Research Article

The Creation of *Isan* Folk Music Learning Media for Sustainable Communities

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Abstract

This research aims to: 1) create learning materials for Isan folk music for students in the field of music arts and folk performance of Roi Et College of Dramatic Arts and subsequently to a sustainable community 2) compare learning achievements of learners before and after learning through Isan folk music learning media. 3) evaluate Isan folk music skills of the learners by comparing to the specified criteria. 4) study the students' attitude towards the use of Isan folk music learning media. The study found that: 1) the creation of media *Isan* folk music education as efficient as 85.25/89.62, 2) the students studying with media folk music education had higher learning achievement after studying with media *Isan* folk music education with statistical significance at the level of .05, 3) the results of the use of *Isan folk* music learning media, the performance of *Isan folk* music resulting in higher test scores after using the media of students with an overall average of 2.68, at an excellent performance level, and 4) attitudes towards using media learning for *Isan* folk music of learners an overall average of 4.22 at a high level.

Keywords: the creation, learning media, *Isan* folk music

Introduction

This paper is an output of the creation of *Isan folk* music media learning for sustainable communities, sponsored by Bunditpatanasilpa Institute of Fine Arts. In designing lessons, the lessons should be able to stimulate a student′s interest in learning and have appropriate content that can initiate critical thinking. The creation of media learning *Isan* folk music for sustainable communities is encouraged by the positive and high scores of research studies in the creation of media learning *Isan* folk music and the use of technology in the Thai education system.

The researcher has developed the creation of media to teach *Isan folk* music to sustainable communities by demonstrating each instrument step-by-step, from basic skills to advanced skills. Students in the fields of art, music, and folk performances can access the knowledge of *Isan* folk music at any time without limits to location and time. It helps to solve the problem of teaching in a classroom that is limited to specific class time and instructor.

Based on this significance, the researcher, therefore, developed Isan folk music learning media for sustainable communities to teach *Isan folk* music and performance to students in the fields of art, music and folk performances at Bunditpatanasilpa Institute of Fine Arts and those who are interested in learning *Isan* folk music by introducing technology as a tool for organizing activities of *Isan* folk music.

Purposes of study

1. To create learning materials for *Isan* folk music for students in the field of music arts and folk performance of Roi Et College of Dramatic Arts and subsequently to a sustainable community.

2. To compare learning achievements of learners before and after learning through *Isan* folk music learning media.

3. To evaluate *Isan* folk music skills of the learners by comparing to the specified criteria.

4. To study the students′ attitude towards the use of *Isan* folk music learning media.

Research Methodology

For this study to meet the objectives, the researcher has defined the scope of research as follows:

Step 1: Study documents, principles, concepts, theories, and related research about the creation of *Isan* folk music media learning for sustainable communities.

Step 2: Study basic information on the need to use educational materials by using questionnaires to explore basic information as follows:

The research was conducted based on the framework of the following questions:

1) Activities

2) Objectives

3) Content

4) The creation of media

Moreover, the research methodology and analysis will be presented with the following details, including 1) population and sampling, 2) instrumentation, 3) data collection, and 4) data analysis.

1. Population and Sampling

1.1 Population

1.2 Sampling

Selection of the sample group of 30 people used cluster random sampling by selecting 20 people from each representative institution. The proportion of sample groups was determined by using a proportional stratified random sampling method according to the sample size from Krejcie and Morgan (1970).

2. Instrumentation

1) *Isan* folk music learning media

2) Quality assessment form for *Isan* folk music learning media

3) Knowledge achievement test

4) *Isan* folk music practice skills assessment form

5) An attitude questionnaire towards the use of *Isan* folk music learning

3. Data Collection

Using questionnaires, interviews, observations, and experiments

4. Data Analysis

Using the information collected from a sample or from a population and studying a number of related research classified to answer research problems or test all research hypotheses.

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Result

The researcher has developed the creative media to learn *Isan* folk music by demonstrating each instrument step-by-step, from basic skills to advanced skills. Students in the fields of art, music, and folk performances can access the knowledge of *Isan* folk music at any time without limits to location and time. It helps to solve the problem of teaching in a classroom that is limited to specific class time and instructor.

Based on this significance, the researcher must develop the creation of media learning *Isan* folk music for sustainable communities to teach students in the fields of art, music and folk performances at Bunditpatanasilpa Institute of Fine Arts and those who are interested in learning *Isan* folk music. The result can be explained as follows:

1. The Creation of learning materials for *Isan* folk music for students in the field of music arts and folk performance of Roi Et College of Dramatic Arts and subsequently to a sustainable community. The results of the study were as follows:

1.1 The need for learning media for learning Isan folk music for the community in a sustainable way found that the overall demand for learning media for *Isan* folk music was high. When considering each aspect, it was found that every aspect has a high level of demand. In descending order, the average is content setting, followed by media usage objectives. Regarding resources and the use of media when considering each item, it was found that the level of demand is high for every item. The descending order of average values from highest to lowest was equal to two

points to provide learners with knowledge of *Isan* folk music; there are skills in playing *Isan* folk music and applying knowledge of *Isan* folk music to be used effectively and presentations of folk music performances such as *Isan* folk songs pattern notation videos, music sheet and chart followed by the same average of two orders, namely basic knowledge, and the use of *Isan* folk instruments. Data management or information systematically makes videos in digital form, and the average values were the same to provide learners with basic knowledge of *Isan* folk music.

1.2 A study of elements of *Isan* folk music learning media for sustainable communities can be summarized as follows:

1.2.1 There are six elements of learning media which need to be analysed: 1) determining the objectives, 2) creation, 3) design selection, 4) development, 5) evaluation of learning media development, and 6) implementation.

1.3 Analysis and synthesis of elements related to learning materials. It can be concluded that the learning media components have two important coherences: the presentation style and the content.

1.4 The analysis and synthesis of the corresponding elements of the learning materials include five elements: 1) text, 2) animation, 3) sound, 4) content, and 5) presentation style.

1.5 Analysis and synthesis of learning materials development process. There are three important coherent components: 1) preparation, 2) implementation, and 3) evaluation.

1.6 Analysing and synthesising the activities of *Isan* folk music practice it can be concluded that the *Isan* folk music training activities consist of five important elements: 1) preparation, 2) practicing *Isan* folk music, 3) ensemble playing, 4) performance test, 5) conclusion of the lesson.

There are six steps in the research in terms of the media design and creation as follows:

Step 1: Creating learning media for *Isan* folk music, divided into three parts:

Part 1 Introduction

Part 2 Details of *Isan* folk music learning materials

Part 3 Using *Isan* folk music learning media

Step 2: The results of the suitability assessment of the *Isan* folk music learning media showed that the overall level was at the highest level. When considering each aspect in descending order of average, there were cooperative learning and training. In terms of practice procedures, it is overall the highest level. When considering each aspect, the descending mean is orientation,

practice, evaluation, and practice execution. Overall, it is at a high level in the field of practical activities. When considering each item, they were group practice, performance check, and test activities. The last rank was the same average of two aspects: the practice activity with summarized lessons and evaluated group work.

Step 3: The results of confirmation of *Isan* folk music learning media were found that the overall level was at the highest level. The average of the suitability of the elements, processes, and activities was higher, indicating that *Isan* folk music learning media are appropriately able to develop playing skills.

Step 4: The overall quality assessment of *Isan* folk music learning media was high. When considering each aspect in descending order of average value, namely the design structure, content and narrative design, and the quality of the media. When considering each item, it was found that the item was the most appropriate. There are five equal average values, namely convenience, speed and ease of logging in, buttons, clear and correct icons, appropriate length of practice presentation, the appropriateness of the description and details, the introduction of the practice guideline, the practice evaluation, and clear practice objectives.

Step 5: In terms of the results of the performance test. It was found that the efficiency of the process (E1) was 85.25, and the efficiency of the result (E2) was 89.62. Going to a pilot trial is effective as 85.25 / 89.62, which meets the specified criteria 80/80 indicators.

Step 6: The results of testing the effectiveness of learning media for *Isan* folk music. The effectiveness of learning media was found. The pre-score of using media use was 35.25, whereas the post-score was 38.95, and the effectiveness index was 0.7109, indicating that learners had an increase of knowledge of 0.7109, representing 71.09 %.
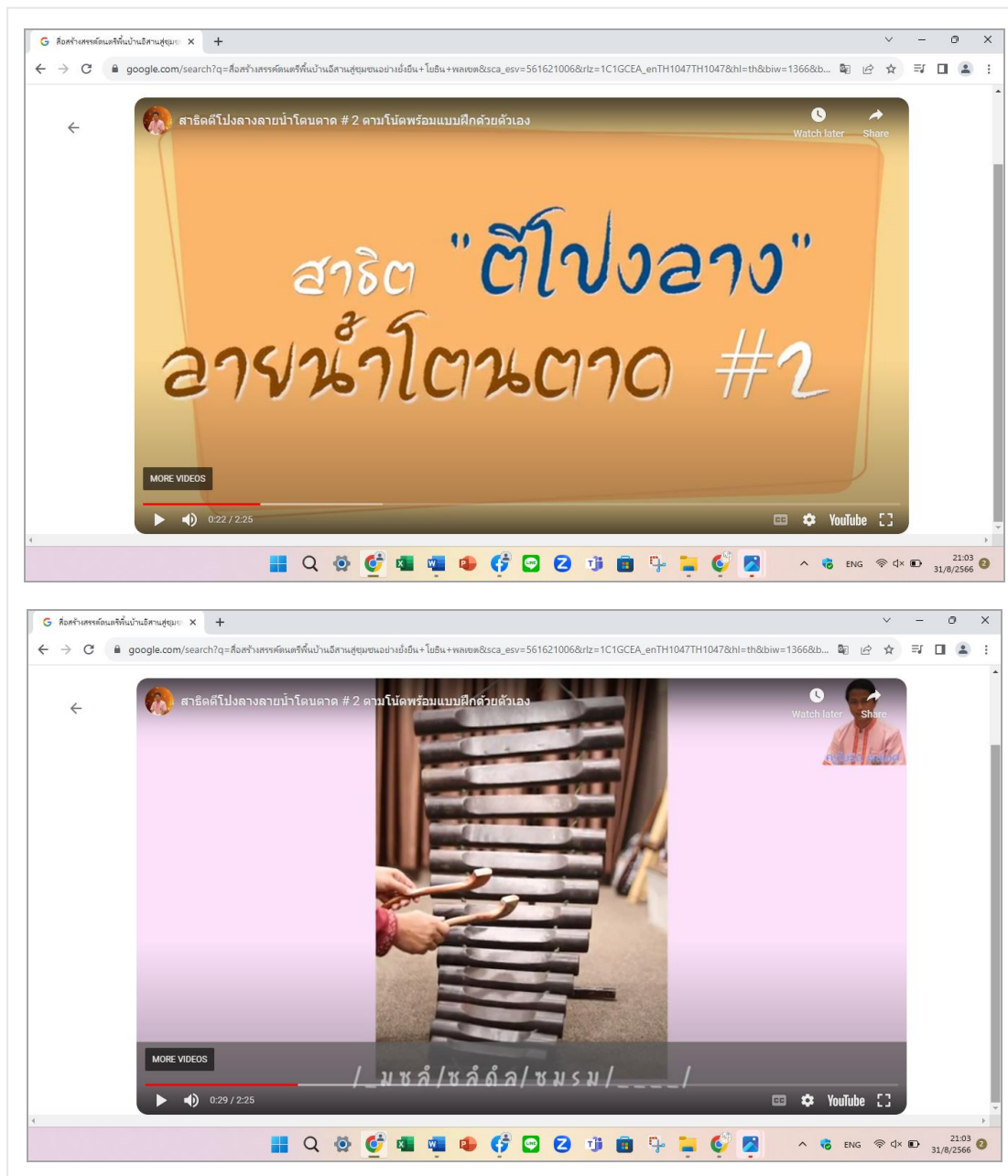
Figure 1 *The Creation of Isan Folk Music Learning Media for Sustainable Communities*
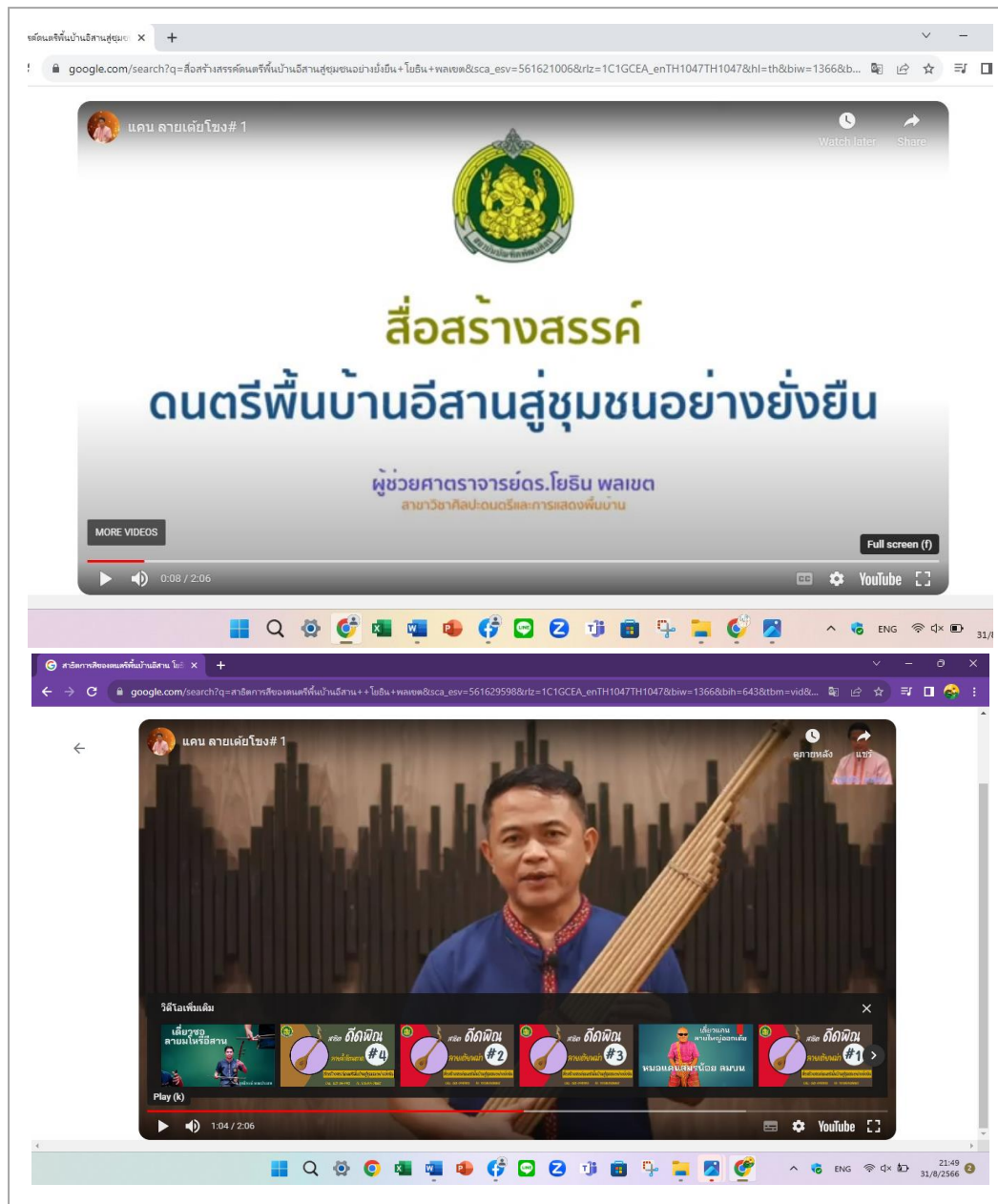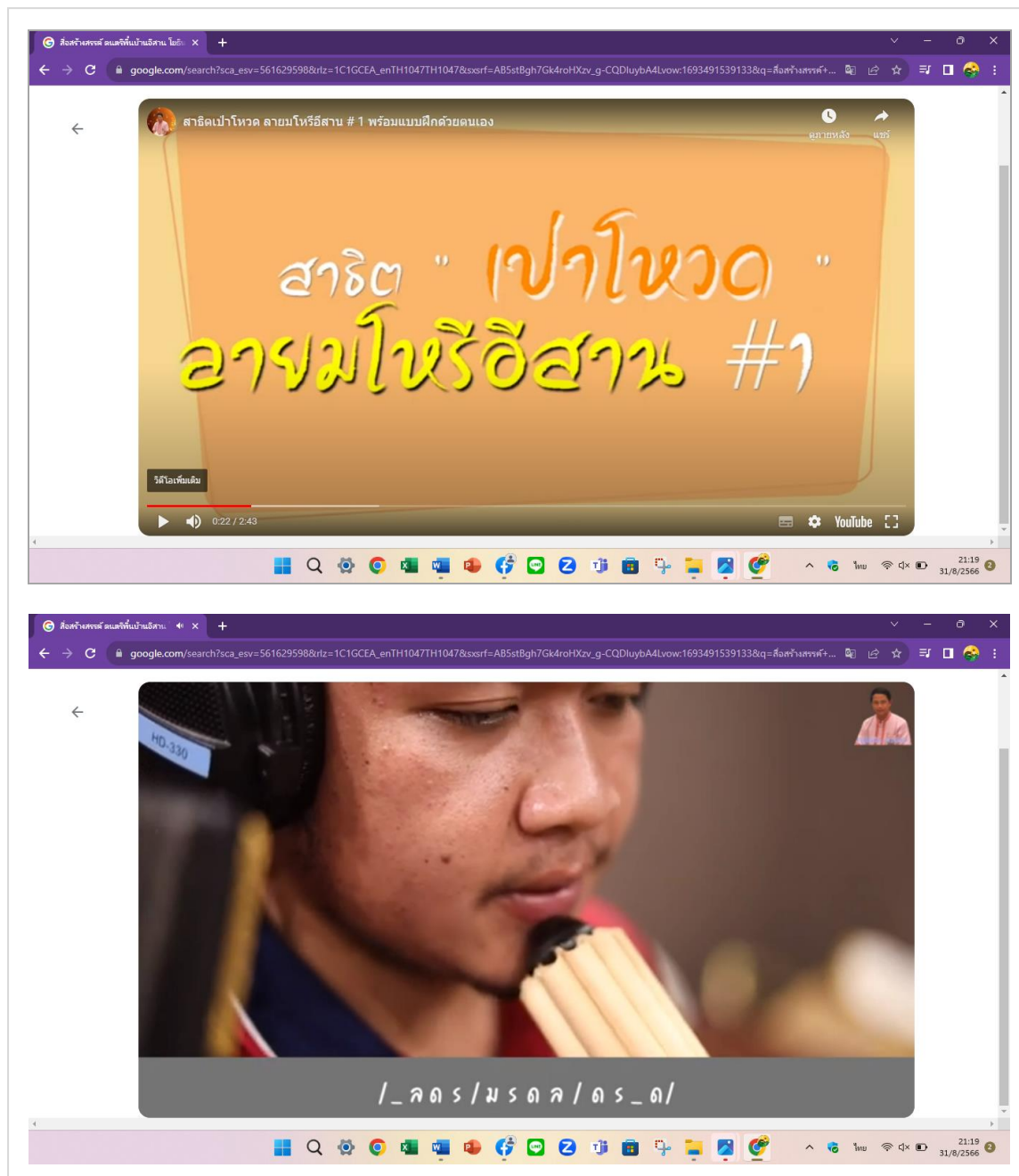

Noted. By Yothin Phonkhet, 2564.

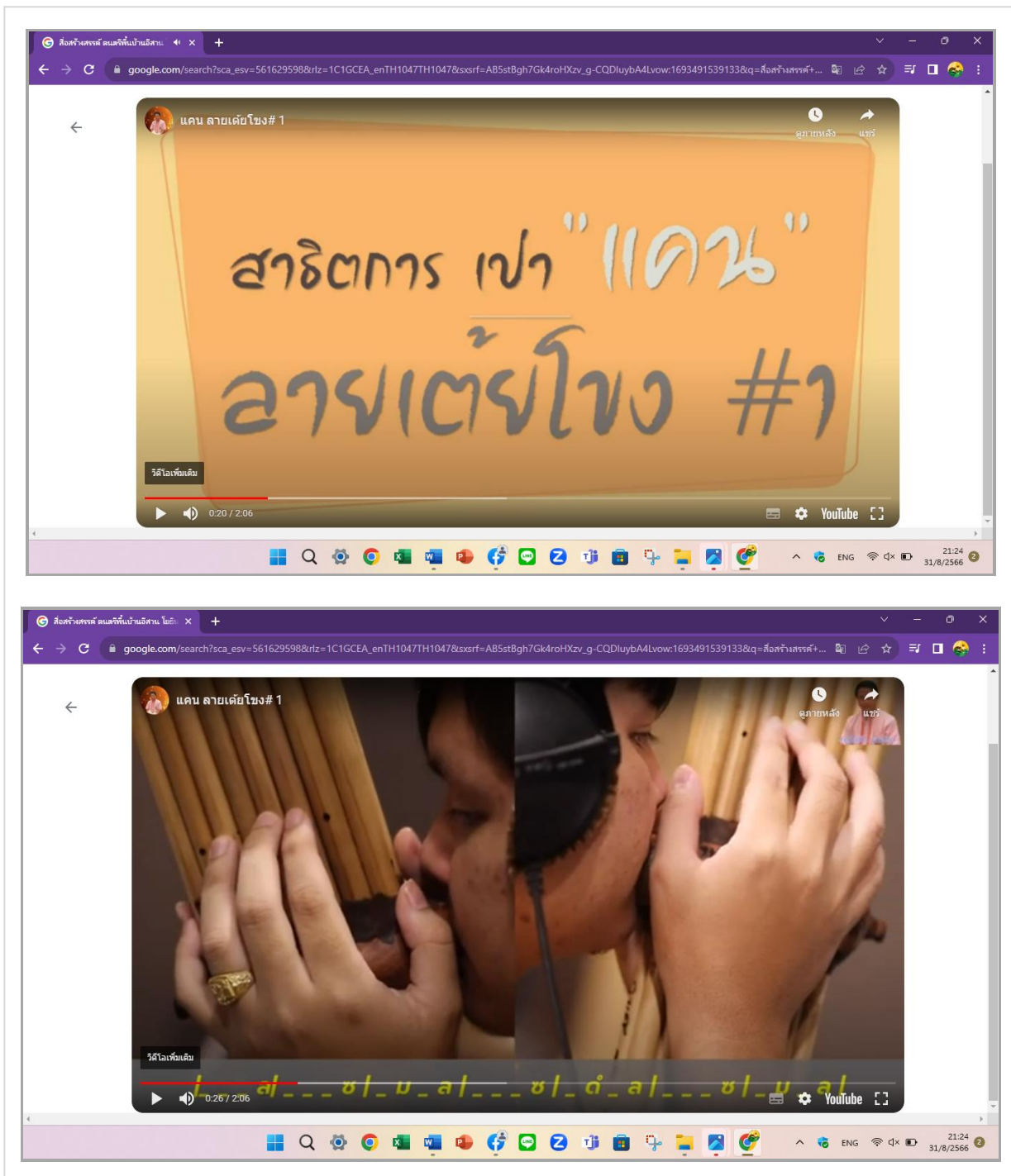**Figure 2** *The Creation of Isan Folk Music Learning Media for Sustainable Communities (The Ponglang)*

Noted. By Yothin Phonkhet, 2564.

Figure 3 *The Creation of Isan Folk Music Learning Media for Sustainable Communities (The Wot)*
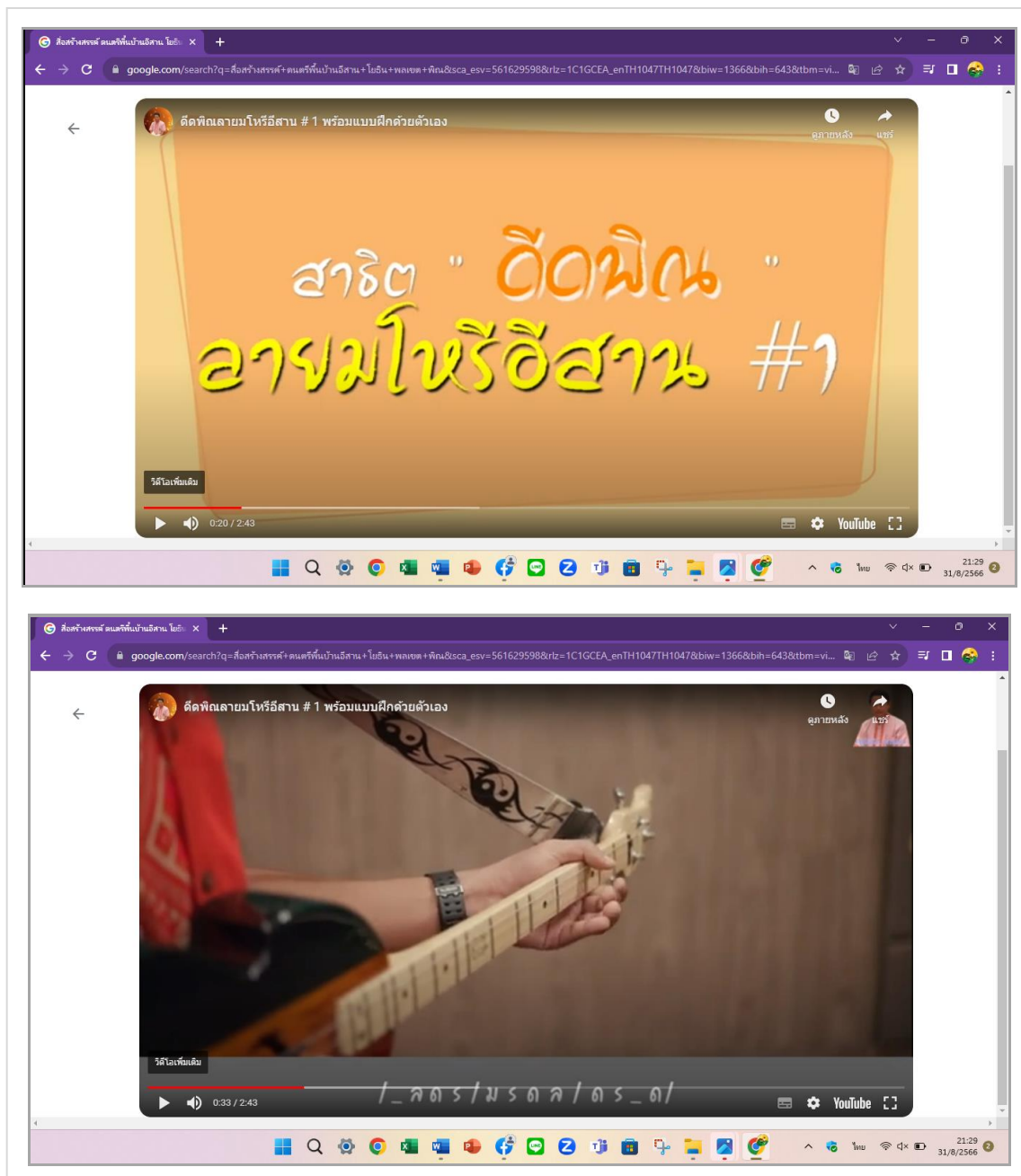

Noted. By Yothin Phonkhet, 2564.

Figure 4 *The Creation of Isan Folk Music Learning Media for Sustainable Communities* (*The Khaen*)
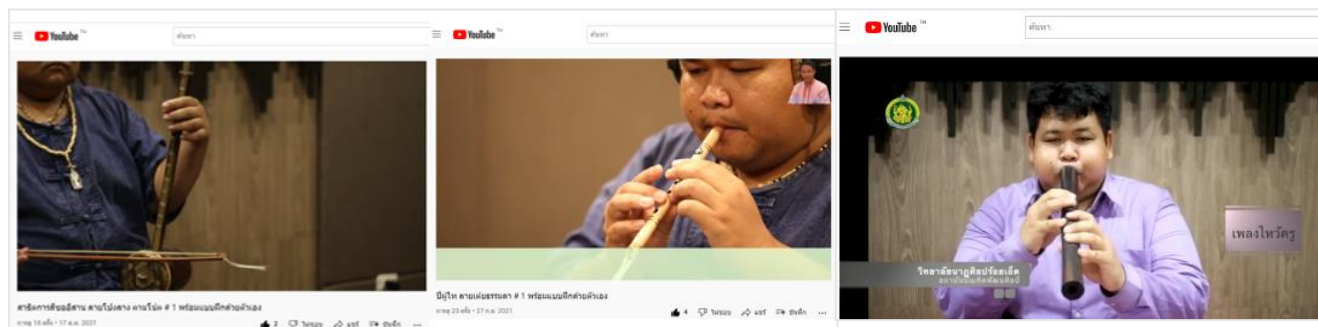

Noted. By Yothin Phonkhet, 2564.

Figure 5 *The Creation of Isan Folk Music Learning Media for Sustainable Communities (The Phin)*

Noted. By Yothin Phonkhet, 2564.

Figure 6 *The sor Isan, the pi phuthai, and the the pi mahori*

Noted. By Yothin Phonkhet, 2564.

2. A comparison of learning achievements of learners before and after learning through *Isan* folk music learning media

The results of the student′s learning achievement before and after learning through the media showed that the mean scores after learning through media use were significantly higher than the ones before at the level of .05.

3. They evaluation of the *Isan* folk music skills

The result of the skills comparison was an overall average of 2.68, which was an excellent performance level. When considering the items from highest to lowest, the first three rankings were: 1) the *wot* playing with the rhythm of the notes, 2) the precision of playing *Isan* folk instruments. 3) accurate singing of *Isan folk song* note patterns: strum, tapping on the main rhythm, and playing the *phin.*

4. The student attitude towards the use of *Isan* folk music learning media

There were mean attitude scores with an overall average of 4.22 at a high level. When considering each aspect in descending order, it was the aspect of valuation, the cognitive aspect, utilization, and responsibility. It indicated that the learning media of *Isan* folk music was created to help students develop their skills of playing *Isan* folk music by themselves.

Conclusions

According the research objective, the results of the research answer the research questions as follows:

1. The creation of learning media for *Isan* folk music for sustainable communities for students of Roi Et College of Dramatic Arts can motivate the learner in a particular learning process. Learners can learn by themselves according to their needs without limitations of time and place. *Isan* folk music learning materials are therefore suitable for the current *Isan* folk music learning situation where learners have different backgrounds. The developed media are therefore arranged according to the basis of the learners, which corresponded to Kanphisit Saiboonlee (2014), in which there was a study on personal car advertising media development with computer graphics techniques that affect the perception and satisfaction of consumers. It was also found that there are four components as follows: 1) animation, namely, continuity, clarity, and appropriate size; 2) the text size and colour; 3) the background music, the voiceover, and the engine sound; 4) the presentation is the external interior storytelling, performance, speed, and utility. In accordance with the research of Mongkol Samelao (2015), the research was on the creation of the *phin* patterns with the composition of *mo lam phloen* and *mo lam sing.* It was found that the presentation of the creation of the *phin* pattern from the *mo lam phloen* and *mo lam sing* performances was successful.

2. A comparison of learning achievement of students before and after learning through *Isan* folk music learning media for sustainable communities.

There are differences between individuals' emphasis on creating media that is diverse and consistent with the content. By passing the examination from qualified improvements and developments before being applied to learners, the media's efficiency was higher than the standard 80/80 in all aspects at a high level. The qualified persons considered that their suitability was at the highest level. The efficiency of *Isan* folk music learning media was 85.25/ 89.62, meeting the specified criteria of 80/80 and in accordance with the hypothesis number.

3. The effectiveness of the creation

The effectiveness index was 0.7109, with the learners having an increase of 0.7109 or 71.09% of knowledge due to the creation of learning media. Have undergone systematic and

appropriate processes, procedures and methods of creation, studying principles, theories and related research documents, and studying the context of *Isan* folk music practice. To analyze and synthesize the appropriate components, procedures, and activities, developed based on the principles of design and development according to academic steps Chaiyot Ruangsuwan (2007), with the sequence of steps as follows: 1) analytical step 2) design stage, 3) development stage, 4) the implementation stage, and 5) assessment and improvement stage. Analyzing the training content and training event design, including inspecting, improving, and editing educational materials from experts in various fields until the appropriate learning media that makes learners knowledgeable, practical skills and good attitude. According to Praphasorn Thiam Prasert (2013), instructional media set consisted of one set of printed materials used for teaching 12 hours, 18 sets of publications. They were supporting knowledge learning, four sets of music notes for learning, a backing track for singing practice, and eight VDO music accompanying the learning, showing 11 sets of samples, which trainees can practice on their own, both individually and in groups. This practice set also allows learners to increase their knowledge and skills in singing. Consistent with the research results of Pradit Charoenram (2011), there was the development of a collection of mixed media that was self-learned on *phin* instruments. Grade 6's efficiency was 82.05/83.85, higher than the set criteria, indicating the teaching and learning activities of the arts (musical content).

Suggestions

1. Suggestions to apply in the field

1.1 The researcher designed to create learning media for *Isan* folk music for the community. Definitions should be consistent with the ever-changing technological advancement.

1.2 Teachers and learners must understand the process of practising *Isan* folk music skills because learners must study in accordance with the established procedures.

2. Suggestions for the following research

2.1 Study the development of *Isan* folk music learning media in various forms during learning on the web and blended learning to create a better interaction.

2.2 Study the experimental results of using learning media by comparing the learning characteristics of the experimental and control groups studied in the classroom.

Acknowledgments

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