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Impact of Teaching and Learning Using the Professional Learning Community through the CSIPL Process

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Abstract

This research aims to 1) study activities that affected the success of the PLC process, 2) study the CSIPL-based learning management process, and 3) study the expression behaviors that provided opportunities to develop learning management based on the CSIPL process. The instruments in this study were: (1) The CSIPL learning management activity plan, which includes five activities: 1) Create a story, 2) Set rules, 3) Insert content, 4) Participate in the game, and 5) Lesson learned. (2) Behavior activities in the CSIPL form include: 1) puzzle letters; 2) haunted pianos; 3) lost eyes; 4) whispers; 5) The Book of Mantra, 6) puzzle sounds; 7) death messages; 8) believing I'm dead; 9) ghosts without voices, and 10) final codes. (3) PLC process assessment form. The data were analyzed using frequency, percentages, mean score (M), standard deviation (SD), and thematic analysis. This research shows that 1) collaboration and shared visions are the stationary driving forces, accounting for 10% of equal work values, while a high collective focus on student learning (45%) drives PLC processes. 2) CSIPL process averaged 4.03 with a standard deviation of 0.74 which shows the suitability of appropriateness at a high level. 3) The overall earnings management for the CSIPL process is

4.22, which means that the level of suitability is high. 4) Students lack the experience of learning what they receive from activities that reflect process control because teachers lack the expertise, they have achieved following the PLC process.

Keywords: Professional learning community, Behavior, CSIPL process

1. Introduction

A school is a large, complex organism, and it is critical to understand how its various components interact. The school context must be considered while improving education for at-risk students (Boyd, 1992). The collaboration to solve problems, learn honestly, expand, and grow high-quality human resources can reflect the current social context. Based on traditional teaching theories, teachers need to change from knowledge and value transmitters to learning promoters for others. Even though much learning takes place outside the lecture hall without waiting for academics to communicate their knowledge, instructors have always planned instruction and learning (Poulou, 2017).

The focus of education in the 21st century is on providing students with practice and motivation as they go along for learning management that keeps up with social change. Social change is now considered unacceptable due to the adaptation to the "21st century." Several issues followed; according to Grinin (2022), a civilization's way of life is profoundly impacted by the social transition that occurs as society enters a new period known as the 21st century. Learning skills are the most important 21st-century competencies; according to Sopianingsih and Lukman (2022), individuals must be aware of and prepared to learn new competencies before stepping into the world of the next century. In addition to passive learning, students must also engage in active learning (Worapun, Khamdit, & Siridhrungsri, 2022). Teachers serve as "coaches" to create learning. Teachers in the 21st century must train themselves as coaches and facilitators in problem-based learning (PBL) (English et al., 2022; Kek & Huijser, 2011) rather than establishing themselves as "knowers," and the teacher's assistants in managing learning the professional learning communities (PLC), which are developed by the teachers' union to share the experiences of each teacher's performance (Yada et al., 2022).

However, the administrators of all educational institutions that have received a centralized policy intending to set standards for educational institutions in their affiliation to operate the student care system effectively see young students' learning in the 21st century as a significant issue. Good and effective A few examples are policy directives from the Minister of Education for the 2017 fiscal year that emphasize the value of teacher preparation and raising student quality following King's science through active learning and PLC or the process of PLC towards quality. Thailand 4.0. is a strategy for developing school instructors that result from the cooperation, unity, and unity of teachers, administrators, and school educators to develop learners' learning primarily. The Ministry of Education has decided that teachers can combine the hours of PLC training with the number of teaching hours used as criteria for the advancement of academic standing following the new criteria that the new standards will be presented (Ra-ngubtook & Bhongsatiern, 2022). This is done to lessen the burden on teachers and avoid spending much time on PLC training. So, the Office of the Basic Education Commission, Educational Service Area Offices, and educational institutions have all brought

the PLC approach to educational institutions. The goal is to give project participants the tools they need to use the community-based professional learning process and raise the bar for students (Phiturongkapitak, 2022). The school is considered a learning community, and the effective use of PLC has resulted in efficiency for teachers and students, demonstrating professionalism in teaching (Subocz, 2022). Improving the performance of teachers and students is a factor in school reform, vision, culture, and collaboration. Shared practice is a common practice that affects the behavior of people in the organization. The PLC process is an important factor in enhancing teaching. Effectiveness is a sub-variable of PLC, promoting student learning and continually improving (Tam, 2015).

PLC in schools affiliated with the Elementary public school in Thailand began with a ripple effect of educational difficulties from students practicing teachers (James, 2011). Mentors and school administrators are students who care less about learning, lack enthusiasm, and are more interested in playing than they are in learning from teachers' poor academic performance and poorer functional learning performance. Therefore, administrators and teachers are asking for discussions to co-develop students based on such issues. It is a base for thinking about solving problems and starting to observe learners' behavior during teaching in the second semester. Thirty-six percent are not interested in reading textbooks. Thirty percent dislike their instructors. Twenty percent concentrated on others while studying, 9 percent did other activities outside the lesson, and 5 percent failed to practice lesson-based skills, which the PLC group analyzed as a result of the teaching process monopolizing knowledge by transferring ready-made knowledge to learners. When superior learning resources from other media are discovered, it upsets the students, leading to a lack of conviction and discontent (Can & Bardakci, 2022).

CSIPL learning management activity is derived from the PCL process and in line with the 20 game research synthesizers of Robroo (2022), the benefits of games were that: 1) the knowledge gained from the research could be used to improve Thai language achievement, and 2) the knowledge gained from the research could be used to solve problems in Thai language learning. 3) Research knowledge can be used to promote effective management of diverse learning by incorporating educational games into teaching and learning activities to stimulate learners' interest and enhance their learning skills. Although some learners needed encouragement and inspiration while others were bright, the researchers used professional learning communities as the foundation for teaching and learning, as well as the CSIPL learning management activity plan, which includes five activities: 1) Create a story, 2) Set rules, 3) Insert content, 4) Participate in the game, and 5) Lesson learned. Behavior activities resulting from CSIPL include games for elementary school: 1) puzzle letters; 2) haunted pianos; 3) lost eyes; 4) whispers; 5) The Book of Mantra, 6) puzzle sounds; 7) death messages; 8) believing I'm dead; 9) ghosts without voices, and 10) final codes, each meant to improve the player's communication skills. So, this research aims to 1) study activities that affected the success of the PLC process, 2) study the CSIPL-based learning management process, and 3) study the expression behaviors that provided opportunities to develop learning management based on the CSIPL process.

2. Method

The methodology for this study is quantitative research.

2.1 Participants

The participants were 1,177 grades 1-6 students in an elementary public school in Thailand selected by Yamane's sampling method (1973) with a confidence coefficient of 95% and standard error of sampling estimation at the significance level of 0.05, which came up with 353 grades 1-6 students. The researchers utilized stratified random sampling to select the respondents for equal proportional allocation in each grade 1-6. Stratified sampling ensures that each stratum of interest is represented, resulting in a sample population representative of the entire population under study.

2.2 Instruments

The instruments in this study were:

(1) The CSIPL learning management activity plan, which includes five activities: 1) Create a story, 2) Set rules, 3) Insert content, 4) Participate in the game, and 5) Lesson learned. This plan has a situation average of 4.56

(2) Behavior activities on the CSIPL form include: 1) puzzle letters; 2) haunted pianos; 3) lost eyes; 4) whispers; 5) The Book of Mantra, 6) puzzle sounds; 7) death messages; 8) believing I'm dead; 9) ghosts without voices, and 10) final codes.

(3) PLC process assessment form.

The instrument's content validity was inspected to analyze the Item Objective Congruence Index (IOC) as suggested by experts. It came up with 0.87 IOC. Reliability was also examined with Cronbach's alpha coefficient with 30 samples. It appeared that Cronbach's Alpha was 0.924.

2.3 Data Collection and Data Analysis

The PLC process in accordance with the school's educational system as stipulated by the Ministry of Education, teachers were given the option to meet once a week based on the five PLC requirements: 1) a shared vision; 2) collaboration; 3) a shared focus on student learning; 4) sharing and supporting leadership, and 5) sharing. individual routines. Students in the lower grades of the PLC process are the primary target population for this project. They can investigate the difficulties presented by the respondents over the course of two semesters of instruction before deciding on an instructional approach.

Collected data includes the following:

(1) Explain to the sample the roles of the learner and the teacher in how to use plans, observe behaviors, conduct evaluations, and draw conclusions from the process.

(2) For ten periods, the researchers used five educational activities, each lasting 10 hours. As you move on with the activities in the lesson plan, use the learner behavior observation form. Create a story; establish rules; add content; play the game, and learn lessons.

(3) The researchers monitored student behavior in five studies while they carried out a learning plan, noting the frequency of behavior expressions that offered a chance to enhance learning management. The trial went on for ten hours.

(4) Examine how frequently certain behavioral manifestations present chances for improving learning management. To implement statistical procedures and customize the outcomes.

(5) The data were analyzed using frequency, percentages, mean value (M), standard deviation (SD), and thematic analysis.

(6) The criteria for assessing the suitability of the learning management plan and activities were analyzed using the mean value (M) and standard deviation (SD) (Srisa-ard, 2003).

3. Results

The study's detail demonstrates the learning management process with the CSIPL process within the professional learning community (PLC). It can be seen in greater detail below.

3.1 PLC Process Analysis

The PLC process for conducting experiments based on the CSIPL process can show the influence of the activity's success (Figure 1).

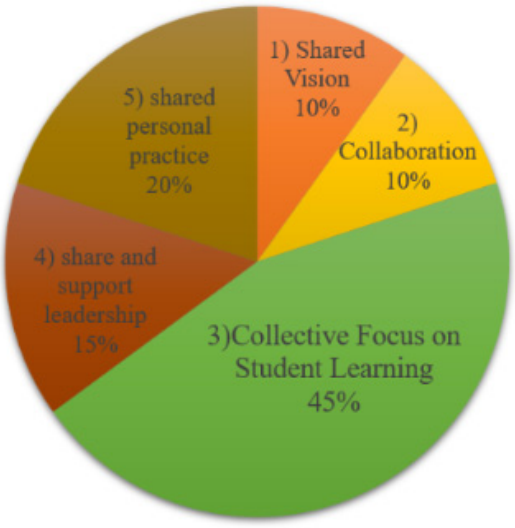

Figure 1. PLC process drivers affecting the success of the activity

Following Figure 1, collaboration and shared vision are the stationary driving forces, accounting for 10% of equal work values, while a high collective focus on student learning

(45%) is what drives PLC processes. However, five processes are necessary for mobility and are all interdependent.

3.2 Learning Management Plan Analysis with the CSIPL Process

An analysis of the learning management process using the CSIPL process is shown in Table 1.

Table 1. CSIPL process analysis of learning management processes

Learning Activities	M	SD	Interpret
(1) Create a story	3.88	0.89	High
(2) Set rules	3.55	0.88	High
(3) Insert content	3.72	0.93	High
(4) Participate in the game	4.38	0.60	High
(5) Lesson learned	4.61	0.41	Highest
Overall	4.03	0.74	High

Table 1 shows that overall learning management with the CSIPL process averaged 4.03 with a standard deviation of 0.74. This shows the suitability of appropriateness at the high level, defined as the creative learning process in which the learner owns the knowledge.

3.3 CSIPL Process Analysis

CSIPL process, which has the appropriateness of the games produced after the creative process has been completed, as shown in Table 2.

Table 2. The results of the analysis of game productivity were obtained from the CSIPL process

Learning Activities	M	SD	Interpret
(1) Puzzle letters	3.88	0.69	High
(2) Haunting pianos	3.83	0.25	High
(3) Lost eyes	4.05	0.68	High
(4) Whispers	4.27	0.79	High
(5) The Book of Mantra	3.72	0.50	High
(6) Puzzle sounds	4.53	0.43	Highest
(7) Death messages	4.58	0.48	Highest
(8) Believe I'm dead	4.05	0.72	High
(9) Ghosts without voices	4.44	0.52	High
(10) Final codes	4.86	0.60	Highest
Overall	4.22	0.57	High

Table 2 shows that the average standard deviation of 0.57 for learning management with the CSIPL process as a whole is 4.22. This means that the level of suitability is high. After examining each activity, it was discovered that final codes (M = 4.86, SD = 0.60), death messages (M = 4.58, SD = 0.48), and puzzle sounds (M = 4.53, SD = 0.43) were the highest levels, respectively.

3.4 Behavioral Expression Analysis Results

Behavioral expression as an opportunity for the development of learning management. The results were obtained based on behavior observations during the overall experiment by enumerating ungrouped data frequencies, a qualitative distribution of data frequencies, which is a qualitative distribution of data frequencies, as shown in Table 3.

Table 3. Results of the analysis of the frequency and percentage of expressive behaviors that are opportunities for the development of learning management

Behavior is expressed while conducting experiments	Frequency	Percent
(1) Respond to stimuli	344	97.45
(2) Stay calm to think	340	96.31
(3) Desire for success	336	95.18
(4) Uses a lot of energy	332	94.05
(5) Want to do a new set of activities	328	92.91
(6) Talk about an impressive event	312	88.38
(7) Ask to repeat the activity again	310	87.81
(8) Keep the rules	289	81.86
(9) Collect experience while experimenting	277	78.47
(10) Summarize the knowledge gained	198	56.09

Table 3, analyzing the frequency and percentage of expressive behaviors that are opportunities for the development of learning management from the CSIPL process, found that the most expressive behaviors were responses to stimuli, of which the action frequency of 344 represented 97.45 percent of the total number of experimenters. The second priority was thought-based silent behavior, where the frequency of action at 340 accounted for 96.31 percent. The action frequency in 198 was 56.09 percent, which suggests a significant opportunity to develop learning management with the CSIPL process. The result shows that students lack the experience of learning what they receive from activities that reflect process control because teachers lack the expertise, they have achieved following the PLC process.

4. Discussion

(1) The PLC process for this research found that the most focused outcome at 45 percent was the availability of teachers and educational institutions fully focused on developing learners. This leads to a shared personal practice that aims to present a unique work experience to the group to reap the beneficial effects, contribute to job development, and change positions to create a supportive environment and share leadership in the CSIPL process. When teachers work together, learner development comes with strengths that create stability for the profession and the school (Graham, 2007). According to Dudacek (2015), learning management with the CSIPL process specializes in producing educational games that cater to players' lives. The five-step process is as follows: 1) Create a story. 2) Set rules. 3) Insert content. 4) Participate in

the game. 5) Lesson learned by using the story in the learner's mind to create the game was to spotlight outstanding abilities while experimenting. The learner creates every step because humans have brains full of facts that force students to know them without understanding why they need to know the opposite. This may be the reason for the feeling of belonging and not being subjected to emotional oppression from the teacher. At an average of 4.61, the standard deviation of 0.41 indicates a focus on activity outcomes that are consistent with the highest influential values of the PLC process with a focus on the outcome. Point to the benefits that will accompany the recipient's development, which may be an important reason to point out the strength of the next goal in the development of the learner.

(2) A total of ten educational games, the brainchild of the CSIPL process, are a non-online adventure genre that focuses on using physical and sensory skills and the brain in normal life according to . These games are based on the imaginary stories of learners who mobilize stories and extract ideas to create stories based on the CSIPL process that focuses on stimulating interest, studying, and developing Thai language communication skills. It shows an age-appropriate sequence in which the game builds on the connection between early and late elementary by emphasizing the player's generosity and fostering friendship and sympathy from the scenarios created. According to Ercis, Sirinkan, and Önal (2021), which examined how cooperative play affects social communication in children found that inclusive play and special movement training applied to children and peers contributed positively to the social development of children.

(3) A behavioral expression that is an opportunity for the development of learning management has found that the most expressive behaviors are responses to stimuli. The 344 learner frequency was 97.45 percent, with the response being greater when they were excited. Point out that learning awakening behaviors have been awakened. The next set of behaviors is to consider moving beyond the game's rules, a stillness that develops intelligence rather than being silent in other situations. Such mental energy is an important factor in high levels of work and success. According to İslam (2022), the expression of a desire for success demonstrates an understanding of goals and consensus with others, perhaps as a result of the strength of the PLC process to control the process to achieve efficiency, as observed by the value of focusing on the outcome that is the most significant and concentrated proportion of work. This desire for success produces much energy above normal from gaming. Wanting to survive is a physical and mental challenge, and a positive force to learn conveys the body's and mind's readiness to travel toward the goal with understanding and stability (Baydar Arican, 2021). The behavior section expresses a desire to do a new set of activities, talks about an impressive event, and asks to repeat the activity again. That game is part of real life. Emotional, social, physical, intellectual, and linguistic responses may be justified by the process by which the learner takes ownership of the activity, resulting in the activity being recognized by the same target audience (Gungor, Isci, & Demirci, 2022). Behaviors that need to be maintained and developed are those that follow the rules, as aiming for success can cause rules and disciplines to be ignored. Most importantly, learners don't know the benefits they're getting beyond the goals they need to accomplish and therefore lack experience while experimenting. Therefore, as a result, the summary of knowledge gained must be guided by the teacher who oversees the activity. This is

due to the PLC process, in which teachers lack expertise in roles that must be transformed from knowledge holders to coaches and co-learners. Being close to students and understanding emotional intelligence and social and emotional learning are fundamental factors that will give teachers potential (Poulou, 2017) and this process must be constantly developed. As a result, the process that can be built on this research is teacher development for the benefit of students.

5. Conclusion

The PLC process impacts students' systemic development, where children are intentionally engineered through the delivery of instruction that is scrutinized by teachers across the school and guided by the institution's common goal. Because of this, it's easier to continue solving difficulties and to feel less isolated from work. The generic game development process has been improved and developed into the CSIPL process, which has been used to produce educational games that have a beneficial effect on motivating students' learning behavior and can be used to generate creative media with no limits on rules.

6. Limitation

CSIPL process can result in educational materials that can be used to solve problems, develop, or build on in novel ways. Learning through games brings you closer to nature and human instincts. The benefits may be assessed by a difficult statistical process, but documenting issues of interest is in the best interest of human resource development. Therefore, research studies should be conducted in all locations driving the PLC process extensively, which may find some influences affecting the study. Educational research should be conducted to balance learners and instructors.

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