Results of Learning Activity Package for Developing Learning Management Competency of Non-Formal Education Teachers

Chamaiporn Disathaporn[1], Sumolnit Kerdnoonwong[2*], Chananporn Areekul[3]
[1-3] Faculty of Education, Srinakharinwirot University, Thailand

ABSTRACT

The objectives of the study are (1) to examine the draft of learning activity package for developing learning management by experimenting the package with thirty non-formal education teachers in Bangkok and (2) to examine the learning activity package by expert evaluation. The research instruments for the first objective were; (1) the pre-test and post-test for evaluating learning management competency (2) Exercises for evaluating learning management competency. The results found that learning achievement of the non-formal education teachers after participating in the activities was significantly higher than before participating in the activities at .05 level. They could design local curriculum and write learning activity plan through the specified criteria accounted for 53.33%. The examination on the experimental results of the learning activity package by nine experts; nonformal education administrators, non-formal education/ lifelong education experts and learning management experts. The effectiveness checklist forms; validity, appropriateness, feasibility and usefulness were used. The expert results in the package parts were shown that, the highest score of the package was the objective part with the mean of 4.39, followed by the unit content part with the mean of 4.25 and the pre-test part with the mean of 4.17. The lowest score was the learning media and PowerPoint with the mean of 3.97. The results in the package qualification were shown that, the highest score was the package validity with the mean of 4.14, followed by the package usefulness with the mean of 4.12, the package appropriateness with the mean of 4.11 and the package feasibility with the mean of 4.08.

Keywords: Human resource development, learning activity package, learning management competency, lifelong education, non-formal education

INTRODUCTION

Research Background

Competencies are behavior that show at work and are an indicator of job success in an organization that can be better indicated than a person's level of education or intelligence. At present, human resource development focuses on competency-based development (Competency Based Human Resource Development). In order to upgrade the education of the Ministry of Education, teachers need to be the main force (Sineenart Chantapa, 2021), starting with teacher competency development.

According to government policy to enhance the ability of Thai people to have potential and ability to compete with other countries, "teacher" is an important person to raise the quality of Thai people by improving the quality of students to have the ability to think creatively and create innovations to support the changes that will occur in the future. Therefore, there must be teachers with high performance. Teacher competency development means to increase the knowledge, abilities, skills and attitudes of individuals to match the current job position. and support future work to achieve the most efficient and effective performance (Chalida Sornmanee, 2018) learning, education, training, potential development, teacher competency for maximum efficiency in teaching and learning management. Developing the quality of learners to be

knowledgeable, ethical and innovative can lead Thai society to a learning society that keeps pace with changes and can compete with other countries.

Pruet Siribanpitak and others (2018) found that the core competencies of high-performance teachers for Thailand 4.0 consisted of 6 items as follows: 1) General knowledge and ability 2) Professional competency (Professional knowledge and understanding) 3) Professional skills competency (Professional skills) 4) Attitude and Values competence 5) Professional practice competency (Professional Practice) 6) Competency in professional commitment

(Professional Engagement) by the desirable conditions of the system of production and development of high-performance teachers, the top three are competencies in professional skills; (Professional Skills), followed by professional practice competencies. Professional Practice and Attitude and values competence, respectively. Professional Skills with the highest level of intention, the top 3 were pedagogical skills, followed by communication skills for student development, and skills to develop students with different abilities accordingly. Professional practice competency (professional practice) with the highest 2 levels of will, namely the ability to be a good role model of a new era of moral-based leaders. This was followed by the ability to develop students to have life goals that are valuable to their fellow human beings and the ability to comprehensively enhance the learning of all students, respectively. with the highest level of will of the 3 ranks, namely, the second highest level of spirituality as a teacher is to respect individual differences and responsibility for self, profession and society, respectively.

In addition, the Institute for the Promotion of Teaching Science and Technology (NSTDA) has organized a hands-on training course to enhance teachers' competency in order to be competent for teachers in the new era for learning in the 21st century in an online format in accordance with the teaching situation. The spread of the novel coronavirus disease 2019 (COVID-19) to develop teacher competency (Sineenart Chantapa, 2021).

Naret Pubootcha (2019) A study of a linear structural relationship model of teacher competency affecting learner quality in the 21st century in the Northeastern region. It was found that it consisted of 5 competencies; personal competence, leadership competency, moral competence, professional ethics and ethics class management competencies and competence in learning management. The results found that they have direct influence on learner quality in the 21st century, in descending order, namely, learning management competency. personal competence moral competence professional ethics and ethics leadership competency and competence in classroom management.

From the study of the problem of monitoring the results of educational management supervision of non-formal and informal education centers in sub-districts under the Office of Non-formal and Informal Education, Chaiyaphum Province by Supranee Raktavon (2021), there were high levels of problems in all aspects. when considering each aspect. The side with the highest mean is teaching management, followed by teaching media, the side with the least mean is curriculum development.

Saowanee Saengsai (2018), studied the desirable conditions of competence in curriculum administration and learning management of non-sub-district education teachers. Overall, there was a need for competency enhancement at the highest

level in 2 areas, namely curriculum creation and development. and in the aspect of learning management that focuses on learners and desirable conditions at a high level in 3 aspects, namely knowledge, learning design ability; measurement and evaluation and on the use and development of innovative media technology for compliance with Muhammad Ali Wate (2015), which conducted a study on "The Desirable Competencies of Non-Formal Education Volunteer Teachers in Pondok Education Institutions It was found that the problem of non-formal education teachers in Pondok education institutions was lack of knowledge and understanding of non-formal education curriculum and writing an integrated lesson plan, lack of skills in organizing the learning process various teaching techniques especially teaching with an emphasis on student-centered and thought-provoking and teachers who did not complete a teacher's degree, no qualifications in the subjects taught and is not good at the main subject.

Development of competence in learning management of non-formal education teachers in addition to the curriculum Planning is also an important part of teaching and learning planning. Developing the potential of learners as Yuphalai Malisorn and Karn Ruangmontri (2020), Developing Teacher Competency in Proactive Learning Management in Educational Institutions Under the Maha Sarakham Primary Educational Service Area Office, District 2. It was found that teachers were unable to organize proactive learning activities because teachers lacked knowledge and understanding of teaching appropriate to learners. Teachers lack confidence in proactive learning management. because teachers do not have knowledge An understanding of proactive learning management inability to write a proactive learning plan therefore unable to organize proactive learning activities as required by the curriculum, most teachers also manage their learning in a way that focuses on memory content (passive learning) rather than learning that learners do on their own (active learning) fails to achieve the quality of learners manage learning which be consistent with the study of Siriporn Sripunya (2017), student-centered learning management for teachers in schools under the Bueng Kan Primary Educational Service area office. It was found that the current practice condition was at a moderate level. The teachers had the least competency in using the learning management plan. The same is true for the competence in learning management of non-formal education teachers.

Orathai Ketphueak (2021) studied on Development of personnel in the integrated learning activities of Non-Formal and Informal Education centers in Phunphin, District Office of Education Promotion Non-formal and informal education, Surat Thani province, it found that teachers in non-formal education still lack knowledge, an understanding of writing an integrated teaching and learning activity plan and especially in the current situation.

The epidemic situation of coronavirus disease 2019, teaching management using online classrooms, google classroom, and social distancing measures make teachers have to learn, develop one's own potential in writing an integrated learning management plan teaching and learning activities. The design of teaching-learning processes using technology for educational management is consistent with Siriprapha Longphimai (2017) in which the study was conducted. "Developing guidelines for enhancing teacher competency in learning management for Non-Formal and Informal Education Center in Maha Sarakham province. It was found that the teacher's competency in learning management. Overall, it was moderate in all aspects, in terms of learning design at the lowest level media and innovation for learning management measuring and evaluating learning outcomes and in the aspect of learning management that focuses on learners in descending order work lifestyle changes and education on epidemic situation and progress technology adoption information age more impact on teaching scheduling activities that cause links to the content of various sciences related processes that allow learners to analyze processes that can be solved and used in daily life, for the development of teaching and learning, develop individual potential to be ready for the current situation. Therefore, non-formal education teachers need to develop competency in knowledge and competence, especially instructional design, curriculum development for learning subject groups and local courses, writing a plan for teaching and learning activities in order to increase the potential of learners in thinking, analyzing, synthesizing and applying. appropriate to oneself and the local community.

Conceptual Framework

A set of learning activities is a group of learning materials arranged in a set (package) or called multi-media for users of the package, self-practice. Learners learn from real experiences by practicing, thinking, acting, curiosity, eager to learn, learners can know their progress in learning and be used to solve problems and be able to practice transferring learning which learning with this activity package. It will help learners to apply the knowledge they have learned to expand, apply it, and also promote a good attitude towards learning and promoting group work skills (Suchanya Aupakaeo, 2021), resulting in faster learning for learners and gain knowledge that is durable.

In addition, the activity package responds to differences between learners, encourage learners to learn according to their own unity. They can learn on their own, step by step, according to their potential. This is consistent with Gardner (2011), the theory of Multiple Intelligences, which states that individuals differ in intelligence, abilities, interests, and abilities, different academic aptitudes, taking into account

this individual difference. It truly responds to the needs of students and can develop learners effectively. Corresponding to the results of the experiment on the learning package on laws necessary for young women of the center for Non-Formal and Informal Education, it was found that the learners were interested in learning with the learning package. They have a self-seeking knowledge happy and fun to learn, able to perform activities in accordance with the established procedures. They cooperate and help each other in conducting group activities very well. This is because the developed learning package is consistent with the needs interest of learners and is an independent learning learners can seek learners are able to seek knowledge on their own (Fonthip Jandang, 2018). Learners are independent and able to manage their own time, methods, and decision making to take responsibility for the knowledge gained (Nantawan Tongpitak, 2016).

The current National Education Act of Thailand states that education management must be based on the principle that all learners are able to learn and develop themselves and regard learners as the most important. The educational management process must encourage learners to develop naturally and to their full potential, and Article 24 states that the learning process must provide content. Content and activities are in line with learners' interests and aptitudes, taking into account differences between individuals and applying knowledge to prevent and solve problems in organizing activities for learners to learn from real experiences. There is a continuous curiosity. Teaching management by blending knowledge in various fields, cultivating morality, good values and desirable attributes in all subjects. There is a promotion and support for teachers to manage the atmosphere of the environment. learning materials and facilitating learning and knowledge, organized learning can happen anytime, anywhere (Ministry of Education, 1981).

The learning activity package to develop learning management competency of non-formal education teachers be appropriate because it corresponds to the workload of non-formal education teachers with a lot of responsibilities. Each teacher is responsible for teaching as many subjects as required by the curriculum. They also have to teach at many levels, including primary school, junior high school and high school. This gives one teacher a large number of responsibilities (Wanawee Boonkoum, Potjana Boonkoum and Wisud Po Ngern, 2019). They said "It is a program that has a flexible structure in terms of learning subjects, learning time, and learning management, with an emphasis on integrating content in accordance with the way of life, differences in individuals, communities, and societies" (Office of the Non-Formal and Informal Education, 2012), thus the learning time of non-formal education teachers must be flexible as well which the learning of non-formal education teachers has learned continuous self-development in 2 types: (1) admission to development from relevant

agencies with at least 2 training sessions and (2) self-informed learning through activities, varies according to the local context (Lawaporn Ugiyama, 2017). The package of activities is convenient, timely and in accordance with individual differences each context area. Non-formal education teachers can plan to manage their own learning. For the above reasons, the package of learning activities is appropriate to be used to develop learning management competencies of non-formal education teachers.

Research Objectives

The objectives of the study are (1) to examine the draft of learning activity package for developing learning management by experimenting the package with thirty non-formal education teachers in Bangkok, Thailand and (2) to examine the learning activity package by expert evaluation.

METHOD

The research methods in order to develop a set of learning activities to improve learning management competencies which consist of 2 steps:

1. Review the draft learning activities to develop learning management competencies of non-formal education teachers by experimenting with the samples.

2. Examine the results of the experiment on learning activities to improve learning management performance of non-formal education teachers by qualified experts from various related fields, then review of the draft learning activity package to improve learning management competency of non-formal education teachers

Step 1 The samples used in the experiment; non-formal education teachers in the Bangkok area of 30 people, according to the duty zone of the Office of Non-Formal and Informal Education Promotion which is divided into 6 zones: Central Bangkok, South Bangkok, North Bangkok, Eastern Bangkok, North Krung Thon, and South Krungthon, with 5 teachers in each zone, a total of 30 people.

Research instruments

1. A package of activities (draft) by using the results from the first period as a basis for defining a set of learning activities to develop learning management competency of non-formal education teachers.

2. A test to evaluate the learning management competency of non-formal education teachers before and after participating in learning activities.

3. Exercises to evaluate the learning management competency of non-formal education teachers
   3.1 Local curriculum design practice form
   3.2 Writing plans for learning activities

Data collection

1. Explain to the teachers who participated in the activity understand the objectives and the benefits were informed that they will be gained from doing the performance assessment.

2. Explain to the participants understand how to do the test, answer the questionnaire and the measurement criteria.

3. The participants did a self-evaluation test before starting the trial activity, evaluate one's own competency after participating in competency development and proposals for the development of this activity package.

4. The participants were asked to do 2 exercises to evaluate the learning management competency, consisting of 1) local curriculum design practice form 2) Writing plans for learning activities

Data analysis

Evaluation on learning activity package for developing learning management competency of non-formal education teachers with frequency, percentage, mean t-test examination of the experimental, results of a learning activity package to improve learning management competency of non-formal education teachers.

Step 2

Population and sample

Experts in various fields who involved were 3 non-formal education administrators, 3 experts in non-formal education/lifelong education, and 3 experts in learning management competency by using evaluation forms.

Data collection instruments

A form to check the effectiveness of a learning activity package for non-formal education teachers, evaluation forms for validity, suitability, feasibility and usefulness.

Data collection

1. Send information on the results of the learning practice experiment from the activity package, test results before and after participating in learning activities. The results of the 2 exercises to evaluate the competency of the participants were the results of the local curriculum design and the result of writing a plan of learning activities. Training video clips sent to experts via Google Drive and inform the date of submission of the evaluation forms.

2. Summarize the results of the evaluation forms for validity, suitability, feasibility and usefulness of the learning activity package.

Data analysis

Evaluation on learning activities for the development of learning management competency of non-formal education teachers and evaluating the validity, suitability, feasibility and usefulness of the learning activities package with frequency, percentage and mean.

FINDINGS

The results of the learning activity package draft by experimenting with a sample group, it was found that

1. Comparative scores from the test before and after participating in the learning activities before starting the learning activities. All 30 participants were given the average score before participating in the activities to develop competence in learning management was 39.63, the standard deviation was 9.07. Participation in the activity of 16 people had a mean score of 86.38 and a deviation of 6.17. It was found that the learning achievement of the participants after participating in the activities to develop learning management competency was higher than before. The participants were statistically significant at the .05 level, indicating that the package draft was able to classify participants with statistical significance.

2. Exercises to evaluate learning management competency by using 2 worksheets; worksheet 1, practice form for local curriculum design, and worksheet 2 writing plans for learning activities. The results were shown that the teachers who passed scores according to the specified criteria in both exercises, passed the specified criteria, 16 people representing 53.33% and passing only the 1st sheet of 20 people representing 66.67%.

Examine the results of the experiment on the learning activity package by the expert evaluation. It was found that the evaluation on the learning activity package by the qualified experts as a whole, the total mean was 4.11, the standard deviation of 0.59 was at a high level. The experts gave the highest objective score of the activity package with an average of 4.39, followed by content in each unit. with the mean of 4.25 and the mean of Pretest was 4.17. The aspect with the lowest mean was the media used in training, lectures and PowerPoint with an average of 3.97, learning to improve learning management performance of non-formal education teachers had the highest level of accuracy, with the mean of 4.14, followed by the level of usefulness, the mean was 4.12, the suitability level, the mean was 4.11 and the probability level, the mean was 4.08, respectively. The experts gave suggestions for improving the activity package that it should increase the interest of learning materials which may be cut into short video clips for easier learning and should adjust the language. The teaching content is consistent with the work of

non-formal education teachers that they have to work outside the school.

In addition, the teachers who participated in the activities gave suggestions to improve the learning activity package that the learning activities provided knowledge and create understanding of the design of learning activities plans and the design of local curricula which can be applied to work, in terms of activities. Participants agreed that it should be online learning but should take into account the time to evaluate the activity package.

DISCUSSION AND CONCLUSION

Discussion

Discussion on the results of the learning activity package was discussed in 3 issues; 1) non-formal education teachers 2) learning activity package and 3) results from the expert evaluation

Non-formal education teachers (NFE)

This is because learning with activity package is suitable for learning non-formal education teachers who are adult learners and has a lot of tasks requiring flexible time to study and learn develop self-learning management competencies in line with Sasiwim Booranarak, Suthanan Kunlaka, Malinee Yeujaiyen and Jaruwan Kansri (2020) developing "Self-Learning package, Fundamentals of Mental Health and Psychiatric Nursing" for Nursing Students. It was found that nursing students who learned with the learning package had a statistically significant increase in the self-learning achievement than before using the self-learning package and effective in applying for self-review of knowledge at their own convenience. They can study continuously at any time without limiting the time and place to learn. This learning package gave students the opportunity to manage their own learning appropriately according to their needs, in relation to the concept of Bloom that said, organizing activities for learners to perform their duties as they want would do that activity with enthusiasm, resulting in confidence which leads to faster learning and highly successful cause self-satisfaction (Rathapol Pradubwate, 2017).

The number of participants in learning activity package has decreased, from the original 30 participants. At the end of the project, there were 16 participants and through the learning activities, which may be due to the workload of non-formal education teachers. As the teachers who participated in the activity said, "Although this activity is taught in an online format, but should take into account the time of the event, should be held on holidays and the time corresponding to the workload of NFE teachers." (Participant, Teacher Participants, 25 January 2021) which consistent with the study of Wanawee Boonkoum, Potjana Boonkoum and Wisud Po Ngern (2019) found that non-formal education teachers had the main

role in teaching and learning at many levels, many subjects, and groups of learners as well as the study by Pornpipat Suesat (2012), the guidelines for Improving the Quality of Non-Formal Primary School Teacher Performance in the Western Region, it was found that NFE teachers have a wide and diverse scope of teaching services, including community development, supporting community activities which results in their learning to develop teaching management competency.

Learning activity package

The Learning activity package to develop learning management competency of non-formal education teachers consists of live online teaching and the teachers can follow and watch from teaching clip can be retrospective because the workload of non-formal education teachers is very burdensome. The learning time cannot be determined exactly. Flexible learning arrangements allow non-formal education teachers to come to study on their own at a convenient time. It expands opportunities for learners to choose to learn anywhere, anytime. which leads to the development of learners to achieve lifelong learning (Bureau of Academic Affairs and Educational Standards, 2019) in line with Siriporn Intason (2020) found that online teaching management is suitable for everyone because learners can study anywhere, anytime, able to come to study at any time, both during school hours and outside of school hours, highly flexible learning. Moreover, online teaching is suitable for learning in the corona virus situation very well and suitable for subjects that are practical content but learners need to be responsible for studying more than usual. Thus, online teaching is a method of conveying content, images, videos, using multiple media (Multimedia) together with interaction. Discuss and exchange opinions through electronic devices and modern technology allows students to access learning resources that are diverse, able to learn on their own and non-formal education teachers in Thailand had developed 21st century learning skills, communication skills Using computers and information technology (Alibak, Talebi and Neshatdoost, 2019) by this online learning activity series. It also helps non-formal education teachers develop their skills in using information technology, in line with Boonsong Jinopeng (2020) conducted a study on promoting the use of online classrooms, to raise the achievement of educational management according to the non-formal education curriculum. It was found that the promotion of online classrooms in non-formal educational institutions in various subject groups. There has been a positive change in the overall direction but government teachers and all types of NFE teachers under the office Non-National Education Chiang Rai Province with skills in using online classrooms and digital networks, to provide teaching and learning to meet the needs of learners and science in the digital age, only 288 out of 435 NFE teachers are able to use the online classroom.

Accounting for 51.25 percent, which is consistent with the study of Chanisara Phomchai (2020) that online learning management is a good learning alternative for non-formal education learners. It is an innovation that is suitable and consistent with the learners as well.

The development of technology learners is appropriate for the current situation. NFE teachers should continue to use this technology. It is an exercise in using technology skills of teachers. to become proficient in the use of tools in further teaching and learning management, Thammarat Kongdee (2019) found that NFE teachers need to be developed, learn to use technology which strategies for educational management with technology. It is one strategy for teaching informal learning which is consistent with the policy and focus of the operation of the Office for the Promotion of Non-Formal and Informal Education in 2021, it is set to create a learning process in the form of digital media, using technology systems to manage learning to create and expand learning opportunities for the target group conveniently, quickly, that meet the needs of the recipients. serve and develop the dissemination of non-formal and informal education through digital technology and various online channels to encourage teachers to use digital technology to create self-learning processes (Office of the Non-Formal and Informal Education, 2021).

In addition, learning with activity package also allows teachers to exchange and learn from each other. As research by Fonthip Jandang (2018), Development of Learning Kits on Laws Necessary for Young Women of Non-formal and Informal Education Centers, it was found that the learning package was group-based learning. This gave students the opportunity to learn from their peers in a friendly atmosphere as well as dare to ask causing cooperation rather than competition learners are interested willing to learn Able to perform activities in accordance with the established procedures. They cooperate and help each other in performing group activities very well because of the developed learning package which are consistent with the needs of the learners. It is a medium that attracts the attention of students and help learning independently and learners can seek knowledge on their own.

Moreover, learning with the activity package is consistent with the theory of adult learning. Adults need self-directed learning, learn by practice. Adults will accept and be interested in learning activities that are consistent with their lifestyles, improve their job functions or solve problems in their daily lives (Piya Sakcharoen, 2015). Suchanya Aupakaeo (2021) said that the learning activities, it is a tool for students to gain direct experience through hands-on practice which learners know their progress, receive immediate feedback to stimulate interest make learning faster and pride, practice thinking, analyzing, practicing, and eager to learn, so seek knowledge by oneself and be responsible for oneself. It will allow learners to apply the knowledge they have learned to practice, more understanding

can apply knowledge to solve problems. It can extend learning outcomes (Wannaphan Lertvattrakan, 2013). This type of learning will enable a successful leap from theory to practice (Khanchai Athikiat and Thanarak Sarnthuankaew, 2017)

Results from the evaluation of the experts and participants

Evaluation on learning activity package by the experts. The experts gave the highest score on the objectives of the activity package, which Thisana Khammanee (2020) said that the objective was an important component of the learning package as a guideline for teaching and learning activities for learners, enabling learners to change their learning behaviors effectively, according to the objectives laid down as well as enhancing the quality of education to be higher and helping learners to build or develop according to goals (Naek Ung Suea, 2012). Pornpipat Suesat (2012) said that the guidelines for improving the quality of work of NFE teachers, sub-district in the Western Region should start with planning, set learning objectives in accordance with the target audience, in accordance with the opinions of the teachers who participated in the activities that development of competence in learning management of non-formal education teachers meets the goals and needs of teachers and learners.

The experts suggested to improve the activity package that learning media should be adjusted which consistent with Yothin Saengnil (2020) who said that the potential of teachers and personnel should be developed. Non-formal Education teachers in information technology and online learning media competency were moderate, they should be improved which according to the opinions of the participants who said the media used in the activities should take into account the time due to workload of non-formal education teachers.

Atthaphon Anantavorasakul, commented that the management of learning for teachers as teachers should improve and develop teaching materials to suit the time and the workload of teachers who learn (workpointTODAY, 2020), which experts have proposed to adjust teaching materials. The learning content is broken down into short chapters which consistent with the media production. Principles of non-formal education offices doing in collaboration with the Institute for the Promotion of Teaching Science and Technology (NSTDA) jointly develop learning materials for non-formal education, suitable for students who are working people no time to read by creating a video clip via YouTube, length 4-8 minutes per clip (DailyNews, 2016) in accordance with Piya Onjun (2018) studied media exposure behavior and responses to True View In-Stream Ads on YouTube of GEN M consumers. It was found that YouTube media should be no longer than 1.30 minutes, consistent with Rattapong Chuachamsai (2017) concluded that attitudes, behaviors and factors affecting to the trend of consumers of in-stream advertising on online video segments. It found that the length of an in-stream ad that is acceptable to most consumers should be between 5-15 seconds, and should arouse the viewer's attention within the first 5-10 seconds because the human brain can process images up to 5-15 seconds. 60,000 times suitable video therefore it should be short and concise. If the content is deeper than that, it should be presented in other ways (SME Thailand, 2018). Nathita Supsinwiwat and Ratnang Tulawan (2018), a study on the creation of learning media, from research findings that clips are suitable media for teaching and learning because they are media which is more interesting than reading a book or just study in the classroom. The length of the clip is in the right moment, not too long or too short which is in line with Atthaphon Anantavorasakul who commented that long clips can't hold the focus, interest of the learners (workpointTODAY, 2020)

Conclusion

From the study, it was found that the activity package greatly facilitated the non-formal education teachers because non-formal education teachers can learn on their own in time, suitable place for each individual. In addition, the activity package included a competency evaluation before and after class, and learning plan writing exercises while learning management media used in the activity package has been criticized by many experts. Therefore, non-formal educational institutions should focus on the development of online learning materials in reasonable time because learning of the teachers can promote learning development of learners as well. In addition, learning by sharing learning content, this will make the teachers with no stressed feeling too much on content for learning until they do not want to learn more to develop themselves.

Acknowledgements

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