

## Efficacy Study of Learning Management for Developing International Folk Dance Skills in the Subject of Rhythmic Activities Using the Davies' Practical Skills Teaching Method for Secondary School Third-year Students

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### ABSTRACT

The aims of this research are: 1) to determine the effectiveness of learning management in developing international folk dance skills in the course of Rhythmic Activities, using the Davies' practical skills teaching method for secondary school third-year students according to the 80/80 criteria; 2) to compare international folk dance skills after being taught by using the Davies' Practical Skills teaching method between, before and after studying, which the passing criteria of the post-test was set at 75 percent; 3) to study the satisfaction of secondary school third-year students after receiving learning management in the subject of rhythmic activities by using the Davies' Practical Skills teaching method for the sample group. The sample group used was 43 students of the third-year secondary school at Mahasarakham University Demonstration School (Secondary), Semester 1, in the academic year 2024. The research tools were 1) the learning management plan for international folk-dance practice skills of the third-year students. The plan included 5 plans, which was 10 hours in total. The plan's evaluation result was at the most appropriate level ( $\bar{x} = 4.79$ ). 2) the 30 item, 4 alternative pre-test and post-test which was used to measure international folk-dance practice skills before and after the activity. The test had a difficulty value between 0.05-0.89 with the discrimination value between 0.23-0.74 and the reliability value of 0.85-. 3 while the questionnaire had a discrimination value of between 0.44 and 0.81 and a reliability value of 0.94. Statistics used in the data analysis were percentage values (percentage), mean ( $\bar{x}$ ), standard deviation (SD), and a statistics T-test. The research results revealed that: 1) Learning management in developing international folk-dance skills in the course of Rhythmic Activities using the Davies' Practical Skills teaching method for secondary school third-year students was equally effective at 95.81/87.05. This result meets the specified criteria of 80/80; 2) Students gained international folk-dance skills after being taught using the Davies' Practical Skills. The criteria were 75 percent higher after studying than before studying. This result was statistically significant at the .05 level; 3) Secondary school third-year students, after receiving learning management in the rhythmic activity course using the Davies' Practical Skills teaching method to develop international folk-dance skills reached a highest level of satisfaction with an average of ( $\bar{x} = 4.51$  and SD  $\bar{x} = 0.19$ ).

**Key words:** Learning Management, Skills, Davies, Folk dance, Rhythmic Activities

### INTRODUCTION

The purpose and principle of education management according to the National Education Act of 1999 is that education management must be for the development of Thai people in order to be complete human beings, both physically, mentally, intellectually, knowledgeably, and morally. Also included are ethics and culture in life, with the ability to live happily with others. Education means the learning process for the growth of individuals and society. This comes through knowledge transfer, training, cultural inheritance, creation and advancement in academics. It also involves the creation of knowledge from organizing the environment, society,

learning and factors that support individuals to continuously learn and create life. Therefore, the learning process must focus on instilling correct consciousness about politics and governance in a democratic society with the King as the head of state. This includes knowing how to preserve and promote rights, duties, freedom, respect for the law, equality and human dignity. It also means being proud of being Thai, knowing how to preserve the interests of the public and the nation. These interests are comprised of promoting religion, art, national culture, sports, local wisdom, Thai wisdom and universal knowledge. It also means conserving natural resources and the environment, having the ability to

work, knowing how to be self-reliant, having initiative and creativity, being eager to learn, and continuously learning by oneself (National Education Act of 1999, amended in 2002).

According to the Basic Education Core Curriculum Act of 2008 B.E., the goals of Physical Education have also been set to focus on having learners use movement activities, exercise, games and sports as tools for overall development. This development includes the body, mind, emotion, society, and intelligence, as well as fitness for health and sports. In addition, the content and learning standards of Physical Education have been set in Content 3: Movement, Exercise, Games, Thai Sports and International Sports, divided into two standards: Standard P 3.1 relates to the understanding of and having skills in movement, physical activities, and playing games and sports. Standard P 3.2 relates to students loving exercising, playing games and playing sports. It also includes practicing regularly, having discipline, and respects rights, rules and regulations. Also included are sportsmanship, showing a competitive spirit and appreciating the aesthetics of sports. Educational institutions therefore arrange for students to study health education and physical education according to the core curriculum (Ministry of Education, 2008). The curriculum of the Demonstration School of Mahasarakham University (Secondary School) is a curriculum that can organize all forms of education. It highlights an emphasis in the development of learners according to their abilities and potential, responding to the needs of higher education and future careers. It covers all target groups, being able to transfer learning results and experiences, creating a good attitude towards using innovative information technology, promoting the use of scientific processes, and being able to draw out the potential of learners according to their interests and abilities. It also endeavors to instill morality and ethics, and transmits culture and identity to the level of international standards (Curriculum of the Demonstration School of Mahasarakham University (Secondary School), revised edition (2020).

Physical education is included in the basic curriculum. It is one of the subjects specified in the group of health, physical education, and sports learning subjects. In order to organize physical education, it must promote good quality and efficiency. There must be a systematic management plan in the educational institution. In addition, the workers must follow the plan according to their scope. Similarly, physical education and sports teachers must perform their duties according to the project plan that they are responsible for, both in terms of teaching, research, and document preparation. This will make the work efficient and students will receive correct knowledge and understand of the methods of teaching and learning physical education and sports. It lets children have the experiences that teachers have, arranged in one way, such as letting children watch, listen, and touch, which is one teaching method. Also, they are teaching each time, as many teaching methods may be used in conjunction with teaching objectives to create different types of learning. Each child has their own learning methods. Each person creates their own learning. The teacher is the only one who arranges the activity situations and experiences in order for

the children to learn well. A “good teacher” is one who can provide experiences for the children appropriate to their age (Wasana, 2009). Rhythmic activities in the past were very important to daily life because they were part of various rituals involved in eating, marriage, earning a living, death, and even warfare. Later, rhythmic activities were developed by scholars and artists who adapted and improved the movement postures to be beautiful and appropriate for the rhythm of the music. Therefore, it became more widespread and of wider interest. Later, it developed into different forms because humans began to evolve more. Therefore, there is a development of movement patterns accompanied by music or rhythmic activities in parties or group activities, and the purpose has changed according to the context of the activity. Currently, rhythmic activities are intended for fun, socializing, and exercising by giving emotions or feelings to the movement. Rhythmic activities used in movement include ballroom dancing, modern dance, aerobics, and international folk dancing (Jirawan, 2013). Therefore, the Health and Physical Education Learning Group of Mahasarakham University Demonstration School (Secondary Division) organizes the teaching of rhythmic activities in Mathayom, level 3 according to the purpose and indicators of the Basic Education Core Curriculum (revised edition, 2008; indicators, 2017).

The problem of teaching and learning management and processing of rhythmic activities in the second semester of Mathayom 3 students at Mahasarakham University Demonstration School (Secondary Division) found that students who studied rhythmic activities had inaccurate skills in international folk dances. In addition, the accuracy of the rhythm and the precision used in maintaining the dance distance were not complete, lacking beauty and smoothness. From interviews with students, it was found that students forgot and could not remember some local dance moves, causing the skills of moving to music according to the rhythm to be incomplete and not according to the formula. Some were excited, while some lacked confidence and could not practice the skills at all. From the analysis, and through the PLC process, the teachers in the subject group found that in organizing learning activities in the rhythmic activities subject, the teachers used the same teaching format and methods. The design of the activities was not consistent with the age and ability of the students. Another issue was the problem of individual differences. In learning the skills of practicing each international folk dance, it was easy for some people, but very difficult for those who did not have this skill at all. This caused the students to be bored and not want to study rhythmic activities. If students could not practice the skills in the beginning level, they would not be able to practice the skills at more difficult levels. More complex levels caused students to be unable to practice traditional and international dance skills and not pass the practical skills assessment, resulting in an obstacle to promoting the development of physical education skills that are still uncertain.

The researcher therefore studied the teaching methods, as well as the problem-solving approaches from research documents and textbooks on the development of practical

skills. The researcher therefore considered selecting the teaching model of practical skills according to Davies's concept (Davies, 1971, pp. 50-56, as cited in Tisana, 2012), in which Davies presented the concept of developing practical skills, stating that most skills consist of many sub-skills. Training learners to be able to do those sub-skills first, then linking them together to form a major skill, will help learners achieve better and faster results. There are five steps in the teaching methodology or teaching process model of Davies as follows: 1) Demonstration of skills or actions: This process lets the learners see the skills or actions that they want the learners to do in the overall picture by demonstrating to the learners from the beginning to the end. 2) Demonstration and letting the learners practice sub-skills: The teacher divides all skills into sub-skills and demonstrates each sub-part for the learners to observe and follow slowly one part at a time. 3) Let the learners practice sub-skills: The learners practice sub-skills without demonstration or modeling. 4) Technique and methods: The teacher suggests techniques and methods that will help the learners work better. 5) Let the learners link sub-skills into complete skills: When the learners can practice each part, then let the learners practice sub-skills continuously from the beginning to the end. The teaching model according to Davies's concept is to train the learners to be able to practice sub-skills before linking them together into a major skill. This will help solve the problem of the learners' practice of international folk-dance skills to be more successful and faster (Davies, 1971, pp. 50 – 56 as cited in Tisana, 2012).

In particular, in step five, the learner links the minor skills into a complete skill. It requires discipline, patience, and repeated practice until it becomes a habit and completes their expertise in the practice. This helps to build discipline within the learner because the learner must pay attention and want to practice those skills by themselves. From a research study on the development of learning activities for performing arts skills, it was found that the standard circle dance using the practical skills teaching model of Davies, together with a TikTok application for Mathayom 1, enabled students to develop learning activities for performing arts skills. This was from the standard circle dance according to Davies's concept together with a TikTok application for Mathayom 1 students, showing an effective rating of 83.07/84.52, which was in accordance with the specified criteria. From comparing the performing arts skills on the standard circle dance according to Davies' concept together with a TikTok application for Mathayom 1 students, compared to the criteria of 80 percent after learning, it reached 84.52 percent, which was significantly higher than the criteria of 80 percent at a statistical level of .01. Students were most satisfied with the learning activities for performing arts skills on the standard circle dance according to Davies' concept together with the TikTok application (Sasina, 2022). From a research study on Development of Learning Management for Practical Skills Based on Dewey's Concept and its Impact on Learning Outcomes and Practical Skills, Focusing on the 'Fon Chom Muang Chaiyaphum' Subject for Fourth-Grade Students,

it was found that grade 4 students demonstrated higher academic achievement after participating in the Davies-based learning program compared to their performance before the program, with statistical significance at the .05 level (Sathidporn & Sunan, 2024). For the reasons and importance mentioned above, the researcher is interested in conducting a study on the effectiveness of learning management to develop international folk-dance skills in the rhythmic activity subject using the Davies practical skills teaching method for Mathayom 3 students. This will provide information to physical education teachers and to help apply it in developing learning management plans to promote students to have effective learning in the future.

## RESEARCH METHOD

The researcher used a repeated single group quasi-experimental research design. The results were measured before and after the experiment (the single group pre-test/post-test design). The details of the research are as follows.

### Population Group and Sample

The population includes Mathayom 3 students at Mahasarakham University Demonstration School (Secondary Division), Semester 1, academic year 2024. The sample was comprised of six classrooms totaling 232 students.

The sample group includes 43 Mathayom 3/3 students at Mahasarakham University Demonstration School (Secondary Division), Semester 1, Academic Year 2024, which was obtained by random sampling using the classroom as the unit of random sampling. It consisted of students with mixed abilities, some talented, with some average and weak.

### Research Tools

The tools used in this research consisted of three components: 1) A learning management plan for Health and Physical Education Learning Group Rhythmic Activity Course, code P 23104, on international folk-dance skills using the Davies learning plan. For Mathayom 3, there were five plans, totaling 10 hours. 2) International Folk Dance Practice Skills Test, before-and-after organizing multiple-choice activities, with four options, and 30 questions. 3) A questionnaire on student satisfaction with Davies learning management. In the course of rhythmic activities about international folk dance skills For Mathayom 3 students, there were 10 questions, with steps for creating and determining the quality of research tools as follows:

1. Creating a learning management plan
  - 1.1 Study the content and learning standards for the health education and physical education learning group in the school curriculum of Mahasarakham University Demonstration School (Secondary Division; revised edition, 2020).
  - 1.2 Study how to create a learning management plan and important elements of the learning management plan.

- 1.3 Study principles and tools regarding physical education learning management. This is to be done according to Davies' ideas from related documents and research.
  - 1.4 Analyze the process of organizing learning activities. Use Davies' practical skills teaching method.
  - 1.5 Analyze content and learning objectives for the rhythmic activities subject, course code P23104, subject: International Folk Dance Skills Health and Physical Education learning group of Mathayom 3 students at Mahasarakham University Demonstration School (Secondary Division). To be done according to the learning school curriculum, subject three: Movement exercise, playing games, Thai sports and international sports.
  - 1.6 Create a learning management plan to be consistent and cover learning objectives and content. There are five important learning plan components.
  - 1.7 Learning management plan to be created and presented to experts who are experts in teaching curriculum and research and development of measurement studies. In the area of teaching health education and physical education, a total of five persons are needed to consider and check for accuracy and appropriateness. Take the average of their findings, and compare it with the criteria. This is to be done, using the learning management plan evaluation form, which is a rating scale (Rating Scale) of five ranks (Bunchom, 2010, p. 121), with an overall the average (= 4.79 and SD = 0.21) level, which is the most appropriate.
  2. Creation of a test to measure international folk dance practice skills
    - 2.1 Study the theory and concepts related to creating tests to measure practical learning skills. This is accomplished by choosing to create an exam according to the construction method (Paisan, 2012).
    - 2.2 Study the learning objectives and content of the rhythmic activity course. This is about international folk dance skills For Mathayom 3 students.
    - 2.3 Score weight analysis to cover and relate to the content learning objectives, as well as the number of exams created and required.
    - 2.4 Use the test to measure practical learning skills that were created. This is to be presented to five experts (from the original group) to assess the consistency between the exam and the learning objectives (Index of Item Object Congruence: IOC).
    - 2.5 Take the results of evaluating the consistency between the exam and the learning objectives and analyze them to find the consistency index. Select exams with an IOC value of 0.50-1.00 or higher for actual use, totaling 30 questions. The analysis results should yield an IOC value of 0.60-1.00.
    - 2.6 Take the revised practical study skills test and test it out (try out) with students at Mahasarakham University Demonstration School (Secondary Division), who are Mathayom 4 students who had previously studied in the rhythmic activities course. This is related to the international folk dance at the Mathayom 3 level, which was not the sample taken for analysis.
  - 2.7 Bring the test to measure practical learning skills that has been tested, scored, and analyzed to find the difficulty value. Utilize discriminant power and confidence according to Lovett's method. Only items with a discriminatory power value of 0.20 or higher are to be selected. The results of the analysis found that the difficulty value (P) ranged from 0.05 - 0.89, the discriminatory power value (B) ranged from 0.23 - 0.74, and the overall confidence value (rcc) was equal to 0.85.
  - 2.8 Prepare a test to measure practical learning skills related to the rhythmic activity subjects in international folk dance skills For Mathayom 3 students. This test should include a total of 30 questions used to collect data with the sample group.
  3. Creating a satisfaction questionnaire
    - 3.1 Study textbooks, documents, and research related to satisfaction to be used as a guideline in creating a questionnaire on satisfaction with learning.
    - 3.2 Create a satisfaction questionnaire which has a 5-level rating scale using the Likert method (Bunchom, 2009, p. 63), with 15 items, and at least 10 items required for actual use.
    - 3.3 Take the created satisfaction assessment form. Send it to five experts to consider and check the appropriateness and correctness of the issues of using text language and coverage in measuring satisfaction. Use discretion in checking accuracy of the satisfaction assessment with a conformity index analysis.
    - 3.4 Improve the use of text language to be more concise and clear according to the recommendations of experts. Try this out with Mathayom 3 students in one classroom, Room 3/2, with 39 students who have passed the experiment. Use a lesson plan for rhythmic activities about international folk dance skills using Davies' practical skills teaching model. Then take the satisfaction assessment form and analyze it to find the level of quality.
    - 3.5 Analyze the results to find the discriminant power of the satisfaction questionnaire, item by item, using the Item With Total Correlation method. In this study, it was found that the results showed a discriminant power (rxy) between 0.44 - 0.81, and was analyzed to find the reliability of the satisfaction assessment. The whole edition, by finding the alpha coefficient ( $\alpha$ -Coefficient) according to Cronbach's method, found that the reliability of the entire satisfaction assessment was equal to 0.94.
    - 3.6 Print the complete satisfaction assessment form for use in further data collection.
- ### Data Collection
1. Develop an orientation to clarify the agreement for organizing learning activities in rhythmic activities. This is related to international folk dance skills Mathayom 3 by Davies' practical skills teaching model. Further,

inform the students of the learning objectives. Include measurement and evaluation criteria. Clarify the teacher and student roles as to an agreement on how to perform the activities.

2. Do a test before class (pretest) using a test to measure practical skills in studying rhythmic activities related to international folk dance skills.
3. Organize learning activities using the Davies' practical skills teaching model. The purpose is to develop international folk dance skills for the course of rhythmic activities among Mathayom 3 students. The teaching time is 10 hours, using five learning plans according to the Davies' practical skills teaching method.
4. Take the measurements during study, using scores from the practical skills assessment form about international folk dance.
5. After completing all exam plans, have students take a pre-study test, a post-study test, and an academic satisfaction questionnaire. The obtained scores are then analyzed and interpreted further.

#### Data Analysis

1. Analyze the efficiency of the rhythmic activity learning plan relative to the international folk dance skills using the Davies learning plan of Mathayom 3 students at Mahasarakham University Demonstration School (Secondary Division). According to the 80/80 criterion, analyze the results according to the formula for finding  $E_1/E_2$  values as per the study of Bunchom (2003, p. 155).
2. Compare the practical skills in rhythmic activities about international folk dance skills in Mathayom 3 using the Davies' practical skills teaching model. Compare them with the criteria of 75 using statistics obtained from a t-test (Dependent Samples).
3. Analyze the satisfaction of Mathayom 3 students at Mahasarakham University Demonstration School (Secondary Division) with the rhythmic activities learning plan. With the Davies learning management model about international folk-dance skills, calculate the mean ( $\bar{x}$ ) and standard deviation (SD) of the satisfaction levels. Translate scores according to the results' interpretation criteria.

#### RESEARCH RESULTS

The results of the analysis of the efficiency of learning management for the development of international folk dance skills are as follows. In the course of rhythmic activities using the Davies' practical skills teaching method, for Mathayom 3 students, results according to the 80/80 criteria are found in Table 1.

From Table 1, it was found that the process efficiency ( $E_1$ ) was equal to 95.81 and the result efficiency ( $E_2$ ) was equal to 87.05. Therefore, organizing learning developed international folk-dance skills in the course of rhythmic activities using the Davies' practical skills teaching method. For Mathayom 3 students. Five plans had an efficiency equal to 95.81/87.05, which meets the specified criteria of 80/80.

As shown in Table 2, after training using Davies' practical skills teaching method between, before, and after studying, according to the 75% criteria, the differences were statistically significant at the .05 level. That is, after training, students indicated higher scores.

From Table 3, it is found that overall, Mathayom 3 students are satisfied after receiving learning management in the subject of rhythmic activities using the Davies' practical skills teaching method. Overall, satisfaction was at the highest level. The average score was 4.51 and the standard deviation was 0.19. When considering each item at three levels, from highest to lowest, it was found that the item with the highest mean score was that teachers were friendly with students in teaching. The average score was 4.88 and the standard deviation was 0.32. Second, teaching and learning activities are fun and not boring. The average score is 4.74 and the standard deviation is 0.53. Next is the teacher giving advice and helping students in practicing activities had a mean score of 4.60 and a standard deviation of 0.69 and in the following order.

#### Summary and Discussion of Research Results

The learning management for developing international folk-dance skills in the rhythmic activity subject using the Davies' practical skills teaching method for Mathayom 3 students has found the efficiency of learning management. Learning to develop international folk dance skills in rhythmic activities using the Davies' practical skills teaching method for Mathayom 3 students had scores from behavioral assessment and individual learning. Folk dance practical skills training assessment and end-of-plan tests equaled 196.42 out of 205 points, equivalent to 95.81 percent. Further, achievement test scores with a possible 30 points, reached an average total score of 26.12 points, equivalent to 87.05 percent. This was in line with the specified criteria. This also indicates that learning management to develop international folk-dance skills in rhythmic activities using the Davies' practical skills teaching method for Mathayom 3 students reached an effectiveness equal to 95.81/87.05, which is higher than the set criteria. This is because the learning management plan

**Table 1.** Efficiency of learning management for the development of international folk dance skills

efficiency	Full score	S.D.	Percentage	
Process efficiency ( $E_1$ )	205	196.42	2.94	95.81
Results Efficiency ( $E_2$ )	30	26.12	1.48	87.05

The efficiency of Learning management ( $E_1/E_2$ ) is 95.81/87.05

**Table 2.** Comparative results of international folk dance skills

Test	N	$\bar{x}$	%	S.D.	t	df	Sig.
Pre-Test	43	21.91	73.02	4.34	7.33	42	0.000
Post-Test	43	26.12	87.05	1.48			

**Table 3.** Satisfaction of Mathayom 3 students after training

Point number	Evaluation list	$\bar{X}$	SD	Level Satisfied
1	Teachers clearly communicate learning objectives.	4.49	0.82	a lot
2	Teaching activities are fun. Not boring	4.74	0.53	the most
3	International folk dance activities help develop students' movement skills.	4.37	0.81	a lot
4	Practical training activities Help develop skills upward movement.	4.35	0.96	a lot
5	Teachers are attentive and provide close guidance in Do activities.	4.49	0.73	a lot
6	Students understand the content more easily after organizing the activity.	4.23	0.86	a lot
7	Teachers give advice and help students in Do practice activities.	4.60	0.69	the most
8	Students practice practical skills from easy to difficult.	4.40	0.92	a lot
9	Teachers are friendly with students when teaching.	4.88	0.32	the most
10	Students learn happily.	4.51	0.87	the most
Overall satisfaction		4.51	0.19	the most

in the rhythmic activity subject for Mathayom 3 students using the practical teaching method of Davies to develop international folk dance skills, which the researcher created, went through a systematic process of creating steps. This helped the learners to understand the steps and be able to practice international folk dance skills correctly, allowing the learners to achieve better and faster results. Organizing learning activities using the practical teaching method of Davies is a teaching method that focuses on the learners. This model aims to help develop the learners' practical skills, especially skills that consist of many sub-skills. The results that the learners will receive from learning according to the model, are that the learners will be able to practice skills well. It is made effective by studying the Basic Education Core Curriculum B.E. 2008, Health and Physical Education Learning Subject Group. This involves learning subjects, learning standards, indicators, measurement and evaluation of physical education, and methods of teaching physical education (Wasana, 2009). In addition, concepts, theories and research related to organizing learning activities using the practical skills teaching method of Davies were studied in detail, which is consistent with the research of Chanakarn (2020). Chanakarn studied the development of learning activities for standard circle dance practice skills using the Davies' model for Mathayom 1 students. She developed learning activities for standard circle dance practice skills using Davies' model for Mathayom 1 students. The research results found that the learning activities for standard circle dance practice skills using Davies' model had an efficiency level (E1/E2) of 84.15/83.85 according to the specified criteria. This is consistent with Sasinya Niyomsuk (2022) who studied the development of learning activities for performing arts skills on standard circle dance using the Davies' practical skills teaching model together with a TikTok application for Mathayom 1 students. This was

to develop learning activities for performing arts skills on standard circle dance based on Davies' concept together with a TikTok application for Mathayom 1 students. The research results found that the development of learning activities, and performing arts skills, on the topic of standard circle dance, based on the concept of Quees, together with a TikTok application for Mathayom 1 students, was effective at 83.07/84.52, which was in accordance with the specified criteria. In addition, the learning management plan was also evaluated for accuracy and appropriateness by five experts before being tested with Mathayom 3 students at Mahasarakham University Demonstration School (Miriya Division), Khamriang Subdistrict. Kantharawichai District, Mahasarakham Province, and has improved and solved problems that occurred after the trial use of the learning management plan, resulting in the learning management plan with the highest quality, with an average value of 4.79.

2. A comparison was made of international folk dance skills after learning management using the Davies' Practical Skills Teaching Method between, before, and after learning. Compared with a 75 percent criteria learning by learning management using the Davies' Practical Skills Teaching Method, the average score from the pre-test was 21.91, which is 73.02 percent, with a standard deviation of 4.34. The average score after learning was 26.12, which is 87.05 percent, with a standard deviation of 1.48. The t-value was -7.33, indicating that the learning results of the students after learning were significantly higher than before learning at a statistical level of .05. This may be due to the learning management using the Davies' Practical Skills Teaching Method. Most skills consist of many sub-skills. Training students to be able to do those sub-skills first, and then linking them together into a major skill will help students achieve better and faster results. The steps in organizing activities

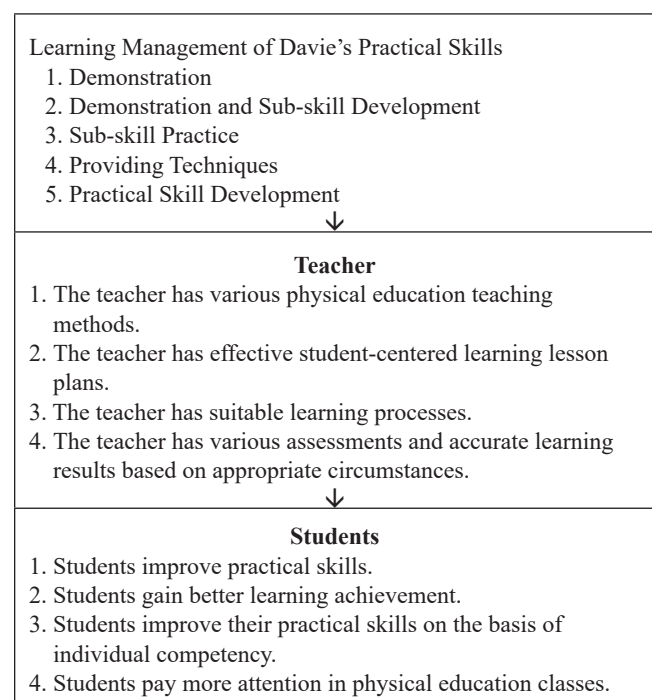
of the Davies' Practical Skills Teaching Method include the skill or action of a demonstration step, which includes the demonstration, and students practicing sub-skills step. The class allows the learner to practice the sub-skills. The class provides techniques and steps for the learner to connect the sub-skills. This format aims to help develop the learner's practical skill abilities, especially skills that consist of many sub-skills. The results that the learner will receive from learning according to the format are that the learner will be able to practice skills well, efficiently, and achieve the objectives. This is consistent with the research of Sathidporn and Sunan, (2024) studied the development of learning management for practical skills based on Dewey's concept and its impact on learning outcomes and practical skills, focusing on the 'Fon Chom Muang Chaiphum' subject for fourth-grade students. The study examined the practical skills of Grade 4 students who engaged in learning based on Davies' concept of the Chaiphum City Dance, comparing their performance post-instruction against a 70 percent benchmark. It was found that after the intervention, Grade 4 students exhibited practical skills exceeding the 70 percent threshold, with statistical significance at the .05 level. The results are accordant with the findings of the study of Pradermchai (2019) who studied the results of using Davies' practical skills teaching format together with imagery that affects the learner. This researcher studied the ability in throwing petanque balls of students in lower secondary level, Srinakharinwirot University Demonstration School, Pathumwan. The research results showed that:

1. The comparative performance averages of the experimental group 1 and experimental group 2 were measured, throwing the petanque ball and the high ball, before training and after training in weeks 4, 6 and 8. The averages increased respectively.
2. The study compared the differences of the averages of the experimental group 1 and experimental group 2 using the high ball and the high ball before training and after training in weeks 4, 6 and 8. Differences were noted in tests by pairs within experimental group 1, as all pairs were different. Experimental group 2 before training was different from after training in week 4, and different from after training in weeks 6 and 8, respectively.
3. The satisfaction of Mathayom 3 students after receiving the learning management in the rhythmic activity subject using the Davies' practical skills teaching method was at the highest level overall, with an average score of 4.51 and a standard deviation of 0.19, because the teacher was friendly with the students while teaching. The teaching and learning activities were fun and not boring. The teacher gave advice and helped the students in doing the practice activities. This is consistent with the research of Hsiao-Wen Chao et al. (2021) who studied the learning outcomes and satisfaction with exercise taught from digital learning integrated with the university dance curriculum to apply technology and

digital teaching strategies in the dance curriculum. The research results found that students had higher satisfaction in all aspects of physical activities, which is consistent with the research of Pathomporn et al. (2022). These researchers studied the effects of a recreational activity model dance type that promotes creativity and innovation for learners. They studied the skills of creative thinking and innovation by using this recreational activity model dance type among students in higher education. The research results found that students' satisfaction with the overall form of dance recreational activities was at the highest level of satisfaction. This is consistent with the research of Kannika (2021) who studied the organization of learning activities based on Davies's concept that promoted performing arts skills on the topic of the Chicken Dance for Mathayom 1 students. This was done in order to develop the organization of learning activities based on Davies' concept on the Chicken Dance for Mathayom 1 students. The research results found that students were satisfied with the learning activities based on Davies' concept. Overall, they were at the highest level of satisfaction.

#### NEW KNOWLEDGE FROM THE STUDY

The new knowledge synthesized from the study on Efficacy Study of Learning Management for Developing International Folk-Dance Skills in the Subject of Rhythmic Activities Using the Davies' Practical Skills Teaching Method for Secondary School Third-year Students can be concluded as shown in Figure 1.



**Figure 1.** New knowledge from the study

## CONCLUSION

From the study on Efficacy Study of Learning Management for Developing International Folk-Dance Skills in the Subject of Rhythmic Activities Using the Davies' Practical Skills Teaching Method for Secondary School Third-year Students, Davies' Instructional Model for Psychomotor Domain was synthesized into 5 steps of learning including Demonstration, Demonstration and Sub-skill Development, Sub-skill Practice, Providing Techniques, and Practical Skill Development. However, the steps are able to be applied in either physical education classes or sport activities.

The following recommendations can be made based on the findings of the present study. During the implementation of learning activities, teachers should observe student behavior. Students who are still unable to practice the skills may not understand or learn, or may need help. Teachers should use learning management in a way that encourages students to be interested or explain to students so that they understand clearly and let students practice quickly. However, the differences between individuals should be taken into account. Therefore, the time used for organizing learning activities may be flexible as appropriate.

In organizing the teaching and learning activities of Davies' practical skills, teachers should observe the learners at the 3<sup>rd</sup> level, let the learners practice the sub-skills, and practice those sub-skills without demonstration or modeling. If there is any problem, the teacher should give advice and help fix it until the learners can do it. When successful, the teacher starts demonstrating the next sub-skill and lets the learners practice that sub-skill until they can do it. They should continue doing this until all parts are complete. However, if the students can help themselves, they should be allowed to practice by themselves to instill in them the knowledge of learning.

Davies' practical skills learning management: When the learner can do it, the teacher may suggest techniques or methods that will help the learner do the work better, such as doing it more delicately, more beautifully, faster, easier, or with less wasteful movements. It is a complete skill, so the learner should practice the sub-skills continuously from the beginning to the end and practice many times until they can practice the complete set of movements skillfully.

This study shows that the practical skills learning management of Davies in all five levels is quite important and detailed in organizing learning activities. Teachers should determine the time for organizing activities as clearly as possible.

The following recommendations could be made for future research. A comparative study of learning outcomes between Davies' practical skills learning management combined with Herbart's teaching methods and other teaching formats in physical education should be conducted.

Research should be conducted to study the effectiveness of learning management for skill development using Davies' practical skills teaching method in physical education subjects at all levels. The research should be done continuously because it relates to the development of learning in practical skills.

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