



The Effect of Using Research - Based Learning Model in History Practicum in School Course

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The purposes of this research were: 1) to study the effect of using the research based learning model for forth-year of social studies students in History Practicum In School course, and 2) to study the students' satisfaction on research-based learning (RBL) in History Practicum In School Course. The Action Research activities was employed in the study. The research findings found that: 1) For the effect of using the research-based learning model for forth-year of social studies students in History Practicum in School course had two aspects: achievement and research skills. 2) For the students' satisfaction in research-based learning (RBL), in overall, it was in "High" level. Considering each aspect, found that the students' satisfaction in "Highest" level on the following aspects: Students have been clarified about the goals or objectives of the course. Students have many learning activities, from a variety of sources, both inside and outside the classroom. And from the comments found that most of them was satisfied that they had researched history in Laos.

Keywords: Research Based Learning, Social Studies, History Course

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INTRODUCTION

Faculty of Education, Khon Kaen University is an institute that cultivates professional teachers in a way that conforms with the education reform according to National Education Act B.E.1999 and Amendments B.E.2002 that focuses on cultivating new teachers of basic education via an undergraduate program (five-year program) of which objective is to elevate teaching standards and to certify teachers [Reform \(2002\)](#). Department of Social Studies, Faculty of Education promotes teacher preparatory learning for learners to improve their processing skills in the 21st century in compliance with Thailand 4.0 policy to create innovation, to acquire information through exploration, and to practice effectively and efficiently. Department of Social Studies focuses on Research-based Learning. In 234435 History Practicum in School Course, learners study historical research methodology, so that they can apply it to their own historical research. It is a Research-based Learning which allows learners to acquire new knowledge or reasonable answers in a scientific way. Learners learn to scientifically investigate new knowledge by finding, proving, experimenting, collecting, and analyzing data [Khammani \(2005\)](#). In this research, Research-based Learning approach was applied to the management of learning on purpose of investigating the result of learning management and learners' satisfaction. The Research-based learning was applied to fourth year Social Studies major students in 234435 History Practicum in School Course. It was expected that the Research-based Learning would be an active learning that drives the learning process into a knowledge-based economy effectively. It would also encourage students to improve their skills and learn from their direct experience in Thailand 4.0 era via doing a research, which is a lifetime instrument that lets students learn deeply and gain various learning skills according to the standards of Thailand's tertiary education.

[E \(2002\)](#) Defined a Research-based Learning as a research for Learning development which included a research into a learning process. [Khammani \(2005\)](#) defined a Research-based Instruction as a structured process of acquiring knowledge and a learning management in which students use a research process or result as an instrument or conduct a research themselves with teacher's assistance to learn various information. Research review may be supplemental to class's content deriving from the research result. In this study, Research-based Learning approach was extracted from concepts described by [Khammani \(2005\)](#), [Pateep \(2002\)](#), [Pithiyanuwat and Boonterm \(1997\)](#), [Namprama \(2014\)](#), [Punjana and AngkanaTungkasamit \(2017\)](#) to be suitable for students. It consists of five steps as follows.

Step 1 choosing a problem: the teacher utilizes videos, articles, and open-ended questions to stimulate problem identification.

Step 2 analyzing the problem: the teacher proposes a wide range of problems within the framework to students so that they can choose the one they would like to study.

Step 3 choosing research methodology: teachers introducing various research methodologies such as descriptive, exploratory, and historical etc.

Step 4 collecting and interpreting data: students use learning resources and technological media to explore and answer the questions systematically to what they are interested in.

Step 5 summarizing: students summarize the findings according to the research methodology and present it for evaluation.

Learning management based on a Research-based approach yields several benefits [Suwannavela \(2003\)](#).

First, it aims at gaining new knowledge both universally and specifically, which then constructs basic knowledge (basic research) or benefits in problem-solving and improvement (applied research). Talented and skillful people are cultivated through education. They can create new knowledge, solve their personal problems, and be more competitive both individually and nationally.

Second, conducting some research aids students to have certain characteristics such as thinking critically, being honest and open-minded, listening to others. In the end, students would be able to communicate or discuss in an academic setting.

Third, conducting some research helps students to manage their knowledge. It is a door to gaining knowledge. Students can get information from documents in the library and on the internet and digest it despite how much of it exists or how fast it changes. They can also evaluate the reliability and adjust it so that it can be simply used. These processes need research methodologies as an instrument.

Fourth, conducting a research is a tool to obtain empowerment. Students who know and can handle themselves and the surrounding suitably. During the research, researchers must think, do, and communicate systematically, using their knowledge so that they do not have to depend on anybody else.

METHOD

This research is a Classroom Action Research of which cycle involves planning, doing, observing, and reflecting [M. and Kemmis \(2013\)](#). Three cycles were run through, taking 21 hours. The target group was 34 fourth year Social Studies major students who enrolled on 234 435 History Practicum in School Course 2018. Three types of instrument used are as follows:

1. For conducting a research, three research-based learning teaching plans, making up 21 hours.
2. For reflecting the result, teacher's instructional behavior and student's learning behavior observation forms, and result evaluation form used in an interview.
3. For assessing, achievement test, research skills evaluation form, and satisfaction survey toward learning activities.

Data Collection

1) The author conducted a class with three historical research-based teaching plans, taking 21 hours totally.

2) During the class, data was collected using the instrument for reflecting to improve the teaching of each cycle.

3) After completing three cycles, the achievement test was given, research skills were evaluated, and students completed the satisfaction survey.

Data Analysis

Qualitative Data Analysis

Qualitative data obtained via reflecting instrument was analyzed and used to improve the learning and teaching management. Suggestions extracted from student's satisfaction survey were also analyzed.

Quantitative Data Analysis

Quantitative data was collected via evaluating instruments including the achievement test, research skills evaluation form, and satisfaction survey. To analyze achievement and research skills, statistics such as mean and percentage were carried out and compared with the designated standard, in which more than 70 percent of successful students and 70 percent satisfaction were required. Mean and Standard Deviation were employed to analyze student's satisfaction. The standards were designated as follows.

4.51 - 5.00 means most satisfied

3.51 - 4.50 means very satisfied

2.51 - 3.50 means satisfied

1.51 - 2.50 means rather satisfied

1.00 - 1.50 mean least satisfied

RESULT AND DISCUSSION

1. Application of Research-based Learning approach to learning management

According to **Figure 1**, the learning achievement, out of 34, more than 70% of the students, 31 (91.18%) to be exact, had more than 70% achievement with 40.29 scores out of 50 (80.59%). Research-based Learning usually involves giving information, content, process, and other skills according to a research process [5], so learners learn through a research process and achieve their goal, resulting in successful learning.

[Figure 1 about here.]

Regarding students research skills in **Figure 2**. Out of 34 students, more than 70% of the students, 31 (91.18%) to be exact, had more than 70% research skills with 25.53 scores out of 30 (85.10%). Research-based Learning encourages learners to conduct a research on the issues they are interested in, to solve the problems under the content limitation. Research-based Learning also allows learners to think and be rational in finding a solution to a problem that the learners choose to deal with. It combines interdisciplinary knowledge to the real-world situation [10], so it helps learners to sharpen research skills. This is consistent [11]'s research about Learning outcome in biology with research based in Mattayomsuksa IV found that

students have a high level of basic research skills in all skills. It demonstrates that research-based learning can improve student research skills.

[Figure 2 about here.]

2. Students' satisfaction with Research-based Learning from the survey is shown below.

[Table 1 about here.]

Table 1 shows that students's satisfaction toward Research-based Learning overall is rated as "very satisfied" ($x=4.43$ and $SD = 0.78$). Ranking from the most satisfactory items, the result suggested being informed of course objectives ($x=4.62$ and $SD = 0.60$) and accessing to various sources of information ($x=4.56$ and $SD = 0.61$). Students also expressed that they were satisfied with the research on Laos history that was carried out by planning, doing, reflecting, and improving on each cycle. They stated that the Research-based Learning was a more effective way for students to gain more knowledge than learning only the content. They believed that knowledge is in the air and students should continuously learn. Diligent learners usually enjoy learning and seek opportunities to learn. They are aware of the best way to learn and do their best in learning. They regularly raise issues leading to great thinking, learning, and analyzing, which conforms to the concept of conducting a research – searching for information and creating new knowledge [4]. This results in students' satisfaction toward Research-based Learning. This is consistent [7]. 's research about the effect of teaching on Thai Qualifications Framework for higher education (TQF) based on lesson study by using research based learning for first year of social study students In 234 110 teacher and E-sarn society that the study of students' satisfaction of first-year social students towards research based learning in "Teacher and E-sarn society: 234 110" that employed lesson study technique, showed that the overall satisfaction were given the highest mark (Mean= 4.88 S.D. = 0.33).

CONCLUSION

For the effect of using the research-based learning model for forth-year of social studies students in History Practicum In School course had two aspects: achievement and research skills. 1) the students' achievement through research-based learning (RBL), there were 31 students or 91.18% passing the specified criterion out of 34 students which was higher than the specified criterion 70%. In addition, the mean score was 40.29 points or 80.59% out of 50 points passing the specified criterion 70%. 2) the students' research skill through research-based learning (RBL), there were 31 students or 91.18% passing the specified criterion out of 34 students which was higher than the specified criterion 70%. In addition, the mean score was 25.53 points or 85.10% out of 30 points passing the specified criterion 70%.

For the students' satisfaction in research-based learning (RBL), in overall, it was in "High" level (the mean score was 4.43 the standard deviation was 0.78). Considering each aspect, found that the students' satisfaction in "Highest" level on the following aspects: Students have been clarified about the goals or objectives of the course. (the mean score was 4.62 the standard deviation was 0.60). Students have many learning activities, from a variety of sources, both inside and outside the classroom. (the mean score was 4.56 the standard deviation was 0.61). And from the comments found that most of them was satisfied that they had researched history in Laos.

Although It was classroom action research but It is beneficial for the development of social studies teachers to develop

future learners. Undeniably research-based learning where literacy is acquired from direct experience when conducting research will equip learners with lifelong learning tools that help them to possess the profound and meaningful learning.

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Conflict of Interest Statement: The author declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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TABLE 1 | Students' Satisfaction Toward Research-based Learning

| Items | x | S.D. | Interpretation |
|---|------|------|----------------|
| Choosing a problem 1. 1. | 4.62 | 0.60 | Most satisfied |
| 1. 2. | 4.32 | 0.56 | Very satisfied |
| 1. 3. | 4.42 | 0.56 | Very satisfied |
| Analyzing problem 1. 4. | 4.52 | 0.56 | Most satisfied |
| 1. 5. | 4.52 | 0.61 | Most satisfied |
| Choosing research methodology 1. 6. | 4.25 | 0.86 | Very satisfied |
| 1. 7. | 4.34 | 0.85 | Very satisfied |
| Collecting and interpreting data 1. 8. | 4.56 | 0.61 | Most satisfied |
| Summarizing 1. 9. | 4.52 | 0.61 | Most satisfied |
| 1. 10. | 4.32 | 0.88 | Very satisfied |
| Total mean | 4.43 | 0.78 | Very satisfied |

LIST OF FIGURES

- 1 The achievement of percentage, number of students passing the criterion, and percentage of average score 16
- 2 The research skill of percentage, number of students passing the criterion, and percentage of average score 17

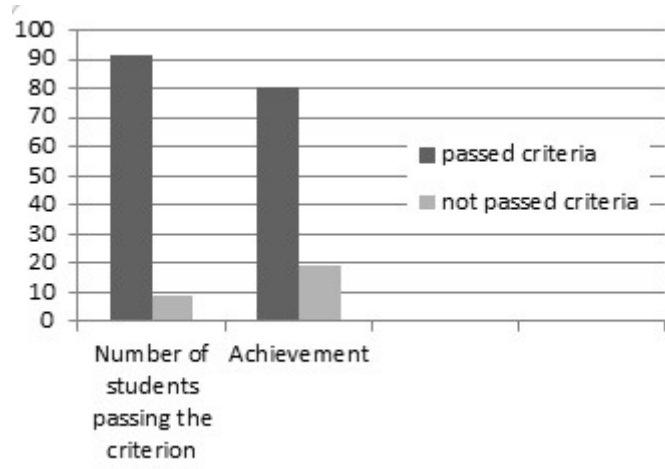


FIGURE 1 | The achievement of percentage, number of students passing the criterion, and percentage of average score

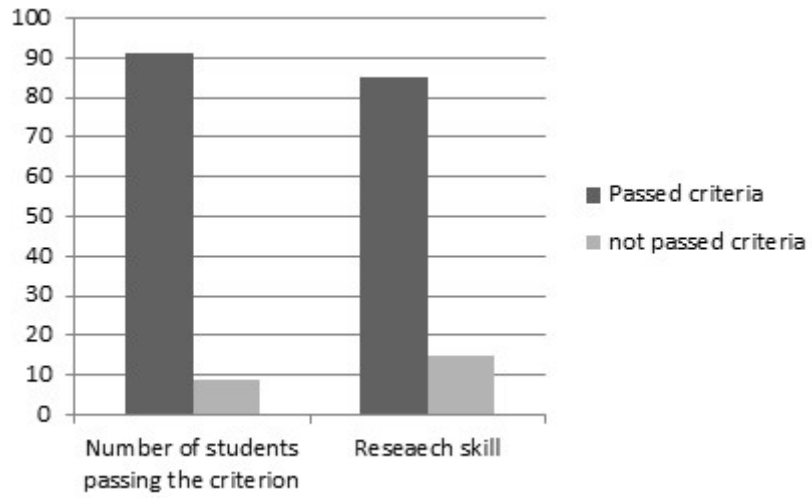


FIGURE 2 | The research skill of percentage, number of students passing the criterion, and percentage of average score