Enhancing Reading Skills Among the Primary Students for the Mokhlan History Content

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Abstract

Students in Thailand are susceptible to being swayed away from reading. This has been a major challenge for teachers in primary schools, as reading skills are necessary for the development of students. With an innovative approach inclusive of Sustainable Development Goals (SDGs), Creative Base Learning (CBL), and Problem-Based Learning (PBL) along with the theoretical underpinning of Constructivist Theory, this research explores enhancing reading skills among primary school students in Thailand. This research adopts a mixed-method approach with data collection from survey questionnaires, key informant interviews, and focus group discussions. The data analysis involves a t-test and the six hats tool for the qualitative support of the quantitative findings. The findings suggest a lack of interactive creative media tools to inculcate student reading skills. The data depicts a need to repeat the reading test at the primary level and include all the stakeholders, including teachers, students, and parents. The novel contributions of this research include the model emphasizing the role of learning and training among various stakeholders to enhance the reading skills of Mokhlan history. This study paves the way for future research on analyzing the factors responsible for students' lack of 21st-century skills, especially at the primary school level.

1- Introduction

Sustainable Development Goals (SDGs) emphasize the inclusion and enhancement of education. Among the students' top skills, reading skills remain at a lower rate among the Thai students. Under the adoption of SDG4 to ensure equitable and inclusive education in Thailand, this research aims to strengthen the Thai students' framework and reading skills, especially in the Mokhlan historical context [1]. Thailand suffered from reading difficulties in the Thai language as well as the English language. Reading skill enhancement has been among the main research gaps in the Thai context [2]. The problem was due to increased violence and negligence of cognitive training educational programs during the COVID-19 era [3]. High school students were in severe trouble because students had to study books online, making their reading skills weaker and more vulnerable [4].

In the present era, the world is rapidly advancing because of the use of technology to connect data from all regions [5]. The trend of social changes in the 21st century has comprehensively affected society's way of life. Therefore,

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teachers must be alert and prepared to organize learning to prepare students for life in the 21st century. The most important skill is learning skills, which results in changes in learning management so that children in the 21st century have the knowledge, abilities, and necessary skills [6]. This results from reforming and changing the teaching and learning format and preparing various factors that support learning. In addition, it is an era of relatively high social competition today, which affects the adaptation to equality and keeping up with the changes in the social context in all dimensions. Therefore, building content knowledge, specific skills, expertise, and literacy are essential variables that students must learn effectively in this era of social change in the 21st century. In Thailand, the trend of social changes, considered the era of globalization, has developed and progressed in every aspect [7]. The rapid and severe changes affect society's way of life. Therefore, the determination of strategies and preparation to cope with the changes is challenging to the potential and ability of human beings to create learning innovations in various forms and support such changes.

But in the past, most teaching and learning management focused on analytical, critical, problem-solving, and rational thinking. It requires thinking, finding the correct answers, and deciding. However, another type of thinking is beneficial, which not only requires correct or rational answers and decisions but also requires checking and finding out if there are other ideas. This idea is called creativity. Among all ideas, creativity helps to discover new things and create advanced technology that benefits human life. Therefore, teachers must help instill creativity in children [8]. It also helps to promote the creativity that already exists in children to its maximum potential. This is consistent with Guilford, an American psychologist interested in studying creativity, leading to extensive studies of creativity. Guilford explained that creativity is a characteristic of divergent thinking, which is thinking widely in many directions and aspects [9]. This type of thinking will lead to new inventions and the discovery of successful problem-solving methods. Divergent thinking comprises originality, fluency, and flexibility. Creative people dare to think, are not afraid of criticism, and have freedom of thought.

The Thai language is a national identity, a cultural property that creates unity and enhances the people's personality in the nation to be Thai [10]. It is a tool for communication to build understanding and relationships, enabling people to conduct business and live together in a democratic society peacefully [11]. It is also a tool for seeking knowledge and experience from various information sources to develop knowledge, develop thinking processes, analyze, criticize, and create in time with social changes and advances in science and technology, as well as to use it in career development to create economic stability [12]. In addition, it is a medium to express the wisdom of our ancestors in terms of culture, tradition, and aesthetics. It is a valuable property that should be learned, preserved, and passed on to remain with the Thai nation forever (see Figure 1).
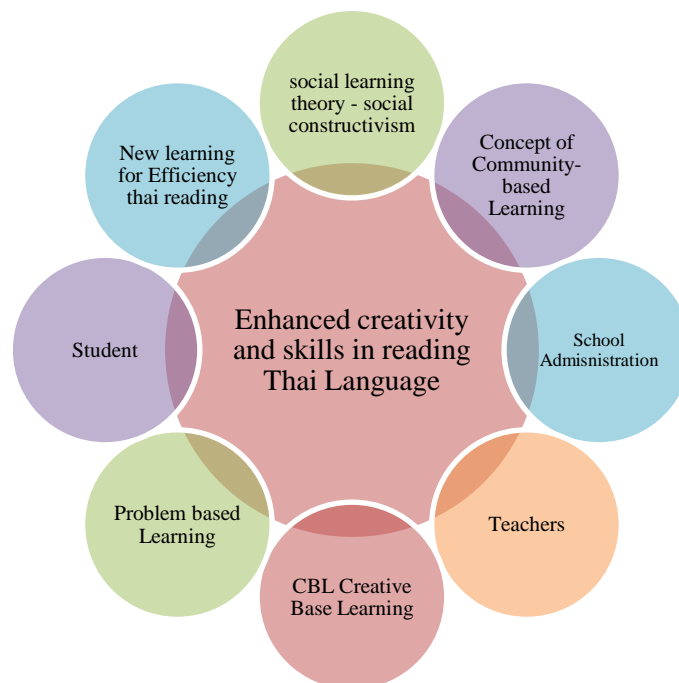

Figure 1. Innovative and collaborative approach towards educational methods

This creativity-based learning model is one of the teaching and learning methods that focuses on students as the center. The primary structure of the creativity-based learning model has been developed from the problem-based learning structure and the parallel thinking approach of Edward De Bono, a teaching and learning model that has been successful in many countries [13]. The theory of creativity has been used to create a new learning model, active learning,

which organizes teaching and learning to make students eager to explore instead of waiting for the traditional lecture [12, 14]. Students are happy to learn and have more analytical thinking, creative thinking, communication, and teamwork skills.

Mrs. Ketthip Suphawanich, the Deputy Secretary-General of OBEC (Office of the Basic Education Commission), stated that upon observing the progress of Thai reading and writing across diverse domains, it becomes evident that each field possesses many unique strengths or commendable attributes [15]. For example, in elementary school, students are required to produce booklets. Transform it into a narrative, then share it with your peers, a practice that fosters the development of reading skills, problem-solving abilities, communication skills, and creative writing. Teachers have integrated Thai language teaching and learning across various disciplines. Additionally, teachers use active learning to read literature and develop further reading activities for Thai students [16].

This research was conducted for activities aimed at developing teachers for students who strongly emphasize their professional growth. Teachers must possess the necessary knowledge, abilities, and skills to cultivate students' academic potential, professional skills, life skills, and morals and ethics [17]. Thai children need activities to address their inability to read or write at the Panyasartham Foundation School and Madrasatul Ulumiddin School, Nakhon Si Thammarat Province [18]. Similarly, Wat Mokhlan School employs a teaching model incorporating analytical and synthetic thinking sets, represented by a mind map. In Year 1, 2020, Wat Ya School observed that its teachers implemented the above principles to enhance their teaching and learning. The second year saw an extension of the idea of creative teaching formats, which included the addition of media to stimulate reading skills in 2012–2021. This enabled students to engage in reading, writing, critical thinking, and analysis of the local history of their fellow project participants [19].

Mokhlan History has been approved by the Office of the Permanent Secretary, Ministry of Education, as a model for local history reading practice. The local history reading exercises were tested with the target student group in the first year. Subsequently, in the second and third years, local history reading exercises were introduced in other schools to extend and expand the reading test.

The Mokhlan history reading practice media expands on the original data set from Year 1 by extending the project's results and activities to other schools within the target group, including Ban Por Kob School. Thung Yai District, Nakhon Si Thammarat Province, provides teachers and students with reading, thinking, and creative writing activities. The term "creativity" refers to the process of implementing innovative teaching and learning methods [20]. The target group schools, Ban Por Kob School, have incorporated reading, writing, and analytical thinking activities into their on-site and hands-on activities, receiving positive feedback from teachers, students, and educational institutions. The administration satisfaction level was 4.85, and despite the crisis of home-based teaching and learning, the Thai language and social scores increased by 80 percent (see Figure 2). Learning was coordinated at home. However, researchers have produced reading materials [21]. Researchers divided activities to stimulate learning into 3 phases, along with 2 phases of monitoring and evaluation. The second year proved to be successful. In year 3, fiscal year 2022, project researchers and faculty teams held meetings and went to the area to explore problems. Reading matters in Thai writing. Therefore, this year, researchers adjusted the target area to a middle-level religious school with no more than 300 students. Researchers chose a small target group to reach more students and practice reading experiments [22]. The investigation uncovered the issue. Religious schools face problems reading and writing Thai. The issue stems from the teachers instructing in the Thai language, society, and history.
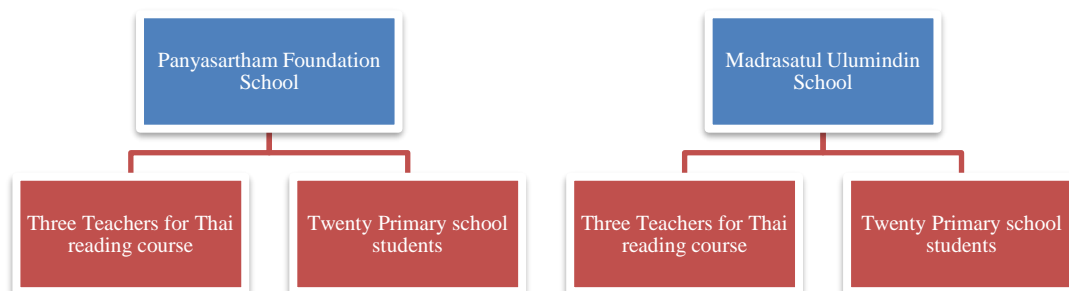

Figure 2. Selected schools and respondents

After passing the teacher's employment examination, the teacher transitions to a new job. The shortage of teachers necessitates the assistance of other teachers, leading to teaching subjects unrelated to the science they studied [23]. The challenge lies in reducing study hours and dividing study time between general subjects and religious studies. Some religious schools lack educational support equipment [24]. Researchers have been interested in two middle-level religious schools, namely Panyasartham School. Madrasat Alumiddin School is located in Nakhon Si Thammarat Province. Nakhon Si Thammarat Province.

This article has been divided into five sections to ensure the ideological flow of the manuscript. The following section identifies the objectives of this research. The next section presents the method and approaches, including the study's

data collection, analysis and design. The next section focuses on the major findings of this research. The focus is on the novel results, which are further discussed in the following discussion section. Lastly, the conclusion section summarizes the reach of this article with robust recommendations towards enhancing reading skills

1-1- Research Objectives

The research aims to understand the variables responsible for affecting the reading abilities of primary school students. The focused research objectives are as follows:

- Objective 1: To enhance the reading abilities of primary school students.
- Objective 2: To utilize creative-based learning to enhance students' reading abilities.

2- Methods and Procedure

The research follows the mixed-method approach. The data collection involves a survey questionnaire for the quantification of variable data and PBT and CBT for the qualitative supportive data (see Figure 3). The analysis will involve a t-test for the quantitative findings and Six Hat tool along with qualitative key informant interview results categorization, segregation, and interpretation.
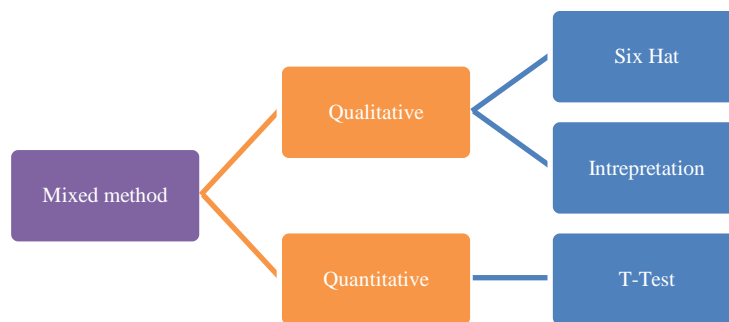

Figure 3. Methodological approach for this research

2-1- Study Design

The research defines the five-step process to ensure a smooth data collection and analysis transition into the recommendation section. The steps are as follows:

Step 1: It begins with a student-led initiative. By assigning them homework, researchers create problems to stimulate students' thinking. In local history, the goal is to encourage students to collaboratively address issues between students, parents, teachers, and school directors. The history includes dates, times, places, and drawings to convey meaning. Step 2 uses this activity as a foundational question to enhance the students' reading resources.

Step 2: After assigning all students to research local history, researchers selected reliable local history based on village references and community leaders. There were forty students. Teachers and researchers asked students to present their work and participate in the selection of the work "Local History." Voter image of local history was based on voter results.

Step 3: Researchers decipher images of local history. They utilize these images to create imaginative reading materials. "Thai reading practice".

Step 4: After practicing reading Thai, test your reading. "Mokhlan History".

Step 5: Reading test measurements: knowledge, skill, and attitude. The researchers created a Rubric Score to use as a measure of reading skills.

Figure 4. Creative reading materials for enhancing reading skill

Figure 5. Creative reading materials for enhancing reading skill

To address Thailand's education development needs, which is to reduce inequality between schools in Bangkok, Municipal schools are religious institutions that provide basic education and distribute educational opportunities to remote areas [25]. To receive guidelines for developing a teaching model so everyone can access education without any limitations due to the issues and problems in educational development in Thailand (see Figure 4). As previously mentioned, spatial problems led to the inception of the project. "Improving the basic Thai reading skills of medium-sized Pondok students. Nakhon Si Thammarat Province.

Reading test: Mokhlan history.

Set the ground, Mokhlan first, Mueang Khon Tang Lang, is in front of the Buddha yet behind the Buddha. Sri Maha Bodhi, seven churches, eight viharas, nine gates, and ten pagodas (see Figure 5).

Before class, read a test. Post-class reading test: Use the same test. The intermediate reading criteria involve conducting quasi-experimental research with a sample group.

2-2- Study Location

The study was carried out at the two primary public schools. These two schools were selected based on the opinion of the education expert in the Nakhon Si Thammarat province, Muaeng NST, and Tha Sala district were selected to choose one school.

The research tools consist of:

- Learning materials on Reading with Creative Thinking as a Base for Thai Language Learning, Primary School Reading test: Mokhlan history.

- Mokhlan history reading ability test, which is a 4-choice multiple choice test with 20 questions, with a difficulty level (p) ranging from 0.37 to 0.80, a discrimination level (r) ranging from 0.2 to 0.65, and a reliability of 0.81.

- Mokhlan history creativity test, which is a subjective test with 11 questions, with a difficulty level (p) ranging from 0.53 to 0.75, a discrimination level (r) ranging from 0.25 to 0.69, and a reliability of 0.847.

Methods of data collection the following steps have been taken:

Write a letter requesting cooperation from the school experimenting with comparing reading ability and creativity in reading Mokhlan history of primary school students before and after studying using the developed Thai language learning model [26].

Conduct a pre-test by testing the reading ability and creativity of primary school students reading Mokhlan's history, developed by the researcher, with the sample group.

Conduct teaching according to the learning management plan using the Thai language learning model based on creativity by reading the Mokhlan history of primary school students for 10 hours, which the researcher taught by himself when the experiment was completed for 10 hours. Then, a post-test using the reading ability test and creativity test on reading Mokhlan history of primary school students were the same test sets as the pre-test.

Analyze the scores and data obtained using statistical methods as follows:

- Analyze the efficiency of the Thai language learning model using creativity based on reading Mokhlan history of primary school students using percentage and standard deviation.

- Analyze and compare the reading ability of primary school students before and after learning using the developed learning model using t-test dependent statistics.

- Analyze to compare the creativity of primary school students in reading Mokhlan history before and after learning using the developed learning model and t-test dependent statistics.

The size of the population and sample group were chosen from individuals who cannot read Thai at all. The informants were Thai language teachers and homeroom teachers. There was no gender division. The selection was made from students who cannot read Thai. In the first year, there was success in training them to read Thai, so the program was expanded in the following years using the same test. The testing tool was repeated by the Ministry of Education officials, who reviewed the students' test results. The rubric scores are used throughout Thailand. The classroom teachers and Thai language teachers observed that the teachers liked this tool, an innovation in reading practice. It is considered the beginning of reading practice innovation, leading to the development of similar reading innovations elsewhere. The self-reading test results showed that students read more fluently, based on in-depth feedback from students, teachers, and the Director of the Educational Institution.

No confounding factors of the population were used in the research study because the students did not have any supplementary lessons, additional reading, or special extracurricular activities. Therefore, the students in the experimental group were tested together without any interfering factors during the reading test.

The Six Hats model is adopted to provide for creative and innovative thinking towards attaining research objectives [27]. However, the clearer distinctive hats provide for communication and creativity throughout the analytical process [28, 29].

3- Results

In terms of reading test evaluation, the three criterions are (Table 1):

- Understanding.
- Priority capture.
- Knowledge of the meaning of words by criteria.

The researchers set five levels of measurement. Reading skills discussions found that the first part of the study was comprehensible. The reading level was at level 4.5. Answering a total of 20 points after reading. A hundred percent thought. Page 2. Priority retention found that students can grasp the importance of all content. The reading level was 4.5, and the reading evaluation was level 3. The meaning and knowledge of words. The reader's reading level was at level 4.5 when the reader found a new word. The student could guess the meaning. The word comes from the entire section.

Activity 1: Coordinate the two schools. In religious schools, investigate students' readiness issues. Graduate students in the 4th and 5th grades present their learning outcomes. Prepare for reading tests. Activity reading forms. "Mokhlan Local History" traineeships and Mokhlan History Reading Assistants. After the students had practiced reading, the researchers assigned homework relevant to the lesson. "Let the students find their local history." The next day, the researchers deliver their homework. Homeroom. We hand-deliver activities and assign summaries from the Mokhlan History Reader. The students write mind maps of activities after the target group sends them home. The student's synthesis of local history Researchers and researchers develop programs to read in MOKHLAN history media. This is a practice that allows the students to enjoy reading. Before the final research process, the students are trained to read. Post-test analysis and exchange between teachers, students, directors, researchers, and reviewers.

Table 1. Scoring criteria

Score / Reading	Score Scoring Criteria				
	5	4	3	2	1
Understanding	Answer questions after reading all.	Answered almost all questions after reading.	Answer the question after a little reading.	Answer the question after a little reading.	Unable to comprehend.
Capturing the main idea	Capture all of the content's important points.	The content effectively captures almost all the main points.	A little bit of the gist of the content was captured.	Captures very little of the essence of the content.	Unable to understand the main idea.
Knowing the meaning of words	When reading and encountering new words, you can guess the meaning of the word from the entire context.	When reading or encountering a new word, one can almost entirely infer its meaning from the context.	When reading and encountering new words, you can slightly guess the meaning based on the context.	When reading a new word, it is very difficult to guess its meaning from the context.	Unable to acknowledge new words.

Source adapted from [30, 31].

The findings show that reading skills were determined to be 50%, the minimum required score. The context before and after the test has seen a rise of 10% among the evaluation criteria. The scores in both schools have seen an increase of 80 per cent and 85 per cent, respectively. This data shows the qualitative understanding of respondents as well. This is also found in the report from administrative reports from the Ministry of Education administrative department.

Table 2 provides information on the respondents' selection and representation in each school. The total number of respondents in each school was identical, with a total of six teachers and forty students. This ensures a clear depiction and minimises any double counting or overlap among the respondents.

Table 2. Respondents in each school

No.	Name of School	Province	Number			
			Teacher		Student	
			Plan	Results	Plan	Results
1	Panyasartham Foundation School	Nakhon Si Thammarat	3	3	20	20
2	Madrasatul Ulumindin School	Nakhon Si Thammarat	3	3	20	20
Total			6	6	40	40

Note: Total number of schools, total number of provinces, total number given without specifying double counting.

Tables 3 and 4 show the evaluation indicators in terms of pronunciation, fluency, adequate voice modulation, tone and rhythm. The total score was five in each category, and students performed well after the activity. Therefore, the activity and media enhanced their ability to read more fluently. Table 3 shows the scores in the Panyasartham school, which was the first school to conduct the activity. Table 4 shows the test scores from the Madrasatul Ulumiddin school.

Table 3. The recorded reading assessment scores Panyasartham School

No.	Evaluated indicators			
	Characters' correct pronunciation 5	Read fluently and quickly, using the correct and appropriate tone of voice. 5	Correctly punctuate and follow the rhythm. 5	Total score
1	4	4	4.5	12.5
2	4.5	5	5	14.5
3	4.5	4	5	13.5
4	4.5	4.5	5	14
5	4.5	4	4	12.5
6	5	4	4	13
7	4	3	3	10
8	5	4	4	13
9	5	3	4	12
10	5	4	4	13
11	4	5	5	14
12	4	5	5	14
13	4	5	5	14
14	3	4	5	14
15	5	4.5	4.5	14
16	4.5	4	5	13.5
17	4	4	4.5	12.5
18	4	4	4	12
19	4	4	4	12
20	4	4	4.5	12.5

Table 4. The recorded reading assessment scores Madrasatul Ulumiddin School

No.	Characters' correct pronunciation 5	Read fluently and quickly, using the correct and appropriate tone of voice 5	Correctly punctuate and follow the rhythm 5	Total score
1	5	4	4	13
2	3	3	4	10
3	4	4	4	12
4	4	3	4	11
5	4	4	5	13
6	4	3	3	10
7	4	4	4	12
8	4	4	3	11
9	4	4	4	12
10	3	3	3	9
11	4	4	4	12
12	4	4	4	12
13	4	4	4	12
14	4	3	3	10
15	4	3	3	10
16	3	3	3	9
17	2	4	3	9
18	3	4	3	10
19	2	2	2	6
20	4	3	3	10

The study compared reading test results across major religious schools [32]. Due to its large size, Panyasartham Foundation School has a substantial budget to support all aspects of its operations. The school is well-prepared for personnel growth. Teaching and learning support activities that foster lifelong learning and emphasize the importance of having teachers with specialized and diverse knowledge in a particular language, like Arabic, are crucial [33]. Giving students the chance to study in Arab countries also provides more educational opportunities. For small religious schools, such as Madrasatul Ulumiddin, there are fewer teachers and less learning support. However, teachers and students have a close relationship and are well acquainted with each other.

Guidelines for developing reading skills for students who are not yet literate are provided. I can't write that the researchers discussed it with Thai language teachers. The conclusion was that the teacher should set up a classroom with 2-3 students who are not yet literate, allowing them to practice reading, writing, and learning together. The school needs to prioritize this issue and consistently implement measures to ensure a complete solution.

Test of reading and writing skills before doing the project using a pre-test, post-test, Thai reading practice using reading test media and on-site testing, and reading scores before joining the project.

Table 5 shows that the scores from the teaching and learning activities using the Thai language learning model based on creativity on the topic of reading Mokhlan history of primary school students had an arithmetic mean of 105.15 points, which is 87.62 percent of the total score, and a standard deviation of 0.88.

Table 5. The percentage, arithmetic mean, and standard deviation of the scores from the teaching and learning activities using the Thai language learning model based on creativity in reading Mokhlan history of primary school students

Sample group	Number of students	Full score	Arithmetic mean	The arithmetic mean is calculated as a percentage of the total score	S.D.
Primary school students	40	120	105.15	87.62	0.88

Table 6 shows that the scores from the Mokhlan history reading test of primary school students have an arithmetic mean of 16.38 points, 81.90 percent of the total score, and a standard deviation of 1.94.

Table 6. The percentage, arithmetic mean, and standard deviation of the scores from the primary school students' Mokhlan history reading ability test

Sample group	Number of students	Full score	Arithmetic mean	The arithmetic mean is calculated as a percentage of the total score	S.D.
Primary school students	40	20	16.38	81.9	1.02

From Table 7, it shows that the Thai language learning model using creativity as a base on reading Mokhlan history for primary school students developed by the researcher has an efficiency value of E1/E2 equal to 87.62/81.90, which is higher than the criteria of 80/80.

Table 7. The efficiency of the Thai language learning model, which uses creativity based on reading the Mokhlan history of primary school students

Reading learning pattern of Mokhlan history of primary school students	Average	S.D.	Efficiency
Average score during the activity	105.15	0.88	E1 = 87.62
Average score after the activity	16.38	1.02	E2 = 81.90
Efficiency E₁/E₂		**87.62 / 81.90**	

From Table 8, it shows that the ability to read the Mokhlan history of primary school students before learning had an arithmetic mean of 8.88 points, which was 44.40 per cent of the total score, and after learning, had an arithmetic mean of 16.38 points, which was 81.90 percent of the total score. The reading ability after learning using the developed learning model was found to be significantly higher than before learning at a statistical level of .01.

Table 8. Comparison of the ability to read the Mokhlan history of primary school students before and after learning with the Thai language learning model using creativity as a base

Results of using Thai language learning models	Average	S.D.	t
Before learning	8.88	2.32	29.92**
After learning	16.38	1.02	

From Table 9, it shows that creativity in reading Mokhlan history of primary school students before studying had an arithmetic mean of 7.97 points, which is 39.85 percent, and after studying had an arithmetic mean of 17.09 points, which is 85.45 percent. It was found that creativity in reading after studying using the developed learning model was significantly higher than before studying at a statistical level of .01.

Table 9. Comparison of creativity in reading the Mokhlan history of primary school students before and after learning with the Thai language learning model based on creativity

The results of using the Mokhlan history reading learning model for primary school students	Average	S.D.	t
Before learning	7.97	2.19	30.31**
After learning	17.09	1.71	

The results of the study of satisfaction in reading Mokhlan history of primary school students after receiving creative learning based on learning (CBL) for 40 people are classified into the overall picture and by 3 aspects: content, learning activities, and learning atmosphere. The analysis of the mean ($\bar{x}$) and the level of opinions are shown in Table 10.

Table 10. The results of the study of satisfaction in Mokhlan history after receiving creative learning based on learning (CBL)

Evaluation list	N = 40		Satisfaction
	$\bar{x}$	S.D.	
In terms of content, Mokhlan history			
1. The Mokhlan history can display content, is easily understood, and can be prioritized appropriately.	4.27	0.52	a lot
2. The Mokhlan history content covers behavioural objectives and summarizes content appropriately.	3.73	0.84	a lot
3. The Mokhlan history helps to stimulate students to learn together.	3.82	0.58	a lot
4. The Mokhlan history helps to stimulate students to be creative.	3.55	0.67	a lot
Total	3.84	0.65	**a lot**
In terms of organizing learning activities			
5. Students can follow the steps.	4.61	0.50	Most
6. Activities encourage students to think analytically and creatively.	4.76	0.40	Most
7. Activities encourage students to ask questions and find answers to what they want to learn.	4.52	0.52	Most
Total	4.63	0.48	**Most**
In terms of learning atmosphere			
8. Organizing learning activities helps create an atmosphere where students and teachers interact well.	4.64	0.59	Most
9. Students practice group work processes.	4.36	0.60	a lot
10. Students practice analytical thinking and creative problem-solving.	4.85	0.36	Most
11. Organizing learning activities helps reduce classroom stress and problems of achievement competition among classmates.	4.39	0.50	a lot
Total	4.56	0.53	**Most**
Overview	4.34	0.52	a lot

From Table 10, it was found that the results of the study of the satisfaction of the students reading Mokhlan history of primary school students, overall, showed a high level of satisfaction with an average value ($\bar{x}$=4.34, SD=0.13). When considering each aspect, it was found that in terms of organizing learning activities, the students were most satisfied with an average value ($\bar{x}$=4.62, SD=0.19). The students were most satisfied with an average value of ($\bar{x}$=4.56, SD=0.15) regarding the learning atmosphere. Regarding Mokhlan history content, the students were delighted with an average value ($\bar{x}$=3.84, SD=0.29). The details of each aspect are as follows:

Students were at the highest overall satisfaction level in organizing learning activities. When considering each item, ranked from most to least, they were as follows: Activities that encourage students to think analytically and creatively ($\bar{x}$ = 4.76, S.D. = 0.44), activities where students could follow the steps ($\bar{x}$ = 4.61, S.D. = 0.50), and activities that encourage students to ask questions and find answers to what they want to learn ($\bar{x}$ = 4.52, S.D. = 0.51), respectively. Regarding the learning atmosphere, students had the highest overall satisfaction level. When considering each item, ranked from most to least, they were as follows: Students practiced analytical thinking and creative problem solving ($\bar{x}$ = 4.85, S.D. = 0.36). Organizing learning activities helped create an atmosphere where students and teachers interacted well with each other ($\bar{x}$ = 4.64, S.D. = 0.60). Organizing learning activities helped reduce classroom stress and problems of competition in achievement. Among classmates ($\bar{x}$ = 4.39, S.D. = 0.50), students practiced group work processes ($\bar{x}$ = 4.36, S.D. = 0.60), respectively.

Regarding Mokhlan history content, students were at a high level of overall satisfaction. When considering each item, sorting from most to least, they were as follows: Mokhlan history content was easy to understand and arranged in an appropriate order of importance ($\bar{x}$ = 4.27, S.D. = 0.52). Mokhlan history stimulated students to learn together ($\bar{x}$ = 3.82, S.D. = 0.58). Mokhlan history content covered behavioral objectives and summarized content appropriately ($\bar{x}$ = 3.73, S.D. = 0.84). Mokhlan history stimulated students to be creative ($\bar{x}$ = 3.55, S.D. = 0.67), respectively.

From Table 11, it was found that the results of the comparison of the average satisfaction in reading Mokhlan history of primary school students showed a high level of satisfaction overall, with an average value ($\bar{x}$=4.34) higher than the criterion of 3.5, with statistical significance at the 0.05 level.

Table 11. The comparison table of the mean satisfaction in reading Mokhlan history of primary school students

Evaluation list	$\bar{x}$	t	p
Summary of satisfaction in infographic media	3.84	6.70	0.000
Summary of satisfaction in learning activities	4.62	35.59	0.000
Summary of satisfaction in learning atmosphere	4.56	39.69	0.000
Total	4.34	36.75	0.000

Table 12. Results from the educational method implementation

Evaluation round	Assessment methods/activities	Expected results
Phase 1: Before project implementation	Test of reading and writing skills before doing the project using a pre-test, Thai reading practice using reading test media, and on-site testing.	Reading the score before joining the project.
Phase 2: during project implementation	Evaluated during basic Thai reading practice media activities. Observation form and report form for the reading activities of students to follow learning development.	Stimulating the learning of basic Thai language and local history.
Phase 3: after project implementation	Measure learning outcomes after doing the project by using a post-test, Thai reading practice using reading test media, and on-site testing. After the project closes, follow up for three months to consider actual implementation (continue reading).	Reading scores increased by 80 percent.

Evaluation of the study structure depicted the meeting of expected results and enhancement of the reading skills among the primary school students (see Table 12).

The six-thinking hats tool provides for the deeper understanding of each criterion for the collected qualitative data [34, 35]. These criteria associated with each color represent the technique to ascertain and decide upon different perceptions [36, 37]. Likewise, for this research, the six hats include the planning and organization (blue), creative thinking (green), instincts, perceptions, and feelings (red), beneficiaries and value system (yellow), assessment of the risk (black), and gathering important information (white), which are amalgamated to ascertain the accurate understanding and analysis for a robust decision-making process from Edward De Bono [13] (see Figure 6).
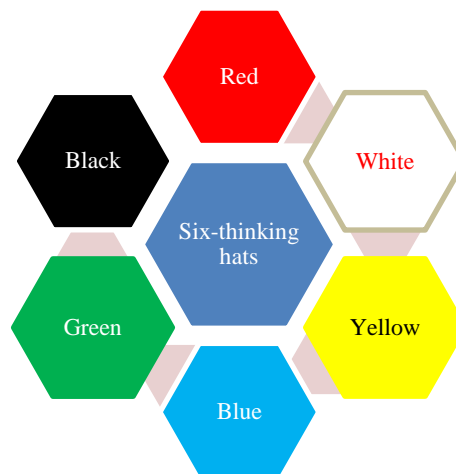
Figure 6. Six thinking hats model adopted from Edward De Bono

The adoption of this six-thinking hats model relies upon the deeper understanding for the teachers to provide quality learning opportunities and measures for Thai students to read the Thai language. Reading skills are necessary in Thailand as the documentation and national code are in Thai. The reading skills developed by Thai primary schools have been found to be limited. Therefore, this research provides for the six-thinking hats model along with a t-test to ensure the comprehensiveness of the policy generation at the Ministry of Education and the educational framework thereof in Thailand [28].

4- Discussion

The Thai language learning model using creative thinking based on reading Mokhlan history for primary school students developed by the researcher has an efficiency value of E1 / E2 equal to 87.62 / 81.90, higher than the criteria 80/80. The researcher may have prepared to develop the Thai language learning model by studying documents, research, and related theories. When the operation guidelines were obtained, they consulted and asked for advice from many experts until they received the learning documents, which are part of the Thai language learning model. In addition, before using it with the sample group, the researcher used the developed Thai language learning model to find its efficiency by conducting individual, small group, and field experiments until they obtained the Thai language learning model that was effective according to the specified criteria. Then, it was tested with the sample group, and it was found that it was more effective than the specified criteria, which is consistent with the research of Sukanlaya (2022) [38], who developed a set of activities to promote creativity in reading stories based on imagination in the Thai language learning group for primary school students in grade 3. The research found that the set of activities to promote creativity in reading stories based on imagination had an efficiency value of 82.38 / 81.93, also higher than the specified criteria.

The ability to read Mokhlan history of primary school students after studying using the developed learning model was significantly higher than before studying at a statistical level of 0.01. This may be because the researcher has applied the creative learning process as a base, namely changing the role of the teacher, who will not focus on lecturing on the subject content but on creating an atmosphere that encourages students to be inspired, curious, and wanting to find knowledge and learn by themselves. When students can search for information by themselves, it will allow students to gain new knowledge, improve their thinking skills, and be able to distinguish facts, which is consistent with the research of Ruangrat (2020), who studied the development of a creative reading skill training set for primary six students [39]. It was found that students had a higher creative reading achievement after studying than before studying at a statistical level of 0.01. These increased values confirm the activities' success and the enhancement of reading skills among the students. Both schools show increased skills and provide evidence for further implementing this model in other regional schools.

Creativity in reading Mokhlan's history of primary school students after studying using the developed learning model was significantly higher than before studying at a statistical level of 0.01. This may be because the creativity test created by the researcher prompted students to have freedom in thinking, designing, and presenting their work in a creative form by using independent thinking processes and knowing how to think in a variety of ways. As a result, students had higher scores on the creativity test, which is consistent with the research of Somporn Toiyib (2021) [40], who developed a creative reading skill exercise in Thai for Mathayom 1 students. The research results found that students who were taught using a creative reading skill exercise in Thai had a higher creative reading ability after studying than before studying at a statistical level of 0.01 [16].

5- Conclusion

This study used the Social Skills Assessment Scale as part of a social skills assessment and intervention program to improve the social skills of children with disabilities. The results of this study show that the reading training program is effective. The program aims to assist Thai students in resolving their reading issues. Activities designed to practice reading skills are likely to be successful or highly effective. The reading test had an average of 4.5. Repetition of reading practice by students proved to be an effective solution to the Thai reading problem. These principles and reading materials. Educational policy recommendations "Local history reading training policy" Open format for integrating teaching and learning Focus on measuring reading achievement. Focus on training Thai reading process skills for students. Searching for local history to create reading exercises. In addition to making students read more fluently, it will also train the participation process of students, teachers, and school directors by creating reading exercises together. The policy-level implications must be implemented at the ground-level schools and incorporated with the provincial and national educational bodies. Reading enhances the skills of students in Thailand, which could be adopted in neighboring countries as well. It is a stimulus for practicing Thai reading together in an integrated manner, including drawing local communities and local administrators to participate in the process. This approach creates new practices and new forms in the 21st century, responding to self-learning throughout life and creating educational role models in each school to be used as a best practical guideline.

5-1- Way Ahead

The Ministry of Education has developed a policy to address the issue of students not being able to read. To make students enjoy reading, the Ministry of Education should produce creative media. The Ministry of Education integrates the Thai language and history subjects into its core curriculum. The integration of study subjects links the course content together. This study can be restructured according to each study area's native language and textual creative mindsets.

6- Declarations

6-1- Author Contributions

Conceptualization, T.B. and S.P.; methodology, T.B. and S.P.; software, T.B., S.P., and W.H.; validation, T.B. and S.P.; formal analysis, T.B., S.P., and W.H.; investigation, T.B. and S.P.; resources, T.B. and S.P.; data curation, T.B. and S.P.; writing—original draft preparation, T.B. and S.P.; writing—review and editing, T.B. and S.P.; visualization, T.B. and S.P.; supervision, T.B. and S.P.; project administration, T.B. and S.P.; funding acquisition, T.B. and S.P. All authors have read and agreed to the published version of the manuscript.

6-2- Data Availability Statement

Data sharing is not applicable to this article.

6-3- Funding

6-4- Institutional Review Board Statement

Not applicable.

6-5- Informed Consent Statement

Not applicable.

6-6- Conflicts of Interest

The authors declare that there is no conflict of interests regarding the publication of this manuscript. In addition, the ethical issues, including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, and redundancies have been completely observed by the authors.

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