Self-Learning Activity Package Promoting Life Skills in Communication Arts Careers for Undergraduate Students at Suan Dusit University

Suttama Sangwichien* & Maturos Chongchaikit

Faculty of Education, Kasetsart University, Bangkok, 10220 Thailand

Article info

Abstract

This research had the objectives to (1) determine the essential life skills for communication arts careers; (2) develop the self-learning activity package promoting life skills for communication arts careers; (3) study the usage results of the self-learning activity package. The sample used in this research were 24 lecturers and 40 students in Communication Arts Program at Suan Dusit University. The research tools were google form and website for used distributing the whole set of activities and research tools for experts and students, questionnaire of essential life skills for the instructors'opinion, assessment form and questionnaire for the experts'opinion, self-assessment after trying the activity package for students, and satisfaction questionnaire for students. The data were analyzed, using frequency, percentage, S.D. and descriptive writing. The research results showed that (1) The essential life skills determined for communication arts careers were the 3 sets of activity package consist; communication skill, interpersonal relationship skill and making contribution, and critical thinking skill and making decision, consisting of 11 competences, 31 indicators, 10 units and 13 activity plans with, in total, 35 group and individual activities, including the self-tests for during and after the usage of activity package; (2) the evaluation results of the experts was at the highest level, both for the consistency of the activity sets with the life skills and the website design; (3) the usage result of the activity sets demonstrated the ability of students to fully work, with the results of passing the 60% criteria in the second round, which were 72.5% (29 people), 77.5% (31 people) and 57.5% (23 people) for sets 1-3, respectively; (4) the students were satisfied with the content - utility and presentation style at the moderate level, respectively at 3.41 and 3.25.

Introduction

Nowadays, globalization has caused changes in economy, politics, society and culture in different forms and aspects. As a result of the advancement in information and communication technology, which makes communication to be fast and limitless, the influx of Western culture had transforms Thai society from a simple, peaceful with generosity to a consumer society that is highly competitive, where people both live without kindness and take advantage, regardless of

* Corresponding Author
e-mail: Suttama.s@hotmail.com

morality and ethics. These things will affect the youth and students, changing them in terms of lifestyle, education, physical and mental dimensions as well as their future work. (Jeerungsuwan & Thaweesaksri, 2012; Baliphat & Chaiwan, 2016; Mudlam, Seree, Apinanthavej, & Yongyuan, 2018)

The idea of developing a person to have life skills then occurred in order to develop learners to have "the ability to adapt and behave in the right direction in order to face effectively various challenges that occur in everyday life" (WHO,1997); "Competences, consisting of knowledge, attitude and skills in dealing with the problems in current society and preparing for adjustment" (Department of Mental Health, 1997), and "the ability of individuals to deal with various problems in their current society and prepare for adjustment in the future" OBEC (2011), WHO (1997), UNICEF (2012), UNESCO (2001), as well as various organizations, have established the core life skills that are important to life, causing humans to encounter different situations in daily life, be able to adapt and behave in the right direction when faced with pressure or the impact of various environmental conditions around them. Considered as important tools in the development of children and youth, life skills therefore refer to the basic abilities of an individual to adapt and choose a suitable life path to face the problems surrounding in current society, including be effectively prepared for the future by the transferring of experiences through training. Students in the communication arts program are those who are required to pursue a career in journalism such as radio broadcasting, radio and television, newspapers, advertising and public relations, which are like an important medium of communication to public, having a great influence on the development of society, economy, politics and government.

If a journalist or a communicator is socially responsible by presenting information, criticizing or commenting creatively on the basis of facts and the role of being a mass media, it will benefit the development of the country in various ways. On the other hand, if the mass communication or communication media do not have social responsibility or do not have morality and ethics in performing their duties by seeing personal benefits better than the common good, the nation may not develop. There will be chaos and conflicts in society as we see from the news every day. Therefore, to enable graduates to meet the needs of entrepreneurs in the labor market and society, as well as being in line with the changing economic and social dynamics, the programs or the faculties should therefore prepare students, especially in the development of life skills, before going out into the labor market or into the real professional world through the activities of student development by integrating in the teaching and learning process of internship preparation courses or in the short-term training which is in line with the Student Development Guidelines under the 2nd Higher Education Long Term Plan (2008-2022). Promoting the development of life skills while providing academic knowledge is also conforming to the higher quality standards for graduates, that higher education graduates must have knowledge, morality, ethics, ability to learn and to develop themselves, being able to apply knowledge to live happily in society, both physically and mentally and have the awareness and responsibility as country citizens and world citizens. (Office of the Higher Education Commission, 2010)

With awareness of the importance of life skills in communication arts careers, coupled with the research results of Surasit Naksamrit (2018), which found that the curriculum for developing students' life skills in the Campus of Rattanakosin Rajabhat College University has the most benefits and meets the needs of students. Together with the research of Sakuldilok (2017) that revealed the characteristics of new media for quickly creating a wide social network, with a distinct advantage in change when combined with some characteristics of globalization, it can easily stimulate public participation and eliminate complexity and resources waste. According to the mission of the Bachelor of Communication Arts program at Suan Dusit University, aim to on develop the learners with 21st century learning skills and enhancing life-long learning in order to support the needs of labor market and society. The researcher was therefore interested in developing a set of self-learning activity package to promote life skills in communication arts careers for the undergraduate students in communication arts program, Suan Dusit University, in accordance with the needs of lecturers in the program and the entrepreneurs in labor market, which will not only result in students being ready in life skills before the internship, but also may help the graduated students who already entered professional world to have self-learning media which can be used to learn to adapt and live continuously and sustainably in the professional world with quality and value both for themselves and for the society as a whole.

Objectives

1. To determine the essential life skills for communication arts careers.

2. To develop the self-learning activity package promoting life skills in communication arts careers for undergraduate students at Suan Dusit University

3. To study the usage results of self-learning activity package promoting life skills in communication arts careers for undergraduate students at Suan Dusit University.
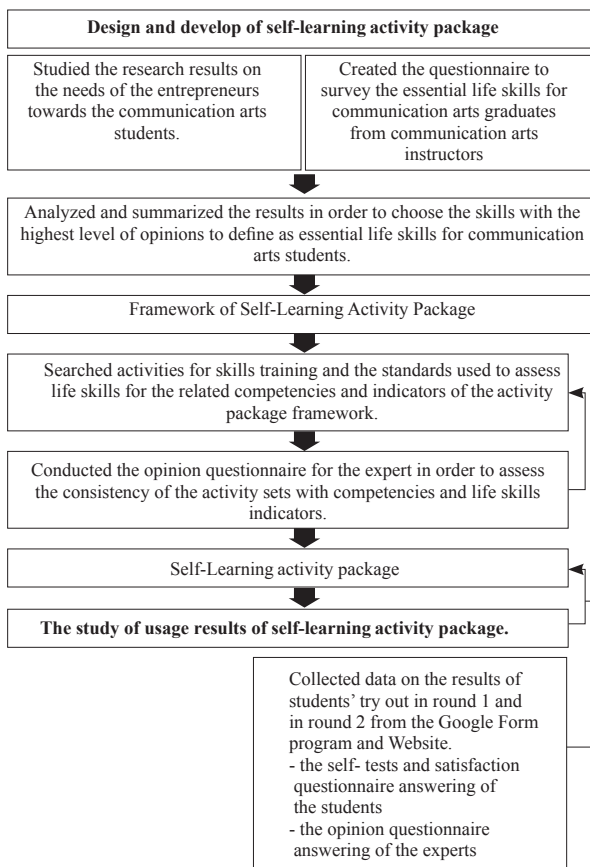
Conceptual framework

Design and develop of self-learning activity package

| Studied the research results on the needs of the entrepreneurs towards the communication arts students. | Created the questionnaire to survey the essential life skills for communication arts graduates from communication arts instructors |

Analyzed and summarized the results in order to choose the skills with the highest level of opinions to define as essential life skills for communication arts students.

Framework of Self-Learning Activity Package

Searched activities for skills training and the standards used to assess life skills for the related competencies and indicators of the activity package framework.

Conducted the opinion questionnaire for the expert in order to assess the consistency of the activity sets with competencies and life skills indicators.

Self-Learning activity package

The study of usage results of self-learning activity package.

Collected data on the results of students' try out in round 1 and in round 2 from the Google Form program and Website.
- the self- tests and satisfaction questionnaire answering of the students
- the opinion questionnaire answering of the experts

Figure 1 Conceptual framework

Research methodology

1. Population and sample

The population is the instructors and the undergraduate students in communication arts program, Faculty of Management Science, Suan Dusit University.

The sample were divided into 3 groups as follows.

(1) 20 instructors in communication arts program which were selected, using purposive sampling, from 4 major branches in communication arts, consisting of radio and television, journalism, public relations and advertising, 5 persons per field, to be used to survey opinions on the essential life skills for students in communication arts.

(2) 4 instructors in communication arts program which were selected, using purposive sampling, from 4 major branches in communication arts, including radio and television, journalism, public relations, and advertising, 1 person per branch, to be used to assess the quality of self-learning activity package promoting life skills in communication arts careers.

(3) 40 undergraduate students in communication arts program which were selected, using simple random sampling from the students studying in the third year of the academic year 2019 in 4 main fields of communication arts, including radio and television, journalism, public relations and advertising, 10 persons per branch, for trying out the self-learning activity package promoting life skills in communication arts careers.

2. Research instrument
Research tools

(1) Documents, textbooks, journals, and websites related research articles for learning resources, life skills, and skills training activities

(2) Google form and presentation website for self-learning activity package

(3) Questionnaire of essential life skills for the instructors' opinion

(4) Assessment form and questionnaire for the experts' opinion

(5) Self-assessment after trying the activity package for students

(6) Satisfaction questionnaire for students

Research procedure

Step 1: Design and develop of Self-Learning Activity Package

(1) The researcher studied the research results on the needs of the entrepreneurs towards the communication arts students. "Trends in Communication Arts Curriculum Development for Job Market in Mass Communication Industry in Thailand" (Amornrat, Wannara, Saksit, Suwaluk, Chintana, Kajitkwan, Gritsanaporn, Sirima, Phuchit, Rarinthorn, Choosana, & Woraphat, 2019) and created the questionnaire to survey the essential life skills for communication arts graduates from a sample group of 20 communication arts instructors

by using the top 10 core life skills according to WHO (1997). The researcher collected data from the sample group, analyzed and summarized the results in order to choose the skills with the highest level of opinions to define as essential life skills for communication arts students. They will be used in the design of activity package framework and for the further development of self-learning activities promoting life skills in communication arts careers.

(2) The researcher searched for information about life skills, activities for skills training at higher education level and the standards used to assess life skills from primary sources such as WHO (World Health Organization), UNICEF (United Nations International Children Emergency Fund) and other organizations, namely GEII: Global Education Innovation Initiative, Harvard Graduate School of Education for the related competencies and indicators of the Activity Package Framework. The 3 sets of life skills for self-directed learning activity package were developed, consisting of competencies, indicators, learning units, objectives, activity plans, and self-assessments.

(3) The researcher searched for the examples of life skills activities from the sources of knowledge on the internet according to the objectives set in each unit. They were collected for designing life skills practices using the content from 4 main branches of communication arts, namely radio broadcasting & Radio-Television, Journalism, Public Relations and Advertising. The skill training activity plans were created, consisting of group and individual activities, media, learning resources, self-assessment activities with guidelines for answering questions and a user manual.

(4) The researcher conducted the opinion questionnaire for the expert in order to assess the consistency of the activity sets with competencies and life skills indicators. The researcher collected data from all experts by sending an electronic letter to explain the information with the attached documents on activity package framework, the activity sets and the user manual. The appointment was made for data collection, They were brought back to be improved as being suggested until completely done.

Step 2: The study of usage results of Self-Learning Activity Package.

The researcher selected the samples of undergraduate students, currently studying in Year three of the academic year 2019 in communication arts program, consisting of 40 students from 4 major branches of communication arts, 10 persons per branch, using Simple Random Sampling, lottery method for trying out the activity sets in the first round and the second round as follows.

First round of try out

The researcher asked the students to try out the self-learning activity package through the Google Form program by sending email to students explaining how to try the activity sets and the deadline for data collection, including attaching links to activity sets and user guides on Google Form, by submitting an appointment within 4 weeks. When the time limit is reached, the researchers collected data on the activities and self-evaluation of the students to summarize and improve the activity sets the second round try out.

Second round of try out

The researcher improved the activity package and created a website to present the activity package with self- tests after using the activity set and the satisfaction questionnaire, including conducting opinion questionnaire on the website design for the experts. The researcher asked the students in sample group to try out the activity sets through the website individually in the second round by doing the test after using and answering the satisfaction questionnaire. The appointment to collect all the data was within 4 weeks. When due, the researchers collected the data to analyze, summarize and prepare the research reports.

3. Data collection

In step 1, the researcher collected data by herself from searching, collecting documents, knowledge sources and research, including sample interviews and the coordination with experts. The data were summarized and completely improved after that by the researcher.

In step 2, the researcher also collected data on the results of students' try out in round 1 and in round 2 by herself. They were the self- tests and satisfaction questionnaire answering of the students, and the opinion questionnaire answering of the experts collected from the Google Form program and website.

4. Data analysis

The researcher analyzed the data in both steps by using frequency, data distribution, percentage, mean, standard deviation, and descriptive writing.

Results

Step 1: Design and develop of Self-Learning Activity Package

1.1 The 3 sets of Self-Learning Activity Package

promoting life skills in communication arts careers for undergraduate students at Suan Dusit University were developed, composed of the activity package framework consisting of 11 competencies, 31 indicators, 10 learning units, 13 activity plans, along with a manual and self-assessment form during and after the trial. They were all created in electronic forms using Google Form program for the results studying of try out in step 2

Self-learning Activity Package Set 1: Communication Skills, consists of 2 competencies, 4 indicators, 2 learning units, 4 activity plans, 4 core activities, and 7 sub-activities, in groups, and individually.

Self-Learning Activity Package Set 2: interpersonal Relationship Skills and Making Contribution, consists of 4 competencies, 4 indicators, 3 learning units, 4 activity plans, 5core activities, and 8 sub-activities, in pairs, in groups, and individually.

Self-Learning Activity Package Set 3: Critical Thinking Skills and Making Decision, consists of 5 competencies, 15 indicators, 5 learning units, 5 activity plans, 8 core activities, and 20 sub-activities, in groups, and individually.

1.2 The 3 sets of self-learning activity package promoting life skills in communication arts careers were evaluated by the conformity of the experts on the consistency of activity package sets with competencies and life skills indicators at the highest level of agreement as shown in the summary table 1

Table1 Level of agreement on the consistency of activity package sets with the life skills

Evaluating lists	Opinion of Experts				Value IOC	Conclusion
	Person 1	Person 2	Person 3	Person 4		
1st package: Communication Skills						
Activity 1.1.1 and 1.1.2 consistency with competencies and life skills indicators: expression of thoughts, emotions, and motives	-1	1	1	1	0.75	agreement
Activity 1.2.1 and 1.2.2 consistency with competencies and life skills indicators: Assertiveness	1	1	1	1	1.00	agreement
2nd package: Intrapersonal Relationship Skills and Making contribution						
Activity 2.1.1 consistency with competencies and life skills indicators: social responsibility & cooperativeness	-1	1	1	1	0.75	agreement

Table1 (Continued)

Evaluating lists	Opinion of Experts				Value IOC	Conclusion
	Person 1	Person 2	Person 3	Person 4		
Activity 2.2.1 consistency with competencies and life skills indicators: empathy - respects and appreciates others	1	1	1	1	1.00	agreement
Activity 2.3.1 consistency with competencies and life skills indicators: establishing and maintaining relationships	1	1	1	1	1.00	agreement
3rd package: Critical Thinking Skills and Making Decision						
Activity 3.1 consistency with competencies and life skills indicators: self-reflection	1	1	1	1	1.00	agreement
Activity 3.2 consistency with competencies and life skills indicators: autonomy	1	1	1	1	1.00	agreement
Activity 3.3 consistency with competencies and life skills indicators: flexible and creative thinking	-1	1	1	1	0.75	agreement
Activity 3.4 consistency with competencies and life skills indicators: problem-solving	-1	1	1	1	0.75	agreement
Activity 3.5 consistency with competencies and life skills indicators: making decision	-1	1	1	1	0.75	agreement

Step 2: The Study of Usage Results of Self-Learning Activity Package.

2.1 The usage result of 3 sets of self-learning activity package promoting life skills in communication arts careers through Google Form by students.

Self-Learning Activity Package Set 1: Communication Skills consisting of 4 main activities and 7 sub-activities. The results showed that the students had the intention to learn, understood work and had the responsibility to complete the set of activities, both in group and individually. In the beginning, there were a few problems for submitting work through the Google Form program.

Self-Learning Activity Package Set 2: Intrapersonal Relationship Skills and Making

Contribution consisting of 4 main activities and 8 sub-activities. The results showed that students were responsible for completing all activity sets for both the activities in group and individually. They had a better understanding of activity work and learned to understand social and environmental problems.

Self-Learning Activity Package Set 3: Critical Thinking Skills and Making Decision consisting of 8 main activities and 20 sub-activities. The results showed that students spent more time in this 3rd activity set than the others because of activity amount as much as 20 sub-activities which were both the advanced analytical skills and the process skills to use together in doing the project type activities. Students therefore had a lot of questions to ask as well as for advice, which must be done online only.

2.2 The result of self-evaluation during and after the try out The usage result showed that:

2.2.1 For the self-evaluation during the try out via Google Form, only 21 students can pass the criteria 60%, equivalent to 52.5 % of students for the activity package Set 1 Communication Skills.

2.2.2 For the self-evaluation after the try out via Website, students can pass the criteria 60% for every set of activity package, 77.5 % (31) for Set2, 72.5% (29) for Set1 and 57.50% (23) for Set 3, as shown in the summary table 2.

Table 2 The result of self-evaluation during and after the tryout of activity package sets by 40 students.

List of the Activity Package Sets	Amount of Students		Mean	Standard deviation
	Pass (60-100%)	Fail (0-50%)		
1st evaluation during the try out of activity package sets				
1st package Communication Skills	21 (52.5)	19 (47.5)	2.330	1.270
2nd package Intrapersonal relationship skills and making contribution	6 (15.00)	34 (85.00)	4.030	1.440
3rd package Critical Thinking Skills and Making Decision	13 (32.5)	27 (67.5)	2.150	.860
2nd evaluation after the try out of activity package sets				
1st package Communication Skills	29 (72.50)	11 (27.50)	2.975	.920
2nd package Intrapersonal relationship skills and making contribution	31 (77.50)	9 (22.5)	6.475	1.520
3rd package Critical Thinking Skills and Making Decision	23 (57.50)	17 (42.50)	2.675	.730

2.3 The level of the expert opinions and the satisfaction of the students for websites and self-learning activity packages

2.3.1 The 4 experts in communication arts were agreed as a whole for the website design presenting self-learning activity package at the highest level, representing an average of 4.55, as shown in the summary table 3

Table 3 The level of the expert opinions for the website design presenting self-learning activity package

Evaluating lists	Amount of Experts (n = 4)		
	Mean	Standard deviation	Opinion level
Homepage			
1. Content and knowledge related with the activity goal	4.75	.500	Highest
2. Suitable and relatable learning resources	4.75	.500	Highest
3. Life skills for communication arts careers supporting learning activity	4.75	.500	Highest
4. Complete learning arrangement both learning and evaluation	4.50	1.00	Highest
5. Additional data provided	4.50	1.00	Highest
About			
1. Content and knowledge related with the activity goal	4.75	.500	Highest
2. Suitable and relatable learning resources	4.50	1.00	Highest
3. Life skills for communication arts careers supporting learning activity	4.50	1.00	Highest
4. Complete learning arrangement both learning and evaluation	4.50	1.00	Highest
5. Additional data provided	4.75	.500	Highest
Skill Packages & Manuals			
1. Content and knowledge related with the activity goal	4.75	.500	Highest
2. Suitable and relatable learning resources	4.50	1.00	Highest
3. Life skills for communication arts careers supporting learning activity	4.75	.500	Highest
4. Complete learning arrangement both learning and evaluation	4.50	1.00	Highest
5. Additional data provided	4.75	.500	Highest
Questionnaire & Tests			
1. Content and knowledge related with the activity goal	4.50	1.00	Highest
2. Suitable and relatable learning resources	4.25	.957	High
3. Life skills for communication arts car supporting learning activity	4.50	1.00	Highest
4. Complete learning arrangement both learning and evaluation	4.50	1.00	Highest
5. Additional data provided	4.25	.957	High
Main menu -Additional INFOS			
1. Content and knowledge related with the activity goal	4.75	.500	Highest
2. Suitable and relatable learning resources	4.50	.577	Highest
3. Life skills for communication arts careers supporting learning activity	4.75	.500	Highest

Table 3 (Continue)

Evaluating lists	Amount of Experts (n = 4)		
	Mean	Standard deviation	Opinion level
4. Complete learning arrangement both learning and evaluation	4.75	.500	Highest
5. Additional data provided	4.50	.577	Highest
Presentation model			
1. Content and knowledge related with the activity goal	4.25	.500	High
2. Suitable and relatable learning resources	4.50	.577	Highest
3. Life skills for communication arts careers supporting learning activity	4.75	.500	Highest
4. Complete learning arrangement both learning and evaluation	4.25	.500	High
5. Additional data provided	4.00	.000	High
Total	**4.55**	**.270**	**Highest**

2.3.2 The students in sample group were satisfied with the websites and the self-learning activity package promoting life skills in terms of content-utility and presentation style at moderate level with the average of 3.41 and 3.25 respectively, as shown in the summary table 4.

Table 4 The level of the students' satisfaction for the website and self-learning activity package promoting life skills in communication arts careers.

Evaluating lists	Amount of Students (n = 40)		
	Mean	Standard deviation	Level of Satisfaction
Content and utility			
1. Suitable content	3.41	.500	Moderate
2. Modern and interesting content	3.25	.500	Moderate
3. Content was in category easy to find	3.25	.500	Moderate
4. Content stimulated the life skills learning	3.50	.577	High
5. Clear citation of data sources	3.50	.577	High
6. Various learning resources suitable for self-learning	3.25	.988	Moderate
7. Interesting and useful activity package	3.25	.500	Moderate
8. More options for self-learning arrangement.	3.25	.500	Moderate
9. Support additional knowledge finding from internet	3.50	.577	High
10. A source of knowledge applying modern technology to improve life skills at any time as required.	4.00	.816	High
Overall	**3.41**	**.166**	**Moderate**
Presentation			
1. Website was modern and interesting	3.50	.577	High
2. Size and font of the letter was easy to read.	3.50	.577	High
3. Suitable and colorful pictures	3.25	.500	Moderate
4. Accurate, clear and easy to understand language.	3.25	.957	Moderate
5. Easy, not complicated menu.	3.00	.816	Moderate
6. Channel for suggestion and recommendation	3.50	.577	High
7. Convenient and rapid access to the required information.	3.25	.500	Moderate
8. Convenient and accurate link to other parts	3.25	.500	Moderate
9. Interesting presentation style	3.00	.816	Moderate
10. Satisfaction with the overall presentation style	3.00	.816	Moderate
Overall	**3.25**	**.169**	**Moderate**

Discussion

Issue 1 Determining the essential life skills for communication arts students and creating the framework of self-learning activity package promoting life skills in communication arts careers.

The determining of the essential life skills for communication arts careers and the development of framework for self-learning activity package promoting life skills in communication arts careers in which the researcher had combined different methods from (1) Conducting research and surveying the opinions on essential life skills for undergraduate from the instructors in communication arts program at Suan Dusit University, using 10 core life skills according to WHO concept (1997), including the findings from the research on essential characteristics and skills of graduate in communication arts the entrepreneurs need (Amornrat, Wannara, Saksit, Suwaluk, Chintana, Kajitkwan, Gritsanaporn, Sirima, Phuchit, Rarinthorn, Choosana, & Woraphat, 2019) to (2) Searching for life skills grouping and evaluation standards from key organizations such as UNICEF (2012), UNESCO (2001) and GEII: Global Education Innovation Initiative (2020). As a result, the successful creation in 3 sets of self-learning activity package promoting life skills in communication arts careers, using the competencies and indicators as the base of learning units and activity plans design, along with the searching for sample activities from knowledge sources on the internet, to combine with the content of communication arts in 4 main areas, namely radio and television, journalism, public relations and advertising. The success was proved by the evaluation results of the experts who agreed at the highest level with the consistency between the 3 sets of self-learning activity package and the life skills indicators and competencies.

Issue 2 The trying out success of self - learning activity package promoting life skills in communication arts careers and the satisfaction level of students in sample group.

From the usage results of self-learning activity package in the first round by students in sample group that showed students' success in completing all of the activities in 3 sets, totaling 16 main activities and 35 sub-activities in groups, in pairs and individually, but there are only 21 students who passed 60% criteria for self-evaluation, equivalent to 52.5 % of all students and for the only activity package 1 communication skills. All this causing the researcher to proceed with the improvement of the activity manual in order to have both

Self-Learning Activity Package Promoting Life Skills in Communication Arts Careers for Undergraduate Students at Suan Dusit University

Sangwichien & Chongchaikit

methods for answering, answers and work samples of all activities, including a step-by-step guide for students to understand more clearly how to use the activity sets through the website and the Google Form program. As a result, in the second round, there are more students who are able to complete the self-assessment through the 60 % criteria and complete all 3 sets of activities, which are 29 people in the 1st set, 31 people in the 2nd set and 23 people in the 3rd set, representing 72.5 %, 77.50 %, and 57.5 % respectively. However, the number of students who have achieved self-assessment is not large enough can be explained by the time factor that needs to be sufficient for the skill training according to individual ability. There are other components of self-learning that should be used, such as regular training for a long time, assistance and counseling systems both individually and in groups according to activity design. The most important thing that is indispensable is the self-learners who still have to develop and form a self-directed learning style. (SDI) as the concept of "3 NO, does not block the self-learning" mentioned by educators and SDL experts about the self-directed learning that will benefit all students by trying to define oneself in three positive mindset concepts, including motivation, ability, and self-classification as stated on The Potential website here below:

> … How can the idea of self-directed learning benefit all students? If we identify the roadblocks to lifelong learning, we see it boils down to mindset. Essentially there are 3 deconstructive mindsets that prevent self-directed learning: Motivation: I'm not self-motivated enough; Ability: **I'm not smart/talented enough; Type: I'm not that type of person ...**

(Centre for Teaching Excellence, University of Waterloo, 2020; Knowles, 1986; Hammond & Collins, 1991; Simpson, 2000; Kim, Olfman, Ryan, & Eryilmaz, 2014). And for the satisfaction of students toward the website and the activity package at a moderate level in terms of content-utility and presentation style which is different from the opinions of the experts for website design that are at the highest level. The researcher asked and got conclusion from students that the idea of liking and familiarity with presentations of online social media.

Suggestion

Communication arts students, instructors, and general users can contact and request the use of self-learning activity package to apply for self-development and learning management by having to study the information from the user manual in details, as well as to prepare the equipment and technology for effective use. Instructors should use a place with internet access devices to facilitate online teaching and plan to collect student work data on their Google Drive storage. For the next research, try to dig up self-learning activities promoting life skills with a greater number of communication arts students in sample groups to apply the results in improving the activity sets for undergraduate students of the communication program of all universities continue

References

Amonrat, R., Wannara, R., Saksit, R., Suwaluk, H., Chintana, T., Kajitkwan, K., Gritsanaporn, P., Sirima, K., Phuchit, P., Rarinthorn, V., Choosana, C., & Woraphat, C. (2019). Trends in the development of communication arts curriculum heading to the communication labor market in Thailand. *Suan Dusit Graduate School Academic journal*, *15*(3), 205-216.

Baliphat, S., & Chaiwan, A. (2016). Relationships Among R&D Expenditures, ICT Investment and Economic Growth of Thailand. *CMU Journal ECON*, *20*(2),41-53.

Centre for Teaching Excellence, University of Waterloo (2020). *Self-Directed Learning: A Four-Step Process.* Retrieved January 2, 2020, from https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/tips-students/self-directed-learning/self-directed-learning-four-step-process

Department of Mental Health. (1997). *Handbook for Life Skills Administrators in Schools* (2nd ed.). Nonthaburi: Department of Mental Health.

Global Education Innovation Initiative. (2020).*What is 21st century Education?*. Retrieved January 2, 2020, from https://globaled.gse.harvard.edu/21st-century-education-action

Hammond, M., & Collins, R. (1991). *Self-directed learning: Critical practice.* London: Kogan Page Limited.

Jeerungsuwan, N., & Thaweesaksri, K. (2012). The Impact Analysis of Information and Communication Technology. *Journal of Humanities, Kasetsart University, 19*(1),146-162.

Kim, R., Olfman, L., Ryan, T., & Eryilmaz, E. (2014). Leveraging a personalized system to improve self-directed learning in online educational environments. *Computers & Education*, *70*, 150-160.

Knowles, M. (1986). *Using learning contracts: Practical approaches to individualizing and structuring learning.* London: Jossey-Bass Publications.

Mudlam, S., Seree, P., Apinanthavej, S., & Yongyuan. B. (2018). Effects of the Enhancement Program Life skills towards life skills of the 5th grade students with low academic achievement under the Bangkok Metropolitan. *Journal of Education Srinakharinwirot University, 19*(1), 193-224.

Naksamrit, S. (2018). Development of university life skills of Rajabhat University students. *SDU Research Journal*, *14*(1), 41-54.

OBEC. (2011). *Guidelines to life skills development for integrated teaching and learning of eight learning groups in the basic education core curriculum, 2008.* Thailand: Printing House: Agricultural Cooperative Assembly of Thailand.

Office of the Higher Education Commission. (2010). *15th Long-term higher education plan framework No.2* (2008-2022). Bangkok: Chulalongkorn University Printing House.

Sakuldilok, P. (2017). Driving society through new media in the era of globalization. *Journal of Humanities and Social Sciences*, *25*(49), 59-77.

Simpson, O. (2000). *Supporting students in open and distant learning.* London: Kogan Page Limited.

UNESCO. (2001). *Life Skills in Non-formal Education: A Review.* New Delhi: India

UNICEF. (2012). *Global Evaluation of Life Skills Education Programs.* NewYork: USA.

WHO. (1997). *Life Skills Education for Children and Adolescents in schools.* Geneva: World Health Organization.