



Promoted and Developed to Physical Capability of Preschool Children as Aged 3 Years' Old in First Child Development Center

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Abstract- Early childhood to the most important period of development in a child's life, brain, social skills, emotions, and movement. Specific purposes to promoted and developed of physical capability in preschool children on aged 3 years' old of first child development center to study into 20 preschools children of Nong Yai Subdistrict Municipality, Kalasin Province. The collections by using the experience management plan of creative activities, and assessment questionnaire of learning behaviors, physical performance behavior, and early childhood behavior to data. In this regard, the suitability to organize learning experiences plans with creative activities learning as story about a person and a place around to promoted and developed of physical capability on the units such as happy family, neighborhood, our province, people you should know at school, our school at level of very good levels, and our community, dream occupation at level of good levels, respectively. Efficiency to organize learning experiences plans of creative activities have to process efficiency (E_1) of 94.54, result efficiency (E_2) of 94.80, E_1/E_2 of 94.54/94.80, also, above specified threshold as 80/80. Effectiveness index ($E.I.$) to organize learning experiences plans of creative activities as percentage of 0.36. Physical capability of preschool children a using an organize learning experiences plans of creative activities in the scores of after learning to higher than before to different at significant level of 0.01.

Keywords: Promoted and Developed; Physical Capability; Preschool Children; Aged 3 Years Old; First Child Development Center

Introduction

Effective human development must begin at conception, especially during early childhood, which is the foundation of sustainable development and is the period when brain development and learning are at the fastest pace in life. If a child is not properly raised and developed after this age, the golden opportunity for development will not return. The importance of early childhood development in the womb is no longer just a national agenda, but a global development agenda, as reflected in the adoption of the Millennium Development Goals (MDGs). at the United Nations Millennium Summit, which A group of leaders from 189 countries around the world has shared one of the key early childhood development goals: reducing child mortality and improving the health of pregnant women.

Early childhood development in Thailand is a constant concern for all governments as it is the most worthwhile investment. Because it is the age when brain development and learning are the fastest in life, it is the foundation for human development to reach full potential, being a quality citizen of the country in the future as stipulated in the Constitution of the Kingdom of Thailand 2017, Article 54, paragraphs 1 and 2; states that the State must ensure that all children receive a twelve-year education, from pre-school to free, quality compulsory education, And the State must ensure that young children are taken care of and developed before they are admitted to the education under paragraph one to develop their physical, mental, discipline, emotional, social, and intellectual abilities according to their age. By promoting and encouraging local government organizations and the private sector to participate in the implementation as well. To do so, the government has provided an operation. Many are aimed at concrete and clear performance in an urgent time frame. This process includes the preparation of an appropriate strategic plan, promotion, and improvement of the quality of services provided to parents, guardians, teachers, child caregivers, early childhood development center administrators, and related parties. And the preparation of information systems that can be used in planning Performance monitoring and the key to early childhood development is the effectiveness or quality outcomes that lie within the child.

The 20-Year National Strategy (2017 - 2036) in Strategy for Development and Capacity Building Human resources determine the development of people's potential throughout life, focusing on qualitative development of people of all ages from pregnancy, school age, adolescents/students, working-age, and the elderly. This is to create human resources with 3 potentials, skills, knowledge,



and the ability to live a valuable life. During pregnancy/newborn/early childhood, emphasis will be placed on preparing parents before pregnancy, promoting maternal and child health from the beginning of pregnancy, promoting quality birth, promoting breastfeeding, Promoting the provision of essential nutrients to the child's brain, and investing in early childhood development for optimal development in all aspects. It also appears in the 12th National Economic and Social Development Plan (2017 - 2021), has an important focus on human development related to early childhood, namely the development of early childhood children to have good physical and mental health, have brain skills, cognitive skills, life skills, and social skills to grow up. And Strategy 1, Strengthening and Developing Human Capital Potential "Pays attention to laying the foundation for perfect human development starting with early childhood children who need to develop good physical and mental health, brain skills, learning skills, and life skills to grow well. Quality...". It is also in line with the National Education Plan 2017-2036 in Strategy 3, Developing the potential of people of all ages and creating a learning society. All citizens have access to quality and standard education (Access). The relevant sub-target section is; "Early children develop appropriately, every population has the opportunity to receive educational services from early childhood to high school, or equivalent quality and standards .." The development guidelines encourage young children (0-2 years) with quality and continuous care and development that are appropriate for their ages. The management system for child care and development (0 - 2 years) and early childhood education (3 - 5 years) has been adjusted to be of quality and standard. Including developing a curriculum and a handbook to prepare parents and raising and developing young children to develop according to their age and develop a curriculum for early childhood education, early childhood competency following ASEAN and international standards for quality development and development of all aspects of early childhood. Also, in the National Education Act 2542 and Amendment No. 2 (2002), Section 18 (1) has specified that early childhood education is organized in early childhood development centers. These include; Child Centers, Child Development Centers, Religious Institutional Early Child Development Centers, Early Childhood Support Centers for Children with Disabilities and Children with Special Needs, or Early Childhood Development Centers by other names. Article 13(1) stipulates those parents or guardians have the right to benefit from state support, knowledge, and competence in raising, and educating their children or persons in their care. The Child and Youth Development Promotion Act 2017 provides for the principle of maximum benefit, including registration, certification of birth, development, acceptance, protection, and participation opportunities, without unfair discrimination, the Right to Education. Children with disabilities or children with special abilities, in particular, are entitled to special education that is appropriate for them, access to public health services, play, leisure, and participation in cultural and artistic recreation.

Encourage family ties, pride in Thai nationality and democratic way of life, good health, emotional maturity for age, rational thinking, good attitude and skills to work, have a conscience of Giving and volunteering, taking responsibility for yourself, others, and the public. As well as participation in the expressions both personally and as a group in the form of the Council of Children and Youth at the district, provincial, and national levels with support from all sectors. The National Child and Youth Development Plan 2017-2021, which is a strategic plan developed under the National Child and Youth Development Promotion Act 2007, to serve as a guideline for all relevant sectors to implement, and as a guideline. for the development of children and youth, and use in monitoring and evaluating the development of children and youth. The National Child and Youth Development Plan 2017-2021 has the main goal for children and youth to have a good quality of life and to develop according to their age, to be developed to be creative citizens, and to participate in social development under an environment that Appropriate, with laws that are up to date with current situations and future trends in children and youth, all sectors have integrated work. Including new knowledge about child and youth development and according to the Ministry of Education has ordered the use of the early childhood education curriculum 2017 on 3 August 2017. To provide early childhood education that must develop children from birth to 6 years to have physical, emotional, mental, social and intellectual development that is appropriate for their age, ability and individual differences, to prepare them to study Know and create a foundation for life to develop early childhood children to become perfect human beings, good people, discipline, pride in the nation, and be responsible for self, family, community, society, and the nation.



Children at this age who are between 2-6 years old begin to know people, environments, things, can use various parts of the body, begin to understand communication characteristics, and be able to use more languages. What has been learned and being able to do so encourages children to want to show their existing abilities. Therefore, children of this age are characterized by being able to show their abilities, like volunteering, being flattering, mischievous, curious, asking questions, being creative, refusing, somewhat stubborn, wanting to be independent, being independent. self, begin to learn to be self-reliant and do not accept help from adults, especially in daily activities, activities, learning reasons, what is wrong - right, learning how to solve problems on their own. In addition, children will express their feelings through conversation, expression, ingenuity, which is unique. of each child as well. Therefore, it was found that children at this age showed a marked change in personality and moral development. Which "Development", children in preschool or kindergarten, are the developmental age from infancy, starting from about 2-6 years of age, will have a pronounced development in height, weight, Anatomy, brain, eyesight, and muscle skills. Demanding to be independent, somewhat stubborn, language proficiency, a transitional age according to Pier J's theory. Children are in the pre-logical stage, developing language, symbolism, thinking, imitation, and visualization. What affects the child's development during this period is perception, which is an important medium for children to experience and is the process of bringing ideas into the brain to collect and remember things as a basis for collecting ideas. Great and use that idea to solve problems or continue to search for other knowledge. Based on the interconnection in which children rely on visual perception as a priority, preschoolers develop the perception of object size based on criteria, and perception increases with age (Chaimang, A., 2013).

Early childhood, or the early years of life, is the most important period of development in a child's life, during which the child develops rapidly in his brain, language, social skills, emotions, and movement. It is the age of building the foundation for further growth and learning in life. Therefore, the development and investment in early childhood is a top priority for every family and nation because it is a once-in-a-lifetime golden opportunity for a child. In Thailand, many early childhood children lack proper supervision and developmental stimulation. At the same time, access to children's books, which are essential for learning and imagination, is limited, Children who are enrolled in early childhood may not receive quality management that will help them develop to their full potential. (UNICEF Thailand, 2019)

The efficiency of learning management is partly due to the innovation of learning management media. For early childhood children to be developed to suit the competencies of the age that deserve to be organized, early childhood experiences should be implemented appropriately for early childhood, media and learning innovations are adjusted in each unit. Keep learning. Teachers must design activities that are related to the learning unit, set aside time for children to have the opportunity to learn new things, new activities. It is important for the teacher to observe whether the child is interested in learning or not such as (Neamhom, N. 2018) (1) Reading literature to children by introducing the title, introducing the name of the author, and drawing pictures, and then reading it to the children using tones and melodies that are suitable for the story so that the children can enjoy the story and have a conversation with the children. To connect the story to the daily life of the child. (2) Encourage children to discuss characters, objects, scenes, or situations related to literature using questions of various levels of memory, comprehension, application, analysis, evaluation, and creativity. Asking questions encourages children to think about what they have been told. reflected and reviewed about the tale, as well as surveying their own opinions about the tale. These are the basics that are important for children to think or do activities in the next phase. (3) Plan and organize learning activities through action with children and parents by asking for opinions on learning activities from children and parents to design activities related to literature and learning content according to the curriculum. study. Activities should be diverse, challenging, age-appropriate. It covers all aspects of child development. (4) Organize an exhibition showing what the children have learned by reviewing the activities that have been organized together with the children. Let the children help each other choose what they want to present to others about how the child learns and what the child does. Learn and organize exhibitions. The exhibition will help children to organize their thinking to find ways to present what they have learned; it will be seen that learning management through creative activities has a great effect on the development of early



childhood performance. For example, the research of Nahuanil, C. (2019) Study on the development of fine motor skills of early childhood children using creative sculpting activities. The samples used in this research were children between 3-4 years old, who were students who are continuing their education in Kindergarten Year 2 at Ban Dek Warin Chamrap School, Warin Chamrap District, Ubon Ratchathani Province. The results showed that the fine motor development of early childhood children by using creative molding activities, both overall and individually after the activities had higher average scores than before the creative molding activities. The research section of Phusil, P. et al (2017) study the results of activities for creative thinking development of early childhood children using local wisdom: a case study of Khok Kho Thao Subdistrict, Mueang District, Suphan Buri Province. The results showed that after the experiment, the target group had a mean score of creative thinking significantly higher than before the experiment at the .01 level. And research results of Chewpreecha, C., and Chatchapong, P. (2013) This aims to compare the creativity of preschool children before and after the banana leaf art activities." The results showed that the creativity of preschool children after the banana leaf art activity was significantly higher than before the activity was statistically at 0.01 level.

It can be seen that the issuance of learning activities through creative activities has resulted in early childhood development of physical competence as well. However, in the past, the learning experience of the Early Childhood Development Center of the Child Development Center, Nong Yai Subdistrict Municipality 1, Nong Yai Subdistrict, Nong Kung Si District, Kalasin Province. Although there has been a continuous development of learning management for children, the changing situation of the environment is dynamic, it is necessary to continuously develop learning media and innovations that will be beneficial. Especially for young learners who will be continually providing new and modern learning experiences. At the same time, teachers are considered to have learning and self-development of learning management competencies all the time as well.

As a result of such problems, the students who are teachers at the children's centers are interested in promoting the development of physical abilities of early childhood children with a variety of activities that help them develop and be effective, therefore, creating a series of activities to accompany the experience plan. Learn to promote the development of the physical performance of preschool children aged 3 years. By organizing learning through creative activities and conducting research on "Promotion of Physical Competency Development of 3-Year-Old Children of Child Development Centers, Nong Yai Subdistrict Municipality 1, Nong Yai Subdistrict Municipality, Nong Kung Si District, Kalasin Province" This is to develop the physical competence of preschool children aged 3 years to achieve quality following educational management standards.

Objectives

1. To create a plan for organizing learning experiences with creative activities, learning stories about people and places that promote the development of physical competence of preschool children aged 3 years.
2. To study the effectiveness of the learning experience plan with creative activities, the subject matter of learning about the people, and the environment that promotes the development of physical competence of preschool children aged 3 years.
3. To study the effectiveness index of the creative activity learning experience plan, the subject matter of learning about the people and the environment that promotes the physical competence development of preschool children aged 3 years.
4. To compare the performance of preschool children studying with a plan of organizing learning experiences with creative activities, learning stories about people and environments that promote the development of physical competence of preschool children aged 3 years, between before study and after school.

Research Conceptual Framework

From the study of various documents, the students have prepared a diagram showing the conceptual framework in the study as follows:

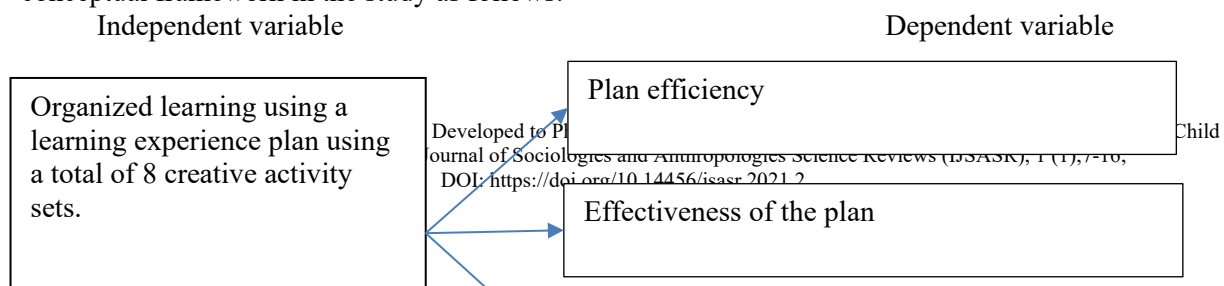




Figure 1: Research Conceptual Framework

Methodology

The Study of “Promoting the Development of Physical Competence of Preschool Children under the age of 3 at Nong Yai Subdistrict Municipality Child Development Center 1, Nong Kung Si District Kalasin Province”, studied the issue of organizing learning experiences with creative activities, learning about people, and places in the environment. The study was conducted in order of steps, as follows:

Area scope: This study was conducted at the Child Development Center, Nong Yai Subdistrict Municipality 1, Nong Kung Si District, Kalasin Province.

Content scope: The aim of this study aimed to promote the physical competence development of preschool children aged 3 years by developing an 8-set program of creative learning experiences, stories about people and environments, as follows; (1) The 1st Baan Sansuk, (2) The 2nd Happy Family, (3) The 3rd Neighboring houses, (4) The 4th Province, (5) The 5th Our school, (6) The 6th People that should be known in the school, (7) The 7th Our community, and (8) The 8th, Dream jobs.

Variable scope:

The primary variable was learning management using a learning experience plan using a total of 8 creative activity sets;

Independent variables were: Organizing learning experiences with creative activities, learning stories about people and places in total 8 sets.

Dependent variables were: (1) the effectiveness of the creative activity package learning experience plan, (2) the creative activity package learning experience plan effectiveness, and (3) the physical performance of early childhood children.

Scope of study duration: This study was conducted in Semester 2, Academic Year 2019, with a duration of 8 weeks, 5 days per week, 1 trial per working day, organizing creative activities to enhance the experience for 1 hour at a time.

The target population in the study was 3-year-old preschool children of Nong Yai Subdistrict Municipality Child Development Center 1, Nong Kung Si District, Kalasin Province studying in the second semester, Education 2019, a total of 20 people acquired by Purposive Sampling.

There are 3 types of tools used in this study:

1. Plans for organizing learning experiences with creative activities, learning stories about people and places in total 8 sets as follows; (1) Baan Saen Suk, (2) Happy Family, (3) Neighborhood, (4) Our Province, (5) Our School, (6) People You Should Know Within the School, (7) Our Community, and (8) dream job.

2. Physical fitness assessment form of preschool children aged 3 years Regularly organized learning experience plans with creative activities, learning subjects, stories about people, and places in all 8 assessment sets.

3. Physical performance assessment form for preschool children aged 3 years before and after school

The data collection

The study participants will collect data from the sample population, which are preschool children aged 3 years in Room 1 of the Child Development Center, Nong Yai Municipality 1, Nong Yai



Subdistrict, Nong Kung Si District, Kalasin Province, 20 students, semester 2 of the academic year 2019 as follows; (1) The student conducted experimental teaching by using an experience plan by using a set of 8 creative activities, teaching every day for 1 hour per day for 2 weeks. (2) The study behavior observation model was used to observe individual early childhood students in each teaching session. (3) At the end of the experiment and the interval of 1 week, the physical performance behavioral observation form was used. Observe Primary students 1 time individually for 1 week. And (4) collecting data from observations of early childhood learning behavior through creative activities for the development of physical competence of early childhood students to analyze the results.

Data analysis: The researcher performed the data analysis by a computer program in the following sequence; (1) Calculate basic statistics such as mean, standard deviation, and percentage. (2) Data analysis to determine the effectiveness of the plan for organizing learning experiences with creative activities according to the 80/80 criteria (E_1/E_2) (Kidrakarn, P., 2001: 44-51) (3) The data were analyzed for Effectiveness Index of the creative activity learning experience plan by evaluating the effectiveness index (Effectiveness Index: E.I.) (Kidrakarn, P., 2001 : 3). and (4) a comparative analysis of the physical performance of early childhood children studying with a creative activity learning experience plan using t-test (dependent samples).

Results

From the study on the promotion of physical competence development of preschool children aged 3 years at the Child Development Center, Nong Yai Subdistrict Municipality 1, Nong Kung Si District, Kalasin Province, the results of the study are summarized as follows;

1. The plan for organizing learning experiences with creative activities, learning stories about people and places that promote the development of physical competence of preschool children aged 3 years overall is appropriate at a very good level ($\bar{X}=4.25$), (S.D.= 0.25). Considering each unit of study, it was found that 5 units were at a very good level, and 3 units were at a good level. The researcher studied the average of suitability as follows: (1) unit 2, happy family was a very good level ($\bar{X}=4.28$), (S.D.=0.27). (2) Lesson unit 3, neighboring houses are at a very good level ($\bar{X}=4.44$), (S.D.=0.17). (3) Lesson unit 4, our province is at a very good level ($\bar{X}=4.48$), (S.D.=0.30). (4) Lesson unit 6, the person who should be known in the school is at a very good level ($\bar{X}=4.37$), (S.D.=0.29). (5) Lesson unit 5, our school is at a very good level ($\bar{X}=4.24$), (S.D.=0.38). (6) Lesson unit 7, our community is at a good level ($\bar{X}=4.16$), (S.D.=0.41). (7) Lesson unit 8, dream career is at a good level ($\bar{X}=4.08$), (S.D.=0.39). And (8) lesson unit 1, Baan Sansuk is at a good level ($\bar{X}=3.92$), (S.D.=0.33) respectively.

2. Plans for organizing learning experiences through creative activities, stories about people and environments that promote the development of physical competence of preschool children aged 3 years are as effective as **94.54/94.80**, which is higher than the **80/80** threshold, as in Table 1

Table 1 Summary of the efficiency of the learning experience plan with creative activities according to the 80/80 criteria

The organizing learning experiences	N	E_1			E_2		
		\bar{X}	S.D.	%	\bar{X}	S.D.	%
Plans for organizing learning experiences with creative activities	20	14.18	0.33	94.54	47.40	1.31	94.80

3. The efficacy index of the creative activity learning experience plan, the subject matter of learning about the people, and the environment that promotes the physical competence development of the 3-year-old preschool children were 0.362482. It shows that early childhood children have an increase in physical performance from pre-school by 36.24 percent, as shown in the following table.

Table 2 Effectiveness Index of the Plan for Organizing Learning Experiences with Creative Activities

Number of students (N)	Full score	Sum of points		Effectiveness Index E.I.
		Pre-test	Post-test	



20	50	691	948	0.362482
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$$\begin{aligned} \text{Effectiveness Index} &= \frac{\text{Sum of the Post-test scores} - \text{Sum of the Pre-test scores}}{(\text{Number of children}) \times (\text{Full score}) - \text{Sum of the Pre-test scores}} \\ \text{Effectiveness Index} &= \frac{948 - 691}{(20 \times 50) - 691} \\ &= 0.362482 \end{aligned}$$

4. Physical competency scores of early childhood children enrolled in the Creative Activity Learning Experience Plan, storytelling about the people and environments that promote the development of physical competence after the learning experience. statistically significantly higher than the pre-rated learning experience score at 0.001, as shown in the following table.

Table 3 Comparison of physical competence of preschool children studying with a plan to organize learning experiences with creative activities between before and after learning

Score	N	\bar{X}	S.D.	df	t	P
Pre-test	20	34.55	1.50	19	102.768	.000*
Post-test	20	47.40	1.31			

* statistically significant at the .001 level.

Discussion

From the study on the promotion of physical competence development of preschool children aged 3 years at the Child Development Center, Nong Yai Subdistrict Municipality 1, Nong Kung Si District, Kalasin Province, the following issues were found:

1. The plan for organizing learning experiences with creative activities, learning stories about people and places that promote the development of physical competence of preschool children aged 3 years overall is appropriate at a very good level ($\bar{X}=4.25$), (S.D.= 0.25). Considering each unit of study, it was found that 5 units were at a very good level, and 3 units were at a good level. Consistent with Tiemtad, K. (2014) studied the learning experience management of early childhood Sathukan Wittaya high schools. The purpose of this research was to study and compare the learning experience arrangements of early childhood students at Sathukarn Wittaya Secondary School. The results showed that the organization of learning experiences of early childhood children has a high level of practice, namely creative activities first. This was followed by activities that enhance the experience of circle activities, movement and rhythm activities, outdoor activities/corner play, and educational games, respectively. Likewise, the research of Hadkhanthung, K. (2018), studied the development of storytelling experiences using a variety of techniques to promote listening and speaking skills for early childhood children whose mother tongue is not Thai. The results showed that the storytelling by using a variety of techniques, comprising 19 experience plans, was checked for suitability by 5 experts and found to be of the highest quality. Consistent with Hammond (1967; Dechagupta, Y. 1985: 138) Said that modeling is an activity where children have the opportunity to use their hands to crush, crush, squeeze, roll out clay/powder/clay materials, etc. These will allow children to develop gross motor, fine motor, and hand-eye coordination, as well as to create sensory experiences and finger paint, this is an activity that allows children to develop small muscles by using various organs such as fingers, arms, palms in the drawing. And following Lowrey (1977: 817 - A) studied the effect of using skill exercises on 87 students in Level 1 to Level 3, as a result, the exercises were a tool to aid students in learning, resulting in students who were trained using the skill exercises scores more after the exercises than the

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scores before the exercises. And exercises help with differences between individuals, as students have different language abilities. The use of exercises thus helps students to be more successful in their studies.

The development process starts from the study of basic information related to early childhood competency, study concepts and theories related to early childhood competency development. Early Childhood Education Curriculum 2017, which provides information to create a plan for organizing learning experiences with creative activities, stories about people, and environments that promote the development of the physical performance of preschool children aged 3 years. good. In addition, the introduction of experts considered the appropriateness of the activities and the appropriateness of the content and made improvements according to recommendations. As a result of this, a plan for organizing learning experiences through creative activities, stories about people, and places that promote the physical competence development of preschool children under 3 years of age are appropriate, and the quality is at a very good level.

2. The program for organizing learning experiences through creative activities, stories about people, and settings that promote the development of the physical performance of 3-year-old preschool children was effective as 94.54/94.80, which was higher than the 80/80 threshold. Following Thani, H. (2017), the study of the development of skills exercises to develop basic mathematical skills Kindergarten Year 2, the results showed that the efficiency of the experience using the skills exercises to improve basic math skills Kindergarten Year 2 has an efficiency value of 82.95 / 81.88. which is higher than the specified threshold. Consistent with Taengnoo, N. (2018), the study of the development of learning achievement by using the Mathematical Skills Practice Set on Multiplication of Prathomsuksa 3 students found that the effectiveness of the Mathematics Skills Exercise was valued. is 84.50/86.75, which is above the 80/80 threshold; Thianguk, P., Kawsim, J. and Chiengnangam, L. (2018). A study of the effects of local natural media molding activities on cognitive abilities for kindergarten year 2 students. provide experiences that promote readiness for effective thinking skills based on 80/80 criteria; Krachapngoen, W. (2019). A study of the learning experience management using the bas-relief creative art activity set for the development of fine motor skills for preschool children in kindergarten year 1. The bas-relief creative activity set was 83.03/84.47; and Khamma, B. and Thanaputmeemane, H. (2019). The study of the development of a learning experience with mixed media to develop fine motor skills and creativity for kindergarten year 1 students found that the learning experience plan the composite media efficiency (E1/E2) is 84.33/86.8.

Plans for organizing learning experiences through creative activities, stories about people, and settings that promote the physical performance development of 3-year-old preschool children were effective as 94.54/94.80, which was higher than the 80/80 threshold. This means that the program for organizing learning experiences through creative activities is suitable for teaching and learning activities for early childhood children as well. This is because the research has studied the plans for organizing learning experiences to promote the development of the physical performance of preschool children aged 3 years, using various media to organize teaching activities. In addition, relevant document learning activities and the opinions of experienced participants, as well as subject matter experts, were examined to better validate the materials used for this learning activity. Such a creative activity learning experience plan is a good tool for organizing learning activities. The results of the experiments and the examination by experts make the practice sets to enhance learning skills more effective than the specified criteria.

3. The effectiveness index of this creative learning experience plan was equal to: 0.362482, indicating that early childhood children have a 36.24 percent increase in physical performance from pre-school. This corresponds to Krachapngoen, W.'s studying (2019) the organization of learning experiences using a series of creative art activities with bas-relief for the development of fine motor skills for preschool children in kindergarten year 1. The results showed that the Effectiveness Index of the learning experience using the creative art activities with bas-relief The overall average is 0.6550, indicating that the student's progress has increased by 65.50%.

Therefore, these show that learning by using a learning experience plan with creative activities, learning stories about people and environments promote the development of physical competence of preschool children aged 3 years. This allows the children to acquire practical skills and gain knowledge



from the activities involved in the lessons, thus resulting in the children learning very well. It also increases the learning outcomes of the creative learning experience plan.

4. The physical performance scores of early childhood children enrolled in the Creative Activity Learning Experience program after the learning experience was higher than the scores assessed before the learning experience was organized with statistically significant at the .001 level Consistent with Thiengpak, P., Kawsim, J. and Chiengnangam, L. (2018), we investigated the effects of local natural media molding activities on cognitive abilities for kindergarten year 2 students. Ban Nong Bua Noi. The results showed that the thinking ability of the Kindergarten Year 2 students after the activity was higher than before the experiment with molding activities from local natural media, with a statistical significance at the .01 level. Consistent with Taengnoo, N. (2018), the study of the development of learning achievement by using the Maths Practice Set on Multiplication of Prathomsuksa 3 students was studied. The results showed that math learning achievement after school was significantly higher than before at the .05 level. Nahuanil, C. (2019), studied the fine motor development of early childhood children using creative sculpting activities. The results showed that the fine motor development of early childhood children by using creative molding activities both overall and after the activities had higher average scores than before the activities. And Krachapngoen, W. (2019). A study of the organization of learning experiences using a series of creative art activities with bas-relief for the development of fine motor skills for preschool children in kindergarten year 1. The results showed that the development of fine motor skills in early childhood The first-year kindergarten who received the learning experience using the creative art activities with bas-relief had a statistically significantly higher post-experience score than before at the level of 0.05.

Plans for organizing learning experiences through creative activities, learning stories about people and environments that promote the development of physical competence are activities that allow children to learn from action and practice with media, materials, equipment. Through the use of the senses of seeing, hearing, smelling, touching which are in line with the nature of early childhood is the age of exploration, are interested in the environment around them. Acting and touching make children understand and bring together all of these experiences, which is an important experience and results in a child's higher physical performance.

Recommendation

1. Applying results recommendations

1.1 Student activities should be closely monitored for the implementation to be carried out with learning. and success in all activities

1.2 Plans for organizing learning experiences with creative activities learning material Stories about the people and environments that promote the development of this physical performance. It is not advisable to allow children to perform activities on their own without teacher supervision. Because in some activities, sharp equipment is required as well.

1.3 Plans for organizing learning experiences with creative activities learning material Stories about the people and environments that promote the development of this physical performance. It is an approach that can be applied to promote the development of other competencies.

2. Next study recommendations

2.1 Other variables should be studied in further research, such as emotional, mental, social, and intellectual development.

2.2 Children's satisfaction with the plan of organizing learning experiences through creative activities should be studied. learning material Stories about people and environments that promote the development of physical performance.

2.3 Should study the development of fine motor skills of early childhood children by organizing a variety of activities. and the children get to practice.

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