

The Development of Learning Achievement in Cooking Class by Using WEDPAC Teaching Model for Primary 6 Students of Demonstration School of Suan Sunandha Rajabhat University

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ABSTRACT

The development of the learning achievement on the cooking by using the WEDPAC teaching and learning management to organize the learning process for Prathom Suksa 6 students, Suan Sunandha Rajabhat University Demonstration School, to study the home economics on the cooking with the objectives 1. To measure the academic achievement in the home economics on the cooking of Prathom Suksa 6 students, Suan Sunandha Rajabhat University Demonstration School before and after learning management. 2. In order to measure the satisfaction of learning in the home economics on the cooking by using the WEDPAC teaching techniques in the teaching and learning management of Prathom Suksa 6 students, Semester 2, the academic year 2018, Suan Sunandha Rajabhat University Demonstration School by using a sample of all 3 classrooms, 78 students. Statistics used for data analysis were the Mean (\bar{x}), the Standard Deviation (S.D.), and the T-test for dependent sample statistics.

The research found that:

The development of the learning achievement on the cooking by using the WEDPAC teaching technique of Prathom Suksa 6 students, Suan Sunandha Rajabhat University Demonstration School, with the academic achievement before and after using the WEDPAC teaching technique learning management was equal to 3.96, and after learning was 8.47. When comparing before and after learning, it was found that the post-test scores of students were higher than before learning statistical significantly .05.

The results of the satisfaction evaluation form revealed that the opinions of students towards in the home economics on the cooking by using the WEDPAC teaching technique found that most of the students had the highest level of opinions, namely, understanding of cooking, contributing to participate in learning about cooking, gaining knowledge of food preservation and storage, able to flavor the food appropriately. The food color was beautiful. The creativity in food arrangement and cleanliness, the mean was 4.92, and the standard deviation was 0.27

Keywords: Academic achievement, WEDPAC teaching technique, Cooking, Prathom Suksa 6 Students, Suan Sunandha Rajabhat University Demonstration School

INTRODUCTION

Food is a 4 factor that is essential to life that is important, and more than that, if we get all 6 nutrients, protein, carbohydrates, fats, minerals, vitamins, and water, will help the body develop brain, skin, and the various systems of the body completely. Food selection and cooking are therefore important. The training becomes a skill requires to be learned. The implementation, trial, and error at every step to get effective results.

The Hands-on teaching with demonstrations is a teacher-centered teaching method but allows students to take part in practice. The step-by-step instruction that is appropriate for the course in which students must practice their own skills, such as subjects in Basic Occupation Work Group. (Tisna Khammanee, 2014, Page 19)

In the home economics of Prathom Suksa 6, according to course indicators specified skills that students must learn are problem-solving skills, work skills, and knowledge acquisition skills. Therefore, in order for these processes and skills to occur to students, the instructor has designed the work learning such as division of duties in group work, planning to select raw materials in work and cooking, researching data for use in group food design, including problem solving when working in a group, in order to build skills in various processes to operate and prepare food efficiently.

The instructor used the WEDPAC teaching techniques to organize the teaching and cooking process for students with the following teaching steps.

W - Warm up:	The preparation of the students.
E - Explain:	The explanation of stories learned.
D - Demonstration:	The cooking process demonstration.
P - Practice:	The process of cooking practices.
A - Assessment:	The cooking assessment.
C - Conclude:	Teachers and students together to conclude knowledge.

From the teaching process and teaching techniques mentioned, the instructor then conducts the research on the topic of the development of the learning achievement on cooking by using the WEDPAC teaching techniques of Prathom Suksa 6 students, Suan Sunandha Rajabhat University Demonstration School.

RESEARCH OBJECTIVES

1. To measure the academic achievement in the home economics on the cooking of Prathom Suksa 6 students, Suan Sunandha Rajabhat University Demonstration School before and after learning management.
2. To measure the satisfaction in the home economics on the cooking by using the WEDPAC teaching techniques for teaching and learning of Prathom Suksa 6 students in the second semester of the academic year 2018, Suan Sunandha Rajabhat University Demonstration School.

MATERIALS AND METHODS

1. Test before learning by using the achievement measure on the cooking and recording the results.
2. Bring 2 learning plans by using the WEDPAC technique, 2 hours with the sample group.
3. Test after learning by using the achievement measure on the cooking and recording the results.
4. Students conducted a questionnaire about the home economics satisfaction on the cooking by using the WEDPAC techniques and find statistics value.

RESULTS AND DISCUSSION

Students from Suan Sunandha Rajabhat University Demonstration School, Prathom Suksa 6 students, the second semester, the Academic Year 2018, amount 78 students.

Table 1: Measurement of the learning achievement by using the WEDPAC teaching techniques on the cooking of Prathom Suksa 6 students before and after learning management.

Descriptions	(n)	(\bar{x})	(S.D.)	t-test	Sig
Pretest	78	3.96	1.09		
Posttest	78	8.47	0.82	28.23	0.00

From Table 1: Measurement of the learning achievement by using the WEDPAC teaching on the cooking of Prathom Suksa 6 students before and after learning management before and after learning management was equal to 3.96, and after learning was 8.47. When comparing between the before and after learning, it found that the post-test scores of students were higher than before learning statistical significantly.05.

Table 2: The results of the satisfaction assessment form showed that the opinions of students towards the home economics by using the WEDPAC teaching techniques.

Assessment list	Analysis results
1. Students have an understanding of the learning about cooking by using the WED-PAC teaching techniques.	4.91
2. Students participate in the learning about cooking by using cooking by using the WED-PAC teaching techniques.	4.94
3. Students apply the various processes gained from learning about cooking by using cooking by using the WED-PAC teaching techniques.	4.86
4. Students benefit from the learning about cooking by using the WED-PAC teaching techniques.	4.96
5. Students are satisfied with the learning about cooking by using the WED-PAC teaching techniques.	4.92
Total average	4.92

From Table 2: The results of the satisfaction assessment form showed that the opinions of students towards the home economics in cooking by using the WEDPAC teaching techniques, found that the mean and standard deviation were as follows: Students were involved in learning about cooking, the mean was 4.92, and the standard deviation was 0.27.

CONCLUSION

From the research, it found that the measurement of the learning achievement by using the WEDPAC teaching on the cooking learning management of Prathom Suksa 6 students, before and after learning management was equal to 3.96 and after learning 8.47. When comparing between the before and after learning scores found that the exam scores after learning of students were higher than before learning statistical significantly.05. Such research was the result of using the WEDPAC teaching techniques.

W - Warm up: Preparing the learners by allowing the learners to learn their roles, duties, and learners must explore basic information of family members.

E - Explain: Explanation of the stories learned by preparing menus suitable for family members, choosing the right utensil, and cooking methods, techniques in the cooking of that type, etc.

D - Demonstration: Demonstration of the cooking process so that the learners will see the process correctly and clearly.

P - Practice: The process of cooking practice based on teacher demonstrations.

A - Assessment: The Assessment of cooking by allowing fellow members to taste the food to participate in the assessment.

C - Conclude: Teachers and students can conclude the knowledge and can also exchange ideas and learning.

Resulting the students had a post-learning score higher than pre-learning, from the WEDPAC teaching method, which focused on allowing students to practice in cooking, teachers gave scores by observing behaviors, expressing opinions of each learner while cooking, and concluded what they have learned, checked the work. In the WEDPAC teaching and learning management, students had to work on their own. To measure the results in order to obtain empirical data, the students' work in each group must be examined, in which the teacher has given each working condition, so that the learners Used as a problem in creating the work of their own group, the teacher, therefore, adhere to the criteria for checking 4 works which were cleanliness, taste, beauty, and creativity from the WEDPAC teaching that focused on allowing students to practice in that cooking.

As for the results of the satisfaction assessment, it could be seen that the opinions of the students towards the home economics in cooking by the WEDPAC teaching process, found that the mean and standard deviation were as follows: Students were engaged in learning about cooking, the mean was 4.92, the standard deviation was 0.27. It was found that the learners felt collective and own the learning process by themselves. Therefore, there was enthusiasm and new information to be used in a variety of challenging cooking and cooking operations. Measurement results that were different and diverse in measurement methods would have a positive effect on evaluation. Students who were different, like using the WEDPAC teaching process adheres to design principles with a focus on student differences, and emphasizes action because teachers believed that practical experience was more valuable than learning theory alone, including teaching procedures, techniques, methods, anecdotes, when combined the teaching process was perfect with the naturalness of learning. When wrapped in the expertise, and teaching experience of teachers, it became step by step of the WEDPA instruction, which could be used in further home economics and technology teaching hours.

Suggestion

- Able to apply the WEDPAC teaching techniques to teach the crafting.
- Able to integrate the WEDPAC teaching techniques with other courses that focus on demonstration and practice

ACKNOWLEDGEMENTS

I would like to express my sincere thanks to Suan Sunandha Rajabhat University for the invaluable help throughout this research. The Development of Learning Achievement in Cooking Class by Using WEDPAC Teaching Model for Primary 6 Students of Demonstration School of Suan Sunandha Rajabhat University was successful because of the supports, information, suggestions and opinions from many individuals.

The author would like to show the gratitude for Associate Professor Dr. Somkiat Korbuakaew Director of Demonstration School and revisions for all processes of this research study

The author would like to appreciate Sirimane Bangjong for the suggestions about the studying the academic achievements to the objectives and Ajarn Petchpanom Jitman all instructors in the Demonstration School of Suan Sunandha Rajabhat University who transferred their knowledge to the author.

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