



## ลักษณะจิตสำนึกสาธารณะของนิสิตจากรูปแบบการเรียนการสอนที่ใช้การวิจัยเป็นฐาน Public Consciousness Characteristics of Students from the Teaching and Learning Styles Based on Research Based Learning

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### บทคัดย่อ

งานวิจัยชิ้นนี้มีวัตถุประสงค์เพื่อศึกษาลักษณะจิตสำนึกสาธารณะของนิสิตจากรูปแบบการเรียนการสอนที่ใช้การวิจัยเป็นฐานผ่านการเขียนโครงร่างงานวิจัยของนิสิต งานวิจัยเป็นงานวิจัยเชิงคุณภาพ โดยใช้แบบบันทึกการสังเกตแบบมีส่วนร่วมในการนำเสนอโครงร่างงานวิจัยของนิสิตเป็นเครื่องมือที่ใช้ในการวิจัยกับนิสิตผู้ให้ข้อมูลหลัก 35 คน ของภาควิชารัฐศาสตร์ คณะสังคมศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ ผลการวิจัยพบว่า รูปแบบการเรียนการสอนที่ใช้การวิจัยเป็นฐานสามารถน้อมนำให้เกิดจิตสำนึกสาธารณะของนิสิตให้มากขึ้น ดังผลการศึกษาชี้ให้เห็นว่าลักษณะจิตสำนึกสาธารณะของนิสิตจากรูปแบบการเรียนการสอนที่ใช้การวิจัยเป็นฐานในสามส่วน คือ ส่วนบทนำและความสำคัญของปัญหา ส่วนแนวคิดทฤษฎีและงานวิจัยที่เกี่ยวข้อง และส่วนวิธีดำเนินการวิจัย ทำให้เกิดพฤติกรรม “ความมุ่งมั่นพัฒนาสังคม” มากที่สุด รองลงมาคือ พฤติกรรม “การช่วยเหลือผู้อื่น” และพฤติกรรม “การเสียสละต่อสังคม” ตามลำดับ

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### ABSTRACT

The objective of this research is to study the public consciousness characteristics of students from the teaching and learning styles that based on “Research Based Learning Approach” through the writing of the research proposal of students. A qualitative method is used. The participated observation form of the research proposal was research tool by content analysis. There were 35 key informants, students from the Department of Political Science, Faculty of Social Sciences Srinakharinwirot University. The research found that the research-based learning approach to teaching and learning can lead to greater public consciousness of student. As the research results show that public consciousness characteristics of students from the teaching and learning styles that based on Research Based Learning Approach through the writing of the research proposal, in three parts: “Statement of Problem and Significance of Research”, “Review of the Literature” and “Research methods”. In sum, it can lead students to have the actions that aim to benefit others to society in “committed social development” and followed by “social sacrifice” and “helping others” respectively.

**Keywords :** Public Consciousness / Student / Research Based Learning

### Introduction

Public consciousness is necessary at all levels of society. Therefore, it should be developed from family level to educational institution. In addition, academics must cultivate moral and ethical values for children and youth to become more givers, which will help children and youth develop their minds to help others. It starts from the mind of the self and will lead to public consciousness to society in the future. (Ministry of Education. 2011) However, at present, Thai society is experiencing a crisis of values, morality, ethics and behavior which are affected by the influx of foreign cultures through media and information technology and Thai children and youth lack of systematic analytical thinking skills. They cannot screen and choose to receive a good culture, resulting in changes in values and behaviors that focus on materialism and consumption, including selfish behavior and tendency to act for more personal happiness and interests than public interest (Pornchokchai, 2010).

It can be said that today's Thai society is a technological evolution that is far different from previous which foreign cultures and media have increasingly played a role in Thai society, causing Thai society to even evolve, but at the same time it is found problems of

moral and ethical decline that give importance to the value of money, power, prestige, more than giving without hope for compensation according to the Thai motto in originally. Thai society has become a society where everyone looks for happiness and creates personal identity in order to develop and up-to-date with both economic and social changes. One of the benefits of self-sufficiency and the greater part of the society is clearly showing the lack of public consciousness of Thai society. So at present, the word "public mind" is interest more to make people are aware of public responsibility more than themselves. That means that everyone must have more than the reception. These things must start with children and youth.

However, at present, Thai society is experiencing a crisis of both values morality and ethics as mentioned above. Children and youth lack systematic analytical thinking skills to screen and choose to receive a good thing (culture), resulting in changes in values and behavior that emphasize materialism and consumption. It can be said that in today's Thai society, there is a far-reaching technological evolution, but at the same time it is found the problems of moral and ethical deterioration that give importance to the value of money, power, prestige more than giving without hope for compensation according to the original beliefs.

Thai society has become a society where everyone looks for happiness and creates personal identity to keep up with changes in both economic and social aspects. The benefits for themselves and partisan are greater than that of the whole, clearly showing the lack of public consciousness of Thai society. For this reason, it is said that the word "public consciousness" is more interest and so that people are aware of public responsibility more than themselves that means everyone must have more than the reception and these things must start with children and youth. Children and youth can learn and recognize things that are received from their families, and can also learn at a higher level of community and society. In particular, educational institutions are considered to have not only teach in academic things but also train morality and ethics for children and youth to know the sacrifice to help others in order to prepare for the development of the public mind into public consciousness in the future (Khadtan, 2014).

As mentioned above, there is a need to adjust the behavior of people in society, starting with children and youth, which will have a variety of methods and must conform to the policy from all sectors. However, teaching and learning is the first stage of such behavior

change, but teaching and learning must be taught in a format that focuses on engaging students in analytical thinking with participation or currently called teaching and learning by focusing on student centered. For the teaching and learning of such in higher education as well, with teaching methods that are consistent with the teaching-learning style that is centered on student including “Research Based Instruction”, “Group Investigation Model”, “Discussion”, “Case Study”, “Lecture Recitation”, and “Problem-Based Instruction”. In all six of these forms, teaching methods using the research process can be used to manage teaching at the undergraduate level appropriately because it allows the learners (students) to seek knowledge on their own by introducing and helping of instructor. This method of teaching is based on investigative teaching in the subject matter of the subject, using the research skills process to be a sequential teaching method based on the difficulty of using the research process (Maaun, 2016).

From statement of problem and significance of research mentioned above, it can realize the necessity and importance of creating more public consciousness for students by studying the public consciousness of students through the teaching-learning model that is “Research Based Instruction”. There is a research question that in each step of teaching and learning that is researched in three parts: Statement of Problem and Significance of Research, Review of the Literature and Research methods can improve public consciousness characteristics of students which were “helping others”, “social sacrifice” and “committed social development” or not? In order to be innovative and able to extend the results to be applied to students have more public consciousness in the future.

### Research objective

To study the public consciousness characteristics of students from the teaching and learning styles based on Research Based Learning Approach.

### Literature review

Khaensa (2008, p.29) stated that public consciousness means realization of benefits, realization of the impact on the community and society that consists of 3 areas: (1) Knowledge of public understanding is knowledge and understanding about the rights, duties of oneself and others, (2) conscious thoughts Is a thought process that person uses as a principle in making ethical decisions, and (3) the practice of the conscious person is an expression of avoidance. In addition, Namarak (2009, pp.103-105) has given the meaning that public

consciousness means feelings, opinions of people towards problems in society from the recognition process that causes analysis critique and criticism are love, generosity to people, both known and unknown, including taking into account the common benefits, together with personal benefits, having a sense of belonging to the public, a desire to solve problems, believe in their abilities and the power of the group to solve problems in society as well as to work together with others using continuous learning processes

For elements of the public consciousness, Bloom, Thomas and Madaus (1971) explained that consciousness is the psychological effect of human being from the learning process of human which has 3 elements: cognitive characteristics refer to perception or experience with things that can be analyzed, synthesized and evaluated and led to formations in a psychoanalytic manner. Psychoanalytic characteristics mean mental feelings, including attention or desire, with a reaction, appreciation and create character traits to behavior and characteristic skills means behavior or expression that can clearly observe the pattern. For, Thai scholars as

Thongorn (2007, p.19) stated that the elements of the public consciousness, consisting of knowledge elements that is a matter of knowing the person about what the object, person or event is; feeling element is a kind of emotion that occurs after being recognized and behavioral trends with a tendency to act or cooperate in solving problems by their own initiative or participating in various groups to help society. In addition, Nutnichakorn (2007, pp. 24-25) described behaviors that show students' public consciousness being measured from "helping others", "social sacrifice" and "committed social development" for 1) "helping others", means the behavior of youths who express themselves to others and people in society, being generous, caring, and helping others without compensation (with elements that help guide the right thing to others, cooperate with others in social development, facilitate others and share things with others), 2) "social sacrifice" means the behavior of youths who express themselves to others and people in society, use of free time to be useful, contributing money, time, physical strength for others willingly (with elements that taking physical strength, asset, and time to help others and society, do the thing with public benefits rather than personal benefits, to be more than a recipient, sacrifice the benefits that deserves in exchange for the benefits of a large group of people or those who are weaker and spend their free time to benefit society), and 3) "committed social development", means the behavior of youths who express themselves to others and people in society, use of free time to be useful,

sacrificing money, time, physical strength for others willingly.(with elements that Interested in problems and changes while offering ideas for social development intending to work in any way to achieve the set goals and be beneficial to society, intend to work for the public until the success and initiate new things for social development to succeed).

For the process which uses to study public consciousness characteristics of students is Research-based learning (RBL). At present, learning management using RBL, there are different callers such as Research-oriented teaching; Teaching and learning using research process, Research teaching, Teaching and learning with base research, and Teaching and learning with base research. For providing the meaning of such teaching methods, it means that learning activities that use the research process to develop learners as Thammachat (2009) has given the meaning of research-based learning as a means of learning management that teachers and students use to research in seeking knowledge or solving problems, at the same time, teachers and students study the research to develop the knowledge according to the science or subject matter of learning to achieve the learning goals and desirable characteristics as specified in the curriculum. In accordance with Sinlarat (2002), he stated that Research-Based Teaching is teaching that focuses on allowing students to ask questions, analyze problems, know how to get answers and bring the answers to be set as intelligence issues to find new answers by bringing content from research or research process as a teaching style or by seeking knowledge to solving problems by themselves systematically.

This research has defined the scope of research studies to study the public consciousness characteristics of students which were “helping others”, “social sacrifice” and “committed social development” from Nutnichakorn (2007) because the study of elements of public consciousness that are close to this research based on Research Based Learning Approach through the writing of the research proposal of students in three parts: Statement of Problem and Significance of Research, Review of the Literature and Research methods.

### Research methodology

The key informants of this research are 35 second year students enrolled in the organization and administration subjects, Department of Political Science, Srinakharinwirot University, 35 people. The instrument used in this research was a collective observation form which came from finding the Index of Consistency (IOC) between questions and objectives and terminology evaluated by 3 experts. The IOC value is ranged between 0.00. 1.00. Data collection process begins with explaining details that are consistent with the course content,

organization and management. After explaining the content of the subject, then began to process of writing the research proposal of the students through Research-based learning (RBL) in three parts: Statement of Problem and Significance of Research, Review of the Literature and Research methods to study the public consciousness characteristics of students which were “helping others”, “social sacrifice” and “committed social development” and analyzes data by content analysis methods by creating a summary table of data obtained from participatory observation to study the public consciousness of students from such teaching styles.

### Research Result

The research-based learning approach to teaching and learning can lead to greater public awareness consciousness of student. As the research results show that public consciousness characteristics of students from the teaching and learning styles based on Research Based Learning Approach through the writing of the research proposal, in sum, students express their feelings to others and express themselves as behaviors or actions that aim to benefit others to society in “committed social development” by demonstrating the behavior of working intention to achieve the set of goals and initiating new things to achieve social development in three parts: Statement of Problem and Significance of Research, Review of the Literature and Research methods.

For the behavior of “social sacrifice” by sacrificing the benefits to public, including behaviors that are shown to others that they see common benefit rather than personal benefits, and “helping others” by expressing to others in helping to suggest the right thing and in collaborating with others to work occurring in all three parts of the same study as well but did not see a clear expression; it appears only in some sub-topics of Research Based Learning Approach.

In addition, when considering each section from Research Based Learning Approach, it was found that public consciousness characteristics of students which were “helping others”, “social sacrifice” and “committed social development” from the teaching and learning styles that based on Research Based Learning Approach: Statement of Problem and Significance of Research consist of research title; Writing the introduction and importance of the problem; research objective; Scope of Research; definition of terms research; and expected benefits. The research found that in sum, students express their feelings to others and express themselves as behaviors or actions that aim to benefit others to society in “committed social

development” followed by the behavior of “helping others” and “social sacrifice”, respectively, as show in table 1.

**Table 1** shows public consciousness characteristics of students from the teaching and learning styles that based on Research Based Learning Approach: Statement of Problem and Significance of Research

Public consciousness style / Research outline / Statement of Problem and Significance of Research	“helping others”	“social sacrifice”	“committed social development”
Research title	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Writing the introduction and importance of the problem	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Research objective	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scope of Research	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Definition of terms research	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expected benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The public consciousness characteristics of students were “helping others”, “social sacrifice” and “committed social development” from the teaching and learning styles that based on Research Based Learning Approach: Review of the Literature consisting of related concepts and theories, and related research. The research found that in sum, students express their feelings to others and express themselves as behaviors or actions that aim to benefit others to society in “committed social development” as show in table 2.



**Table 2** shows public consciousness characteristics of students from the teaching and learning styles that based on Research Based Learning Approach : Review of the Literature

Public consciousness style / Research outline / Review of the Literature	“helping others”	“social sacrifice”	“committed social development”
Related concepts and theories	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Related research	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The public consciousness characteristics of students were “helping others”, “social sacrifice” and “committed social development” from the teaching and learning styles that based on Research Based Learning Approach: The research method consist of Research Pattern, Sample characteristics or Population of study, Conducting Research, Data collection, and Data analysis. The research found that in sum, students express their feelings to others and express themselves as behaviors or actions that aim to benefit others to society in “committed social development” followed by the behavior of “helping others” and “social sacrifice”, respectively, as show in table 3.

**Table 3** shows public consciousness characteristics of students from the teaching and learning styles that based on Research Based Learning Approach: The research method.

Public consciousness style / Research outline / The research method	“helping others”	“social sacrifice”	“committed social development”
Research Pattern	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sample characteristics or Population of study	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Conducting Research	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Data collection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Discussion of research results

The results of this study indicated that in sum, students express their feelings to others and express themselves as behaviors or actions that aim to benefit others to society in “committed social development” by demonstrating the behavior of working intention to achieve the set of goals and initiating new things to achieve social development. Followed by the behavior of “social sacrifice”, and “helping others”, respectively, which is not consistent with the research related to this issue in Thailand as the work of Wajee (2016) in thesis work entitled “The factors on public mind behavior of the secondary school students in Bangkok” which found that the overall and each aspect on public mind behavior of the secondary school students in Bangkok were at the high level from the greatest to the least as follows: helping others, sacrificing to society, and developing society. Including the work of Ajpru (2001, p.103) states that public consciousness is a desire to help and solve problems for others or for society. Therefore, public consciousness of students were at the high level is helping others, which is closest to students. This may be because the population and sample groups have different levels of education.

### Recommendations

#### Recommendations for Applications

The results of the study show that activities related to “committed social development” can increase students' public consciousness, so faculties and university can use the research results as a guideline for the development of public mental behavior and it will get better results if done thoroughly and consistently. In addition, universities should set operational guidelines as policies and a clear action plan regarding public consciousness development so that faculties can take concrete action and continuous evaluation.

#### Recommendations for Further Research

It should study this issues in all dimensions and continuously, so that the departments, faculties and universities will be able to know the information for improving and developing the curriculum correctly and appropriately and it should study the aforementioned issue with more research tools, especially the application of mixed research methods in order to apply the results of the analysis to be effective and most effective.

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