

Development of Learning Management Assessment Model for the Learning Disabilities Students in the Secondary School

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ABSTRACT

The objective of this research was to develop a learning management assessment model for students with secondary learning disabilities using research and development processes. The First: study of current conditions, approach to learning management, and approach to assessing learning management by studying related research papers and interviewing four experts. The Second: Development and finding quality by assessing the learning management model using the Connoisseurship method of 9 experts, to examine suitability and possibility. The Third: Model Experiments in Vocational Schools 3 schools and 3 schools participating in the project. The Fourth: An Assessment of Teacher Learning Management Models for Students with Secondary Learning Disabilities. The group of informants was the same as the trial group and used an evaluation model. The instruments used consisted of interviews and assessments. Qualitative data analysis by systematic analysis. The statistics used for data analysis were mean, standard deviation, median, and interquartile range. The results of the research were as follows: (1) Co-management for students with learning disabilities with normal students requires adjustments in the garden environment, teaching materials, teaching materials, staff. And need to assess learning outcomes from various relevant assessment sources. (2) The learning management assessment model is appropriate and feasible at a high level, consisting of conceptual principles, objectives, assessment areas, assessment methods, assessment criteria, and assessors. However, the objective of the assessment consisted of four standards: factors contributing to learning, teacher characteristics, learning management, quality of learners with learning disabilities. (3) The results of the experiment using the assessment model of the vocational schools were mean equal to 91.37, which is very good. As for the schools that participated in the project Has the mean equal to 67.77, moderate. (4) The results of the evaluation of the teacher learning management assessment model for students with secondary school learning disabilities were found to be of the highest level and usefulness was at a high level.

KEYWORDS

Development, Learning Management Assessment Model, The Learning Disabilities Students, Secondary Education.

Introduction

Nowadays, children in general school are both normal and special-needs children. The education management of Thailand today gives importance to the provision of education that allows both normal children and children with special needs to learn together. It was also found that the most common school children with special needs were those with learning disabilities. Therefore, regular school teachers need to understand the Learning Disabilities Students.

To drive the development of learning management quality, including the Office of the Basic Education Commission, the Ministry of Education has established a policy to raise the quality of learners, quality of teaching and learning, quality of shared learning management, building a learning society of educational institutions based on inclusive learning standards. In order of internal quality assurance for educational institutions, 2012 consists of 4 standards: (1) the first: Standards for learner quality, standard 1, learners have results for developing their full potential. The second: Standard for teaching and learning, standard 2, teachers for effective and efficient co-learning work. The third: Standards for co-administration, standard 3, administrators for effective and efficient co-administration of administrators. The Fourth: Standards for the creation of a learning society, standard 4, educational institutions create, promote, support educational institutions to be a learning society in co-learning management. Which when each aspect of the standard has not been put in detail in the details of teaching and learning in real conditions.

At this point, the researcher is interested in creating a tool that will enable effective and efficient assessments of learning management for the Learning Disabilities Students. This will provide teachers and stakeholders with useful information for improving and developing effective teaching and learning management. Consistent with educational reform and can be utilized for governance, monitoring, and administrative decisions, in addition, it will be important

information that will lead to direct solutions to the Learning Disabilities Students problem and to be continuously developed.

Objectives

1. To study the current condition Guidelines for learning management and learning management assessment guidelines for the Learning Disabilities Students at the secondary level.
2. To develop and find the quality of a learning management assessment model for the Learning Disabilities Students at the secondary level.
3. To experiment with the learning management assessment model for the Learning Disabilities Students at the secondary level.
4. To assess the learning management assessment model for the Learning Disabilities Students at the secondary level.

Methodology

In this research, the researcher conducted a study using research and development methodology which defines the scope of the research into 4 phases.

Phase 1 studies current conditions, learning management guidelines, and learning management assessment guidelines for the Learning Disabilities Students at the secondary level.

The researchers studied relevant research papers and interviewed experts on learning management for the Learning Disabilities Students, including School administrators, special education specialists, academics, supervisors, 4 people. This is based on the person responsible for overseeing the learning management program for the Learning Disabilities Students. Data obtained from studies, papers, and interviews were used for Content Analysis and to draft a learning management assessment model for the Learning Disabilities Students at the secondary level.

Phase 2 Develop and find the quality of a learning management assessment model for the Learning Disabilities Students at the secondary level.

The researcher led a draft of a learning management assessment model for the Learning Disabilities Students at the secondary level that was obtained to examine the feasibility and use of Connoisseurship consist of 9 experts in learning management for the Learning Disabilities Students, and the obtained data were taken into account the Median (Mdn), which must be between 4.00 - 5.00. The interquartile range (IQR) value is between 0 - 1.00. and revised the assessment model and assessment manual based on expert recommendations until a complete assessment model and assessment manual were obtained.

Phase 3: A trial of the learning management assessment model for the Learning Disabilities Students at the secondary level.

Selecting a purposive sample group and being the schools that are willing to cooperate in the trial of the learning management assessment model for the Learning Disabilities Students at the level of secondary education, 6 schools, which separate schools into two groups: (1) 3 leading schools for students with learning disabilities, and (2) 3 participating schools, which to verify the correctness of the score values between the two schools by comparing the values obtained from the assessment against the absolute criteria.

Phase 4 Evaluation of the learning management assessment model for the Learning Disabilities Students at the Secondary Education level.

Validation and Usefulness of the Learning Management Assessment Model for the Secondary Learning Disabilities Students by responding to a questionnaire consisting of 35 people who tested the model. The Learning Management Assessment Questionnaire for the Learning Disabilities Students at the Secondary Education level consisted of 3 sections; (1) Part 1 General information of respondents (2) Part 2, the determination of the usefulness and validity standards of the evaluation model, which is characterized by a 5-level estimation scale, the researcher applied from 2

aspects of the educational evaluation standard, which are: the usefulness and the accuracy. Part 3 Comments and Suggestions, an open-ended questionnaire about additional comments and suggestions. The questionnaire was examined for content validity by five experts, which considered the consistency between the questionnaire in the assessment and the research objective by analyzing the conformity analysis (IOC: Index of Item Objective Congruence) with an IOC value. Between 0.80-1.00, number 15 from a total of 30 items, which covers all issues. Data collection was performed approximately 1 week after the model trial was completed and then analyzed using mean and standard deviation.

Results

1. Currently, integrated classes are offered for the Learning Disabilities Students and full-time regular students. The integrated learning management approach requires adaptation to the issues of the environment, teaching and learning, teaching materials, and staff. In which the teacher will be the recipient of the environment, curriculum, assessment, objectives, including the environment, materials that are conducive to teaching and learning. However, the learning management approach for the Learning Disabilities Students at the secondary level, based on the motto of the co-learning management concept, using the seat structure and the learning management assessment approach, must be assessed from several relevant assessment sources.
2. The results of the development and quality evaluation of the learning management assessment model for the Learning Disabilities Students at the secondary education level were found the Learning Management Assessment Model for the Learning Disabilities Students has six components were; assessment conceptual principles, assessment objectives, assessment objectives, assessment methods, assessment criteria, and assessors. However, the objective of the assessment consisted of 4 standards, 23 indicators which were Factors contributing to the learning of the 5 indicators. Teacher Feature 3 indicator. Management learning 7 indicators. Quality of learners with 9 learning disabilities. And the model evaluation results were appropriate and the feasibility was at a high level.
3. The results of the experiment were using the learning management assessment model for the Learning Disabilities Students at the secondary education level found that the three leading schools had an average of 91.37, which was very good. The three schools participating in the program had an average of 67.77, which was in the medium level.
4. The results of the evaluation of the learning management assessment model for the Learning Disabilities Students at the secondary education level were found that the evaluation of the learning management assessment model for secondary school students with the highest level of learning disability in the accuracy, and at the high level of usefulness.

Discussion

1. Current conditions, learning management guidelines, and learning management assessment guidelines for the Learning Disabilities Students at the secondary level were found Combined learning is organized between Learning Disabilities Students and full-time regular students. The integrated learning management requires changes in the environment, teaching and learning, teaching materials, and human resources. The learning management assessment must be assessed from several relevant and comprehensive assessments relating to learning management. This is because assessment of learning management is essential to improve learning management, which is consistent with Moore (2001) found that the teaching and learning process for students with special needs in the context of general education, where all students must be placed in the school environment. Hammond's Concepts and Model of Evaluation and Stubbs (2002) said that inclusive learning was focused on transforming the educational management system with its destination objectives: For the learner to make changes in the three areas of behavior - Cognitive Domain, Affective Domain, and Psychomotor Domain, the operator must take into account the important dimensions in the other hand were; Teaching and learning management, and institutions. It is also consistent with research by Dawning (1996) that: Students with disabilities develop appropriate behaviors, and this is consistent with research by Vaughn and Klingner (1998) that found that students with disabilities enjoy combined classroom activities.
2. The results of the development and quality evaluation of the learning management assessment model for the Learning Disabilities Students at the secondary education level were found the evaluation model is reasonable and the possibilities are at a high level, which is detailed below;

- 2.1. The principle of learning management assessment for the Secondary Learning Disabilities Students is the use of systematic assessments to use the information to improve learning management. This is because the researcher has synthesized the concept of assessment as a framework for developing a learning management evaluation model. This allows the composition of the assessment model and the conceptual principles of learning management to apply the information that has been developed to the learning that is consistent and close to the real situation. Evaluation results must be practical in line with Patton's idea of developing the model of assessment (Patton. 2001) that the ultimate goal of any assessment is to make the most of the results of the assessment as to its value or results. Scriven (1967) and Worthen (1987) Consistently stated that assessment defines the value of things and is an essential activity of all fields of science and continues to develop an assessment model using Nevo's 10 core questionnaire (Nevo. 1983) Has presented the idea of creating or developing an assessment model developed by Stufflebeam (2001), which development of an assessment model should answer these questions: what is assessment, what is the function of the assessment, what is the assessment, what information should be obtained in the assessment, what criteria should be used for judging, who should the assessment be performed for, what format should be used for, who should assess it, what standards should be used in judging the assessment, etc.
- 2.2. The learning management assessment objectives for the Learning Disabilities Students at the secondary level were found the developed model aims to obtain information in the development of learning management, which is an essential part of the learning management assessment. This is because this assessment aims to obtain information on the development of learning management for the Learning Disabilities Students at the secondary level. If the learning management assessment has a positive development, it will affect the further development of the educational quality. A successful learning management assessment requires realistic and practical assessment results, which must be considered whether the learning management can meet the objectives required by the course, how does it meet the needs of the learners and society, or how do you want to use the information from the assessment to decide what? The model developed with the objective of the assessment is to set the direction in the assessment process and demonstrate the value of the assessment results, which is consistent with the concept of Nevo (1983) and Patton (2001) Mention objectives as indicating the direction and role of the assessment of what function is performed, may be considered as an aggregate, summary or assessment of progress or any other function. Evaluation style developers must define the model and answer the question of whether the evaluation model focuses on judging values or evaluating for improvement and development. It is consistent with research by Krissana Kiddee (2004) which studied the assessment model of student-centered teaching and learning management; and Arthid Artharn (2015) they studied the assessment of school learning management, special classroom, high school science, standards for teaching, and learning using English for integrated education.
- 2.3. The aim of assessing learning management for the Learning Disabilities Students at the secondary level was found that: contains 4 standard 23 indicators are as follows; Factors contributing to learning 5 indicators, teacher characteristics 3 indicators, learning management 7 indicators, quality of learners with learning disabilities 9 indicators. This is due to the development of indicators by studying the concepts of learning management from textbooks, academic articles, relevant research reports, and interviews with people involved in learning management for the Learning Disabilities Students. In addition, the data were synthesized to obtain a standard and indicator assessment model, in which the researchers examined the feasibility and feasibility of the model by applying the connoisseurship technique. Therefore, the standards and indicators used in the assessment through consensus from a group of experts who have knowledge and expertise can lead to a reliable conclusion. This is consistent with the concept of Nevo (1983) and Stufflebeam & Shinkfield (2001) provide ideas for creating or developing an assessment model by asking questions. Developing an assessment model should answer these questions as follows: What is the assessment, what is the function of the assessment, what is the assessment, what information should be obtained in the assessment, what criteria are used for judgment, who is the assessment performed for, what is the Evaluation pattern, who should Assessment function, what standard should be used to judge the assessment, etc.
- 2.4. The learning management assessment method for the Learning Disabilities Students at the secondary level was found to be divided into four steps: The assessment preparation stage, the assessment process, the summary stage, and the assessment report stage. The researcher has determined that the assessment process is covered to be able to achieve the goal of the assessment effectively. This is due to the separation

of the assessment process; the investigator plans the assessment and prepares the assessment based on the analysis of the data along with the interviews with the assessors who receive information from multiple sources. These can reflect reality and reduce bias, where assessment methods are assessment tools that can reflect the actual assessment rather than the opinion of the assessor. In addition, the researchers took into account how to measure and evaluate, in line with Nevo (1983) says how to assess, what method of assessment should be used. This question must be clear as to what techniques or methods can be used in assessments that will be appropriate and to access assessment data as well.

- 2.5. The learning management assessors for the Learning Disabilities Students at the secondary level found that the assessor is the person involved and conducts the learning, consisting of administrators, project responsible person, teachers, and supervisors. Either because the assessor has been used as a partner or has the same characteristics as any other person in conducting the assessment. However, this type of assessment results in a more reliable source of information than information coming from a single source, reducing bias, reducing individual discrepancies. And making the assessment results more accurate and important in the selection of the assessor is the person who has the knowledge and understanding of the subject of the assessment, thus making the assessment results more reliable. This is consistent with the concepts of Edwards (1980) Evan (2002) and Vinson (1990) said that assessments from multiple rater sources yield more credible information than information that is not from a single source. Therefore, it creates more confidence in the evaluation of the valuable feedback information.
- 2.6. The learning management assessment criteria for the Learning Disabilities Students at the secondary level were found that: The absolute criteria were used, as this study used a method for comparing the results of the assessment to the complete criteria by comparing the scores obtained from the assessment with the criteria established by the expert to determine the criteria for the assessment. The criteria are an important part of the evaluation process. Therefore, if properly defined criteria are in place, they can be easily and efficiently evaluated, which helps maintain the standard of the work. The performance results or practice and can also serve as a guideline for performing activities at a desirable level, in line with the concepts of Thornditke (1965) and Barnhart (2000) said that criterion, in general terms, refers to a rule or standard used to make decisions. Following Nevo (1983) stated who assesses for who, who or what agency will use, who assesses for whom. This indicates who will use the information from the assessment results as a group and must be identified from the start.
3. The results of the experiment were using the learning management assessment model for the Learning Disabilities Students at the secondary education level. Vocational schools had an average of 91.37, which was very good. The schools participating in the program had an average of 67.77 in the moderate level. This is because the Learning Management Assessment Form for the Learning Disabilities Students at Secondary Level is a comprehensive assessment. In addition, when collecting data in real-life or experimental situations, models developed in real-life situations can help to know the influence or importance of sub-elements or variables in the patterns and influences or relationships of groups, elements, or groups of variables. Paisan (2016) said that comparing the measured scores between different groups to measure is part of the evidence to support theoretical validity. If the instrument can actually measure the feature of interest, then the measurement results must be different between groups. This is consistent with Patter's research (Patter. 1998) found that successful inclusive learning arrangements require teacher development, physical development, and operational support systems.
4. The results of the evaluation of the learning management assessment model for the Learning Disabilities Students at the Secondary Education level were found that overall usefulness and comprehensiveness standards were found at high, with an average score of 4.45, the standard deviation is 0.53. This is because the researcher has carried out the work for all concerned parties to have an accurate understanding of the principles and details of the assessment model that this is an assessment to improve the quality of learning management for the Learning Disabilities Students at the secondary level. Corresponds to Rattana Buason's Personality Assessment Meaning (Rattana Buason. 2007) It says that person assessment is a systematic process of collecting information about qualifications and performance to use the information obtained to judge the value and quality of the person. In which the assessor is directed towards the ideal goal of the assessment, "Assessed for improvement, not seek to catch up." This means that the individual evaluation results received should be used to guide, individual improvement is more than used to punish individuals who are assessed based on recommendations for the implementation of research results. It is in line with the concept of Bardo and Hartman (1982) that the development of an assessment model provides information

that will improve the quality of the activities, resulting in a model that is feasibility, suitability, validity, and finally can be truly utilized.

Recommendations

Suggestions for applying research results: (1) Teachers should use the results of the learning management assessment to improve. Develop learning management, planning, learning management, including preparation of media, learning management materials. (2) Administrators should adopt the Teacher Learning Management Assessment Model for Students with Learning Disabilities as a guideline for the pre-term preparatory management plan conducted during the semester and at the end of the semester. (3) The agency adopted a learning management assessment model for students with learning disabilities. As well as manuals and tools to guide assessment and development of assessments to improve the quality of learning management for students with learning disabilities.

Suggestions for the next research: (1) There should be research and development of sneezing systems, supervision, and post-learning management for students with participatory learning disabilities at all educational institutions. (2) There should be research on the development of tools to assess teacher learning management for students with learning disabilities at each level to meet the objectives of the latter and keep up with changes.

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