



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

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### Article info

#### *Article history:*

Received: 29 June 2020

Revised: 17 October 2020

Accepted: 23 November 2020

#### *Keywords:*

Self-learning activity package,  
Life skills in communication arts  
careers, Activity package for  
undergraduate level

### 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

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 & Thaweeksakri, 2012; Baliphath & 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 2<sup>nd</sup> 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 21<sup>st</sup> 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.









Table 3 &RQWLQN

Evaluating lists	PRQWRI(SHUWVQ*		
	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
<b>Presentation model</b>			
1. Content and knowledge related with the activity goal	4.25	.500	High
2. Suitable and reliable 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
<b>Total</b>	<b>4.55</b>	<b>.270</b>	<b>Highest</b>

2.3.2 The students in sample group were VDWLVMHGZLWKWKHZHEMLWHVDQWKHMHOIOHDOUDEFWLYLW 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	PRQWRI6WEHQVQ*		
	Mean	Standard deviation	Level of Satisfaction
<b>Content and utility</b>			
1. Suitable content	3.41	.500	Moderate
2. Modern and interesting content	3.25	.500	Moderate
3. Content stimulated the life skills learning	3.50	.577	High
4. Clear citation of data sources	3.50	.577	High
5. Various learning resources suitable for self-learning	3.25	.988	Moderate
6. Interesting and useful activity package	3.25	.500	Moderate
7. More options for self-learning arrangement.	3.25	.500	Moderate
8. A source of knowledge applying modern technology to improve life skills at any time as required.	4.00	.816	High
<b>Overall</b>	<b>3.41</b>	<b>.166</b>	<b>Moderate</b>
<b>Presentation</b>			
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
<b>Overall</b>	<b>3.25</b>	<b>.169</b>	<b>Moderate</b>

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 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 essential characteristics and skills of graduate in communication arts the entrepreneurs need (Amornrat, Wannara, Saksit, Suwaluk, Chintana, Kajitkwan, Gritsanaporn, Sirima, Phuchit, Rarinthorn, Choosana, & Rudskdwwr6hdufkloruoliHVNLOOVJURXSLQ and evaluation standards from key organizations such as 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 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 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

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 1<sup>st</sup> set, 31 people in the 2<sup>nd</sup> set and 23 people in the 3<sup>rd</sup> 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

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