ABSTRACT

Title: *A Model for the Administration of Active Learning Integrated with the Vocational Skilled Craftsman Development Project Based on the Dabos School Approach to Develop Learners' Competencies at Wiang Sa Industrial and Community Education College*

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The purposes of this research were to: 1) study the current conditions and guidelines for the administration of active learning integrated with the Vocational Skilled Craftsman Development Project based on the Dabos School approach to develop learners' competencies at Wiang Sa Industrial and Community Education College; 2) develop a model for the administration of active learning integrated with the Vocational Skilled Craftsman Development Project based on the Dabos School approach to develop learners' competencies at Wiang Sa Industrial and Community Education College; 3) implement the developed model; and 4) evaluate the implementation of the model. This study employed a mixed-methods research design applying Research and Development (R&D) methodology. The research was conducted in four phases: Phase 1, studying the current conditions and guidelines; Phase 2, developing and validating the model; Phase 3, implementing the model; and Phase 4, evaluating the implementation and extending the model to other educational institutions. The participants in the model implementation were selected through purposive sampling and consisted of 4 educational administrators, 29 teachers, 25 representatives from enterprises and the community, and 120 learners, totaling 178 participants. The research instruments included questionnaires, evaluation forms, interview forms, data-recording forms, and focus group discussion guidelines. The data were analyzed using percentage, mean, standard deviation, and content analysis.

The research findings revealed that:

1. The current administration of active learning integrated with the Vocational Skilled Craftsman Development Project based on the Dabos School approach to develop learners' competencies at Wiang Sa Industrial and Community Education College was at a moderate level (M = 3.72, SD = 0.57), whereas the desirable conditions were at a high level (M = 4.30, SD = 0.77). The guidelines for the administration of active learning consisted of three aspects: Input, Process, and Output. The Process aspect comprised five stages of vocational skills training: 1) preparation

for work and safety; 2) implementation of teaching and learning activities or learning management; 3) summarizing learning outcomes or practical skills training outcomes; 4) monitoring and evaluation of learning; and 5) collaborative practice following learners' learning or skills training.

2. The developed model for the administration of active learning consisted of three aspects and six major components. The Input aspect comprised three components: 1) fundamental concepts and principles of learning management; 2) goals and objectives of learning management; and 3) a committee responsible for implementing active learning integrated with the Vocational Skilled Craftsman Development Project based on the Dabos School approach. The Process aspect consisted of two components: 4) the vocational practical skills training process (PASAP Model); and 5) the development of desirable characteristics based on the Dabos School approach. The Output/Outcome aspect consisted of one component: 6) evaluation of model implementation. The model validation by experts indicated that the model was appropriate. The overall evaluation of the model in terms of appropriateness, feasibility, and usefulness was at the highest level, meeting the established evaluation criteria.

3. The results of the model implementation revealed that: 1) the overall effectiveness of model implementation was at the highest level; 2) the overall satisfaction of educational administrators and teachers with the model was at the highest level; and 3) the overall satisfaction of learners and representatives from enterprises and the community with the model was also at the highest level. These findings indicate that the model can be effectively used as a framework for educational administration, the design of learning activities, and vocational skills training that is systematically connected with authentic workplace contexts.

4. The results of the model implementation evaluation revealed that: 1) learners' competencies based on the National Vocational Qualifications Framework were at the highest level overall; 2) the development of desirable characteristics based on the Dabos School approach was at the highest level overall; 3) learners' learning achievement, according to the vocational qualification standards, in terms of knowledge and skills increased by an average of 13.18 percent in vocational subjects and by an average of 16.57 percent in applied basic subjects; 4) A total of 52.79 percent of graduates successfully obtained employment in enterprises or became self-employed; and 5) the results of extending the model to other educational institutions indicated that the model could be implemented with a high level of effectiveness. The PASAP Model and its components were concrete, clear, and

adaptable to the contexts of individual educational institutions. Learners' overall competencies were at the highest level, as was the development of their desirable characteristics based on the Dabos School approach. Furthermore, educational administrators, teachers, learners, and representatives from enterprises and the community expressed satisfaction with the model at the highest level. The key conditions for successful implementation included administrative leadership, changes in teachers' roles and attitudes, development of collaborative networks, and cultivation of an organizational culture that promotes discipline, perseverance, diligence, and volunteerism in accordance with the Dabos School approach.

Keywords: Active Learning Administration; Vocational Skilled Craftsman Development Project Based on the Dabos School Approach; PASAP Model; Learners' Competencies