

The Development of Learning Experience Provision Models That Synergize the Knowledge of Suan Dusit University to Enhance Proper Development of Young Children

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Abstract

This research article aims to 1) determine the knowledge and experience of early childhood education of Suan Dusit University, and 2) develop and study the effectiveness of learning experience provision models that synergize the knowledge of Suan Dusit University to enhance the proper development of young children according to the 75/75 criteria. Data is obtained from personnel of 87 various agencies of Suan Dusit University, e.g., deans, directors, managers, chairpersons of programs, heads of departments, and 129 students in kindergarten 1, 2, and 3 of La-orutis Demonstration School, Suan Dusit University. The research results consisted of 15 learning experience provision models for young children, such as gravity-powered toys, battery-powered toys, the differences between a toy using force and a toy using a battery, toy caring, and how to play with toys, etc. Every learning experience provision models has a performance rating according to the 75/75 criteria.

Keywords: learning experience provision, synergize knowledge, young children

1. Introduction

To achieve the sustainable development of a country, there are tasks related to “people”, which are the basis of all things (Ministry of Higher Education, Science, Research and National Innovation, 2021). As “people” are the center of development, the development of early childhood education is especially important in that children from birth to 6 years old need to be developed so that they are prepared to learn. This will build a foundation for life in terms of physical, emotional, mental, social, and intellectual development.

The provision of appropriate learning experiences can greatly enhance the child’s development depending on their age. Experience according to their age is essential for children to learn and develop. This acts as a foundation for the further development, as well as being an important factor in terms of determining the ability, motivation for learning, ambition, and enthusiasm for self-development in children, aspects that will have a continuous effect from childhood to adolescence and into adulthood. Therefore, the 20-year national strategy focuses on providing education for young children who are Thais of the new generation. This involves reforming the teaching and learning process to support each level in each year. After 20 years, the new education system will completely replace the old one. There will be a new generation of Thai people with potential, morality, and social responsibility, as well as being the main force in the sustainable development of society and the country (Hanhon & Dhammasaccakarn, 2017).

The early childhood education curriculum B.E. 2560 for children aged 3–6 years emphasizes that every child has the right to be nurtured and for development to be promoted according to the Convention on the Rights of the Child, and receive a holistic learning experience according to their stages of development. This experience must be of the highest quality and promote the child’s full potential in all aspects to meet the specified curriculum goals. Such learning consists of important experiences and appropriate content based on the early childhood education curriculum. This acts as a guideline for teachers to use in designing the learning experience provision for children, in order to promote development to cover all aspects, i.e., physical, emotional, mental, social, and intellectual.

It is important to promote learning processes that respond to the nature and development of each child according to their potential. These processes will allow them to develop according to all aspects of the developmental stages with balance and with full potential. It can be done by establishing principles to promote learning and development processes that cover all children by considering the differences between individuals and the way of life of children in the context of the community, society, and Thai culture. Children need to be developed through the use of age-appropriate play and activities, as well as by providing learning experiences that enable them to lead their daily lives with quality and happiness, while achieving important objectives—the body grows with age, have good hygiene and strong muscles, have morals, ethics, and a good heart, and so on (Sutapa et al., 2021). As far as curriculum content is concerned, children's stories should be used as a medium for organizing activities aimed at giving them ideas. They should provide experiences for children to allow them to achieve specific goals without focusing on memorization. In terms of these stories, the teacher can customize the details according to the age, needs, and interests of the child by allowing them to learn through important experiences. The content may be made flexible by considering children's real-life experiences and circumstances. As for the content that should be known, it consists of 4 important types, namely stories about children, stories about people and places around children, stories about nature around children, and things around children. In addition, children should have the opportunity to study and find answers to the topics they want to learn about outside of the classroom, get in touch with nature, as well as being able to practice various activities on their own, studying nature or obtaining learning resources that interest them. These actions will create other skills such as learning through the five senses, developing skills such as observing, measuring, calculating, categorizing, experimenting, and practicing with other people. They should develop responsibility for the assigned tasks, involving successfully accepting and obeying agreements and rules, practicing patiently, and waiting for opportunities. There is an exchange of experiences and a joint plan that indicates that the teacher has a role to play in helping, supporting, and accepting the child's opinions and expressions, while parents and communities can act as resources who support and participate, and help to make project-based learning of a higher quality and more efficient (Budda et al., 2020). Importantly, educational institutes or schools located in communities can also act as academic resources. These include institutions such as La-orutis Demonstration School, the first kindergarten school in the country under the supervision of Suan Dusit University. The school is located within Suan Dusit University and has access to development and expertise in various bodies of knowledge that have been accumulated for 87 years until the present.

Suan Dusit University specialises in food, early childhood education, the service industry, and nursing and well-being. In order to deliver these 4 areas there are faculties, schools, programs, and support agencies that are all sources of the experience that can be used to provide appropriate learning experiences for children. In this way the university is able to apply principles, theories, and the correct academic knowledge to complement and synergize knowledge, and to effectively integrate this with the learning experience provision of La-orutis Demonstration School. In the academic year 2020, the school developed teaching and learning as part of the La-or Plus project. This is an educational management process that uses a specific curriculum adapted from the basic kindergarten structure of La-orutis Demonstration School—by emphasizing learn naturally through a variety of activities that are additional to the basic curriculum. It requires cooperation involving experienced people and experts from the internal and external agencies of La-orutis Demonstration School and Suan Dusit University (La-orutis Demonstration School, 2020). As a result, complementing the cognitive power and integrating learning experience provision in this way will make the policy and principles of such experiences as complete as possible. In addition, the Higher Education Plan to Produce and Develop the National Manpower 2021-2027 offers a guideline for higher education institutions which serves as the foundation for formulating a higher education work plan with regard to production and the development of human resources. This will offer opportunities to individuals of all ages who want to develop themselves, allowing them to access the knowledge and resources necessary for development anytime and anywhere. In addition, it creates an environment conducive to the development of research and knowledge, and to the exchange of learning in such a way as to make Thailand a truly learning society (Ministry of Higher Education, Science, Research and National Innovation, 2021).

Therefore, the researchers are interested in extending the unique knowledge, experience and remarkableness of each faculty, school, program, and supporting unit of Suan Dusit University. The aim will be to integrate these strengths in the development of learning experience provision models to concretely and systematically enhance the proper development of young children. These models will promote and support the learning experience provision of young children in an appropriate and effective manner. This will involve using knowledge and resources, integrating and collaborating in a network, and synergizing knowledge in a sustainable manner. Therefore, productivity and outcomes can be increased and made widely available. In the following section we

will consider the available research that can be used to support and connect with the need for Thailand to create its own innovation processes, and to develop its human resources in such a way as to be an important force in driving the country to achieve the results of the Governments' Thailand 4.0 policy (Chularut, 2018).

2. Literature Review

2.1 Synergy

Synergy is a term for working together using cooperative and collaborative methods or processes to achieve a particular goal by balancing resources, capabilities, and opportunities. It facilitates collaboration in terms of working together. Each person performs different duties but aims for mutual success by drawing on the strengths of each person to use together or to reinforce each other. This results in greater outcomes than working alone (George & Alexandru, 2017). Synergy or, in this case, cooperation between a university and a school, is an effective way to bridge the gap between theory and practice. This is because the synergy from the university reflects the diffusion of knowledge, experience, and application as a knowledge base for teachers in supporting them in their teaching and in terms of learning management in the school (Segedin, 2011; Ferraz, Vidoni, & Vilas Boas, 2021). It also creates opportunities for new forms of academic cooperation that synergizes knowledge and educational resources. This leads to good decisions by higher education institutions regarding the adjustment of educational management strategies (Peng, 2022; Ruiter et al., 2012; Ziegenfuss, 2016).

2.2 Concepts of Early Childhood Education

The Thai Early Childhood Education Curriculum B.E. 2560 was developed based on key concepts related to early childhood development. It assumed that playing according to children's interests is at the heart of any learning experience. This requires the setting up of an environment conducive to the functioning of the brain through the use of media that must be accessible to children and allow them to learn through play involving the five senses. Teachers need to understand and accept that society and the culture surrounding children have an influence on learning, potential improvement, and the development of each child. In this regard, this curriculum is based on 5 concepts related to early childhood education management.

- 1) The concept of child development. The development of each child follows the same sequence of steps, but the rate and duration of progression can vary. The early stages are the basis for further development—physical, emotional, mental, social, and intellectual. Each of these aspects affects the others. As one aspect develops, the other develops accordingly. Likewise, if one aspect is abnormal, the other aspect will also be abnormal.
- 2) The concept of child's play. Play is at the heart of any learning experience. Purposeful play is a basic learning tool that is an essential element of a child's learning process. While children play, they will also learn. By playing, children have the opportunity to move different parts of their bodies, use senses and perceptions to relax the mood, express themselves, learn the feelings of others, have fun, enjoy, observe, experiment, think creatively, solve problems, discover things, learn about the environment, as well as develop physically, emotionally, mentally, socially, and intellectually. Therefore, children should have the opportunity to play, to interact with people and surroundings, and to select the play activity themselves.
- 3) The concept of brain function. The brain is the most important organ in the human body because human beings can learn things by using their brain and nervous system as the basis for perception to receive sensations from the five senses. The interconnection of most brain cells begins to form before the age of 5, and early interactions between children and adults directly affects the formation of brain cells and their connections. The more connections between brain cells and cognitive abilities, the more likely a child is to be stimulated or encouraged by his or her surroundings.
- 4) The concept of learning media. Learning media enables children to learn according to the intended purpose. It turns abstract ideas that are difficult to understand into concrete ones that children can understand and learn easily, quickly, with pleasure. In this way they learn and discover things by themselves. The use of learning materials must be safe and appropriate for a wide range of ages, maturities, individual differences, interests, and needs.
- 5) The concept of society and culture. When a child is born, he or she is a part of a society and culture which is not only influenced by practices, traditions, heritage, and ancestral knowledge, but also by experience, values, and the beliefs of individuals, families, and communities. The social and cultural context in which children live or which surrounds them, makes each child different. Teachers need to understand and accept that the society and culture surrounding the child have influences on the learning potential and development of each child. Teachers should learn the social and cultural context of the children for whom they are responsible to help them develop.

2.3 Learning Experience Provision for Young Children

Learning experience provision is the arrangement of activities according to the learning experience plan and the environment both outside and inside the classroom. The aim is for young children to obtain direct experience of these environments from hands-on playing. This leads to high quality learning and promotes development of all aspects—physical, mental, emotional, social, and intellectual. It does not only aim at making the children able to read and write like at the primary level, but also lays a foundation which helps develop the skills necessary for learning, such as observation skills through the five senses. It can be concluded that such experience is an education for young children that does not focus on academic matters or studies academic content, but one which rather promotes development in all aspects. It does this by allowing children to practice and have experiences that correspond to media, environment, and people, according to the child's ability, and acts as a foundation for learning at the next level. The experience must be organized in the form of integration through play (meaningful play), such as children role-playing in selling, so they will learn language skills through communicating with friends by taking turns at being a seller and a customer. They may imagine speaking up for themselves, or may remember from what their parents say when they go to the market. In addition to gaining language skills, children also learn numbers, addition, and subtraction by playing with simple numbers. It is an integration of both and language and mathematics skills, and is considered to be play with a purpose, and not classified as a course. The learning experience provision is like promoting the development of all 4 aspects for children, namely physical, emotional and mental, social, and intellectual. The learning experience is an integration of various activities appropriate to the ages and interests of the children involved.

3. Research Objectives

- 1) To discover the lesson learned from the knowledge and learning experience provision for early childhood education of Suan Dusit University.
- 2) To develop and study the efficiency of the learning experience provision plan that synergizes the knowledge of Suan Dusit University to enhance development that is appropriate for young children to be effective according to the 75/75 criteria.

4. Methodology

The development of learning experience provision models that synergize the knowledge of Suan Dusit University to enhance the proper development of young children is a research and development project that combines quantitative and qualitative methods. The methodology is as follows:

- 1) The lesson learned with regard to the knowledge and learning experience provision in early childhood education of Suan Dusit University was achieved through a study of research documents and electronic media related to learning experience provision in early childhood education and the knowledge of Suan Dusit University. This was done by using an analytical and synthesis form for learning experience provision in early childhood education. This was examined 3 early childhood education experts for suitability and feasibility, accuracy, clarity, consistency, and relevant information, as well as the language used. It was used as a tool for studying, analyzing, and synthesizing content and learning experience activities according to the early childhood education curriculum B.E. 2560, the educational institute curriculum of La-orutis Demonstration School, and Suan Dusit University's body of knowledge. This was done by means of tables and analytical forms, related documents, and synergizing Suan Dusit University's body of knowledge. It was done with the aid of key informant discussion groups who considered key issues and the knowledge of Suan Dusit University in terms of how it was applied to the design and development of learning experience provision models for young children. It was done by using recordings and a synthesis of the learning experience form. The sample group for taking lessons from early childhood education experience and the knowledge of Suan Dusit University were informants and participants from various departments of the university. It consisted of deans, directors, program presidents, heads of departments or relevant representatives from faculties, schools, offices, institutes, programs, divisions, and various departments of Suan Dusit University. Some 87 persons were specifically selected, including 8 deans or representatives, 63 program presidents or representatives, and 16 heads of departments or representatives.
- 2) The development and study of the effectiveness of learning experience provision models that synergize the knowledge of Suan Dusit University to enhance the necessary development of young children according to the 75/75 criteria, was done with a meeting of key informants. The aim was to inform the informants of the need to bring a feature or body of knowledge to each faculty, school or unit in the form of subjects or activities that are in line with the early childhood education and learning experience provision of Suan Dusit University, in order to enhance the necessary development of young children. Discussions were done with the 87 key informants in

order to synergize the knowledge and unique strengths of each faculty, school or unit of Suan Dusit University. The reason for this was to determine they could provide that are consistent with the learning experience provision for early childhood education and the body of knowledge of Suan Dusit University gained from the lessons learned with regard to the learning experience provision for early childhood education and the knowledge of Suan Dusit University to promote the necessary proper development of young children. This was done by using the following steps:

- ① The researchers drafted learning experience provision models that synergize the knowledge of Suan Dusit University to enhance the necessary development of young children by understanding the learners and the content obtained from the study in Step 1. It was used to define the objectives of the desired experience for learners, create the structure of the learning experience, identify the required resources, and plan strategies and rules with regard to the teaching and learning activities.
- ② Take the results from the lesson learned in early childhood education experience and the knowledge of Suan Dusit University from step 1 together with the results from the implementation noted in item 1 above
- ③ Create 15 learning experience provision models that synergize the knowledge of Suan Dusit University in such a way as to enhance the necessary development of young children in kindergarten 1, 2, and 3 (5 models per level) and to promote the necessary development of young children in kindergarten 1, 2, and 3.
- ④ Arrange a meeting with 6 experts to assess the suitability and feasibility of learning experience provision models to enhance the necessary development of young children.
- ⑤ Improve the learning experience provision to enhance the necessary development of young children.
- ⑥ Trial the 15 learning experience provision models with young children for efficiency according to the 75/75 criteria. The sample group was made up of 129 students (43 students from each level) in kindergarten 1, 2, and 3 in the 2nd semester, academic year 2021 of La-orutis Demonstration School, Suan Dusit University, with permission from the parents.

5. Results

The results obtained from the key informant discussion group relate to the lessons learned with regard to the issue of the strengths and knowledge of Suan Dusit University when applied to the design and development of 15 learning experience provision models. Parts of the result of the lessons learned in this respect are shown in Table 1.

Table 1. Results of the lessons learned with regard to the knowledge of Suan Dusit University

| Faculties and Institutions | Results of the lesson learned with regard to the knowledge of Suan Dusit University |
|---|---|
| Faculty of Education | Produces quality graduates in the field of education, as well as being a center for the development of teachers and educational personnel according to international standards of the teaching profession. These graduates are effective and able to compete at national and international levels in terms of expertise and management in building a corporate culture into a learning society. Such a society emphasizes the use of information technology in management by promoting teamwork and providing knowledge resources. It focuses on developing the teaching profession to be international in terms of producing graduates and developing teachers by using various organizational management strategies. |
| Faculty of Science and Technology | Aims to produce science and applied science graduates who demonstrate quality and integrity, who strengthen the development of science and technology potential. The Faculty disseminates knowledge from its research to improve the quality of graduates and academic services, strengthen the community, promote Thai arts and culture, and conserve the environment by adopting a dynamic management system to operate according to the Faculty mission. |
| Faculty of Management Science | Produces graduates who are competitive, knowledgeable, and good practitioners. The Faculty uses a development process for excellence based on quality management; it develops innovations and research to create a body of knowledge promoting expertise in management sciences; it promotes management according to good governance principles; it emphasizes the participation of personnel and the development of networks; it focuses on keeping up with current and future labor market situations with the development of short courses that focus on professional development so that students can apply for a particular career, as well as providing online courses that working people can use to enhance their knowledge and increase their skills without having to learn in the classroom. |
| Faculty of Humanities and Social Sciences | The Faculty provides specialized education that focuses on areas of excellence, producing quality graduates, and builds knowledge and innovation to be accepted in the ASEAN under dynamic management |
| Faculty of Nursing | Nursing is a practical and socially-important field. It is a health profession that deals with the health conditions of people of all ages whether in good health, at risk, as well as with persons in the last stages of life. The scope of practice of the nursing profession includes health promotion, the prevention of disease and injury, primary treatment, nursing care, and the rehabilitation at the individual, family, group, and community levels. The goal of nursing is to meet the health needs of society and promote users at all levels to have the potential to take care of themselves and to be able to improve themselves to ensure good health. |
| School of Tourism and Hospitality Management | Become THM: National Hub for Tourism and Hospitality proudly works to develop core potential in terms of professional cooperation, training skills, and the image. This is based on outstanding work that is nationally known by combining professionalism with academics by using the lesson learned from core competencies and creating a national hub to serve as a model center for learning for officials of tourism and hospitality and to drive graduates to become World Class Graduates of the "School of Tourism and Hospitality whose service will not compete with anyone, but will be a match for everyone." |
| School of Culinary Arts | To produce advanced professional quality graduates in the field of cooking and decoration. In addition, the School is also involved in the dissemination of knowledge and innovation building and development and acts as a reference source for society in terms of preserving arts and culture. |
| School of Law and Politics | The School displays academic strength which is modern, of high quality, and displaying rigorous standards by combining courses with academic backgrounds that are similar or related, such as the Bachelor of Laws Program, Bachelor of Political Science Program, Bachelor of Public Administration Program, Master of Public Administration Program, and Doctor of Philosophy Program of Criminology Administration of Justice and Society, to develop a curriculum based on law in education. |
| Graduate School | Produces graduates who display academic strength by providing quality academic services to promote lifelong learning, and to be internationally competitive; disseminates knowledge, innovations, promoting the identity of the university, and responding to the needs of society, creates and disseminates quality academic work and innovations that can be integrated for practical use. |
| Office of Academic Resources and Information Technology | Provides information services to instructors, staff, and students of Suan Dusit University, and to the general public who wish to research and study for themselves. The Office of Academic Resources and Information Technology has introduced the use of modern technology with regard to knowledge management and training in order to maximize the benefits of education. It has developed and adjusted the service to satisfy the needs of service users. It is characterized by the integration of two agencies: the Academic Resource Center and the Computer Center in order to combine services that perform similar functions, leading to the utilization of shared resources for maximum benefit. |
| Office of Academic Promotion and Registration | Promotes academic support to ensure that the university's education management meets the standard criteria; provides educational information services, academic work, registration, and processing of the university with a focus on customer satisfaction, application of information technology, and the development of management innovation; provides excellent services under dynamic management; is able to compete at the ASEAN level by using information technology to develop excellent, accurate, and fast services that satisfy customers; provides curriculum administration and instructional management; promotes academic services and preserves arts and culture to be integrated with teaching and learning; personnel quality development; has developed a modern student registration system; has developed academic and registration service systems; works as a team, focuses on service recipients, has developed a service mind, creates innovation, is constantly ready for change, evolves in terms of the core competency of providing comprehensive services and the integration of academic promotion work; provides information system management for educational administration and cooperation. |

According to the results of the focus group discussion with regard to the lessons learned from the learning experience provision for young children on the issue of the strengths and the knowledge of Suan Dusit University, in order for these to be applied in the design and development of learning experience provision models for young children in kindergarten 1, 2, and 3, there are 15 models (5 models per level) as shown in detail in Table 2.

Table 2. Results of the lessons learned from the learning experience provision for young children

| Level | Unit | Title | Activity | Knowledge | Agency |
|----------------|-----------------|---------------------------|--|--|---|
| Kindergarten 1 | Learn from toys | How to play with the toys | Day 1: Gravity-powered toys | Gravity | Department of Physics, Faculty of Science and Technology Department of Physics, Faculty of Science and Technology Department of Physics, Faculty of Science and Technology Department of Occupational Health and Safety, Faculty of Science and Technology Exhibition and Display Design Program, School of Tourism and Hospitality Management, Human Capital Development Center |
| | | | Day 2: Battery-powered toys | Power from a battery | |
| | | | Day 3: The differences between a toy using force and a toy using a battery | The differences between the force using gravity and the force using the power of a battery | |
| | | | Day 4: Caring for toys | Keeping things clean, free from dirt, and safe from pathogenic microorganisms. | |
| | | | Day 5: How to play with the toys | Toy design | |
| Kindergarten 2 | Thai art | Thai art in daily life | Day 1: Thai fabric patterns | Thai fabric | Faculty of Humanities and Social Sciences Department of Physics, Faculty of Science and Technology Exhibition and Display Design Program, School of Tourism and Hospitality Management Department of Home Economics, School of Culinary Arts Faculty of Humanities and Social Sciences Public Relations Division Department of Language and Communication, Faculty of Humanities and Social Sciences |
| | | | Day 2: Pottery | Pottery | |
| | | | Day 3: Making a garland | How to make a garland | |
| | | | Day 4: Thai musical instruments | Thai musical instruments | |
| | | | Day 5: Singing and dancing in the Thai style | Singing and dancing in the Thai style | |
| Kindergarten 3 | Fun language | This title has a meaning | Day 1: Do you know me? Who am I? | Thai language | Department of Language and Communication, Faculty of Humanities and Social Sciences Department of Art Education, Faculty of Humanities and Social Sciences Department of Tourism, School of Tourism and Hospitality Management Public Relations Division Department of Thai Language, Faculty of Humanities and Social Sciences |
| | | | Day 2: Guess from the title | Thai language: Presentation of literary tales through art (draw pictures to tell a story) | |
| | | | Day 3: Various characters | Thai language: Literary tales | |
| | | | Day 4: My changed voice | How to use voice | |
| | | | Day 5: Issues in stories | Thai language | |

The results of the study of the effectiveness of the learning experience provision models that synergize the knowledge of Suan Dusit University to enhance the development of young children are shown as follows:

The results of the evaluation on the part of 6 experts with regard to the suitability and feasibility of the learning experience provision models that synergize the knowledge of Suan Dusit University to enhance the necessary development of young children in early childhood education are shown in Table 3.

Table 3. Results of the evaluation of 5 learning experience provision models for kindergarten 1

| 5 learning experience provision models | Results of evaluation | | Level of suitability |
|--|-----------------------|------|----------------------|
| | Mean | SD | |
| Model 1: Gravity-powered toys | 4.50 | 0.55 | High |
| Model 2: Battery-powered toys | 4.17 | 0.75 | High |
| Model 3: The differences between a toy using force and a toy using a battery | 4.17 | 0.75 | High |
| Model 4: Toy caring | 4.49 | 0.55 | High |
| Model 5: How to play with the toy | 4.00 | 0.89 | High |
| Average | 4.27 | 0.69 | High |

According to the results with regard to kindergarten 1 students, it was found that the overall score was at a high level, with a mean of 4.27 and a standard deviation of 0.69. The results of the evaluation of the suitability and feasibility of the learning experience provision models were that gravity-powered toys had a mean of 4.50 and a standard deviation of 0.55, followed by toy caring with a mean of 4.49 and a standard deviation of 0.55.

Table 4. Results of the evaluation of 5 learning experience provision models for kindergarten 2

| 5 learning experience provision models | Results of evaluation | | Level of suitability |
|--|-----------------------|------|----------------------|
| | Mean | SD | |
| Model 1: Thai fabric | 4.00 | 0.63 | High |
| Model 2: Pottery | 4.33 | 0.52 | High |
| Model 3: Making a garland | 4.67 | 0.52 | High |
| Model 4: Thai musical instruments | 4.50 | 0.84 | High |
| Model 5: Singing and dancing in Thai style | 4.33 | 1.03 | High |
| Average | 4.37 | 0.72 | High |

According to the results with regard to kindergarten 2 students, it was found that the overall score was at a high level with a mean of 4.37 and a standard deviation of 0.72. The results of the evaluation with regard to the feasibility and suitability of the learning experience provision models indicated that making a garland had the highest scores with a mean of 4.67 and a standard deviation of 0.52, followed by Thai musical instruments with a mean of 4.50 and a standard deviation of 0.84.

Table 5. Results of the evaluation of 5 learning experience provision models for kindergarten 3

| 5 learning experience provision models | Results of evaluation | | Level of suitability |
|--|-----------------------|------|----------------------|
| | Mean | SD | |
| Model 1: Do you know me? Who am I? | 3.83 | 0.98 | High |
| Model 2: Guess from the title | 3.67 | 0.52 | High |
| Model 3: Various characters | 3.83 | 0.75 | High |
| Model 4: My changed voice | 4.50 | 0.55 | High |
| Model 5: Issues in stories | 4.00 | 0.89 | High |
| Average | 3.97 | 0.76 | High |

In terms of the results of the evaluation with regard to kindergarten 3 students, it was found that the overall score was at a high level with a mean of 3.97 and a standard deviation of 0.76. The results of the evaluation with regard to the suitability and feasibility of the learning experience provision models indicated that my changed voice had the highest score with a mean of 4.50 and a standard deviation of 0.55, followed by issues in stories with a mean of 4.00 and a standard deviation of 0.89.

The results of the study of the effectiveness of the learning experience provision models that synergize the

knowledge of Suan Dusit University to enhance the necessary development of development for kindergarten 1, 2, and 3 are shown in Tables 6–8.

Table 6. Efficiency of the learning experience provision models for kindergarten 1

| 5 learning experience provision models | Results of evaluation | |
|--|-----------------------|-------|
| | E1 | E2 |
| Model 1: Gravity-powered toys | 75.14 | 76.61 |
| Model 2: Battery-powered toys | 75.02 | 75.23 |
| Model 3: The differences between a toy using force and a toy using a battery | 76.10 | 76.25 |
| Model 4: Toy caring | 75.34 | 75.45 |
| Model 5: How to play the toy | 75.90 | 76.23 |

According to the learning experience provision models that synergize the knowledge of Suan Dusit University to enhance the necessary development of development of children in kindergarten 1, it was found that the efficiency was according to the 75/75 criteria.

Table 7. Efficiency of the learning experience provision models for kindergarten 2

| 5 learning experience provision models | Results of evaluation | |
|--|-----------------------|-------|
| | E1 | E2 |
| Model 1: Thai fabric | 75.00 | 75.15 |
| Model 2: Pottery | 75.22 | 75.53 |
| Model 3: Make a garland | 76.15 | 76.35 |
| Model 4: Thai musical instruments | 75.28 | 75.25 |
| Model 5: Sing and dance in Thai style | 75.41 | 76.32 |

According to the learning experience provision models that synergize the knowledge of Suan Dusit University to enhance the necessary development of development of children in kindergarten 2, it was found that the efficiency was according to the 75/75 criteria.

Table 8. Efficiency of the learning experience provision models for kindergarten 3

| 5 learning experience provision models | Results of evaluation | |
|--|-----------------------|-------|
| | E1 | E2 |
| Model 1: Do you know me? Who am I? | 76.54 | 75.82 |
| Model 2: Guess from the title | 76.10 | 75.85 |
| Model 3: Various characters | 76.26 | 75.55 |
| Model 4: My changed voice | 75.23 | 75.50 |
| Model 5: Issues in stories | 75.75 | 75.50 |

According to the learning experience provision models that synergize the knowledge of Suan Dusit University to enhance the necessary development of development of the children in kindergarten 3, it was found that the efficiency was according to the 75/75 criteria.

6. Discussion

The lesson learned from the development of the learning experience provision for young children and the knowledge of Suan Dusit University collected by using systematically studies, was that it was based on the outstanding knowledge base and diverse expertise of faculty at Suan Dusit University, a higher education institution that is a source of valuable wisdom. It is noted for the synergistic cooperation that exists among departments, programs, faculties, institutions, and schools. In this study, knowledge has been expanded, applied, and combined with regard to learning experience provision at a young age. This synergy does not only expand the university's knowledge to create benefits and add value in terms of the efficient use of shared resources, but also creates guidelines or methods for working together as part of a collaborative process in order to develop the quality of learners by focusing on working together with the same goal—success in working. Even though the learners are from different fields or have different roles, they can work together remarkably in order to expand the results in such a way as to create mutual benefits and reinforce results to a greater extent than either working

alone or in a single field or by depending on a single set of expertise that acts alone (Welter et al., 2022). This is consistent with the studies of educators over many generations. For example, there are studies (Segedin, 2011; Ferraz, Vidoni and Boas (2020) that suggest that the synergy of knowledge between universities and schools is an effective way of making experience provision for young children. It is value in a spread of knowledge, experience, and application to develop a knowledge base when it comes to organizing learning experiences for students. In particular, such a synergy can create new networks and academic collaborations that combine both knowledge and educational resources in such a way as to contribute to the success of purposeful educational management that truly benefits the development of learners. Certainly, which is in accordance with regular research findings (Colomer et al., 2021; Nascimbeni et al., 2021; Søyby, 2013; Walsh & Back, 2013; Gilbert et al., 2018). Moreover, agencies working together in an integrated manner with regard to bringing knowledge into practice, will drive achievements that will help Thailand move forward sustainably and steadily. This is consistent with the policy of the National Higher Education, Science, Research and Innovation Policy Council (2021) and is consistent with the studies of Pairojjirakarn and Pongtiyaphaiboon (2013), Bransford et al. (2015), Papadopoulou (2019) and Lusiana et al. (2021).

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