

Learning Management Development Model for Early Childhood Teachers

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Received: May 29, 2024

Accepted: July 30, 2024

Online Published: September 15, 2024

doi:10.5539/jel.v14n1p87

URL: <https://doi.org/10.5539/jel.v14n1p87>

Abstract

The purpose of this research is to develop the learning management model of early childhood teachers in Roi Et Province. The sample group includes early childhood teachers is obtained by selecting a simple random sample of the sample 400 people. The tools used in the research include questionnaires assessment form and learning quizzes for Primary teachers. The statistics used in the data analysis include averages, standard deviations, and other factors and linear structural relationship analysis SEM. The results showed that: The development of learning management of early childhood teachers consists of: Teacher Professional Competency (CPT) Teacher Spirit (ST) Inspiration to have a public mind (PM) and learning management behavior (TBT). The element of inspiration to have a public spirit. (PM) It has a direct influence on learning management behavior (TBT) of early childhood teachers at the level of 0.01 with an influence value equal to 0.58. The elements of the model of inspiration for having a public spirit (PM) it has a direct influence on learning management behavior (TBT) of early childhood teachers can be 90.00% and can explain the variability of one other internal latent variable, namely: Inspiration to have a public spirit (PM) 88.00% of which can write structural equations as follows:

$$TBT = 0.58*PM - 0.70*CPT - 0.04*ST \quad (1)$$

$$R^2 = 0.90$$

$$PM = 0.31*CPT - 0.70*ST \quad (2)$$

$$R^2 = 0.88$$

Keywords: learning management model, learning management development, Teacher Professional Competence, Teacher Spirit, Inspiration to Have a Public Spirit, Learning Management Behavior

1. Introduction

The quality of a person is considered an important factor in the face of current social changes. Because people are an important mechanism to drive society to be aware of the changes that have occurred, and are the main factor that helps to support the empowerment of the country and move towards a stable knowledge-based society. Developing the quality of people to be people who know how to think critically and know how to solve problems. Be creative and learn on your own. Able to adapt to rapid changes. Early childhood is considered the most important and necessary age to lay the foundation for all aspects of development, including physical, emotional, mental, social, and intellectual development. The National Education Plan 2017–2036 sets out a policy to develop all early childhood children from birth to 5 years of age with full quality according to their potential. Teachers and caregivers have the knowledge and skills to take care of children correctly. Manage learning that is in line with the principles of early childhood development in a holistic manner. The aspect increases with age. The school organizes activities that are in line with the early childhood curriculum and children's competencies linked to the standards. The quality of early childhood in Southeast Asia is on the rise. In addition, local government organizations provide education for early childhood children. In line with the national policy, especially the goal of the current Economic and Social Development Plan, which aims to provide all people in the age group of 3–5 years with pre-primary education (Ministry of Education, 2017).

Early childhood teachers play a very important role in the development and promotion of children's learning. Teachers need to have the knowledge and understanding to care for and promote the development of early childhood to prepare children before entering basic education. Teachers must have the knowledge and ability to manage learning that covers a wide range of skills and abilities, which educators think must be specialized in order

to navigate modern education efficiently and effectively (Briggs, 1991; Gagne et al., 2004; Smith, 2004). This is related to the creation of strategic educational content and the application of learning management experience that is in line with the needs of learners in the 21st century, as well as the ability to manage learner-centered learning and empower the skills of learning management skills in the rapidly changing world. Most educators see the need to change from just a transmitter of knowledge to a facilitator that affects strong participation, which is considered to be essential for designing and implementing activities that promote learning. Critical thinking (Munna & Kalam, 2021) explores different approaches to teacher professional development that have a positive impact on the efficiency of teaching and learning management in educational environments. Early childhood learning management or experiential training is considered to be of great importance, especially teacher training or initial education for teachers, and the important role in teacher education management that results in quality (Kidd & Murray, 2020). By creating new knowledge and experiences. For preschool teachers, however, they are not in the context of the school and lack direct interaction with students. This collective practice results in anxiety and reduced motivation of the trainer (Kidd & Murray, 2020). Early childhood teacher education students are also faced with this dilemma at the most critical moment they need to practice (Alan, 2021; Carrillo & Flores, 2020; Murphy, 2020).

The development of a learning management model for early childhood teachers is another way to develop learning management that is interesting for learning. In addition, scholars have given great support to the suggestion that the development of models that represent possible pathways to enhance teachers' professional development capacity (e.g., Achunda, 2021; çetin & Bayrakc, 2017; Chimplee, Jiraro, & Lila, 2017; García-Rico, Martínez-Muñoz, Santos-Pastor, & Chiva-Bartoll, 2021; Ravhuhali, Mashau, Kutame, & Mutshaeni, 2015; Ravhuhali et al., 2015). Conducted a comprehensive review of various models related to teacher professional development with the aim of improving teaching and learning outcomes. The research provided by the authors has provided valuable insights into various strategies that can effectively enhance teaching and deliver beneficial results. As the conversation progresses it becomes clearer that focusing on certain aspects of teacher development through modelling is effective. Indicating a proactive and outcome-oriented strategy this study seeks to increase the credibility of teacher development based on the model by engaging in ongoing conversations in the field of education. However, a study by Dong & Su (2020) states that preschool teachers with low positive attitudes may not be aware of the role of technology science because their attitudes towards technology are related to the use of information and communication technology (ICT), ICT vocational training, and ICT skills (Masoumi, 2021). These educational programs are for preschool teachers. Non-trivial factors that affect skills and knowledge in the integration of technology should therefore be included in the educational program of preschool teachers.

Therefore, the research team is interested in studying and developing a learning management model for early childhood teachers. The Spirit of Teachers Inspiration for having a public spirit that results in learning management behavior. For early childhood teachers in Roi Et province, the results of the research will be summarized as a guideline to promote and develop learning management skills for early childhood teachers to be more effective.

1.1 Objectives of the Research

- 1) To study the elements of teacher professional competence. The spirit of teachers and the inspiration to have a public spirit to result in learning management behavior. in Roi Et Province
- 2) To develop a learning management model for early childhood teachers.

1.2 Conceptual Framework

Development of Learning Management Models for Early Childhood Teachers in Roi Et Province

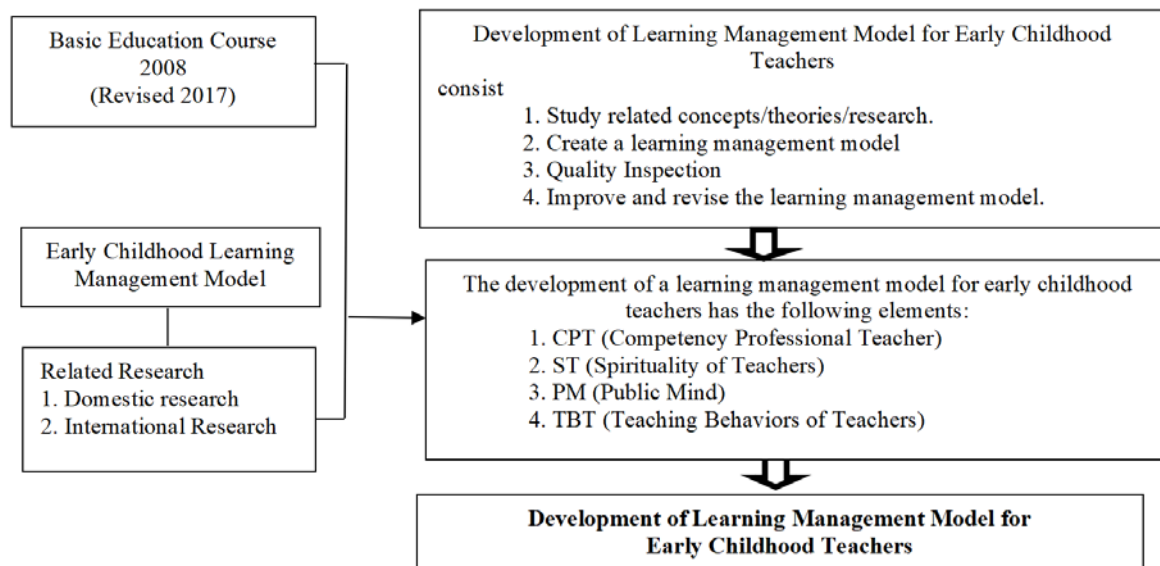


Figure 1. Conceptual Framework Development of Learning Management Models for Early Childhood Teachers

2. How to Conduct Research

This research is research and development. The study consists of three different phases, with a comprehensive description of the research methodology used in each phase in the order below.

2.1 Phase 1: Requirements Analysis for Model Development

The first phase of the study focuses on examining the requirements for developing learning management skills 21st Century Learning Management Skills of Early Childhood Teachers in Schools by studying data from the group of participants consist 400 Primary Teachers. These individuals were selected by 2 educational personnel 2,350 people in the province Roi Et of Thailand

To determine the sample size, the principle is used Krejcie and Morgan to ensure a 95% confidence level, a stratified sampling technique was used to select research participants. The tools used in the research include questionnaires each question will be multiple-choice rating Scale 5 listed by using the method of answering the questionnaire for early childhood teachers. To explore the need to increase learning management skills in the 21st century. Teacher Professional Competence, Spirit of being a teacher, Inspiration for having a public spirit of early childhood teachers in schools 82 questions covering various topics namely Teacher Professional Competence. The spirit of being a teacher Inspiration for public spirit and learning behavior by collecting data from early childhood teachers and analyzing the data using basic statistics.

The determination of the importance of each aspect is determined using the priority demand index (Wiratchai, 1999). This involves calculating the difference between the reported need and the current state, and then dividing this difference by the current state. This is to determine the priority of the topics that are guided throughout the model process.

2.2 Phase 2: Model Development

The purpose of the Phase 2 study is to develop a learning management model based on the results of the Phase 1 research. which has been reviewed by a number of experts. 5 people who specialize in the curriculum of early childhood education management by selecting specific people who are knowledgeable and related to early childhood education. The data obtained from the interview was analyzed. With content analysis (Content Analysis) Evaluate the content of the learning management model. The role of the expert is to provide feedback, advice and suggestions for improving the tools used in this phase. An introductory learning management model designed to enhance the 21st century learning management and teaching and learning management skills of early childhood teachers in schools. 1) Teacher Professional Competence (CPT) 2) The spirit of being a teacher (ST) 3) Inspiration to have a public spirit (PM) and 4) Learning management behavior (TBT) of early childhood teachers using the evaluation form for the model and evaluating the effectiveness of the model.

2.3 Phase 3: Implementing the Model

In the third and final phase of the study learning management development model applied, the purpose of this phase is to evaluate the effectiveness of the learning management model for early childhood teachers. In the multi-dimensional critical assessment dimension, the assessment basically covers the optimization of learning management capacity for early childhood teachers. Developing the skills of students in the 21st century

Participants who participated in the application for this learning management development model include: teacher Primary 100 People from school 30 In addition, the evaluation of the learning management model for early childhood teachers. The tools used to collect data include a questionnaire on the usefulness and practicality of the learning management model for early childhood teachers. in Roi Et Province Along with 3 representatives of executives and 3 lecturers of Roi Et Rajabhat University.

The educational content of the model covers topics such as teacher professional competence. The spirit of being a teacher. Inspiration to have a public spirit Learning Management Behavior and Learning assessment for early childhood teachers and conducting research for learner development were transferred to the participants. 100 People who have undergone workshops, teaching and learning practices, and online

Self-Assessment Questionnaire Used Rating Scale 5 points: The tools used to collect data are assessments, data analysis, calculation of averages and standard deviations. Analyze data with mean and standard deviation. Criteria for considering the usefulness and feasibility of practice $X \geq 3.50$, $S.D. \leq 1.00$.

3. Research Results and Discussion of Research Results

3.1 Findings

Linear Structure Relationship Analysis and Influence Analysis of Teacher Professional Performance Components Teacher Spirit (ST) and Inspiration to Have a Public Spirit (PM) that results in learning management behavior (TBT) of early childhood teachers. In Roi Et Province, it was found that the linear structural relationship of the elements of inspiration in having a public spirit (PM) that causes learning management behavior (TBT) for early childhood teachers in Roi Et province is in harmony with empirical data. Consider the chi-square value divided by degrees of freedom. (χ^2 / df) is less than or equal to 5 ($\chi^2 / df = 4.2369$), which is an acknowledgment that the research’s hypothetical model is harmoniously consistent with the empirical data. In addition, there are other statistical values that indicate other supported harmony, namely the harmony level index. The Goodness of Fit Index (GFI) and the Adjust Goodness of Fit Index (AGFI) were 0.94 and 0.90, respectively (this research used a GFI of > 0.90 and an AGFI > 0.90) and a Critical N (CN) value of 322, which is more than 200. The correlation coefficient between the factors that promote the performance of the teaching profession (CPT) Teacher Spirit (ST) and Inspiration to Have a Public Spirit (PM) that results in learning management behavior (TBT) of early childhood teachers. In Roi Et province, it was found that the four components had a statistically significant correlation at the level of 0.01 positive, with a correlation coefficient between 0.918–0.946.

Table 1. Correlation coefficient between factors promoting teacher professional performance Teacher Spirit (ST) and Inspiration to Have a Public Spirit (PM) that results in learning management behavior (TBT) for early childhood teachers

variable	CPT	ST	PM	TBT
CPT	1.00			
ST	0.973**	1.00		
PM	0.943**	0.918**	1.00	
TBT	0.946**	0.919**	0.925**	1.00

Note. ** $p > 0.01$.

The results of linear structure relationship analysis and influence value separation analysis can be written as a diagram showing the influence coefficient. As illustrated in Figure 2.

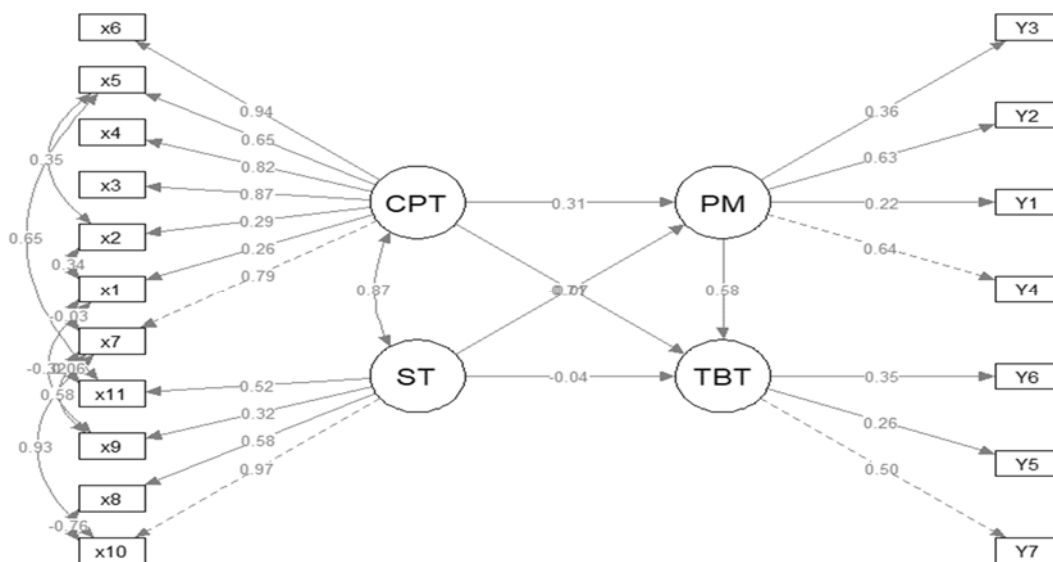


Figure 2. Elements of Motivation in Public Mind (PM) that result in Learning Management Behavior (TBT) of early childhood teachers

Elements of inspiration to have a public spirit (PM) had a statistically significant direct influence on learning management behavior (TBT) at the level of 0.01 with an influence value of 0.58.

When considering the structural equations, it was found that the elements of the model could explain the variability of the elements of inspiration in the public mind. (PM) It has a direct influence on learning management behavior. (TBT) For early childhood teachers, 90.00% and can explain the variability of one other internal latent variable, namely: Inspiration to have a public spirit (PM) Yes, 88.00 percent, which can write structural equations. as follows

$$TBT = 0.58*PM - 0.70*CPT - 0.04*ST \dots\dots\dots(1)$$

$$R^2 = 0.90$$

Equation 1: Elements influencing learning management behavior (TBT) For primary teachers, the most are: Inspiration to have a public spirit (PM) The next is) Teacher Professional Competence (CPT) and the spirit of being a teacher. (ST) The three elements can explain the variability of learning management behavior. (TBT) For early childhood teachers, 90 percent.00

$$PM = 0.31*CPT - 0.70*ST \dots\dots\dots(2)$$

$$R^2 = 0.88$$

Equation 2: Elements influencing the inspiration to have a public mind (PM) The most important is the professional competence of teachers. (CPT) and the spirit of being a teacher. (ST) The two elements can explain the variability of Inspiration to have a public spirit (PM) 88.00%

3.2 Discuss the Findings

Development of Learning Management Model for Early Childhood Teachers In Roi Et Province, it was found that the linear structural relationship of the inspiration element in having a public mind (PM) that causes learning management (TBT) behavior for early childhood teachers in Roi Et province. It is in harmony with empirical data. Consider the chi-square value divided by degrees of freedom. (χ^2 / df) is less than or equal to 5 ($\chi^2 / df = 4.2369$), which is an acknowledgment that the research’s hypothetical model is harmoniously consistent with the empirical data. In addition, there are other statistical values that indicate other supported harmony, namely the harmony level index. The Goodness of Fit Index (GFI) and the Adjust Goodness of Fit Index (AGFI) were 0.94 and 0.90, respectively (the GFI > 0.90 and the AGFI > 0.90) and the Critical N (CN) was 322, which was more than 200. When considering the element of inspiration in having a public spirit, Considering the structural equation, it was found that the elements of the model could explain the variation of the motivation element in public mind (PM) had a direct influence on learning management behavior (TBT) for early childhood teachers by 90.00 percent, and the variation of one internal latent variable, namely public mind motivation (PM), was 88.00 percent. There is also an experiment with schools in Roi Et province. The results from the experiment show that collaboration is

necessary to ensure better implementation of integrated study studies (Iva Evry Robiyansah, Mudjito, Murtadlo, 2023). In addition, the strategies used in teaching and learning management, in which the target model is used to teach specific skills, are recognized for their effectiveness in the pedagogical context (Anchunda, 2021; Chimplee, Jiraro, & Lila, 2017). The development of a specially designed model is extremely promising. The development of such a model encompasses research and development (R&D) principles, which involve a thorough process that encompasses requirements analysis and subsequent modeling. In addition, scholars advocate for the suggestion that the development of models that represent possible pathways to enhance teachers' professional development capacity (Achunda, 2021; Cetin & Bayrakc, 2017; Chimplee, Jiraro, & Lila, 2017; García-Rico, Martínez-Muñoz, Santos-Pastor, & Chiva-Bartoll, 2021; Ravhuhali, Mashau, Kutame, & Mutshaeni, 2015).

4. Research Summary

Development of Learning Management Model for Early Childhood Teachers In Roi Et Province, it can be seen that the professional competence of teachers. The spirit of teachers and the inspiration to have a public spirit play a very important role in influencing the inspiration of having a public spirit to create learning management behaviors for early childhood teachers. Range skill behavior and mental range behavior. In addition, it should inspire public consciousness in the field of practice or action in the public interest. Feelings and thoughts towards the community In terms of respecting the right to use the common, in front and in terms of responsibility, and in terms of love, generosity, and unity, to inspire learning management behavior for teachers and the new generation of teachers.

Acknowledgments

The study is supported by Roi Et Rajabhat University, Thailand.

Authors' contributions

Not applicable

Funding

The financial backing provided by Office of the Science Research Fund and innovation (NRCT), Thailand.

Competing interests

Not applicable

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Canadian Center of Science and Education.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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