



รายงานสรุปผลการนำเสนองานวิจัย

Developing a learning management model to enhance the analytical ability of Grade 2 students in the history of who I am using 5W1H techniques.

อาจารย์ไพรพร แสงจันทร์

The ICBTS International Academic Multidiscipline
Research Conference Zurich 2023
20 - 22 March, 2023

คำนำ

รายงานสรุปผลการนำเสนอผลงานการวิจัยฉบับนี้จัดทำขึ้นเพื่อรายงานผลการนำเสนองานวิจัย The ICBTS International Academic Multidiscipline Research Conference Zurich 2023 ในวันที่ 20 – 22 มีนาคม 2566 ณ ประเทศสวิตเซอร์แลนด์ ให้กับกองทุนพัฒนาบุคลากร มหาวิทยาลัยราชภัฏสวนสุนันทา ผู้วิจัยหวังว่ารายงานสรุปผลการนำเสนอผลงานการวิจัยฉบับนี้จะทำให้เห็นถึงสาระสำคัญและประโยชน์ด้านการจัดการเรียนการสอนที่ผู้วิจัยได้รับจากการนำเสนอผลงานวิจัย

อาจารย์ไพพร แสงจันทร์
ผู้วิจัย

สารบัญ

	หน้า
เอกสารประชาสัมพันธ์โครงการ	1
รายชื่อผู้ทรงคุณวุฒิ	4
หนังสือตอบรับการร่วมนำเสนอผลงานวิจัย	7
บทความวิจัย (full paper)	8
เอกสารประกอบการนำเสนอ	18
แบบสรุปผลการนำเสนอผลงานวิจัย	22
สำเนาเกียรติบัตร การนำเสนอผลงาน	24



ICBTS 2023 International Academic Multidisciplines Research Conference

[Home](#)
[VENICE](#)
[AMSTERDAM](#)
[SEOUL](#)
[ZURICH](#)
[VIENNA](#)
[OXFORD](#)
[ZURICH](#)
[TORONTO-NIAGALA FALL](#)
[LONDON CHRISTMAS](#)
[Contact US](#)

KEYNOTE
LECTURES

Advisory
Committee

e-proceeding

Session Chairs

JOURNAL

e-proceeding
2022

Home > ZURICH

ZURICH

The ICBTS International Academic Multidisciplines Research Conference Zurich 2023

DATES: 20 - 22 March 2023

VENUE: Dorint Hotel Zurich, Switzerland

Submission Abstract: 15 December 2022 Please CLICK

Submission Full Paper: 15 February 2023

Early Registration: 30 December 2022

Contact us : icbtscon@gmail.com

Full-length papers, topics of paper, reviews, research-in-progress papers, case studies and /or abstracts, relating to all areas of Business, Management, Marketing, Financial, Transport, Logistic, Tourism, Social Sciences, Humanities, Language, Linguistics, Literature, Arts, English, Art History, Islamic Studies, Local government, Museums, Heritage, Music, Poetry, Politics, Sociology, Psychology, Religious Studies, Education, Higher Education, elearning, Supply Chain, Industry, Information Technology, Engineering, Applied sciences are invited for the above international conference. An author can present up to two papers. This Conference supported by International Journal of Business Tourism and Applied Sciences Vol. 10 No.2

This conference several academic please choose submitted in the theme as follow:

- * **International Social Sciences & Humanities**
- * **International Business and Tourism**
- * **International Education and Teaching**
- * **International Sciences and Technology**

Submission, Review Process and Announcement of Acceptance

Please submit full papers and/or abstracts not over 30 December 2022 (please note you can submitted papers anytime before this deadline). To submit paper, please click on "[Paper Submitted](#)" Link in the website and fill in the form, attach your paper and click submitted. You can submit full paper or abstract which will be blind reviewed. The notice relating to acceptance of abstract and/or full paper will be provided within 2 weeks after we receive them. Please see the submission guidelines.

Written Feedback and Publications Opportunity





Quality papers will be considered for publication in the following international peer reviewed by IJBTS journals with ISSN: 2286-9700, IJBTS international Journal of Business Tourism and Applied Sciences. World Journal of Global Business Management Economy Finance Banking Tourism and Sciences Technology However the best quality papers will be considered for IJBTS Journal, subject to compliance to review report, editorial comments, conference feedback and payment of applicable submission fees.



國立臺灣師範大學
National Taiwan Normal University

Awards and Conference Proceedings and other Benefits

Best paper award will be announced in each track and will be published in any of the above journals and a certificate will be issued to the events. All accepted abstract and full papers (for those who register for the conference) will be published in the refereed conference proceedings with ISBN and will be published electronically via a separate website, namely, www.ijbts-journal.com which also contains proceedings of previous conferences and efforts will be made to publish via google scholar. There is an option that the participant can serve as session chair and/or discussant of a paper of his/her own area of interest and certificate will be issued to such participant.



Conference Registration and Payment



Registration Fee	Before 30 Dec 22	30 Dec – 30 Jan 23	After 30 Jan 23
Registration for In-Person Presentations	EUR 450	EUR 500	EUR 550
Registration for Online Presentation	EUR 200	EUR 250	EUR 300
Registration for Student	EUR 400	EUR 450	EUR 500
Published in Scopus Indexed Journal	-0-	-0-	-0-
Registration for Lunch (No lunch in Conference)	-0-	-0-	-0-



FURTHER INFORMATION

Please click on the links provided on www.icbtsconference.com for more information.

For other enquiries please contact via email address: icbtscon@gmail.com

For published in SCOPUS indexed Journal please let us know

**Seybold Report ISSN 1533-9211

**Journal of Positive School Psychology E-ISSN 2717-7564

Conference Programme

On 20 March 2023

- 09:00 AM – 10.00 AM.....Registrations
- 10:00 AM – 10:30 AM.....Opening Remarks & Refreshment
- 10:30 AM – 12:00 PM.....Session 01 Oral & Poster Presentations
- 12:00 PM – 01:00 PM.....Lunch Break (No lunch in this conference)
- 01:00 PM – 03:30 PM.....Session 02 Oral & Poster Presentations
- 03:30 PM – 03:45 PM.....Refreshment
- 03:45 PM – 05:00 PM.....Session 03 Virtual Presentations
- 05:00 PM – 05:30 PM.....Closing Ceremony





On 21 March 2023

- 09:00 AM – 10:00 AM.....Session 04 Oral & Poster Presentations
- 10:00 AM – 10:30 AM.....Opening Remarks & Refreshment
- 10:30 AM – 12:00 PM.....Session 05 Oral & Poster Presentations
- 12:00 PM – 01:00 PM.....Lunch Break (No lunch in this conference)
- 01:00 PM – 03:30 PM.....Session 06 Oral & Poster Presentations
- 03:30 PM – 03:45 PM.....Refreshment
- 03:45 PM – 05:00 PM.....Session 07 Virtual Presentations
- 05:00 PM – 05:30 PM.....Closing Ceremony

Supported by : The International Journal on Business Tourism and Applied Science : IJBTS

Journal

ICBTS Center: 225 Wilmington West Chester Pike, Chadds Ford, PA 19317, USA

Lucerne City Old Town, Hertensteinstrasse 51, Lucerne CH-6004, Switzerland

Contact via Email icbtscon@gmail.com

Visitors: **277,459**

Powered by  readyplanet



ICBTS 2023 International Academic Multidisciplinary Research Conference

- [Home](#)
- [VENICE](#)
- [AMSTERDAM](#)
- [SEOUL](#)
- [ZURICH](#)
- [VIENNA](#)
- [OXFORD](#)
- [ZURICH](#)
- [TORONTO-NIAGARA FALL](#)
- [LONDON CHRISTMAS](#)
- [Contact US](#)

KEYNOTE
LECTURES

Advisory
Committee

e-proceeding

Session Chairs

JOURNAL

e-proceeding
2022

[Home](#) > [Advisory Committee](#)

Advisory Committee

Academic Advisory Board

- Prof. Dr. Kai Heuer, Wismar University, Germany
- Prof. Dr. Jose G. Vargas-Hernandez, Universidad de Guadalajara, Mexico
- Prof. Dr. Nitaigour Premchand Mahalik, California State University, Fresno, CA, USA.
- Prof. Dr. Lee Li, York University, Canada
- Prof. Dr. Gilbert Nartea, University of Canterbury, New Zealand
- Assoc. Prof. Dr. Maria Assif, University of Toronto, Canada
- Assoc. Prof. Dr. Wan-Hsuan Yen, National Taiwan Normal University, Taiwan
- Assoc. Prof. Dr. Witthaya Mekhum, Suan Sunandha Rajabhat University, Thailand
- Dr. Kelum Gamage, University of Glasgow, UK
- Dr. Vipin Nadda, University of Sunderland, UK
- Dr. Chayanan Kerdpitak, CK Research, San Diego-University Town Center, USA



Academic Reviewer Committee

- Kai Heuer, Wismar University, Germany
- Jose G. Vargas-Hernandez, Universidad de Guadalajara, Mexico
- Nitaigour Premchand Mahalik, California State University, Fresno, CA USA
- Gilbert Nartea, University of Canterbury, New Zealand
- Witthaya Mekhum, Suan Sunandha Rajabhat University, Thailand
- Lee Li, York University, Canada
- Dag Nastund, University of North Florida, USA
- Anthony Beresford, Knn Toosi University of Technology, Iran
- Erik J. de Bruijn, University of Twente, The Netherlands
- Reza Lashkari, University of Winsor, Canada
- Tore Markest, University of Stavanger, Norway



Vinod Singhal, Georgia Institute of Technology, USA

Hiroki Ban, Fukui University of Technology, Japan

Ahmed Elbaze, University of Plymouth, United Kingdom



Maria Assif, University of Toronto, Canada

Wan-Hsuan Yen, National Taiwan Normal University, Taiwan



Kelum Gamage, University of Glasgow, UK

-



國立臺灣師範大學
National Taiwan Normal University





Mit allen Wassern gewaschen.



Journal

Supported by : The International Journal on Business Tourism and Applied Science : IJBTS

ICBTS Center: 225 Wilmington West Chester Pike, Chadds Ford, PA 19317, USA

Lucerne City Old Town, Hertensteinstrasse 51, Lucerne CH-6004, Switzerland

Contact via Email icbtscon@gmail.com

Visitors: 277,430

Powered by  readyplanet



225 Wilmington West Chester Pike, Chadds Ford, PA 19317, USA; email: icbtscon@gmail.com; Phone +668 7028 7287

Letter of Acceptance and Invitation

November 22, 2022

Name: Praiporn Saengchan

Institution: Suan Sunandha Rajabhat University

Address: 1 U-Thong Nok Road, Dusit, Bangkok, 10300

Country: Thailand

Title of paper presentation: Developing a learning management model to enhance the analytical ability of 2nd graders in the history of who I am using 5W1H

Reference: ZU23-1522
Registration Deadline: 15 January 2023

Dear: Praiporn Saengchan

I am pleased to inform you that your submission was subjected to a double-blind review process. The reviewers accepted the above for oral presentation at The ICBTS International Academic Multidisciplines Research Conference Zurich 2023.

These simultaneous conferences will be held at the Dorint Airport-Hotel Zürich, Riethofstrasse 40, 8152 Opfikon, Zurich, Switzerland, from 20–22 March 2023 with more information on our website.

Our conference attendees and presenters are from major universities worldwide, offering participants the chance to share knowledge for developing their research and academic network with many others in their field. We look forward to seeing you there.

Best Regards

Prof. Nitaigour P. Mahalik Ph.D
ICBTS Conference Coordinator
Email: icbtscon@gmail.com

Developing a learning management model to enhance the analytical ability of Grade 2 students in the history of who I am using 5W1H techniques.

Praiporn Saengchan

Demonstration School of Suan Sunandha Rajabhat University

praiporn.sa@ssru.ac.th

Adstract

This study aims to develop a learning management model to enhance the analytical ability of students in elementary school 1) to develop a learning management model to enhance the analytical ability of students in elementary school, history of who I am with 5W1H 2) to try experiment with problem solving techniques and help information. The information that led to the setting of the problem was the use of question 5W1H 3) Comparison of analytical thinking ability of Grade 2 students before and after learning. The example group included 106 students in the second grade of the academic year 2565 at the Demonstration School of Suan Sunandha Rajabhat University. Research tools included historical learning management plans, academic achievement tests and analytical tests. The statistics used were percentage, mean, and standard deviation. The Kolmogorov-Smirnov test found that 1) learning management through the historical methods of Grade 2 students after school was statistically significantly higher than pre-learning at level .05. 2) Historical methodology management of Grade 2 students after learning was not higher than 70% at the statistical significance level .05. 3) The analytical ability of Grade 2 students after learning was statistically significantly higher at level .05.

The study found that the mean pre-school score was 9.94 and the standard deviation was 1.55. while after learning had the standard deviation was 15.48 and the standard deviation was 1.35. The average post-school score was higher when comparing the achievements of learning unit 1, chapter 2, who I am and thinking ability. Analysis of Grade 2 before and after history learning management combined with 5W1H techniques found that elementary school students 2 achievements of historical learning about who I am by managing historical learning with graphic layouts after learning were statistically significantly higher than pre- learning at .05 and comparing the achievements of Grade 2 after managing historical learning with 5W1H

techniques with 70% of the criteria, this finding found that second grade, achievements in history in Who am I by conducting historical learning combined with 5W1H techniques post-learning of students exceeded the 70% determined criteria at a statistical significance level of .05.

Keywords: Learning management model with 5W1H techniques, student analytical ability

Introduction

The analytical ability was a basic human skill that promoted success in work and life. Humans required the analytical ability to select for received good information by itself. Analytical ability was the pursuit of knowledge and created new experiences. It was the best way to solve human problems. The analytical ability was a skill that could be learned, practiced, practiced by asking questions, identified problems, stimulated thinking to find answers. Analytical was a kind of thinking in which could be classified and distinguish, stories and events to find information and divided into sub-sections according to the principle to obtain accurate and realistic conclusions (Sukhon Sinthapanon et al., 2008).

In addition, the role of the instructor has changed in teaching and learning in the 21st century. The instructors have to manage the environment, teaching media, and facilitate learners to learn. This environment was called Learning Community which a group of learners and instructors were motivated by the same ideas and requirement and joint carry out activities. Learning Community provided knowledge, desired skills and attitudes. Community activities were used for information sharing and deep learning about a particular subject (Benjawan Srimarut Chitrachanakul and Chatchayapha Khamphatham, 2020).

Therefore, the researcher was interested in developing a learning management model to improve the analytical ability of Grade 2 students in history about who I am with the 5W1H technique. This study aimed to develop a learning management model to improve analytical ability of Grade 2 students in history on Who Am I with the 5W1H technique and try out 5W1H questions techniques to analyze problem situations and provide information leading scope of the problem, and then compared the analytical abilities of Grade 2 students before and after learning.

Research question

Whether History teachers can develop a learning management model to enhance their ability of analytical ability of students in Grade 2 in history subject on Who am I with the 5W1H technique? How?

Objectives of the research

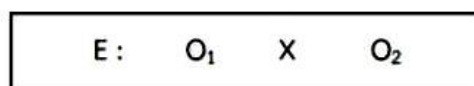
1. To develop a learning management model to enhance the analytical ability of students in elementary school, history of who I am with 5W1H
2. Try experiment with problem solving techniques and help information. The information that led to the setting of the problem was the use of question 5W1H
3. Comparison of analytical ability of Grade 2 students before and after learning

Research methodology

This research used this research protocol as a preliminary experimental research which the researcher conducted an experiment using a research plan was one group pretest-post-test design (Luenam, 2018) using a research plan as shown in Figure 1.

Figure 1

Research plan



Symbols used in research

- E represents the experimental group
- O₁ represents pre-test measurement
- X represents teaching with a historical method along with graphical diagrams
- O₂ represents post-test measurement

1. Target group

The population used in this research was 106 Grade 2 students of the Demonstration School of Suan Sunandha Rajabhat University

The sample group used in this research consists of 35 students at Grade 2 selecting by Cluster or Area random sampling.

2. Research tools

The research tool was a created questionnaire by the researcher to study the participation in the development of a learning management model to enhance the ability to

analytical ability of students in Grade 2 of history who I am with the 5W1H technique, divided into 4 parts, which has the steps to create and develop the machine as follows:

1) Creating a questionnaire to define the scope of the questionnaire content consisted of 4 parts:

Part 1 Basic Information of Respondents

Part 2 Opinion questionnaire on the development of a learning management model to enhance analytical ability of students in Grade 2 of history who I am with the 5W1H technique.

Part 3 Conditions of problems/obstacles encountered from learning management know to enhance the ability to analytical ability.

Part 4 Other issues

2) Set the topics

3) The questionnaire was verified to 3 experts to examine the appropriateness of the components of the learning management plan. The result found that the appropriateness of the learning management approach had an average of 4.90 meaning the most appropriate.

3. Data collection

The development of a learning management model enhanced the ability of analytical ability of students in grade 2 of history on who I am with the 5W1H technique.

The researcher has collected data following.

1) The researcher tested before learning with a history learning achievement test of learning unit 1 chapter 2 Who Am I of Grade 2 students at the Demonstration School of Suan Sunandha Rajabhat University amount 35 people students.

2) The researcher performed an experimental teaching with a history learning management plan in learning unit 1 chapter 2 Who Am I with 35 students of Grade 2 at the Demonstration School of Suan Sunandha Rajabhat University by the 5W1H technique.

3) The researcher tested after learning with a history learning achievement test of learning unit 1 chapter 2 Who Am I with Grade 2 students and the analytical ability test which was the original test.

4. Data analysis

The researcher analyzed the data using a statistical program as follows:

1. Comparison of learning achievements on unit 1, chapter 2, Who Am I, and the analytical ability of Grade 2 students before and after learning management using the historical method along with the 5W1H technique was investigated by using percentage, mean (\bar{x}) and standard deviation (S.D.).

2. Compare learning achievements on unit 1, chapter 2, Who Am I, and the analytical ability of Grade 2 students before and after history learning management along with the 5W1H technique was examined by the students' normal distribution using Kolmogorov-Smirnov test found that:

2.1 The pre-learning achievement score had a Sig value of .200 and post-learning had a value of .200 which was greater than the statistical significance at the .05 level. This result indicated that the main hypothesis was accepted. The data was therefore normally distributed. Thus, the t-test for dependent was used.

2.2 The analytical ability score before learning had a Sig value of .200, and post-learning was .071 which was greater than the statistical significance value at the .05 level. This result indicated that the main hypothesis was accepted. The data is therefore normally distributed. Thus, the t-test for dependent was used.

3. Comparison of learning achievements on unit 1, chapter 2, Who Am I, and the analytical ability of Grade 2 students after the historical learning management method combined with the 5W1H technique with the criterion of 70 % was examined by using t-test for one sample.

Research results

1. This research was performed by comparing the results of learning analytical ability of Grade 2 students before and after learning management using the historical method along with the 5W1H technique.

Table 1

Comparison of the results of learning analytical ability of Grade 2 students before and after learning management using the historical method along with the 5W1H technique.

Learning achievement	n	\bar{x}	S.D.	t	p
Pre-learning	35	9.94	1.55		
Post-learning	35	15.48	1.35	15.899	.000*

* Statistical significance level .05

From Table 1, the result showed that Grade 2 students had historical achievements on who am I by managing learning with a historical method in along with a graphical layout after learning was higher than pre- learning at statistical significance level at .05.

2. Comparison of the learning achievements of Grade 2 students after learning management using the historical method along with the 5W1H technique with the criteria of 70%.

Table 2

Comparison of the learning achievements of Grade 2 students after learning management using the historical method along with the 5W1H technique with the criteria of 70%.

	n	Full score	Score of 70%	\bar{x}	S.D.	t	p
Post-learning	35	20	14	15.49	1.35	67.441	.000

* Statistical significance level .05

From Table 2, the result showed that Grade 2 students had historical achievements on Who am I of learning management by using the historical method along with the 5W1H technique after learning exceeded the threshold of 70% at the statistical significance level of .05.

Discussion

The development of learning management model to enhance the analytical ability of Grade 2 students in history subject on who I am with the 5W1H technique was a learning management model that the content included providing many ways to find out about yourself and your family by asking from family members and finding from different evidence such as photographs, birth certificates, house registrations leading sequence various stories of yourself and family. It also facilitate remember of important stories. All family has own memorable story.

From the study of learning achievement, unit 1, chapter 2, who am I and the analytical ability of Grade 2 students before and after learning management using the historical method along with the 5W1H technique was found that the pre-learning mean was 9.94 and the standard deviation was 1.55, while the mean of post- learning was 15.48 and the standard deviation was 1.35. From the mean, it was found that students had higher scores after learning than pre-learning. The achievement comparison was performed in Unit 1, Chapter 2, Who Am I, and the analytical ability of Grade 2 students before and after learning by managing learning with a historical method along with a graphical layout was found that post-learning was higher than pre-learning with statistically significant at the .05 level. This finding in agreement with the research of Patcharin Rodsin (2020) that developed a learning management model for high school Thai teachers to enhance reading and analytical ability using metacognitive strategies combined with coaching. Their result found that scores of knowledge and understanding of learning management of Thai teachers after the learning experiment was higher than before the experiment. The pre-test and post-test scores were significantly different at the .05 level when compared with the t-test. The comparing of learning achievement of Grade 2 students after learning management with the historical method combined with the 5W1H technique with the criteria of 70% demonstrated that Grade 2 students had historical learning achievement on Who am I by using the historical method combined with the 5W1H technique after learning was higher than the 70% criterion at the statistical significance level of .05. This finding also related to the research of Sittipon (2011) that to develop a learning management model. Their result was found that the students' analytical ability score after learning was 76.49%, which was higher than the determined criteria of 70%, and the students were satisfied with learning using the learning management model emphasizing analytical ability in the overall science learning

subject group was at the highest level. This conformed with the study of Poolklai, S. (2021) Study Learning Style through Cloud Computing Technology in General Education Courses at Suan Sunandha Rajabhat. Research results found that the learning model through the Cloud Way System in the general education course at Suan Sunandha Rajabhat University consists of three components: 1) Situation analysis, 2) Online teaching activities on Google App for Education, 3) and Evaluation and revision. Results: The teaching and learning efficiency test E1/E2 is 82.87/83.75. It meets the criteria set. Last, the performance test result of students after studying is higher than before studying. This shows that students have progressed in their studies after using the Cloud Way learning model in the general education course at Suan Sunandha Rajabhat University.

Recommendations

1. Teachers have to play a role in asking questions during teaching to encourage students to be analytical ability and not only inform knowledge to learners.
2. There should be research to compare between learning management styles to enhance the ability of analytical ability of students in Grade 2 of history about who I am with the 5W1H technique and other formats to further develop teaching and learning.

Acknowledgement

This research owes its success to the contributions of many people. Most appreciations go to those experts for their advice and also to Suan Sunandha Rajabhat University for their valuing this research and funding support. Special thanks also go to participating teachers at Demonstration School of Suan Sunandha Rajabhat University for their questionnaire responses. Utilization of the current research results will be ensured.

References

- Poolklai, S. (2021). Study Learning Style through Cloud Computing Technology in General Education Courses at Suan Sunandha Rajabhat. *Suan Sunandha Academic & Research Review*. 15(1). 46-55.
- Benjawan Srimarut, Jitra Chanakul and Chatchayapha Wattanatham. (2020). The development of a project-based learning model. by building a learning community to enhance analytical skills of early childhood education students teacher training college Phranakhon Rajabhat University *Academic Journal of Eastern University of Management and Technology*. 17(2). 160-169.
- Patcharin Rodsin. (2020). The Development of a Learning Management Model for High School Thai Teachers to Enhance Reading and Analytical Skills with Metacognition Strategies with Coaching. *Journal of Graduate Studies and Social Sciences Uttaradit Rajabhat University* 10(2). 15-27.
- Sukon Sinthaphanon and others. (2008). *Teaching and learning innovation*. Bangkok : 9119 Printing techniques.
- Sittiphon Artin. (2011). Development of learning management model emphasizing analytical ability in science learning subjects. *KKU Research Journal* 16(1). 72-82.



Demonstration School of Suan Sunandha Rajabhat University

Developing a learning management model to enhance the analytical ability of Grade 2 students in the history of who I am using 5W1H techniques.

Praiporn Saengchan

Research question



Whether History teachers can develop a learning management model to enhance their ability of analytical ability of students in Grade 2 in history subject on Who am I with the 5W1H technique?
How?



Objectives of the research

1. To develop a learning management model to enhance the analytical ability of students in elementary school, history of who I am with 5W1H
2. Try experiment with problem solving techniques and help information. The information that led to the setting of the problem was the use of question 5W1H
3. Comparison of analytical ability of Grade 2 students before and after learning

Research methodology

1. Target group

The population used in this research was 106 Grade 2 students of the Demonstration School of Suan Sunandha Rajabhat University

The sample group used in this research consists of 35 students at Grade 2 selecting by Cluster or Area random sampling.

2. Research tools

The research tool was a created questionnaire by the researcher to study the participation in the development of a learning management model to enhance the ability to analytical ability of students in Grade 2 of history who I am with the 5W1H technique, divided into 4 parts

3. Data analysis

1. Comparison of learning achievements on unit 1, chapter 2, was investigated by using percentage, mean (\bar{X}) and standard deviation (S.D.).

2. Compare learning achievements on unit 1, chapter 2, The data was therefore normally distributed. Thus, the t-test for dependent was used.

3. Comparison of learning achievements on unit 1, chapter 2, with the criterion of 70 percent was examined by using t-test for one sample.

Research results

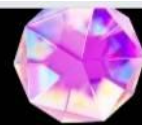


Table 1

Comparison of the results of learning analytical ability of Grade2 students before and after learning management using the historical method along with the 5W1H technique.

Learning achievement	n		S.D.	T	P
Pre-learning	35	9.94	1.55		
Post-learning	35	15.48	1.35	15.899	.000*

Research results



Table 2

Comparison of the learning achievements of Grade 2 students after learning management using the historical method along with the 5W1H technique with the criteria of 70 percent.

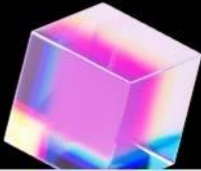
	n	Full score	Score of 70%		S.D.	t	p
Post-learning	35	20	14	15.49	1.35	67.441	.000

From Table 2, the result showed that Grade 2 students had historical achievements on Who am I of learning management by using the historical method along with the 5W1H technique after learning exceeded the threshold of 70 percent at the statistical significance level of .05.



Acknowledgments

This research owes its success to the contributions Suan Sunandha Rajabhat University for their valuing this research and funding support. Special thanks and thanks Demonstration School of Suan Sunandha Rajabhat University



Thank you





กองทุนพัฒนาบุคลากร
มหาวิทยาลัยราชภัฏสกลนคร
แบบสรุปผลการนำเสนอผลงานวิจัย

- ชื่อ - สกุล **นางสาว ไพรพร แสงจันทร์** ตำแหน่งทางวิชาการ **อาจารย์**
- เริ่มปฏิบัติงาน / เริ่มศึกษา **16 กรกฎาคม 2558** สังกัด/คณะ **โรงเรียนสาธิตมหาวิทยาลัยราชภัฏสกลนคร**
- ประเภทบุคลากร สายวิชาการ สายสนับสนุนวิชาการ ผู้ทรงคุณวุฒิ นักศึกษา
เบอร์โทรศัพท์ /มือถือ **061-293-2898**
- ขอสรุปการขอรับเงินสนับสนุนการนำเสนอผลงานวิจัย
ชื่อเรื่อง (ภาษาไทย) **การพัฒนารูปแบบการจัดการเรียนรู้เพื่อเสริมสร้างความสามารถในการคิดวิเคราะห์ ของนักเรียนชั้นประถมศึกษาปีที่ 2 สหวิทยาคาร เมืองสกลนคร จังหวัดสกลนคร สพป.ส**
(ภาษาอังกฤษ) **Developing a learning management model to enhance the analytical ability of Grade 2 students in the history of who I am using SWH techniques**
- ระหว่างวันที่ **20-22 มีนาคม 2566** รวม **-** เดือน **3** วัน
- สถานที่ **Darint Airport-Hotel Zurich, Switzerland**

สรุปสาระสำคัญ

การนำเสนอผลงานการวิจัย **The ICBS International Academic Multidiscipline Research Conference Zurich 2023 ณ ประเทศ สวิตเซอร์แลนด์** จังหวัด ได้เข้าร่วมนำเสนอผลงานการวิจัย ให้กับนักทรงคุณวุฒิ จากต่างประเทศ/โดยได้รับคำแนะนำงานวิจัย ของท่านได้ ให้มีประสิทธิภาพมากขึ้น ถือว่าเป็นส่วนหนึ่ง สันพันธ์โอกาสความก้าวหน้าทั้งโรงเรียนสาธิต และมหาวิทยาลัยราชภัฏสกลนคร ได้อนุญาตให้กันตัววิจัย





THE ICBTS 2023

International Academic Multidisciplinary Research Conference Zurich 2023

Zurich, Switzerland
20 - 22 March 2023

CERTIFICATE OF PRESENTATION

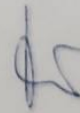
Handed to

Praiporn Saengchan

For outstanding research paper presentation

*Developing a learning management model to enhance the analytical ability
of 2nd graders in the history of who I am using 5W1H*

**Organized by ICBTS Conference Center & IJBTS International Journal of Business
Tourism & Apply Sciences at the Dorint Airport-Hotel Zürich, Switzerland**



Professor Dr. Kai Heuer
Academic Program Chair

