

A community development learning approach based on professional experience for students in Nakhon Si Thammarat Province, Thailand

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ABSTRACT

The purpose of this study is to present a community development learning approach based on professional experience for students in Nakhon Si Thammarat Province. It is a qualitative study. Interview forms and online meetings are research tools. The primary informants included 72 community development students, 3 department heads, and 1 teacher, and the data was presented in a descriptive and analytical format. The results showed that: (1) Field activities and on-the-job training to adapt to coexistence with others and implement them in community development, (2) Structure and culture of the organization to work with existing processes and systems, (3) Administration and computer work to facilitate the work. (4) Understanding of local legislation and applied to community development, and (5) Volunteering in the community and social work to help individuals in the community.

Keywords

A community development learning approach; professional experience for students

Introduction

Preparation for vocational training with an emphasis on enhancing students' physical, mental, and social skills. To be able to serve society and adapt to changes in attitudes, habits, knowledge, and skills in order to create experiences, share learning, and apply learning outside of the classroom. cause and effect practice skills training practice group work problem solving practice communication practice scheduling time for preparatory activities in an acceptable manner, and organizing activities in order to be able to integrate knowledge to practice [1]. This helps students to prepare for practice and apply what they've learned in real-world circumstances. Students who prepare for professional experience learn about the organization's background, obtain varied experiences, and become aware of the knowledge that may be used in the workplace [2].

Students can use their expertise in community development by integrating it into their coursework. Setting objectives and discussing ideas with others, as well as deciding how to continue, are all part of the process. Planning in Collaboration Studying and planning for success leads to concrete development strategies that include involvement in a variety of activities [3]. This results in community management that focuses on both economic and social management. In line with the community's method, society and the environment are built on the foundation of community capital. By concentrating on the growth of the major pillar, which is the community economy. Leading progress necessitates well-managed leaders. Involvement of individuals in the community generates changes at the individual, home, community, and social levels, resulting in well-being for individuals in the community. This is a guideline that other communities can use to run their own communities [4]. Students participate in planning and determining community capacity building activities under the supervision of the community's management where community development is practiced. Since the dawn of powerful thought, creative activity, and the synthesis of outcomes at the individual and communal levels for future development [5].

We investigated the matter based on the preceding significance: A community development learning approach based on professional experience for students in Nakhon Si Thammarat Province, Thailand. They go on field visits, conduct in-depth interviews, and offer a learning model based on the preparation of professional experiences of community development students. This study validates the developing data, and the descriptive study will provide access to the data, making it one of the first qualitative studies in the southern area to model and construct professional training for students to create communities in Nakhon Si Thammarat Province in Thailand.

Objectives

To present a community development learning approach based on professional experience for students in Nakhon Si Thammarat Province, Thailand

Methodology

This was a qualitative study, with data collected by online meetings with community development students, and the researcher presented the research approach as follows:

1. Key informants - There are three groups of key informants: (1) 72 community development students, which the researcher specifically selected community development students who were preparing to practice their professional experience between March 1 and March 26, 2021; and were willing to provide information, (2) 3 department heads, pick particular department heads who have worked for at least 10 years, support the creation of professional experience training, and are delighted to provide information, (3) 1 instructor, specially chosen as the instructor of preparing professional experience training and making ideas throughout the preparation of professional experience training, and willing to provide information.
2. Research Tools - The researcher collected data from community development students in Nakhon Si Thammarat Province using interview forms and online meetings. There is a process for determining the tool's quality. Based on a study of related publications and research, create an interview form, after that, get professional assistance and double-check the research tool, The interview form was used to collect data. Improve it again and bring it to key informant interviews.
3. Data Collection - The researchers collected data by conducting 45–60-minute interviews with informants with an online conference regarding the learning of preparation for professional training of community development students in Nakhon Si Thammarat province.
4. Data Analysis - The researcher conducted an online meeting interview and used the data from interviews to present the data in a descriptive and analytical format.

Result

A community development learning approach based on professional experience for students in Nakhon Si Thammarat Province, Thailand. The study's results are presented below:

1. Field activities and on-the-job training - Gain practical experience, learn to adapt to varied environments, identify and solve difficulties at work. Learned about project management, visited the region and witnessed the community's concerns, gained greater bravery to speak out and act assertively, and learned to live with people. Learn how to solve problems in the community and how to collect information in your community for improvement and use in community development.
2. Structure and culture of the organization - Worked in the Administrative Organization, where I learned and understood the method. Learn about your work and use what you've learned. Discover the system and how it works in the subdistrict organization. assistance in the acquisition of additional job experience and knowing how to handle everyone in the agency and community.
3. Administration and computer work - Understand and learn about external/internal materials. Preparation of formal papers, as well as drafting and preparing various projects and project summaries. Demonstrate caution and discipline during work, including photocopying Practice registering for document delivery. Computer job that makes use of a variety of programs
4. Understanding of local legislation - learnt about the Decentralization of Sub-District Administration Act Learn about the Acts that are utilized in community development work. I learned about the preparations for local elections.
5. Volunteering in the community and social work - Service for people who come to the government to register their infants. the crippled and the elderly Know your rights when it comes to government initiatives, such as the one we won for services to the elderly and crippled or knowledge services to those who inquiry.

Conclusion and Discussion

A community development learning approach based on professional experience for students in Nakhon Si Thammarat Province, Thailand. The study's results are presented: (1) Field activities and on-the-job training; make it adaptive so that it can coexist with others, then put it into practice and employ it in community development. (2) Structure and culture of the organization; Working in departments and communities in accordance with the processes and systems in place. (3) Administration and computer work; learn to receive and send external and internal papers; produce official books and projects and utilize office equipment and computers. (4) Understanding of local legislation, such as the Decentralization Act, this same Act applicable to community development, and the Act applicable to local elections. (5) Volunteering in the community and social work; with people who come to contact the government, such as newborn registration, people with disabilities, and the elderly. According to Sophapit [1], the training of community development professionals includes the ability to adapt to change, generate experiences, exchange information, practice group work, and relate knowledge to practice in community development, and according to Komnanton, Anantrawan, & Bodeerat [3], community development vocational training was put in place to generate effective collaborations and lead to community development. Practice for concrete development (Figure 1):



Figure 1: A community development learning approach based on professional experience for students in Nakhon Si Thammarat Province, Thailand

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