

**Innovation Smart to Learn as ICARE Model
for Learning Model Organization Based on Work Skills Through Saori Weaving
for Special Needs Children**

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Abstract

Purposes of this research are 1) To study the current state and needs of learning management, focusing on work skills through Saori weaving for special needs children. 2) Develop a learning management model focusing on work skills through Saori weaving. 3) Develop a teacher-centered learning management approach through the use of Saori weaving for special needs children. 4) Study the effectiveness of the learning management model. If the work skills Weaving Saori for special needs children by the study based on learning skills that focus on working with special children. Research results indicate that 1) the current state and needs of learning management focused on work skills through Saori weaving for special children. The overall picture is at the highest level. 2) the learning management model emphasizing on working skills through Saori weaving for special children in the following 4 steps; 1. Prepare the actual context. 2. Set goals 3. Plan and execute 4. Monitoring and Evaluation Saori Weaving Class includes the following 5 details; 1) Inspire2) Choose3) Aim & Act 4) Reflect on learning5) Experiential - Based Learning Measure and evaluate by: ICARE Model 3) The results of teacher development on learning management focused on working skills through Saori weaving for special children were found that (1) Teachers with average scores after training, 35.09% was 77.98%, which is higher than 70%. (2) 22 trainers were able to develop a skill management plan in the 21st century at the best evaluated in 73.33% and 8 person respectively in good or 26.67%. (3) The results of the study on the effectiveness of the model showed that the extra children had a higher score of Saori weaving. After class, 75.49% were higher than the standard set of 70% and the students were satisfied with Saori weaving as the most levels.

Keywords: Model development of a 21st century, productivity-based learning, student learning in Inclusive school

Introduction

The development of Thai education and preparation for the 21st century has transformed the learning and career skills. Together with the creation of the intellectual society in learning management by collaborating, creating models and practices for enhancing the effectiveness of learning management. Focus on the knowledge, skills, expertise and competencies that come with the body to promote lifelong learning. (Vijarnpanich, 2012) The follow-up study for the population showed that Thailand still had a disparity in secondary education. Many students left school to work.

Some people work with their classmates to learn basic skills more slowly than others, thus, it is imperative to cultivate the learning and skills they need to work for their students, improve work capability, full participation in society, and self-management and learning (UNESCO, 2015). 21st century learning management focuses on performance for learners. For the success of the students, both the work and life and work (Sompon Whansed. 2554) Children special needs in the body. Lack of physical ability of children, such as slow walking, hearing impaired, vision loss, cerebral palsy. Special needs children with learning disabilities such as Down's

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syndrome which may affect in learning. Intensive school activities are designed to provide special needs to children in general school classes. It offers the educator to consider the value of human life development. It must be developed in all aspects of the way of life to acquire the ability, knowledge and skills. The provision of special needs children is supplemented into the classroom of the general school. At the elementary school level, secondary education in Thailand places great emphasis on the learning of the citizens in the country. In education reform in the second decade (2009 - 2018) set goals for educational opportunities and learning. To increase the educational opportunities and to learn thoroughly and with quality. To provide people of all ages with the access to education and employment. (Office of the Education Council, Ministry of Education. 2557), learning management skills is the foundation for a career.

Enhancing Teacher Learning Management, Strengthening the Teachers' Confidence in Teaching and Learning through Saori Weaving, Awareness of the Value of Teachers by Using the Psychosocial Process to Teach More Teachers (Ketmanee Makmee, 2016). Driving the reform of learning and development of vocational curriculum at the junior secondary level to suit their own areas will require knowledge management, knowing the various ongoing, the cost of resources available in schools linked to national policy to see the direction of learning reform. (Sompong Jitradub, 2018) The teacher arranges the learning process for learner. And according to the example, the creation is manifest. As a leader of creative work (Paitoon Seelarat, 2559), learning will benefit both the instructor and the learner. The new knowledge in academic and professional subjects will be passed on to the learners on a regular basis. Experience in learning work skills is important and affects learners and the preparation of people for work in the future.

Objectives of this research :

1. Study the current state and needs of learning management, focusing on work skills through Saori weaving for special needs children.
2. Develop a learning management model that

focuses on work skills through Saori weaving for special needs children.

3. Development of teachers for learning management, focusing on work skills through Saori weaving for special needs children.

4. Study the effectiveness of the learning management model focusing on work skills. Through Saori Weaving for special needs children.

Research Methods

Research & Development is divided into 4 phases.

Phase 1: Contextual study of current context and learning needs, focusing on working skills. We specialize in Saori weaving. This term is Survey Research. Under the Office of the Basic Education Commission A total of 534 students were randomly selected. Non-probability sampling, Purposive sampling. The research tools were questionnaires, current status, and needs. The data were analyzed by frequency, average (x), standard deviation (SD), and content analysis.

Phase 2 : Create and develop a learning management model that focuses on work skills. Saori Children's Special Education

Step 1: Understand basic data synthesis.

Step 2: Analysis

Step 3: Outline the learning management model that focuses on working skills. For teachers 4 steps.

1. Real Learning Context

2. Set Goal is a step of Self-Directed Learning and Co-operative Learning.

3. Plan Working Process is the process of Collaborative Learning

Follow up and Assess and draft learning management model that focuses on work skills. 1) Inspire 2) Choose 3) Aim & Act 4) Reflect on learning 5) Enhance

Measure and evaluate learning outcomes: ICARE Model

Step 4 Examine the equality of learning management.

Step 5 Improve Learning Management

Step 6 Try the Learning Management Model

with teachers at Nong Bua Wanwittaya School

Step7:Evaluate the use of the learning management model.

Step8: Improve the integrity of the learning management model. Then take the expertly tested form to Try-Out by training 30 teachers and improving the learning-oriented learning style through Saori weaving for special needs children.

Phase 3: Develop teachers in the form of learning management, focusing on work skills and evaluation of development by training teachers to manage work skills for 2 days.

The target group is a teacher in schools under the Office of Basic Education. Purposive Sampling was selected by teachers who were interested in and applied for training. The training activities included the basic knowledge of learning management, working skills, training in Saori weaving.

Evaluation of results with the teacher

1) Test the ability to manage learning, focusing on work skills. Trained after training

2) Evaluate learning plans that focus on work skills. Research tools include test Learning Management with Focus on Multiple Choice Skills. The results of this study were as follows: Rating Scale in 5 level: The mean score (x) and standard deviation (SD) were used to determine the learning achievement scale. Through Saori weaving, the teachers' satisfaction was 70% and the result of the evaluation of the learning management plan was focused on the production learning from good and upper.

Phase 4: Studies the effectiveness of the model. By studying the working skills of Saori weaving, students were born after the development of teachers. The researcher studied the use of learning skills in Saori weaving for target students, namely, the special needs of schools under the Office of Educational Service Area in Chaiyaphum Province taught by the teachers. Training in learning management focused on work skills. Teachers volunteered to follow up the results with 3

students from 3 schools, 60 students from 30 teachers.

The teachers in each class jointly developed a learning management plan focusing on skills. Work out a plan to learn about Saori weaving at 12 schools for 12 hours per class. Then experiment with Saori weaving. The instruments used in the research were 1) the operation model of the Saori weaving department before the experiment. 2) The assessment form during the teaching and learning activities was evaluated by answering questions, evaluating the learning activities and the results from Satisfaction Measure.

Results

1. The current condition of the teachers was to focus on the skills of the work as a whole at a moderate level ($x = 3.41$, $SD = 0.83$). In the design of learning focused on the special skills of special needs children ($x = 3.15$, $SD = 0.88$). The demand side is found that teachers have a need for learning management that focuses on work skills. The overall score was at the highest level ($x = 4.52$, $S.D. = 0.73$). The most important thing is that teachers want to have a good understanding of the learning management style that emphasizes the work skills. Teaching methods or instructional innovations used to teach special needs children Saori weaving ($x = 4.59$, $S.D. = 0.72$). Teaching methods or instructional innovations were used to teach special needs children Saori weaving ($x = 4.59$, $SD = 0.70$), followed by learning to inspire pupils to practice their choice. ($X = 4.58$, $SD = 0.63$) And from the qualitative study, teachers recognize and appreciate the importance of learning management that focuses on work skills. But teachers do not know the pattern or process of learning to work skills, the problem of learning management skills. And teachers need to develop themselves. The results show that. Teachers recognize and value the importance of managing work skills. The current condition is that teachers have learned to manage their work skills. The overall picture was moderate. Because teachers do not know the pattern or process of learning to work skills. Teachers have the highest need for learning management at the highest level. This is in line with Tisana Kaemanee(2017). Developing a model for group work skills for elementa-

ry school students found that teaching methods were important. Encourage students to participate in as many activities as possible. Focus on bringing knowledge into everyday life. Focus on the learning process in a practical way. The evaluation approach emphasizes the understanding of the student work process concept (Tisana Kaemanee, <https://www.researchgate.net> [accessed Sep 17 2018], in accordance with Chanisa Tantichalerm (2017). The short-term course for children with learning disabilities Learners with learning disabilities can learn a vocation and vocational teachers have the potential to teach their vocation. But lack of understanding of how to manage the emotional behavior of students. Proactive is open to the needs of the market and the interests of the students, and then organized short-term courses. Including the system to get children may be open house 108 occupations to try to see the interests of students (Chanisa Tantichalerm: [2. 21st Century Skills Management Model includes the following 4 steps. 1. Prepare realistic context. 2. Set Goal. 3. Plan and execute. 4. Track and evaluate. 1\) Inspire 2\) Choose 3\) Aim & Act 4\) Reflect on learning 5\) Experiential - Based Learning Measure and evaluate](http://www.thaihealth.or.th/Content/29904- create Children's Special Opportunities% 20 to WORLD WORK, September 16, 2017)</p>
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learning outcomes: ICARE Model (Figure 1)

Conclusion and Discussion

1. Teachers who are trained in learning management focusing on work skills, learning saori. Average score after the training, 35.09 of the total score was 45 points or 77.98%, which is higher than the 70% criterion. This is because teachers are confident and aware of the value of being a teacher. (Ketmanee Makmee, 2016). Learning to sneeze learning skills ICARE Model developed because the teacher will teach the students to learn work skills. Start from inspiration Reflects learning from real-world situations. The ICARE Model has resulted in a higher level of productive learning.

2. Teachers were able to develop the 21st century skills management plan, with a very good level of 22 teachers, 73.33% and a good level of 8 teachers, representing 26.67%. From Teachers receive training. A clear understanding of work-oriented learning management. Saori weaving is free, thinking mind. Practice in developing learning plans that focus on work skills. As a result, the trainees can develop a learning management plan. The level is very good and good. In addition, the study of qualitative data showed that Most trainers reflect the results of the training. A clear understanding of

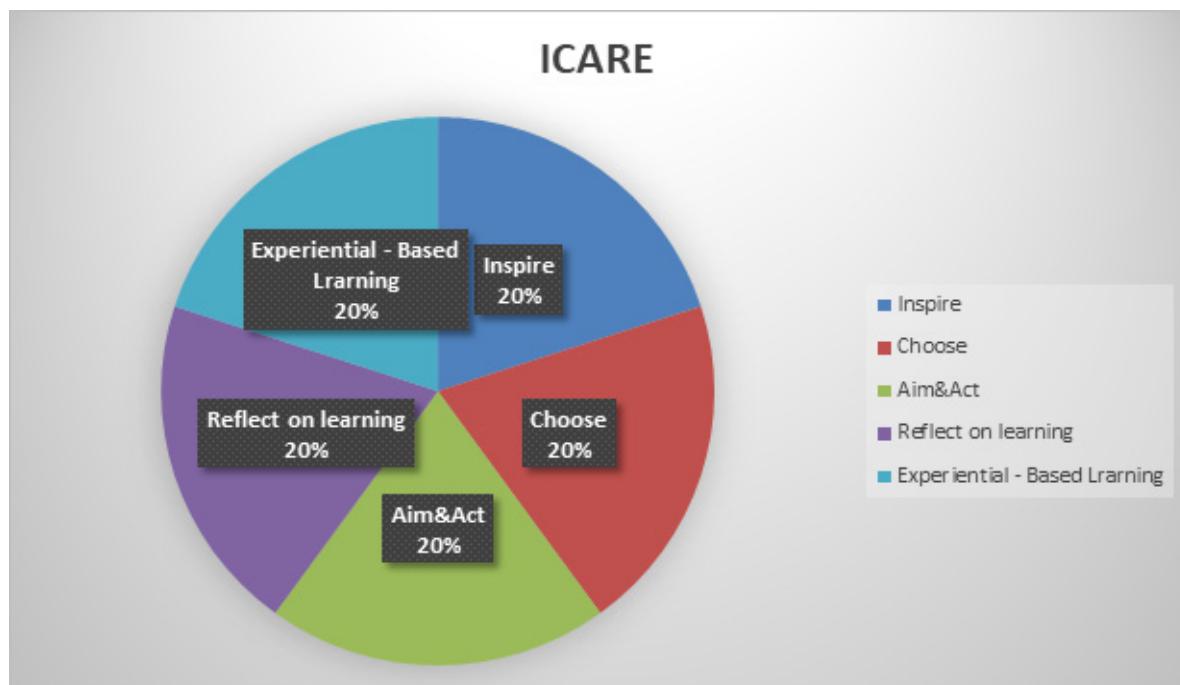


Figure 1. Smart Learning: ICARE Model

how to manage the learning skills of Saori weaving. Get acquainted with the Saori weaving pattern first. Then practice writing a learning management plan that focuses on work skills. Teacher Training Impulse Confidence This will result in students having a good Saori weaving class. To learn by using a learning model that focuses on productive learning. The overall score was at the highest level ($x = 4.54$, $S.D. = 0.69$). The most common items are: Learning activities allow students to Choose the right course. The students learned in small groups ($x = 4.60$, $S.D. = 0.75$). Experience gained. The content of the course and the training of the Saori weaving. ($X = 4.59$, $S.D. = 0.71$), and the resulting learning activity is due to the Saori weaving skills focus. It is a learning activity that focuses on learners. Allows students to practice in accordance with the description of the learning style of children or people with autism. Bogdashina (2003) that people with autism can learn from looking. See and experiment. The students have Satisfaction with Saori weaving skills at the highest level

Suggestions

1. Policy Recommendations Based on the findings of the present context and the needs of work-based learning management, teachers were aware of the importance of learning management skills. However, teachers lack the knowledge or understanding about the model or process of managing work skills. Teachers should be trained to develop their knowledge. Understanding the pattern or process of learning how to work through Saori weaving lessons for special children has been effective and can be learned.

2. Suggestions for adopting the model 1) Inspire 2) Choose 3) Aim & Act 4) Reflect Learning 5) Enhance Measurement and Evaluation of Learning Patterns: ICARE Model Learning Styles for Special Needs Children

3. Suggestions for future research. Research on the development of work skills through activities to reduce learning time, increase the time to educate special needs children to develop analytical thinking as well as normal children.

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