Performance Of Using Digital Platforms For The Management Of Promote Ideas And Improve Life Through Movement Workshop Project

Rawiwan Suesuwan[1], Jongrak Karam[2], Kritchaya Poompin[3], Piyanat Huykodwattana[4], Supawan Vongsrangsap[5]

{ rawiwan.su@ku.th[1], jongrak.kar@ku.th[2], kritchaya.p@ku.th[3], piyanat.huy@ku.th[4], feduswv@ku.th[5] }

Kasetsart University kampangsan campus[1], Kasetsart University kampangsan campus [2], Kasetsart University kampangsan campus [3], Kasetsart University kampangsan campus [4], Kasetsart University kampangsan campus [5]

Abstract. The objectives of this research were to study (1) a competency in the use of digital platform of a workshop project promoting ideas for the life development throughout body movement and (2) a satisfaction of a workshop project improving thought for life development via body movement. The methodologies were research and development (R&D) with project samples of 38 participants, who were registered to participate in this project through the admission platforms. The questionnaires, which were about the competency of using digital platforms and the satisfaction of performances, were created in Google Form with parameters, i.e., percentage, mean, and standard deviation. The qualitative data were analyzed by Content Analysis and the confidence value of 1.00 is given. The results showed that performance of using digital platforms with a total average of 4.57. Most of participants had the ability to understand the process of using Google Form program in order to register into the program. Moreover, the total mean of the project evaluation through Google Form, the evaluation of information receives about public relation news via digital platforms, and the satisfaction of using digital platforms is equal to 4.74. For the most applicants' opinions, it was a convenient and fast service among various platforms not only to register but also to join the project.

Keywords: Competence, Digital Platform, Project Management

1 Introduction

Currently, the dramatical changes in population structure and in advance of science and technology become new challenges due to an easy access of internet. Moreover, almost all devices are connected to internet all the time, leading to the big progress of technology (Office of the Education Council of Thailand, 2018). This progress guides toward Thailand 4.0 that the learners have the ability to approach unlimited information and learning resources, related to the self-development through technology, which is a modern learning with the 20-year Thailand National Strategy (2018-2037) and the National Education Plan 2017-2036, as well as the National Plan Policy on digital development for the economy and society. It is such an important change in 21st century, an era where digital technology advances have changed dramatically. In addition, it leads Thailand to be grown as a developed country with stability, wealth, and long-term sustainability. This could be done by the improvement of population, research, and innovation, including digital technology that also related to the National Strategy on resource development and enhancement as part of the reformation for learning process that responds to changes in the 21st century. It focuses on the learning skills and willingness to learn at all times in order to lay out the foundation for the system to support learning using a digital platform (National policies and plans on digital development for the economy and society (2018-2037), 2019).
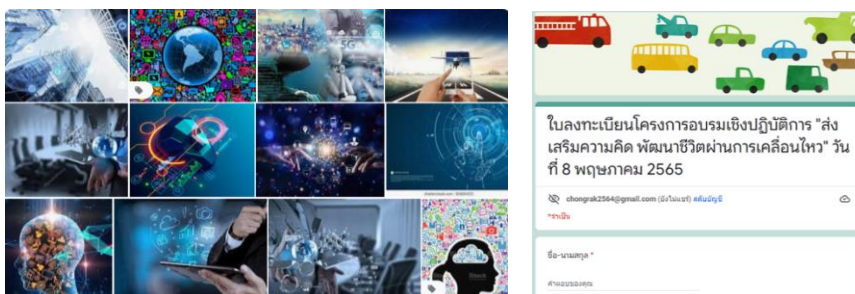

Fig. 1 The development of 21st century (Reference: https://www.google.com/search วันที่ 6 กรกฎาคม 2565)

Fig. 2 The use of digital platform

Nowadays, the combination of digital platform and technology is used in workings, seminars conferences, activities, and teaching managements via online and internet system, including the communication. These leads to a more convenient and faster way to manage all the activities, e.g., Ding Talk as a communication and working platform within Aliabad organization. Digital platforms are new presentations by using technology to take part in changing the presentation style with the goal of increasing interest and there can be an interaction between presenters and audiences (Watanyoo Suksangiam, 2020). This may be displayed through a variety of devices, e.g., computers, tablets, smartphones, that are related to current situation of technology to be

used in a part of dairy life. So, it is very important in improving the use of internet to be convenient and easy for information access and communication. The introduction of digital platform into management activities and projects escorts the help in the operation for convenience, speed, and systematic storage. It also creates interest for participants in the event or project to respond to their needs.

Fig. 3 Modern technology in the city (Ref. https://th.lovepik.com/image: access 06.July.2022)

Fig. 4 Modern technology

Praweenya Suwannatthachote and Prachyanun Nilsook (2005) described the adoption of innovation and technology in educational institutions that most of them have problems with ignorance and uncertainty about technological innovations being developed to be suitable for educational management. The learning of students depends on the thinking of administrators and teachers in the institutions that innovation and technology are useless and do not understand the benefits causing them not to be published. Although how good qualities these innovations and technologies in the institutions have, especially, in private vocational institutes. They would be accepted by the administrators and teachers only if they are well-known to be very practical and convenient in using. Meanwhile, Wilaiwan Wongjinda and coworker (2021) studied the effect of readiness in changing and training on the technology adoption. Because the experiences of users in working with the technologies lead to the easier acceptance, many institutions have plans and strategies to introduce the modern technologies to make their users ready in the training, providing knowledge, understanding, and building trust among users, including develop the ability to use that technology continuously. Technology Acceptance Model (TAM) is a model that describes the factors affecting the acceptance of technology-related innovations. This model is widely accepted and has a reputation for being a measurement of the success of the technology. The study of the cause-and-effect factors influencing the intention to show behavior in the use of information technology consists of 3 main factors (1) perceived usefulness (PU), (2) perceived ease of use (PEOU), and (3) intention to use

As abovementioned, digital platform technologies become an important role in diary life, working, and teaching-learning. They can be considered as new innovations suitable for the current situation requiring facilities that fast in communication and also promote good efficiency for working. However, there are still many people who have not opened their minds or do not understand the use of this technology, as well as, they cannot keep up with self-improvement and organizational development

Nowadays, the use of technology has become more popular, therefore, it is a way to develop various systems that will further be the driving force of potential development in order to increase the performance of work through digital platforms such as education management,

marketing, living, or even the development of personnel in various organizations. They need to learn and promote the use of various technologies to be adapted as suitable uses. Besides, this is also a self-improvement through a project to promote ideas and improve life through movement. Moreover, it is a project that uses digital platform technologies helping in project management. So, the key to success in the project management is to use various platforms in helping public relations, recruitment, giving knowledge, and evaluation. Therefore, the researcher would like to study the satisfaction of technologies in the project management in order to use them as a guideline for developing the competency of using digital platform in the management of the workshop project in the future.

2 Research methodologies

Population / Sample

In this research, 38 people have been registered as population into workshop project to promote ideas for life development through movement.

Research tools

The tools in this research are questionnaires that can be divided into 3 parts

Part 1 A questionnaire about the general status of the respondents as a check list form.

Part 2 A questionnaire about digital platform satisfaction of the workshop project to promote ideas for life development through mobility as an estimated scale according to Likert's rating scales. There are 5 levels as follows (Boonchom Srisa-ard, 2011: 90-92).

Average score 4.20 – 5.00 means the highest level of satisfaction

Average score 3.40 – 4.19 means high level of satisfaction

Average score 2.60 – 3.39 means moderate satisfaction.

Average score 1.80 – 2.59 means low level of satisfaction.

Average score 1.00 – 1.79 means the lowest level of satisfaction.

Part 3 Other suggestion questionnaires, which are open-ended questions.

Tool inventing process

This study was a research and development (R&D) that was descriptive research as a guideline to develop the competency of using digital platforms utilized in the management of workshop projects. The procedures for conducting research were as follows:

Step 1: To study documents and research related to digital and technology as well as collecting opinions from technology experts to create a questionnaire.

Step 2: To create a questionnaire about the satisfaction of using the digital platform of the workshop project promoting ideas to improve life through movement.

Step 3: To bring the questionnaire created to the advisor for an improvement.

Step 4: To take the revised questionnaire for content fidelity and confidence

To find the questionnaires' confidences, they were brought to the 3 experts for data and confidence analysis of the suitability assessment form and the feasibility of the model by calculating the alpha coefficient according to Cronbach's method (Cornbrash, 1970, p. 161). The result yielded a confidence with value of 1.00. In addition, questionnaires were about the competency and satisfaction in using digital platforms as the questions on a 5-level assessment scale.

3 Data collection

To collect data, the researcher will proceed as following:

1. The researchers coordinate with the Faculty of Education and Development Sciences, Kasetsart University Kamphaeng Saen Campus was prepared a letter for permission and cooperation in collecting information.

2. The researchers coordinate with the project participants and operators had requested cooperation in data collection.

3. The researchers collect the data by sending the questionnaires to the sample group via Application Line as online channel by creating the questions in the online form (Google Form) and collecting data from the 38 participants.

4. Statistical analysis of data obtained from the questionnaires.

Data analysis

The quantitative data were statistically analyzed using mean, percentage, and standard deviation. Qualitative data were analyzed by content analysis and then present the data by using a compositing table.

3 Research results

The study of competence of using digital platforms to be useful in the management of workshop projects can be summarized as follows:

Table 1 Amount and percentage of applicants according to ages.

Applicants	Amount	Percentage
21-30 Years	13	34.21
31-40 Years	15	39.47
41-50 Years	5	13.16
50 Above 50 years	5	13.16

According to Table 1, most applicants' age range are 31-40 years (15 applicants) as 39.47 %. Secondly, 21-30 years with values of 13 applicants and 34.21% are found. Then, 5 applicants each in age ranges of 41-50 years and above 50 years are calculated as 13.16 %.

Table 2 Amount and percentage of applicants according to status.

Status	Amount	Percentage
Teachers	25	65.79
Graduated students	11	28.95
Academic	1	2.63
Coach	1	2.63

From Table 2, most of the respondents were 25 teachers calculated as 65.79%, followed by 11 students as 28.95%, 1 academic as 2.63%, and 1 coach as 2.63%, respectively.

Table 3 Performances of using digital platforms.

No.	Assessments	$\overline{X}$	S.D.	Interpretation
1	The platforms can be used to improve clearness and completeness public relation information	4.58	0.55	highest level
2	Ability to choose the appropriate public relation channels	4.55	0.55	highest level
3	Ability to use variety of public relations in the platforms	4.50	0.60	highest level
4	Ability to use channels for acknowledging information and communication	4.50	0.60	highest level
5	Understanding the procedures to fil out the application forms	4.58	0.55	highest level
6	Ability to use the administration program through the Google form	4.63	0.49	highest level
7	Ability to use program to evaluate the project through the Google form	4.68	0.47	highest level
	Average	**4.57**	**0.54**	highest level

Table 3 shows a total average of digital platform performance of 4.57. Most of applicants were able to use the program for project evaluation through Google form (4.68), followed by the administration program through the Google Form of 4.63, then understanding the procedures to fil out the application forms (4.58).

Table 4 Satisfaction in using digital platforms.

No.	Assessments	$\overline{X}$	S.D.	Interpretation
1	Speed of project registration	4.76	0.41	highest level
2	Readiness and modernization of technology in training	4.76	0.43	highest level
3	Convenience and speed of using service through various platforms	4.79	0.41	highest level
4	Appropriation of knowledge assessments through Google form system	4.76	0.43	highest level

5	Clearness and completeness of public relation information	4.68	0.47	highest level
6	Response of service using through various platforms	4.74	0.45	highest level
7	Training documentation service	4.68	0.53	highest level
8	Overall satisfaction in using the information technology system	4.76	0.43	highest level
	Average	**4.74**	0.45	highest level

The average satisfaction in using digital platforms is 4.74 (Table 4). Most of applicants evaluate the convenience and speed of using service through various platforms as 4.79, followed by the speed of project registration, readiness and modernization of technology in training, appropriation of knowledge assessments through Google Form system, and overall satisfaction in using the information technology system with all the values of 4.76.

It can be summarized from the evaluation of participants in use of digital platform performances, it is found that the average age of applicants is 31-40 years, followed by 21-30 years, which are the age of working and learning, respectively, with readiness to learn a new thing. Moreover, most of applicants are teachers and graduated student. The evaluation shows that the average performances of using digital platforms defines in the highest level of satisfaction (4.57). Mostly, the program can be used to evaluate project through Google form (4.68), followed by the use of administration program through the Google form and it can be used as a platform to improve clearness and completeness public relation information. They have average satisfaction scores equal to 4.74. In addition, most of applicants evaluate the convenience and speed of using service through various platforms as the highest satisfaction level, followed by the speed of project registration, readiness and modernization of technology in training, appropriation of knowledge assessments through Google form system, and overall satisfaction in using the information technology system.

In further study, it could be suggested to develop digital platforms of practical workshops promoting ideas and life through movement. The use of modern technology leads to easy access and continuous activities in Line application groups, including the photos of activities have been sent directly via the application at the end of the activities.

4 Discussion

The abovementioned results of the study of competence using digital platforms to be useful in the management of workshop projects were discussed as follows:

1. Competency in using digital platform of workshop project promoting ideas to improve life through movement was highly satisfactory. Specifically, participants were able to use the administration program through the Google Form channel with the highest average related to the digital development plan in Economy and Society (2016:4). For strategy 3, it is mentioned to build an inclusive society with digital technology in terms of creating opportunities and equal access. Also, the chances of getting a standard education for students and people of all ages,

anywhere, and anytime with digital technology should be improved. In case of strategy 5, it shows develop manpower to be ready for the digital economy and society in 3 areas of action plans: (1) to develop digital technology skills for personnel in the labor markets, including government and private personnel, and personnel of all occupations and ages, (2) to promote skill development expertise that specialized in the profession digital technology that operate in the public and private sectors to support future, and (3) to develop executives of information technology in order to plan the improvement of digital technology mission as well as to create value from organizations' data. These 3 areas are related to the study of Wilaiwan Wongjinda and coworkers (2021, abstract). It was found that the efficiency of the learning platform for the development of learning skills in the 21st century for educational disciplines was 81.54/81.46, higher than the specified threshold of 80/80. In addition, the average opinion on acceptance of learning platforms for the development of learning skills in educational disciplines of 21st century was 4.01 suggesting a high level. Likewise, the results are also related to the work of Chalermpol Saengkaew and Passapan Jinota (2019, abstract) that was about an application of information technology in sports facilities services on the topic of information technology models suitable for sports facilities services. The results revealed that most of the personnel wanted information issues to be easily accessible, such as via the internet and via mobile phones, at a high and highest level of satisfaction, respectively, accounted in total of 90 %, followed by the issue that all users can access the service through information of sports facilities, e.g., reservations for sports facilities, booking a meeting room, or notifying repair, in terms of simpleness and convenience of information format, at a high and highest level suitability for 87.1and 89.3 %, respectively. Besides, 80.7 % of personnel thought that information, e.g., website, application, program, should be created, as it is convenient and easy to be in service of self-requesting for sport facilities, considered as a very high and highest level of suitability.

2. A highest satisfied level of applicants in the use digital platform of practical workshop promoting ideas through movement belongs to the convenience and speed of using service through various platforms (4.79), followed by the speed of project registration, readiness and modernization of technology in training, appropriation of knowledge assessments through Google form system, and overall satisfaction in using the information technology system with all the values of 4.76. These results are related the work of Ntapat Worapongpat (2021) that was about the development of a digital platform for the course of Business Economics using a problem-based management and learning model for undergraduate students in the Faculty of Business Administration. The study displayed that a digital platform for the course of Business Economics using the model as a base improved an efficiency with a value of 80.98/81.87, compared to 80/80 standard, and an index of effectiveness is 0.8357. Learners, who studied with the platform, had a statistically significantly higher after-school achievement at the 0.05 level compared to previously. Moreover, the results are correlated to study about the use of digital technology platforms in the administration of bilateral educational institutions, technical college under Institute of Vocational Education, Bangkok (IVEB) by Kesinee Chiwpreecha (2022). It was found that the assessments of using digital platform for managements were in high levels ($\bar{X}$=3.91, SD=0.63) in many areas, i.e., (1) development of teachers in online teaching and learning management; (2) the provision of digital technology management systems, platforms, and information security systems; (3) determining the format of the learning management and vocational training plan as well as a plan of supervision through a digital technology platform; (4) evaluation and vocational training in actual conditions.

5 Suggestions

1 To study the factors affecting the use of digital platform technology in the administration of educational institutions.

2 To use digital platforms in teaching and learning in order to achieve learning achievements in the development of student potential in higher education.

References

[1] The development of 21st century (Reference: https://www.google.com/search วันที่ 6 กรกฎาคม 2565)

[2] Modern technology in the city (Ref. https://th.lovepik.com/image: access 06.July.2022)

[3] Chuachanad Y. The development of physical education learning models for practical skills for mathayomsuksa 3 students. [dissertation]. Mahasarakham: Mahasarakham University; 2014.

[4] Kamolchart K. How to learning problem based learning: coursed design and development coursed for students teachers. Journal of Graduate Studies Valaya Alongkron Rajabhat University, 2017;11(2):179-192.

[5] Sucher S. A study of retention of compassion in teaching in teaching profession ofpre- service teachers in early childhood education at the faculty of education, Burapha University, Thailand. Journal of education burapha University, 2020;31(3):36-51.

[6] Vorasak P. Collection of articles about philosophy, principles, teaching methods, and measurement for physical education evaluation. Bangkok: Chulalongkorn University; 2005.

[7] Vorasak P. Includes articles on philosophies, principles, teaching methods, and measurements for evaluating physical education. Bangkok: Chulalongkorn University; 2017.