

Learning Innovation to Enhance Creative Young Entrepreneurial Skills in Schools of Kanchanaburi Province

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Abstract

The objectives of this research were to 1) study the basic data of learning innovation to enhance creative young entrepreneurial skills in schools of Kanchanaburi Province, 2) develop the learning innovation to enhance creative young entrepreneurial skills in schools of Kanchanaburi Province, 3) implement the learning innovation to enhance creative young entrepreneurial skills in schools of Kanchanaburi Province, and 4) evaluate the learning innovation to enhance creative young entrepreneurial skills in schools of Kanchanaburi Province. The Research and Development design (R&D) and Appreciation Influence Control technique (AIC) were used for developing the learning innovation to enhance creative young entrepreneurial skills in schools of Kanchanaburi Province. The target group was 59 secondary students in Kanchanaburi Province. The research instruments were interview questions, a questionnaire to confirm the innovation quality, an evaluated form of creative young entrepreneurial skills, and a satisfaction questionnaire for learning innovation. The data were analyzed by frequency, percentage, mean, standard deviation, and content analysis.

The finding revealed that: 1) Basic data of learning innovation to enhance creative young entrepreneurial skills in schools found that learning model to enhance entrepreneurial skills comprised professional-based education, skill-based learning, work-based education, work-based learning, project-based learning, and practice-based learning etc.; 2) Learning innovation to enhance creative young entrepreneurial skills in schools, Kanchanaburi Province was composed of input, process and output aspects; 3) Learning innovation to enhance creative young entrepreneurial skills in schools, Kanchanaburi Province trial showed that creative young entrepreneurial skills were at high level in overall and in each aspect; and 4) the evaluation of learning innovation to enhance creative young entrepreneurial skills in schools of Kanchanaburi Province found out the opinion for learning innovation was at high level in overall and each aspect.

Keywords: learning innovation, creative young entrepreneurial skills

1. Introduction

The changes of the 21st century world, volatile global economy, rapid technological advancements, intense competition in the labor market, and the emergence of new diseases underscore the critical importance of quality education in human development. To align with the dynamics of the 21st century, prioritize the development of all learners by equipping them with essential learning characteristics and skills, emphasizing the 3Rs: reading, writing, and arithmetic. In addition, the 8Cs encompass critical thinking and problem-solving skills, creativity and innovation skills, cross-cultural and cross-paradigm skills, teamwork and leadership skills, information and media literacy skills, computer and information and communication technology skills, career and learning skills, and compassion, discipline, morality, and ethics, notably, entrepreneurship or business ownership skills are among the means to drive Thailand's economy. The goal is to encourage learners to seek business opportunities as entrepreneurs, in line with Thailand's 4.0 policy, which aims to transform the economy into an innovation-driven economy (Value-Based

Economy). This involves promoting the creation and development of young entrepreneurs who are ready to adapt and align with changes in the future world.

According to a research study by Harvard Business Review (2016) on the characteristics of entrepreneurs today, it was found that the age of entrepreneurs was generally getting younger, often in the teenage or youth age range. These young entrepreneurs' tend to possess a strong drive for learning and self-development, even when facing challenges in running their businesses at a young age. Furthermore, young entrepreneurs had a competitive edge, particularly in the areas of technology and innovation due to the living in an era where individuals were able to easily access the internet and online communities.

The use of the internet has become an integral part of daily life for teenagers. Furthermore, the characteristics of young entrepreneurs include a strong enthusiasm for seeking things they are interested in or wish to learn. Young entrepreneurs tend to be more willing to face risks and are particularly fond of challenges. The research also found that, generally, young entrepreneurs tend to have a broader worldview compared to adult entrepreneurs. This is because young entrepreneurs have grown up during the internet eras and they have accessed to the internet and made communication and information retrieval fast and borderless. As a result, these young entrepreneurs are able to leverage their experiences in communication and information-seeking online to develop, adapt, and integrate them into their daily lives, including using these skills in their work as well (Harvard Business Review, 2016). This aligns with the findings of the study by Tripopsakul & Pichyangkul (2018) on factors influencing youth entrepreneurs in Thailand. They found that psychological factors such as self-confidence, the ability to identify business opportunities, a willingness to take risks, and a positive attitude toward entrepreneurship all have a significant positive impact on becoming a young entrepreneur.

In terms of the area of the study, Kanchanaburi Province is one of the areas designated as an innovation zone for education under the Education Innovation Area Act of 2019, focus on promoting vocational skills and implementing multilingual learning (Academic Bureau, Secretariat of the House of Representatives, 2019). Meanwhile, the Faculty of Education at Silpakorn University has expertise in education, teacher professional development, and educational administration. Silpakorn University is also recognized as a Creative University. Therefore, the study of innovative learning management to foster creative young entrepreneurs in schools in Kanchanaburi is necessary to improve student skills and learning. This will help young entrepreneurs gain knowledge from hands-on experience through practice-based Learning (PBL) and self-directed Learning. It will equip young entrepreneurs with life skills to live harmoniously with others. This process will help them gain knowledge and develop a positive attitude towards their careers, enhance their sense of responsibility, and improve the quality of their education. It will also enable them to pursue occupations that contribute to the local economy, meeting the needs of society. Moreover, if this research project receives funding, it will facilitate the preparation and adaptation of young entrepreneurs to pursue careers of their interest, based on hands-on learning experiences (direct Experience). The findings from this research can be used to guide the development of strategies and policies for preparing learning programs that enhance the skills of young, creative entrepreneurs. These approaches can be scaled and applied nationwide and across other age groups within Thai society. Additionally, this research can contribute to the development of human capital, strengthening the economy in a stable, prosperous, and sustainable manner.

2. Methods

2.1 Research Questions

2.1.1 What is the basic data on learning innovation to enhance creative young entrepreneurial skills in schools in Kanchanaburi Province?

2.1.2 What learning innovation to enhance creative young entrepreneurial skills in schools in Kanchanaburi Province should be?

2.1.3 What are the results of implementing learning innovation to enhance creative young entrepreneurial skills in schools in Kanchanaburi Province?

2.1.4 What are the results of evaluating the use of learning innovation to enhance creative young entrepreneurship skills in schools in Kanchanaburi Province?

2.2 Research Objectives

To study the basic data on learning innovation to enhance creative young entrepreneurial skills in schools in Kanchanaburi Province

To develop learning innovation to enhance creative young entrepreneurial skills in schools in Kanchanaburi Province
To implement learning innovation to enhance creative young entrepreneurial skills in schools in Kanchanaburi Province

To evaluate the results of learning innovation to enhance creative young entrepreneurial skills in schools in Kanchanaburi Province

2.3 Research Scope

The target group of this research was a secondary in Kanchanaburi province. The sample of the study was 59 secondary school students who participated in the research project.

2.4 Research Process

Research and Development (R&D) was used to create an innovative learning management system aimed at enhancing the skills of young, creative entrepreneurs in educational institutions in Kanchanaburi province. The AIC process (Appreciation, Influence, Control) will be applied in the development of the innovation. The research process consists of four steps as follows:

Step 1: study basic data on regarding learning innovation to enhance creative young entrepreneurial skills in schools in Kanchanaburi Province. The data were collected from three experts in the field of learning innovations and the development of young, creative entrepreneurs' skills by interview, and analyzed the data.

Step 2 develop learning innovation to enhance creative young entrepreneurial skills in schools in Kanchanaburi Province by analyzing and synthesizing the data obtained from step 1, draft the developed innovation, and validated by three experts for its accuracy, appropriateness, feasibility, and potential benefits.

Step 3 Implementation of the developed innovation in one secondary school in Kanchanaburi Province by selecting of schools based on readiness criteria for implementation. The selection criteria were as follows: 1) school is located in a rural area; 2) school has a clear focus on local wisdom products or traditional knowledge; and 3) school's administrators, teachers, and students are committed to developing vocational skills for young entrepreneurship. As a result of this selection process, Thong Pha Phum Withaya School in Thong Pha Phum District, Kanchanaburi Province was chosen for the trial implementation. Then, the innovation in learning management to enhance the skills of young, creative entrepreneurs was presented to the selected school for trial use with 59 students. The implementation followed the AIC (Appreciation, Influence, Control) framework in developing and adapting the innovation. Reflecting on the outcomes using AAR (After Action Review) and Summarizing was also included in the study.

Step 4 Evaluate the results of learning innovation to enhance creative young entrepreneurial skills in schools in Kanchanaburi Province. In this step, two evaluation tools were developed to assess the result of using the innovation and student satisfaction. First, Young entrepreneur skills assessment was designed to measure students' entrepreneurial skills in areas such as creativity, business planning, leadership, and problem-solving. Second, satisfaction survey was designed to assess how satisfied students are with the learning innovation, including its effectiveness, relevance, and impact.

2.5 Research Instruments

Research Instruments in this study were interview questions, two questionnaires.

2.5.1 Semi-structured Interview questions focused on skills of creative young entrepreneurs.

2.5.2 A questionnaire which was designed based on the relevant literature and theories of the study to assess the skills of creative young entrepreneurs. It was composed of 15 questions. Content validity was verified by presenting the completed tools to 3 experts for evaluation of the content validity and language usage. The Index of Item Objective Congruence (IOC) was calculated, selecting questions with IOC values of .50-1.00. The analysis results showed that the IOC for the creative young entrepreneur skills assessment questionnaire was 1.00 for all items.

2.5.3 A questionnaire which was designed to measure student satisfaction regarding the use of the innovation. It was composed of 12 questions, and the IOC for the satisfaction survey regarding the innovation was also 1.00 for all items.

2.6 Data Collection

The data were collected during March-July 2024 in Kanchanaburi Province.

2.7 Data Analysis

The statistics used for data analysis in this study are as follows: 1) The questionnaires were analyzed by mean and standard deviation. 2) Semi-structured interviews were analyzed by content analysis. 3) The assess of student skills and satisfaction was analyzed by mean and standard deviation.

3. Results

1. Basic data of learning innovation to enhance creative young entrepreneurial skills in schools found that learning model to enhance entrepreneurial skills comprised professional-based education, skill-based learning, work-based education, work-based learning, project-based learning, practice-based learning etc. Characteristics of successful young entrepreneurs consisted passion for entrepreneurship, creative skill, passion for learning,

risk-taking, need for success, self-confidence, honesty, social media user, digital capability, competitive aggressive, proactive, etc.

2. Learning innovation to enhance creative young entrepreneurial skills in schools in Kanchanaburi Province was composed of input, process and output aspects. The input aspect was basic knowledge for being creative young entrepreneurial, process aspect was learning process focus on practice-based learning, self-directed learning for student have to search the data, make teamwork, and take action, and output aspect was creative young entrepreneurial skills.

3. The implementation of learning innovation to enhance creative young entrepreneurial skills showed that creative young entrepreneurial skills were at high level in overall and in each aspect. When they were ranked from the highest to the lowest by mean, the top 5 aspects were: listening to each other, accepting mutual agreement, cooperating with teamwork, using social media to promote products, taking risk in a business, and having clear goals. The self-assessment of students' entrepreneurial skills showed that the overall level of skills was at a high level (Mean = 3.58, SD = 0.91). This indicates that, on average, the students rated their entrepreneurial skills as being at a high level after participating in the program of implementation.

4. The evaluation of learning innovation to enhance creative young entrepreneurial skills in schools, Kanchanaburi Province found out the opinion for learning innovation was at high level in overall (mean = 3.54, SD = 0.82), and in each aspect, ranking from the highest to the lowest by mean, there were content aspect, learning aspect, benefit aspect, and measurement and evaluation aspect.

4. Discussion

Basic data of learning innovation to enhance creative young entrepreneurial skills in schools found that learning model to enhance entrepreneurial skills comprised professional-based education, skill-based learning, work-based education, project-based learning, practice-based learning. The presence of projects and activities that involved experiments, training, and practical exercises focused on knowledge that led to expertise and its application. This included developing business plans, marketing, legal considerations, knowledge management, and innovation. This is because the learning innovation was a systematic arrangement of the teaching and learning process and its related components. The finding was consistent with theories, concepts, and principles forming the foundation of the model that could be applied. Therefore, to achieve the learning objectives, learning activities had to align with the principles and beliefs based on learning theories. This aligns with the research conducted by the Office of Education Council (2018), which studied education management for developing entrepreneurship and found that: 1) The approach to education management for developing entrepreneurs includes defining plans and directions for education management, developing curricula, and organizing learning that focuses on interdisciplinary content, particularly integrating 21st-century skills. This included financial literacy, business economics, and entrepreneurship. Additionally, it involved setting strategies for creating experts in research and development with an emphasis on innovation and technology in targeted industries (New S-Curve), specifically the five key industries. The development of career pathways for researchers and developers, particularly researchers to support the growth of new businesses (startups); 2) The establishment of an ecosystem that supported the growth of entrepreneurship consisted of 7 processes: 1) The idea to start a business (Idea); 2) Creating a business model (Business Model); 3) Legal entity registration; 4) Financial analysis; 5) Investment planning; 6) Implementation; and 7) Evaluation.

The characteristics of successful young entrepreneurs include,; passion for entrepreneurship, creativity, a strong desire for learning, risk-taking, a drive for success, self-confidence, honesty, the use of social media, digital skills, a

love for competition, and proactive work ethic etc.

Becoming a young entrepreneur can be an unstable career path and a heavy burden for individuals at a young age especially when young entrepreneurs may struggle with self-doubt. Therefore, entrepreneurship should be pursued by choosing something that one loves or is passionate about. This passion will drive enthusiasm to deeply understand and pay attention to the business model, leading to a fusion of traditional ideas with creative thinking in the modern era. This can result in innovations or the development of new products that meet market demands.

This aligns with the research conducted by Kaewphanum et al. (2024) on the development of components and behavioral indicators of proactive entrepreneurial characteristics for senior high school students. The findings revealed that the proactive entrepreneurial characteristics for senior high school students refer to understanding the traits and attitudes of successful entrepreneurs, recognizing one's own abilities and interests, seeking opportunities based on the situation, having self-confidence, being creative, designing work plans with strategies to mitigate potential risks in the future, and being able to communicate effectively. This also aligns with the study by Bunlao et al. (2022) on situation, needs, and guidelines for educational management development to promote the entrepreneurship of Opportunity Expansion Schools under the Nakhon Phanom Primary Educational Service Area Office 1. The research findings revealed that the top three most critical needs for promoting entrepreneurship education were: 1) competitiveness skills, 2) digital skills, and 3) proactive work skills. This is also consistent with the research findings of Atawongsa (2013) on the effects of entrepreneurial orientation and enterprise characteristics on Thai small and medium enterprises' growth. The study found that the key entrepreneurial traits include proactive work and the ability to analyze the market and competitors. This is also consistent with the research of Buaprommat (2012) who studied creativity of the self technology of successful young entrepreneur. The findings revealed that young entrepreneurs achieve success in their businesses by finding what they enjoy doing, understanding life through their experiences during their university studies, and receiving strong relationships and support from their families. This is also consistent with the research by Holienka et al. (2016) who studied youth entrepreneurship in Visegrad Countries and found that the factors influencing the motivation of young entrepreneurs in start-up businesses include self-confidence and networking with other entrepreneurs, which were identified as the most important factors.

Learning innovation to enhance creative young entrepreneurial skills in schools, Kanchanaburi Province was composed of input, process and output aspects. The input aspect was basic knowledge for being creative young entrepreneurial. These included entrepreneurship, innovation creation, product development, business plan creation (Business Model Canvas), low-cost marketing through online platforms or social media, managing income and expenses, and the laws related to entrepreneurship. Process aspect was learning process focus on practice-based learning (Practice-based Learning: PBL), self-directed learning, searching the data, using teamwork, and taking action. The learning management process included: exploring local wisdom products in the community; selecting products; creating innovations; developing a simple business plan, such as using the Business Model Canvas; presenting the business plan to seek funding for business operations; business planning (Plan); executing the plan (Do); monitoring performance (Check); and improving operations (Act). Output aspect was creative young entrepreneurial skills. It was a result of the learning process through activities, which included skills in being a creative young entrepreneur. This aligns with the research by Hirunchalothorn and Sumalee (2018) who studied the development of learning management innovations to develop students' thinking skills in elementary level. The findings revealed that the developed learning innovation included concepts, theories, principles, objectives, processes, and learning activities, along with examples of activities and methods for measuring and evaluating learning outcomes. This is also consistent with the research by Bunlao et al. (2022) who studied situation, needs, and guidelines for educational management development to promote the entrepreneurship of Opportunity Expansion Schools under the Nakhon Phanom Primary Educational Service Area Office 1. The research findings identified the development approaches to promote entrepreneurship such as risk-taking, having innovation, proactive work, self-identity, competitiveness, desire for success, financial knowledge, and digital skills.

The implementation of learning innovation to enhance creative young entrepreneurial skills showed that creative young entrepreneurial skills were at high level in overall and in each aspect. When they were ranked from the highest to the lowest by mean, the top 5 aspects were: listening to each other, accepting mutual agreement, cooperating with teamwork, using social media to promote products, taking risk in a business, and having clear goals. The self-assessment of students' entrepreneurial skills showed that the overall level of skills was at a high level. This indicates that, on average, the students rated their entrepreneurial skills as being at a high level after participating in the program of implementation. This is because learning innovation emphasizes processes that provide students with opportunities to learn from experience, engage in practice-based learning, and self-directed learning. It encourages students to conduct research, work as a team, and participate in hands-on activities by allowing students to explore

real-world challenges and collaborate with others, this approach helps them develop critical thinking, problem-solving skills, and the ability to apply their knowledge in practical situations. This aligns with the research by Karunpracha (2020) who studies curriculum development of “entrepreneurship” activity in accordance with the concept of intellectual training from the prototype for high school student and found that the implementation of the entrepreneurship curriculum resulted in students demonstrating entrepreneurial abilities higher than the set benchmark of 70%, with statistically significant results at the 0.05 level. Additionally, it is consistent with the research by Detnakarin. (2020) on social media usage for conducting the business of young entrepreneurs and found that the use of social media for business by young entrepreneurs was at a high level.

The evaluation of learning innovation to enhance creative young entrepreneurial skills in schools, Kanchanaburi Province found out the opinion for learning innovation was at high level in overall and in each aspect, ranking from the highest to the lowest by mean, there were content aspect, learning aspect, benefit aspect, and measurement and evaluation aspect.

When examining the individual items, it was found that they were at a high level, with the top five items ranked in order of highest to lowest average as follows: 1) the content learned can be applied in daily life; 2) the opportunity to exchange knowledge between peers and teachers; 3) the content learned can help develop entrepreneurial skills; 4) satisfaction with the experiential learning activities and knowledge exchange and 5) the ability to apply knowledge and skills in real-world activities. This aligns with the research by Karunpracha (2020) which found that the necessary information for developing the entrepreneurship curriculum, as gathered from entrepreneurs, teachers, and students, provided essential data for curriculum development in the following areas:

1) Content: There is a demand for learning business knowledge, as well as learning activities that enhance practical abilities; 2) Teaching Methods: The curriculum should focus on participatory teaching methods, allowing students to be as involved as possible; and 3) Assessment and Evaluation: The use of assessment methods that reflect real-world conditions, ensuring that evaluations align with practical outcomes.

5. Recommendation

Schools should organize activities that allow students to gain learning experience in entrepreneurship by inviting experts and practitioners to share their knowledge and insights. This can inspire students and stimulate their potential, while considering the environment, interests, and abilities of each student. Additionally, schools should encourage students to think freely and creatively, fostering an entrepreneurial mindset that empowers them to explore new ideas and opportunities.

Schools should promote opportunities for students to research and explore products or services derived from local community knowledge, especially traditional wisdom. Students can learn about local craftsmanship and heritage, and use that knowledge to either present existing products or innovate by creating new products that build on this wisdom. This approach not only adds value to local products but also contributes to preserving, transmitting, and enhancing local cultural knowledge, fostering both entrepreneurship and cultural preservation.

6. Future Research

Based on the research findings, traditional local knowledge or products represent a valuable intellectual and cultural asset for communities. The conservation, transmission, and enhancement of this local wisdom are crucial factors that can generate income within the community. This process helps ensure that young people develop a sense of pride in their roots and can build careers within their local areas, reducing the need to migrate to urban centers for work. Moreover, this can lead to the development of the community as a whole and foster a creative economy driven by local knowledge. Therefore, future research should explore the process or model for managing the knowledge of cultural heritage in educational institutions to promote vocational skills among students. This should focus on how schools can integrate and preserve local cultural wisdom in ways that not only protect it but also empower students with practical skills that can enhance their employability and contribute to local economic development.

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