



Development of Learning Activities Using Layered Teaching Methods and Taekwondo Abilities of First-year Students at Luzhou Vocational and Technical College

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Abstract

Background and Aims: Taekwondo is a martial art that originated on the Korean Peninsula and has since spread across the country as a movement that emphasizes moral development and physical fitness. The "Healthy China 2030 Planning Outline" intends to support youth sports, guaranteeing young people's daily physical activity and competency in a variety of sports. Thus, this paper aims (1) To develop learning activities and the layered teaching method for the Taekwondo course. (2) To compare Taekwondo abilities using a layered teaching method between the pre-test and the post-test. And (3) To study the students' satisfaction with the layered teaching method for the Taekwondo course. The sample group is 45 first-year students at Luzhou Vocational and Technical College.

Methodology: The population is 3 classrooms of students, totaling 180 students with similar knowledge and abilities, and the first-year students at Luzhou Vocational and Technical College in the first semester of the academic year 2023. The sample group is 45 first-year students at Luzhou Vocational and Technical College, in the first semester of the academic year 2023, obtained from the cluster sampling technique.

Results: The results of the study were as follows; 1) The development of layered teaching methods for the Taekwondo course has an average suitability value for all plans equal to 4.23, which is at a high level. (2) Students who studied using the layered teaching method for the Taekwondo course had higher Taekwondo abilities post-test than pre-test at a statistical significance of .05, and (3) Students who learned using the layered teaching method for the Taekwondo course had overall satisfaction at a very high level.

Conclusion: The Taekwondo course's layered teaching approach proved to be very effective, greatly enhancing students' post-test performance and resulting in extremely high levels of overall student satisfaction. This technique successfully raises student engagement in Taekwondo as well as skill acquisition.

Keywords: Layered Teaching Method; Taekwondo Abilities; Satisfaction

Introduction

Taekwondo began in the Korean Peninsula and was a fighting, mainly used to defend foreign enemies and its defense, which was the beginning of the development of the Taekwondo movement.

With the continuous development of the North Korean civilized society, people have begun to inject spiritual concepts and morals into Taekwondo, and gradually summarize and organize offensive and defensive technologies related to Taekwondo.

As a result, the Taekwondo Movement has become a national movement that strengthens fitness and cultivation.

National Office (2016) The "Healthy China 2030 Planning Outline" issued by the Central Committee of the Communist Party of China in 2016 pointed out the implementation of youth sports promotion plans to cultivate young people's sports hobbies and realize that young people are proficient in one or more sports skills to ensure that young people do not have sports activities every day. With less than one hour, each student learns at least two of the lifelong health exercise projects.

(1) "Opinions of the General Office of the State Council on Strengthening School Sports and Promoting Students' Health and Comprehensive Development" pointed out that deepening teaching reform, strengthening physical education classes and extracurricular exercises; improving the level of physical education, paying close attention to students' sports. Different abilities and physical levels are differently treated and taught according to their aptitude; students with special groups and special constitutions must also give humanistic care





(2). It can be seen that the reform of physical education has increasingly emphasized respect for individual differences in students, and specialties, and began to pay attention to the disadvantaged groups in physical education teaching.

How to improve the achievements of advantageous students in physical education, but also enable secondary students to master technology, develop the habit of sports exercise, but also ensure that the interest of disadvantaged students' sports interest has become an important issue. In 2019, Sun Chunlan, Vice Premier of the State Council, delivered a speech at the National Basic Education Conference. (People's Education 2019) "It is necessary to establish a scientific educational concept, adhere to the teachings without class, teach by the aptitude, promote diversified schooling, and provide a more suitable education for students of different personality endowments.

(3). Through research, the differences in teaching methods respect the individual differences that respect the students themselves, meet the learning and development needs of students of different interests, and different levels, and different levels, give full play to the guiding role of teachers, fully stimulate the enthusiasm of students' independent learning, implement the openness of opening up, Teaching forms of mutual assistance, inquiry and discussion, and create a vivid, active and interactive learning atmosphere to realize the comprehensive quality education of students. Based on this, this study, based on the study of different teaching methods and other physical education experiments, combined it with Taekwondo to carry out experimental teaching research, to explore how the feasibility of the teaching method in Taekwondo teaching is expected to be expected to be the view that it is the view that it is a view to the view that it is expected to be the view that it is the view that it is a view to the view that it is expected to be as a view.

Teaching Taekwondo is an effective teaching strategy and a theoretical foundation. Study this article to discern the living conditions of public sports courses and the current teaching situation. For the current situation of taekwondo teaching in Luzhou Vocational and Technical College Possible improvements are suggested to provide references and resources for enhancing the teaching of public taekwondo courses. Luzhou Vocational and Technical College also helps reinforce and explain the theory. Take a Taekwondo course Taekwondo courses in public sports classrooms in the country simultaneously opened taekwondo courses in colleges and universities. Play a positive role in improving students' physical and mental health. Which is conducive to the cultural and spiritual development of students. Connotation: Improves students' self-confidence. Improving interpersonal relationships and cultivating cooperation awareness Integrity of student personality the overall development of physical and mental development is of special practical importance.

From the above the researcher therefore developed the Development of learning activities using layered teaching methods and taekwondo abilities of first-year students at Luzhou Vocational and Technical College to develop the teaching activities of taekwondo subject to standards. To help develop and promote Taekwondo abilities for students. It is a combination of knowledge and new methods. To create true self-knowledge in practicing to develop abilities according to individual differences among the 3 groups of students with different ability levels. And help students become more satisfied and happier in learning Taekwondo. Can be used in everyday life appropriately for exercise or to protect yourself in the future.

Research Objectives

- 1) To develop learning activities and the layered teaching method for the Taekwondo course.
- 2) To compare Taekwondo abilities using a layered teaching method between the pre-test and the post-test.
- 3) To study the students' satisfaction with the layered teaching method for the Taekwondo course.

Research Hypothesis

The students who studied using the layered teaching method had higher Taekwondo abilities post-test than pre-test.

Literature Review



Wu and Yu (2012). mentioned it in the article. "The Theory and Practice of Implementing Layered Teaching in College Physical Education Classes" Layered teaching means that teachers create a classroom atmosphere of mutual communication and active cooperation for students according to teaching tasks. The goal is to Create a teaching model in which students at different levels have completely different training tasks and achieve different learning goals.

Tang (2012). pointed out in an article titled A briefing on the hierarchical teaching of English in high schools that hierarchical teaching means Dividing students into groups based on their knowledge and ability to teach appropriately.

Zhang (2012). stated in "Useful Efforts to Reform the Chinese Language Hierarchical Teaching in Colleges and Universities," the article points out. "Hierarchical teaching is the implementation of hierarchical teaching according to the different characteristics of students."

Gu (2016). studied experimental research on the hierarchical teaching method in volleyball elective courses in colleges and universities. It was found that the hierarchical teaching method is to divide students according to their needs, interests, and levels. Various into various levels reasonably Then proceed with different teaching methods. Teaching and learning management progress in teaching and teaching objectives Helps students at each level to learn effectively.

Wang (2017). stated in an article titled "Implementation Value and Effective Strategies of Classified and Classified Teaching in Physical Education" The method of dynamic stratified teaching is described as follows. Students in natural teaching classes are divided into groups of similar levels. About the physiological and psychological characteristics of students Carry out learning and training of various difficulties. And uses dynamic group management to ensure every student progresses in teaching methods.

Zhu (2018). mentioned in "Theoretical research on hierarchical teaching methods in sports teaching", where he stated that hierarchical teaching methods divide students with obvious differences into different levels. According to reserve knowledge of the student's ability level, interests, hobbies, and other factors then create a lesson plan. Teaching progress and scientific and reasonable teaching evaluation criteria It is a teaching method that can effectively improve the quality of teaching and the level of teaching.

Ma (2021). pointed out in the "Application Analysis" of the Hierarchical Teaching Method in Teaching Tennis Physical Education in Colleges and Universities": "The Hierarchical Teaching Method considers factors such as environmental factors. In the families of different students' Genetic factors in physical fitness and the influence of the social environment according to the learning characteristics of different students Reasonable and scientific learning tasks are established to carry out classroom teaching in a differentiated and orderly manner to ensure that the tennis curriculum content that each classroom subject must learn is within the scope. Self-efficacy and effectiveness, improving the quality of learning and success in classroom work Therefore, it promotes the comprehensive quality development of students in an all-round way."

Wang (2021) Summarized this in "The Application of Layered Teaching Method in Teaching College Sports and Track and Field Classes". The meaning of the layered teaching method is said. The layered teaching method is commonly known as group teaching or ability grouping. According to the knowledge content and development potential of each student, students with similar basic abilities are divided into several groups for scientific management and learning, similar to the classification of tests and students with scores. Those taking the same exam will be assigned to the same class. We will formulate corresponding learning strategies according to the actual situation of each class, to promote the learning and development of each student and comprehensively improve the quality of teaching. To sum up, the tiered teaching method refers to dividing students into three levels based on their differences and in line with the people-oriented teaching concept. Focusing on these three different levels of students, arrange corresponding teaching tasks respectively, including teaching objectives, difficulty settings, teaching methods, and completion requirements, etc.; and adjust the stratification promptly according to students' learning conditions during the teaching process to meet different levels of student levels and their needs.





Conceptual Framework

From studying and researching textbooks, books, and research documents related to learning management using layered teaching methods for the taekwondo course. The researcher therefore summarizes the research idea as follows:

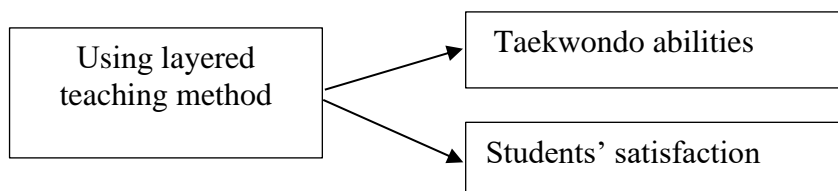


Figure 1 Conceptual Framework

Methodology

1) Population and Sample

1.1 The population is 3 classrooms of students, totaling 180 students with similar knowledge and abilities. I am a first-year student at Luzhou Vocational and Technical College. In the first semester of the academic year 2023

1.2 The sample group is 45 first-year students, room 1, Luzhou Vocational and Technical College, in the first semester of the academic year 2023, obtained from the cluster sampling technique (Worakham,2021).

2) The variables studied in the research

2.1) Independent Variable: Learning activities using the layered teaching method

2.2) Dependent Variables:

(1) Taekwondo abilities

(2) Students' satisfaction

3) Content

The content used to teach students Using layered teaching methods has 8 lesson plans. Each plan takes 90 minutes. (Excluding pre-test and post-test)

Step 1 Block while walking.

Step 2 Punch in the middle position while walking.

Step 3 Block with a left lunge.

Step 4 Right punch on the spot.

Step 5 Block while walking in reverse position.

Step 6 Block while walking.

Step 7 Front kick plus right walking step and punch in sequence.

Step 8 Right lunge, punch in the middle position and make a sound.

4) Research Period

In the first semester of 2023, and 8 weeks of research time. In Luzhou Vocational and Technical College

Research model

This research used an experimental design in the form of experimental research (Experimental Research) One Group Pretest-Posttest Design and One Group Posttest Only Design (Worakham, 2021)

Table 1 Research plan: One Group Pretest-Posttest Design

random	group	Test first	Experimental thing	Test after
-	E	O	X	O2

When E means Experimental group

O₁ means Measuring variables before experimenting

X means Giving an experiment



O₂ means Measuring variables after the experiment

Research tools

In this research, the researcher designed and built a research tool to collect data. Consists of 3 important research tools as follows:

1) Lesson plans

To effectively improve the students' taekwondo performance. And to further deepen the students' understanding of taekwondo. College student Taekwondo course, in the form of a layered teaching method. Organize 4 learning activities every week, each teaching time is 90 minutes, a total of 8 weeks, and the total teaching time is 720 minutes. There are 8 course plans, and the steps to create the course plan are as follows.

1.1) Study courses in educational institutions, and study curriculum descriptions in taekwondo.

1.2) Analyze the relationship between the content and the learning objectives. Consistent with the layered teaching method learning activities.

1.3) Study the concepts, principles, theories, and steps of writing learning lesson plans using layered teaching methods.

1.4) Prepare the study management plan to align with the created, with 8 plans and 90 minutes each. (Excluding pre-test and post-test)

Table 2 Analysis of relationships between content and objectives

plan	Content	Objective	Time (minute)
1	Block while walking	Can demonstrate or practice block while walking	90
2	Punch in the middle position while walking	Can demonstrate or practice punching in the middle position while walking	90
3	Block with a left lunge	Can demonstrate or practice block with a left lunge	90
4	Right punch on the spot	Can demonstrate or practice the right punch on the spot	90
5	Block while walking in reverse position	Can demonstrate or practice block while walking in reverse position	90
6	Block while walking	Can demonstrate or practice block while walking	90
7	Front kick plus right walking step and punch in sequence	Can demonstrate or practice front kick plus right walking step and punch in sequence	90
8	Right lunge, punch in the middle position, and make a sound	Can demonstrate or practice right lunge, punch in the middle position, and make a sound	90
Total			720

Table 3 Lesson plan for learning activities in layered teaching methods:

Teaching content	Chapter 1 of Taekwondo and Tai Chi
Teaching purpose and tasks	1. Knowledge goal: enable students to initially master the movement methods of Chapter 1 of Tai Chi 2. Ability goal: Proficient in decomposition movements 3. Quality goal: Cultivate students' good habits of hard work and conscious practice



**Key points
and
difficulties
in teaching**

Focus: The connection of complete sets of Poomsae
Difficulties: accurate movements, body coordination, and exertion

**Teaching
method**

1. Action demonstration method 2. Explanation method 3. Error correction and help method 4. Teaching evaluation method

Teaching methods: 1. Explanation 2. Demonstration 3. Correction 4. Others

**Teaching
means**

1. Taekwondo hall 2. Foot target 3. Elastic rope

Teaching methods: 1. Decomposition exercises 2. Complete exercises 3. Game method 4. Inquiry learning method

**Process
design**

1. Starting part 5 minutes; 2. Preparation part 15 minutes; 3. Basic part 65 minutes; 4. Ending part 5 minutes

**Teaching
type**

1. Practice 2. Discussion 3. Others

Teaching steps design

step time	nain mission	each activity	Student Activities	Purpose
Start part (5 Minutes)	Emphasize classroom routine	1. Announce the content and tasks of this lesson; 2. Emphasize safety. 3. Check the preview before class.	1. Clarify the learning content and task of this lesson; 2. Pay attention to safety. 3. Share the pre-class preview situation.	Introducing new teaching content to mobilize students' interest in learning.
Basic part (65 min)	Basic Potential Learning (Chapter on Tai Chi)	1. divide 45 students into three groups of 45 each. 2. According to the characteristics of the students, group A adopts the explanation method and demonstration method; Group B adopts the situational teaching method; Group C adopts the inquiry learning method; the three groups teach separately. 3. Correct the wrong actions in time, and encourage students to think more, think more, and do more.	1. Students should observe the movements and imitate them carefully. 2. Observe the teacher's demonstration; 3. Follow the teacher to do the actions; 4. Mutual corrective actions; 5. Improve the movement; 6. Practice and presentation in groups. 7.. Self-assessment and inter-group mutual assessment.	Cultivate students independent learning habits and abilities, exercise at the same time enhance physical fitness, and develop coordination and flexibility.



latter end (5 Minutes)	Relax the exercise and the summary	1. Teachers organize students to do relaxation exercises; 2. Summarize the study of this course and make hope; 3. Assign your homework.	1. Follow the teacher to do relaxation exercises; 2. Summarize this course to improve the learning motivation; 3. Clarify the after-school tasks.	Relieve the fatigue relax the body and mind, make clear the after-class tasks, and enhance the active learning enthusiasm.
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1.5) The researcher uses the teaching plan created by the researcher. Present to the thesis advisor. To check and consider the appropriateness of all teaching plans. In the step of the layered teaching method in organizing the learning activities of Step 3: Basic part, there will be different teaching techniques for students in Group A, Group B, and Group C.

1.6) Take the lesson plan and revise it. Then present it to experts to assess the suitability of the learning management plan. List of experts, 3 people. The list of experts includes:

(1) Droysit Khammanee, Ph.D. (Curriculum and Instruction) Lecturer in the Department of Curriculum and Instruction, Faculty of Education, Rajabhat Maha Sarakham University. Expert in research, Curriculum and Instruction

(2) Assoc.Prof. Acting Sub Lt. Arun Suikraduang, Ph.D. (Educational Research and Evaluation), Lecturer in Educational Research and Evaluation, Faculty of Education, Rajabhat Maha Sarakham University. Expert in research, statistics, measurement and evaluation

(3) Asst.Prof. Anusorn Chanprathak, Ph.D. (Educational Research and Evaluation), Lecturer in Educational Research and Evaluation, Faculty of Education, Rajabhat Maha Sarakham University. Expert in research, statistics, measurement and evaluation

1.7) Use the evaluation results from experts. The average value was analyzed. To compare with the evaluation criteria of the rating scale (Rating Scale) according to the Likert method, 5-level option type, with the evaluation criteria as follows (Srisa-ad,2010)

Most appropriate, give	5 points.
Very appropriate, give	4 points
Moderately appropriate, give	3 points
Less appropriate, give	2 points
At least appropriate, give	1 point

Criteria for interpreting average data are as follows:

An average between	4.51-5.00 means it is most appropriate.
An average between	3.51-4.50 means it is very appropriate.
An average between	2.51-3.50 means it is moderately appropriate.
An average between	1.51-2.50 means it is less appropriate.
An average between	1.00-1.50 means it is least appropriate.

The evaluation criteria must have an average score from 3.51 - 5.00, considering the level of quality, suitability, and most suitability. Therefore, it is considered that the learning management plan can be used in research. The lesson plan has an appropriate value equal to 4.23. There is a high level of appropriateness in every plan.

1.8) Take the revised lesson plan according to expert recommendations and print it as a complete version for implementation with the sample.

2) Taekwondo abilities test

The researcher created a measure of students' taekwondo abilities. The important steps are as follows.

2.1) Study principles, concepts, and theories related to ability measures. And how to create a tool to measure taekwondo ability



2.2) Create a taekwondo ability test and design the structure of the ability test according to the items to be measured.

2.3) Prepare a list of ability measures with five levels of rating scales, with scoring criteria and criteria for evaluating taekwondo ability levels as follows:

(Srisa-ad,2010)

Most appropriate	= 5	points
Very appropriate	= 4	points
Moderately appropriate	= 3	points
Appropriate at least	= 2	points
Least appropriate	= 1	point

Interpreting the meaning by using the average value to compare with the following criteria:

An average of 5.00 – 4.51 means that it is within the most appropriate criteria.

An average of 4.50 – 3.51 means that it is very appropriate.

An average of 3.50 – 2.41 means that the appropriateness is in the middle level.

An average of 2.40 – 1.51 means that the appropriateness is in the low range.

An average of 1.50 – 1.00 means that it is within the lowest criteria.

2.4) The taekwondo ability test has been presented to the thesis advisor and revised according to suggestions.

2.5) Present the taekwondo ability test to the original experts. To examine the consistency between term definitions and taekwondo ability assessment items. Using the following criteria:

+1 when you are sure that the question is consistent with the definition of satisfaction.

0 When you are sure that the question is consistent with the definition of satisfaction.

- 1 when you are sure that the question does not correspond to the definition of satisfaction.

The researcher has established a list of taekwondo ability assessments by comparing them with basic taekwondo standards. There are a total of 20 competencies that must be performed, divided into 5 levels of Taekwondo abilities that students can perform. Which is used to evaluate students in the same way for all groups The details of the measurement and evaluation are as follows.

3) Satisfaction Questionnaire

The researcher prepared a questionnaire on student satisfaction with the use of layered teaching methods for the Taekwondo course. With the following steps.

3.1) Study principles, concepts, and theories related to satisfaction. And methods for creating a tool to collect data on student satisfaction with the use of layered teaching methods and learning activities using a questionnaire.

3.2) Create a satisfaction questionnaire and design the questionnaire structure according to the type of questionnaire.

3.3) Prepare a list of questionnaires and create a satisfaction questionnaire by the definition of specific terms. The score level (Rating Scale) is determined using the 5-level Likert method, which has scoring criteria and criteria for interpreting satisfaction results as follows (Bunchom,2010)

very high satisfied	= 5 points
high satisfied	= 4 points
medium satisfied	= 3 points
low satisfied	= 2 points
lowest satisfied	= 1 point

Interpreting the meaning of the satisfaction level using the average value compared with the following criteria.

An average of 4.51 – 5.00 means that it is considered a very high satisfaction.

An average of 3.51 – 4.50 means that they are highly satisfied.

An average of 2.41 – 3.50 means that there is medium satisfaction.

An average of 1.51 – 2.40 means that there is low satisfaction.

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An average of 1.00 – 1.50 means that they are lowest satisfied.

3.4) The questionnaire has been prepared. Presented to the same set of experts. To consider and evaluate the consistency (Index of Item Congruence: IC) between the definitions of terms and the question list. Using the following criteria:

+1 when you are sure that the question is consistent with the definition of satisfaction.

0 When you are sure that the question is consistent with the definition of satisfaction.

- 1 When you are sure that the question does not correspond to the definition of satisfaction.

3.5) Analyze the consistency value (IC) of every question item of the created questionnaire. Considering the criteria that can be used from 0.50 and above, this questionnaire has an actual consistency value of 0.67-1.00 for question items and all 13 items can be used. (Worakham,2021)

3.6) Prepare a complete satisfaction questionnaire. For use in collecting data with samples.

Data analysis

The researcher takes the data obtained from collecting all the data to analyze the research data in quantitative and qualitative research according to the research objectives. The details are as follows:

1) Analyze the quality of all lesson plans by finding the average suitability of the lesson plans from expert evaluations. By analyzing the mean and standard deviation.

2) Analyze data and compare students' Taekwondo ability scores. Between the average score before and the average score after studying by using statistical hypothesis testing, t-test, using the Excel program.

3) Analyze data from the satisfaction test. To study the level of student satisfaction with the layered teaching method of the Taekwondo course. By averaging the scores. Standard deviation Use the Excel program and interpret the data according to the following criteria. (Srisa-and,2010)

An average of 4.51 – 5.00 means that it is considered a very high satisfaction.

An average of 3.51 – 4.50 means that they are highly satisfied.

An average of 2.41 – 3.50 means that there is medium satisfaction.

An average of 1.51 – 2.40 means that there is low satisfaction.

An average of 1.00 – 1.50 means that they are lowest satisfied.

Results

1. Results of developing learning activities for layered teaching methods for the Taekwondo course.

In the development of layered teaching methods for the taekwondo course, a total of 8 teaching plans were designed by studying the curriculum in educational institutions. And study the description of the course in taekwondo. Analyze the relationship between content and learning objectives. Consistent with the learning activities of the layered teaching methods, the researcher has studied the concepts, principles, theories, and steps in writing lesson plans using the layered teaching methods, which use learning activities of 90 minutes per plan.

The lesson plan developed by the researcher has important elements: 1) learning objectives, 2) taekwondo teaching content, 3) learning activities using a layered teaching method, and 4) measurement and evaluation. The teaching plan is then presented to the advisor to consider overall accuracy and to provide additional advice. After that, the lesson plans are presented to experts to evaluate the suitability of all lesson plans. Which are 3 experts with expertise in curriculum and teaching. Educational measurement and evaluation and statistics and research of the evaluation criteria are compared with the evaluation criteria of the Rating Scale (Rating Scale) according to the Likert method, 5-level choice. (Srisa-ad,2010) and the teaching plan has an appropriate value of 4.23, which is appropriate in All plans are high level. The researcher has made adjustments based on the suggestions of experts to develop a teaching plan that is of higher quality and can be used appropriately.

2. Comparative results of taekwondo abilities using the layered teaching methods between the test and the post-test.

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Citation



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Comparative results of taekwondo abilities using the layered teaching methods between the test and the post-test. The results of the data analysis appear in the following table.

Table 4 Students' taekwondo abilities scores, pre-test scores, and post-test scores. Group A

Number	Pre-test (100 points)	Post-test (100 points)
1	64.00	84.00
2	70.00	90.00
3	67.00	87.00
4	72.00	94.00
5	61.00	81.00
6	57.00	77.00
7	70.00	94.00
8	69.00	89.00
9	60.00	80.00
10	66.00	89.00
11	67.00	91.00
12	55.00	76.00
13	72.00	92.00
14	60.00	79.00
15	55.00	77.00
Total	965.00	1280.00
\bar{X}	64.33	85.33
S.D.	5.76	6.29

Table 5 Students' taekwondo abilities scores, pre-test scores, and post-test scores. Group B

Number	Pre-test (100 points)	Post-test (100 points)
1	61.00	85.00
2	55.00	77.00
3	56.00	81.00



Number	Pre-test (100 points)	Post-test (100 points)
4	70.00	93.00
5	56.00	78.00
6	69.00	93.00
7	56.00	81.00
8	60.00	82.00
9	71.00	92.00
10	55.00	75.00
11	52.00	78.00
12	70.00	95.00
13	63.00	84.00
14	55.00	79.00
15	61.00	85.00
Total	910.00	1258.00
\bar{X}	60.67	83.87
S.D.	6.29	6.31

Table 6 Students' taekwondo abilities scores, pre-test scores, and post-test scores. Group C

Number	Pre-test (100 points)	Post-test (100 points)
1	55.00	77.00
2	54.00	77.00
3	70.00	90.00
4	66.00	88.00
5	72.00	95.00
6	64.00	87.00
7	55.00	77.00
8	65.00	91.00
9	55.00	78.00



Number	Pre-test (100 points)	Post-test (100 points)
10	51.00	75.00
11	56.00	82.00
12	69.00	90.00
13	59.00	84.00
14	56.00	81.00
15	55.00	77.00
Total	902.00	1249.00
\bar{X}	60.13	83.27
S.D.	6.59	6.24

Table 7 Mean (\bar{X}) Standard Deviation (S.D.), Questionnaire on student satisfaction with the development of layered teaching methods of the Taekwondo course

No.	List of questions	\bar{X}	S.D.	Description
1	I think the sport of Taekwondo is very helpful for my improvement.	4.87	0.34	High
2	I think you should invest time and energy in taekwondo learning.	4.89	0.32	High
3	I feel that I will solve it in time when I encounter difficulties when practicing Taekwondo.	4.89	0.32	High
4	I especially like the Taekwondo class.	4.80	0.40	High
5	If you can choose, I just want to learn Taekwondo.	4.87	0.34	High
6	I think Taekwondo is very attractive and worthy of me to learn.	4.93	0.25	High
7	I don't think I can ever learn in Taekwondo.	4.91	0.29	High
8	I feel that the Taekwondo class contains a lot of reasons, it is very interesting.	4.80	0.40	High
9	I feel that I will gain a lot of happiness in the Taekwondo movement.	4.84	0.37	High
10	I am confident in learning Taekwondo skills.	4.91	0.29	High
11	I feel that Taekwondo can cultivate your body, hone your will, and strengthen your body.	4.93	0.25	High
12	When learning Taekwondo, I will regret it because I am not serious.	4.82	0.39	High
13	I think Taekwondo class is a kind of enjoyment.	4.87	0.34	High



No.	List of questions	\bar{X}	S.D.	Description
Total		4.87	0.33	High

From the table above, it is found that students who study using layered teaching methods. Overall satisfaction was at a high level. ($\bar{X} = 4.87$, S.D. = 0.33).

Questionnaire on student satisfaction analysis results sorted from highest to lowest as follows I think Taekwondo is very attractive and worthy of me to learn. ($\bar{X} = 4.93$, S.D. = 0.25). I feel that Taekwondo can cultivate your body, hone your will, and strengthen your body. ($\bar{X} = 4.93$, S.D. = 0.25). And the second order is I don't think I can ever learn in Taekwondo. ($\bar{X} = 4.91$, S.D. = 0.29). And I am confident in learning Taekwondo skills. ($\bar{X} = 4.91$, S.D. = 0.29).

Discussion

1) Development of layered teaching methods for taekwondo course. The average suitability value of all plans is 4.23, which is at a high level. And can be used in every teaching plan This is because the researcher designed the teaching plan by studying the curriculum in the educational institution. And study the description of the taekwondo course Analyze the relationship between content and learning objectives. To be consistent with the development of the layered teaching methods learning activity plan for group A students. Group B and Group C All lesson plans were presented to experts to assess their suitability. Who are experts in curriculum and teaching educational measurement and evaluation and statistics and research by comparing the evaluation criteria with the evaluation criteria Rating Scale (Rating Scale) according to the Likert method (Srisa-ad,2010) and obtaining teaching plans that are appropriate for every plan and can be taught to students both? 3 groups, consistent with (Luo,2006) cited M. Waters as summarizing constructivism. He believed that constructivism was a personal and personal matter. It looks for individual understanding, meaning, and motivation between subjects. It is believed that the human brain can think and act with passion and enthusiasm. They can create and change the reality of things by creating new teaching styles in the teaching process. and actively guide students to create new ways of searching, thinking, and solving problems from the student perspective in the teaching process. Instead of telling students what is right from the teacher's perspective and what is wrong, students should be allowed to feel and explore. And find answers that they can remember and that work for them. And is consistent with the (Zhou,2018) research that the layered teaching method is an effective method for teaching the table tennis supplementary curriculum. Which can meet the different learning needs of students and improve their learning efficiency. Weak students will receive technical improvements. On the other hand, strong students can continuously improve their level. The layered teaching method also stimulates students' interest in learning and increases their confidence in learning. This teaching method promotes students' enthusiasm and is conducive to improving the quality of teaching.

2) Students who study using the layered teaching methods for taekwondo courses have higher taekwondo abilities than before studying. Statistically significant at .05, this is due to the success of the learning activities in teaching methods for taekwondo courses, showing that students have developed knowledge. Understand the lesson content Have practical skills and have Taekwondo ability according to the learning objectives Because students are taught systematically according to the steps of layered teaching methods as follows: Step 1: At the start, the teacher introduces the content and teaching tasks in Step 2 in the preparation section. The teacher leads all students in warm-up activities to prepare their bodies. Step 3: Basic section, according to the student's physical fitness. Divided into 3 groups, where Group A is students who are quite talented in Taekwondo, Group B is students who have little ability in Taekwondo, and Group C is students who have No Taekwondo ability Every group will receive vocabulary. Introduce teaching in order of difficulty for each group. Students use different teaching methods to learn the technical moves of Taekwondo. The teacher will guide students in asking and answering questions Students review the content of this class. Discuss between classes and ask

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questions. It includes teacher explanations and collaborative learning among students. The impression of technical movement thus deepens. Promote learning of content step 4: at the end of the teaching work section summarize the content of learning this is consistent with the principle of individual differences by (Tao,2013) who stated that Individual differences are characteristic of universal learning. Therefore, the teaching style must be adjusted. Instructional design and teaching content So that each student can develop their potential better. In teaching, the hierarchical teaching method is used to carry out hierarchical teaching according to the individual differences of each professional. And assigned to workers at various levels Learn different teaching contents and teaching objectives. Operators at various levels can also communicate with each other to achieve interactive learning activities. Group members can leverage their strengths to achieve collaborative learning. And promote collaborative learning within the group in a targeted manner. And drive learning outside the group Although the overall difficulty setting for graded instruction is different, Advantaged students will not find it easy. And disadvantaged students won't find it too difficult. However, for operators at each level, the final learning outcomes are the same. And consistent with the research of (Lin,2019) who studied the teaching of physical education at various levels of high school, it was found that it is necessary to combine teaching content and student stratification to ensure that students receive the best learning experience. Teaching content is divided according to the level of difficulty and physical quality of the students. The technical level of students is positioned accordingly to promote students' development. Students are divided into different learning groups according to their characteristics and physical qualities. To improve the diversity of practice, improve students' enthusiasm for learning, and improve learning outcomes through collaborative learning. Therefore, layered teaching must be taught according to the different characteristics and needs of students to promote all-round student development.

3) Students who learned using the layered teaching methods for taekwondo courses had overall satisfaction at a very high level ($\bar{X} = 4.87$, S.D. = 0.33). When analyzing the data from the top three satisfaction levels: I think Taekwondo is attractive and worth learning ($\bar{X} = 4.93$, S.D. = 0.25). I feel that Taekwondo can cultivate your body, hone your will, and strengthen your body. ($\bar{X} = 4.93$, S.D. = 0.25). And the second order is I don't think I can ever learn in Taekwondo. ($\bar{X} = 4.91$, S.D. = 0.29). And I am confident in learning Taekwondo skills. ($\bar{X} = 4.91$, S.D. = 0.29). This is consistent with the principle of individual differences according to the principle of motivation. The principle of motivation of Beijing Education, (Li,2018) stated that Inspiring motivation in the multi-grade teaching method means that students in different grades Recognize their problems and compensate for them with diligent and hard teaching. Discover students' strong desire to progress without accepting defeat. To make students willing to fight for higher education Moving forward at every level Teaching Taekwondo has long been boring in the minds of students. Teachers therefore need to continually promote students' main role in teaching students who have a low basic level or have little ability to understand. Reduce the difficulty in setting work goals. It focuses on instilling a sense of success in the teaching process. Increasing self-confidence and creating good habits in loving sports and exercise as well it is consistent with the research of (Zhu,2015) who experimented with teaching volleyball to students in 2 classes of the Physical Education Department. The results show that the layered teaching method is superior to the traditional teaching method in developing students' passing skills and increasing their interest in learning. Special efforts are made to motivate and assist students from weaker backgrounds. The survey found that differentiated instruction also significantly improved students' self-confidence.

Suggestions from research

1) The research results show that the theoretical learning results and practical skills of students are better than before studying according to the curriculum criteria. Students have learning behavior

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characteristics. A positive mental attitude is desired. It shows that the layered teaching method of the Taekwondo course affects students' learning in terms of knowledge, memory, and application. This creates a new teaching method that makes learning fun and lively. Encourage students to follow the process. The above learning can be developed and the learner's interest in the lesson will increase and develop, resulting in the learner having a better mental attitude and leading to higher academic achievement than before. Therefore, it can be said that the method of teaching the activities of the Taekwondo curriculum. Use it as a guideline for developing teaching and learning in other matters. Or other subjects that will be beneficial to further study

2) Teachers need to test students' knowledge or abilities to be able to divide them into grade levels according to the differences between students' personalities. To select activities that are appropriate to the learning potential of each group of learners.

3) Positive reinforcement or the use of motivation in learning. Teachers must encourage students to have more confidence and perseverance. To make students proud and inspired to continue their learning.

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