipment related to learning facilitation, using areas for educational purposes, a resource person, the community learning center, etc.

Creating or using interest of learners and guardians- In this matter, there was a conclusion that it must have the creation of perception about the way as a necessity of the development of youths in the community which must begin with the family. That was they were given an opportunity to participate on community activities under the community culture and tradition. This also included career activities of the family which helped develop life skills of the youths since many guardians which helped develop life skills of the youth since many guardians looked over these activities which caused lack of life skills.

The construction of learning facilitation network system - Regarding the construction of learning facilitation network system, it could be concluded that it must have social group forming such as community learning culture group, career group, local culture and wisdom group, and local handicraft group. There were connection and communication with others groups having similar traits in neighboring communities. Also, there was the construction of knowledge exchange network through online communication system.

According to this study, guidelines for developing a new way of learning of youths in Thai rural areas by using the integration of learning/teaching method and techniques for sustainable self-reliance can be concluded as shown in Figures 2.

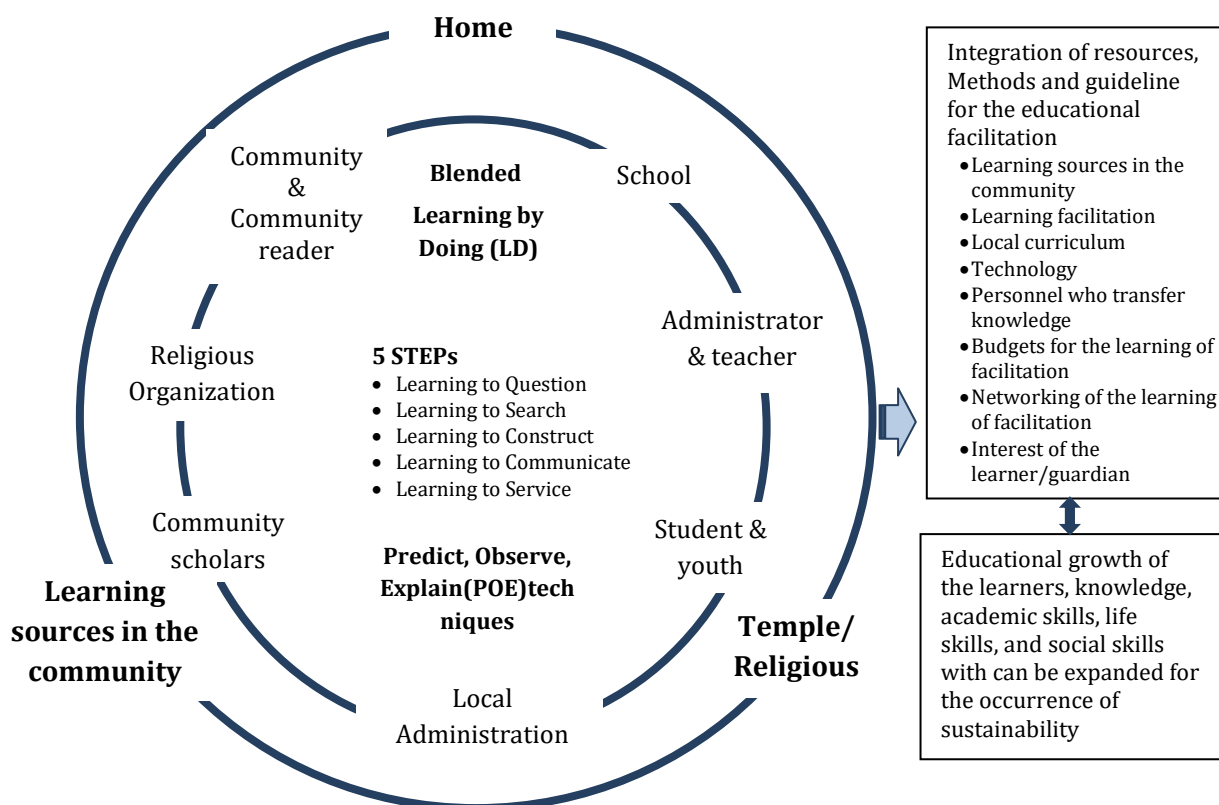


Figure 2. The new way on learning styles of youth in rural areas of Thailand

IV. CONCLUSION AND DISCUSSION

Results of the study revealed that concerned group of personnel in the learning facilitation for the development of new way learning of youths in rural areas. These personnel were the public sector on concerned agencies and other were community schoolers having body of knowledge on local windows. They were important to local education facilitation which might have a limitation in educational resource support when compared with that of in big cities. The said concerned personnel were close to learners on

youths in the area so they had good will to support educational facilitation of the community. Guardians there were mostly engaged in agriculture and other related fields because they were basic education graduates. Some of them were community leaders so they well promote and support educational facility in the community. This conformed to a study of Saduak et. al. (2017) which found that the success of the educational facilitation for the community relies on guardian participation in the promotion and support of the educational facilitation by the community. Besides, community scholars and religious leaders take part in the support on the educational facilitation together with public educational agencies. Not only this, it was found that the educational facilitations from the public sector did their tasks in accordance with the educational facilitation of the community. In other words, this aimed to develop educational facilitation to be consistent with the caveat rapid change; particularly on learner's skill development in the 21st century. According to results of the study, it was found that key components of the community towards the development to learning facilitation comprised national development and learning facilitation venues in the community related to learning for self-reliance of people in the community. The latter included elementary school, the learning center on agriculture and sufficiency economy, Non-formal and In-formal education Center, temple, and concerned public agencies. This conformed to a study of Chalayonnavin (2019) and Sitthichindar et.al. (2012). which found that an organization on agency located in the community has an effect on educational facilitation support for successful and sustainable local development. Meanwhile, an external organization on agency can continually promote a strong community (Poungsuk,2017; Sitthichindar, 2014, and Yenkey et.al, 2011). Besides, results of the study showed that community members wanted the school to be the center of the development of blended learning activities. That was, integration of various fields of local wisdom such as agriculture, handicraft, running, etc. This was consistent with way of life of people in the community which would have an effect on your regarding learning and perception of benefits of the proposed learning facilitation. Furthermore, it would have an effect on an awareness of the maintenance of those local wisdoms.

The learning facilitation curriculum was prepared to be consistent with local needs and context. Learning activities for the development of knowledge and skills in youth way of life. The blended learning process aimed to make learners be sustainably self-reliance by using the project for developing learning in the form of learner development activities group. In fact, Boy scout/Girls count is a course promoting life skills and it puts the improvement and it conforms to learning through actual practice theory (Carman, 2005 and Yongxing, 2008). For the process of learning facilitation, the data provider group recommended 5 STEPS teaching approach (EDUCA Thai, 2020) which was consistent with the 21st century learning facilitation. This was because students at present and in the future would face problems and challenges at a high rate of change particularly on communicative technology and social environmental problems. The 5 STEPs teaching approach promotes and supports the learner life skills which conforms to the learning facilitation in the form of predict, observe, explain: POE technique (Tortop, 2013). It is important to the promotion of tinkering process until there is the occurrence of learning and life skills learning to the adoption for self-benefits and benefits for the society. The fifth step of the teaching approach involves learning to service which is important to the development for sustainability.

Regarding learning achievement, it was found that learning achievement after learning through the 5 STEPs teaching approach was higher than that of before. With a statistical significance level at 0.01. This means success of the learning facilitation under the activities promoting life skills. It has a direct effect on the learner due to actual practice until there is the occurrence of skills learning for the application to daily life activities in the future. This conforms to a study of Robroo & Wattananarong (2010). on a synthesis of blended learning for increased efficiency in self-knowledge acquisition. Also, it conforms to findings of Strother, (2003) which indicated that diverse methods of learning about the design of activities and various criteria of diverse teaching and learning helps urge the learner to add pathways and importance of learning continuity. As a result, the learner gains increased learning achievement, and it may help him be able to adopt technology for learning both in the classroom and on the form. That is, he can check data with friends and find ways to solve form problems all the time through mobile phone application and computer program. In other words, there is the expansion of learning all the time. This conforms to iNACOL (2009) which claimed that blended learning is the combination of the transmission of knowledge consistent through online and special characteristics of classroom information as well as classroom teaching and private. All of these have an effect on reflection of the learner and the occurrence of change of the information among learners.

In addition, results of the study showed that the students were satisfied with the 5 STEPs teaching approach at a highest level in time of 3 aspects: student participation in learning activities, applicable and adoption in daily life activity. This implies that they are interested in the 5 STEPs teaching approach and excited with learning experience outside the classroom. This means that the students have an opportunity to learn through actual practice which results in diverse experience particularly on their cooking by using

existing raw materials in the community. This conforms to a study of Siriwan (2014) which stated that the teaching/learning facilitation based on the agricultural education philosophy putting the importance on learning by doing can nomad the learner to learn from actual practice. This is a Dually important foundation for self-development in earning a living. It also conforms to a study by wang Yongxing (2008) which applied curriculum which found that the learner is satisfied with learning focusing on actual experience. In fact, online media help effective teaching/learning due to diverse learning activities loading to achieve the goals of learning facilitation. Therefore, guidelines for the development of new way of learning of youths in Thai rural areas can be true thorough blended learning, 5 STEPs teaching approach, POE techniques, modern technology, existing local resources/wisdoms and existing body of knowledge. All of these helps promote guidelines for the learning facilitation which is consistent with learner development in the 21st century. The utmost expectation of the educational facilitation is potential growth of the learner which enable how to be self-reliant and helpful to the society.

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