The Integration of Community Problem Analysis and Involvement in Teaching and Learning

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Abstracts: As a participatory action research approach, the participatory problem-solving learning process incorporates teaching and learning by applying active learning methodologies and instruments to analyze community problems. The target group comprised 40 people, split into 10 undergraduate students and 30 community leaders, based on quantitative and qualitative data. Active learning methods used in research on learning growth involve students in developmental learning activities. Integrating teaching and learning activities into a suitable community and social development in a tangible manner through a process of practice outside the classroom through community engagement. Participants and researchers collaborate to design teacher-student interactions that emphasize student action and participatory assessment. Students and teachers can collaborate to create a work division planning process, which includes the following steps: work planning, tool study, job description division, operational calendar, coordination, community context study, implementation process, improvement, problem solving, and development of tools to analyze community problems. Research has found that learners learn and develop skills through self-practice, such as going to an area and finding community problems. This was a problem-solving skill practice from real situations in the community, and self-assessment and community assessment in enabling students to discover their own flaws and lead to self-development.

Keywords: Active Learning, Integration, Participation Analysis, Teaching Development.

1. INTRODUCTION

In the past, teaching and learning management emphasized the importance of teaching that came from instructors' telling. This is not caused by the creation of knowledge from students that will be taught the basic theory more than action (Freeman et al., 2014; Phillipson et. al., 2018). Education management must prepare for the twenty-first century in a world society that is continually changing. It is critical to deal with this in order to handle schooling on schedule. Driving the country in the "Thailand 4.0" period has a direct impact on changes in Thailand's education management (Phoyen, 2021:12), reflection, review, and establishing a learning system to be able to use knowledge to produce money. Having professional and personal skills, as well as role change from "teacher or lecturer" to "new generation of teachers" to "directors of learning" (Chareles & James, 1993; Florman, 2014; Phoyen, 2021:12; Rattanapoom, 2021:14).

Learning processes and activities consistent with real-life applications. It can be put into practice and applied as a process in which learners participate in developing thinking processes, analyzing, studying, researching, experimenting, and seeking knowledge by themselves (Bonwel & Eison, 1991) according to their aptitudes. Interest with a variety of processes and learning resources both inside and outside the classroom can bring knowledge and experiences to improve the quality of life of oneself, society, and the public (Ministry of Education 2018: 11-14). Active learning is a process in which learners must take action (Bonwell & Jame, 1993; Holec & Marynowski, 2020; Karcher et al., 2022).

Community participation is an important factor for solving social problems. Each community had different problems. The efficiency of managing and solving community problems differs. Therefore, the community should be involved in solving problems within it. Extracting resources from the community (Carr et al., 2015; Kuruvilla & Karibeeran, 2015:16). Problems arise in the community to directly bring solutions to problems in the community. Three analytical tools were used: 1) the health determinant triangle, which is an analysis of the overall problem of the community, 2) The problem tree is an analysis of the problems that reflect the causes and impacts of problems in social, economic, cultural, and health effects of people in the community, and 3) The Outcome Ladder is a tool for defining activities to solve indicator problems based on the results of these activities (Thai Health Promotion

Foundation, 2021). In this regard, this is an activity by students who have studied and tried these three tools in their own communities and have used all three tools to analyze problems in the target community.

The effectiveness of teaching and learning should be a guideline for learning management that emphasizes the role and participation of learners. In addition, teaching and learning in the field of social development bring together teaching methods and techniques to design learning and activity plans. Developing human resources with knowledge and understanding of theory and practices related to development in various dimensions. Creativity and the ability to analyze problems holistically and systematically work. They have the ability to be self-reliant and able to manage development projects that are consistent with the context of the area and create a learning process with people to achieve sustainable social development according to the mission of the curriculum. Teaching, learning, and development activities for students to participate in community and social development. Teaching and learning activities were used to study community analysis tools to identify problems in the community. Including capital in society to design activities to solve problems and develop communities and society in the form of active learning, teaching, and learning is not yet common in social development work. Therefore, the research team is interested in studying such teaching and learning as well as working to solve community problems, and it is essential that people in the community participate in solving the problem. However, implementation has many obstacles owing to the lack of community involvement. The development thus took place only temporarily in a top-down order of the authorities' policy. Therefore, to implement sustainable development, the community must analyze problems to bring solutions to problems in the community.

1.1. Research Objectives

1 . To find guidelines for designing social development learning activities according to an appropriate approach to active learning education.

2 . To integrate teaching and learning activities into appropriate communities and social development in a concrete manner.

3 . To develop teaching and learning activities for community and social development with participation and sustainability.

1.2. Scope of the Research

1. The investigation project lasts one year and includes two sample groups: Social Development students from the Faculty of Humanities and Social Sciences at Surindra Rajabhat University. The criteria for consideration when selecting a purposive sampling method are that it must be an educational institution that provides teaching and learning through social development processes and then uses the tools to develop and analyze all three community problems: 1) Social determinations of health, 2) Problem trees, and 3) Result ladders (Thai Health Promotion Foundation, 2021). These community analysis tools were used to generate and assess community problems. In academic year 2/2022, there is a community of students and learners in knowledge management.

2. Community leaders involved in the Livable Community Project who want to apply for funding from the Thai Health Promotion Foundation in three villages, ten people per village, consisting of the community leader council chairman, treasurer, secretary, and vice president, and a total of 30 community council committee members in 2022-2023.

3. The researchers carried out within one year the design, data collection, analysis, and conclusion of the research, which started operating from May 2022 to April 2023.
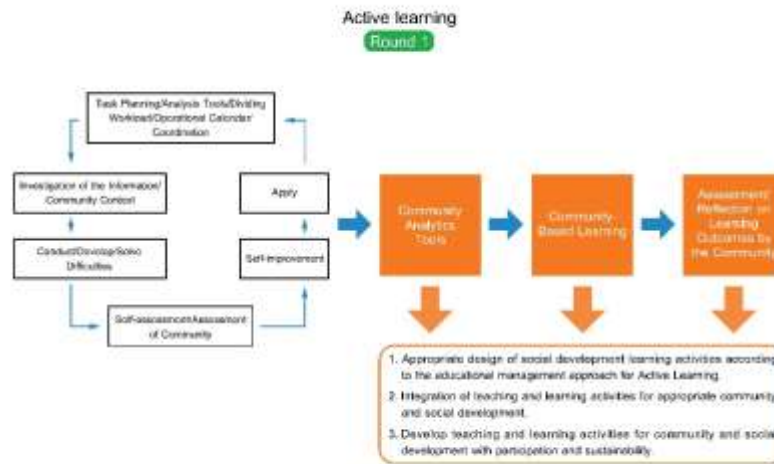
1.3. Conceptual Framework

Figure 1: Conceptual Framework

2. METHODOLOGY

This study used a research and development (R&D) design process in which data were collected and analyzed. The research was divided into four phases as follows: **Phase 1**) the lesson learned in the active study was qualitative. The research plan researcher asked all the students to clarify the teaching methods and research framework of the group. Goals know every step of the planning process and community implementation by using tools to develop and analyze community problems, division of labor, lead talks, collect data in the community, analyze problem conditions and community funds, and return information to the community. **Phase 2**) Development of instructional processes to promote participatory learning. Using teaching materials and the community as a learning base. Lecturers use lectures on theoretical concepts. Then, the researchers designed the research to be unified with teaching and learning in the main subjects and the social development process throughout the semester. The content of this course were divided into four units as follows: (Unit 1) Social Development Processes and Communication. The content in this unit discusses the basic knowledge of communication, including the meaning, importance, and elements of communication, principles of communication, objectives and types of communication, barriers to communication, and importance of communication in social development work, (Unit 2) Information for Social Development (listening skills and information gathering skills were the accumulation of knowledge in the nature of memory, and can also be used to create cognition in the recipient), source of information, importance of information, type of information, and use of information for development, (Unit 3) Assessment of Community Conditions. Understanding the importance of community assessment, the tools used, their significance, the process of social assessment, and social assessment for social development, (Unit 4) Community Analysis with Tool Problem Tree (Thai Health Promotion Foundation, 2021) . The importance of analysis, the use of tools in social development work, and tools that helped in community analysis, defining activities, and activities requiring students to do include (1) Reading and reviewing knowledge in textbooks, (2) Practice in the area using the lecturer's tools before going to the area. (3) Practice transcribing lessons by writing academic reports and compiling works, and (4) Presentation in front of the class. **Phase 3)** Study of the effects of using the developed teaching and learning process. By using it to trial teaching and learning for second year social development students, Surindra Rajabhat University totaled ten people. Purposive sampling was utilized in the topic of knowledge management for social development during semester two of the academic year 2022. The research tools consisted of developed instructional processes, and learning management plans for core subjects and social development processes. It was evaluated by three experts, including two education experts, and one social development expert. There were two groups of research targets: 1) The second year students of the Social Development Department, Faculty of Humanities and Social Sciences, Surindra Rajabhat University. It was a model group that studied the core subjects and social development process. Three tools were used to develop and analyze community problems: (1) Social Determinations of health, (2) Problem trees, and (3) Result ladders (Thai

Health Promotion Foundation, 2021). Researchers have also employed tools to perform analysis in their own group of ten members. 2) The 30 community leaders from three villages in **Phase 4)** (D2) were involved in the assessment process, and the researchers participated in the teaching and learning process to improve it.
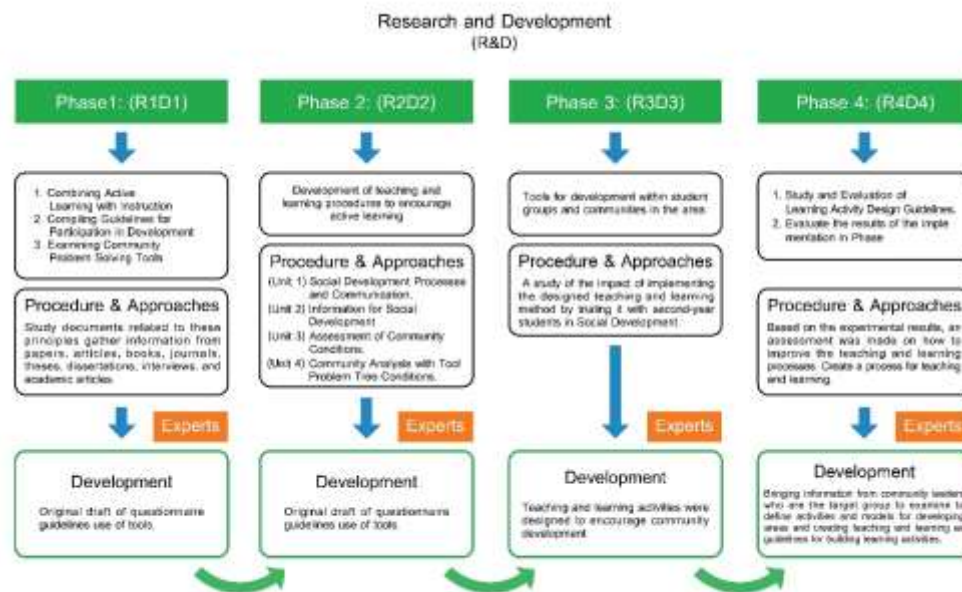

Figure 2: Research and development (R&D) design process

2.1. Research Instruments

In this research, validity was examined by experts evaluating the quality of the tool and the accuracy of the content. Three experts assessed the quality of the research tools, with two education experts and one social development expert. The *Index of Item Objective Congruence* was 1.00. The research tools were divided into two target groups as follows: 1) Student groups assessing students' skills after the event were organized, and a five-point rating scale level assessment questionnaire was administered, 2) The community leaders used questionnaires and assessments by taking the completed questionnaires and try out runs with non-target community leaders in the two villages before the research, with a Cronbach's alpha of .96., 3) The tools developed and analyzed three community problems: (1) Social Determinations of health, (2) Problem trees, and (3) Result ladders (Thai Health Promotion Foundation, 2021) used by both groups of students and community leaders.

2.2. Data Analysis

Quantitative data were analyzed by calculating the percentage values, means, and standard deviations, which were subsequently compared to the research quality evaluation criteria. Afterwards analyzed the evaluation results, described, and complemented the satisfaction assessment. In-depth interviews, focus groups, and observations were conducted to examine the qualitative data. The researchers analyzed the data by selecting the material based on objectives, following up on the content, synthesizing the data, and presenting it in a descriptive manner.

3. RESULTS

The implementation of teaching and learning development uses tools to develop and analyze community problems for participatory development using the concept of active learning. This study used a participatory action research method to collect data from two groups of samples. Total of 40 people divided into 1) A sample group of 10 students, consisting of five males and five females, and 2) Villagers who were community leaders, both formal and

informal, from three villages totaling 30 people were selected using a purposive sampling method of the Thai Health Promotion Foundation (2021). The results of the research can be summarized as follows:

Guidelines for designing social development learning activities according to educational management guidelines for active learning appropriately in general were at the highest level (M = 4.60, S.D. = 0.38), in which there were five aspects of activity design guidelines: The averages at the highest level were three aspects: 1) the measurement and evaluation of the use of manuals, tools for developing and analyzing community problems; The evaluation results were at the highest level (M = 4.83, S.D. = 0.38), 2) In terms of measurement and evaluation of active learning management, the evaluation results were at the highest level (M = 4.70, S.D. = 0.48), 3) The highest rating scores were for active learning management and learning activities that improved intellectual skills (M = 4.57, S.D. = 0.57). There were two components with high mean levels:1) the creation and management of proactive learning management plans (M = 4.47, S.D. = 0.61), and 2) the use of technology in active learning management (M = 4.45, S.D. = 0.68).

Incorporating tangible teaching and learning activities into suitable communities and social development outside the classroom demonstrates the distinction between classroom learning and teaching. Participating in the community is different since classroom learning is like a dress rehearsal. Capable of correcting or improving what you believe is inadequate or lacking in information. Classroom learning in the discipline of social development refers to instruction that promotes student engagement, stimulates teacher-student contact, and engages learners in action. Teachers act as facilitators and learning materials are limited to the classroom, allowing pupils to learn meaningfully. Learners develop knowledge, self-confidence, intellect, think, analyze, and generate outcomes, and have academic, life, and professional abilities to fulfill their learning objectives in each topic.

Learning beyond the classroom, also known as learning in the community, is a teaching and learning process that connects classroom learning to existing communities by including instructors, students, and communities as learning partners and sharing learning together. Students learn and build skills by visiting the local touch area and searching for community problems, with the goal of practicing problem-solving abilities in real-life scenarios by working as a group. Students practice on their own and have an instructor to help them make mistakes. Students will be able to self-correct the issue and take action to operate the application. By visiting the region, students may take action, practice being aggressive in speaking and presenting, think alongside the people, and observe the village's issues, needs, and things that need to be fixed. This time, the pupils may witness and learn more about diversity, whether it is the villagers' solidarity or the clear division of chores. The peasants' collaboration demonstrates their true motives. This may be used to work by using language to communicate with the locals. If we use formal language, peasants may not comprehend or understand each other. As a result, the information obtained through this study can be used in the community. The information obtained from teaching can be used to solve difficulties from theory to practice. It stimulates learners' thinking and pushes their abilities to think and solve challenges critically and creatively.

Activities that enable students to develop, plan, analyze, and present their work. Participation in the community problem analysis was rated highly by the sample group. This is because it teaches pupils to think and act for themselves rather than merely knowing the idea. By acting, while practicing believing that these are a collection of activities that may also constitute the shape of arranging activities, make yourself appealing, allowing learners to be active encourages them to think and perform operations. It is also referred to as a measure of prior knowledge that focuses on the learning process rather than topic matter. To assist learners in connecting knowledge and creating knowledge themselves. Actual practice through media or learning activities with teachers as guides, encouragers, or facilitators of learning is instruction that develops brain capacity, including thinking, problem solving, and knowledge application.

Consequently, teaching and learning activities should be linked to suitable communities and social development. Understanding the theory and putting it into practice outside the classroom or in the community. Students and villagers can engage in action planning to achieve participatory development. Furthermore, students will learn by organizing learning activities that allow them to integrate existing information with new knowledge by engaging in

dialogue. Exchange of information with other community residents. Visiting the community exposed them to new things in the neighborhood that the pupils had never seen before. Inquire about the community in which the technologies used to examine the problem are employed. It is the application of previously gained knowledge in the form of concepts and theories and leads to development. Problem solving and solution design have resulted in the tangible growth of both students and communities.

The development of teaching and learning activities promotes community and social development through participation and sustainability. It was created with the help of students and instructors, with teachers serving as consultants and supervisors. Having students create a work-division planning process, including work planning, study tools, division of work, operating calendar, coordination, and division of work. Once the village has been selected, duties will be divided among the group members, namely preparing materials to be used, preparing information to be used to write, preparing to present, and viewing community information from Google Maps as basic information. The students in the sample were split as follows: 1) information writing, 2) information preparation, speaking presentation, and writing information, 3) information preparation, speaking presentation, and writing information, and 4) information preparation, speaking presentation, and writing information. As a consequence, there is collaborative effort to make, support each other write until it is effective, study data, community context, and preliminary study of community context, implementation, development, and issue resolution in research. Three tools can be used to examine community problems: 1) Social Determinations of health, 2) Problem trees, and 3) Result ladders (Thai Health Promotion Foundation, 2021). It is a tool for getting to the bottom of a problem. The problem tree consists of the following components: problem, source of the problem, impact caused by the problem, improvement, and self-improvement. What challenges do students experience when performing tasks that need to be rectified to develop the operational process? The researchers discovered that the problems and solutions for the student target group may be described as follows: 1) Communication issues among students in the group were resolved by discussion and explanation to ensure that all groups of students in the group had the same understanding, and 2) Difficulty in connecting with peasants who overly use formal language queries that are not specific as well as questions in which the voice is too low or too little. Students lack confidence in their ability to deliver and talk quickly and eloquently. Students must practice speaking and talk more. The students felt that additional community speaking practice was needed to diminish their enthusiasm for and demand for practice. More preparation is required before a region is visited.

The assessment was separated into two components by the researchers: the student's self-assessment following community activities, and assessments. Based on appropriate community and social development, it was discovered that the assessment results were at the highest level, which was assessed in three aspects: the presentation of student information and the assessment results were at the highest level (M = 4.85, S.D. = 0.40) and student activities were evaluated at the highest level (M = 4.86, S.D. = 0.36). The assessment findings of using tools to study community concerns were excellent (M = 3.83, S.D. = 0.74), respectively.

CONCLUSIONS

Teaching and learning use tools to develop and analyze community problems. Participatory development uses the concept of active learning that employs a participatory action research approach. Data were collected from two sample groups: 1) the 10 students and a group of community leaders, both official and unofficial leaders from three villages, totaling 30 people. However, students can apply skills to work with communities, and communities can use tools to analyze the problems of their communities. Guidelines for designing social development learning activities according to the educational management approach to Active Learning were in the overall level at the highest level. There were five aspects of activity design guidelines: average side at the highest level, the three aspects were as follows: 1) measurement and evaluation by implementation of development manuals and tools and analyzing community problems to use, 2) measuring and evaluating results of active learning management, and 3) active learning management activities and learning activities that develop intellectual skills. There were two aspects that had a high average level: 1) the design and management of the active learning management plan, and 2) the use of technology in active learning management. Incorporating tangible teaching and learning activities into suitable communities and social development. By interacting with the community and generating relationships between

instructors and students outside the classroom. Focusing on learners taking action with instructors as facilitators and learning tools in the classroom only allows learners to learn meaningfully. Learners develop knowledge, self-confidence and intellect, think critically, produce work, and have academic, life, and professional abilities to attain their goals. Each subject was required to learn. Instructional management strategies that integrate classroom learning with community learning engage instructors, students, and the community in collaborative learning, exchanging, and learning. In which students learn and improve their skills by visiting, physical contact, and identifying neighborhood concerns. This is a group exercise of problem-solving skills in real-life situations in the community. Learners can practice on their own with instructors advising them when they make mistakes so that they can remedy the situation on their own, resulting in self-learning knowledge and job skills. Learning by doing, which results in application to work, learning that allows learners to practice, being able to practice assertiveness in speaking, presenting, thinking with the villagers, seeing the problematic situation of the village, and the need for problems to be resolved. Students can view and learn more about diversity by visiting the region. Integrating suitable community and social development activities into teaching and learning activities. It should thus incorporate theoretical learning as well as its application outside the classroom or in the community in learning activities that allow students to conceptualize, plan, evaluate, and present their work. The sample group commented that participation in the community problem analysis was a very good activity. This is because it trains students to think and act on their own, not just learning the theory alone. Researchers suggest that, by doing so, there is a set of activities that can also create an activity arrangement. Self-made it interesting to allow students to be active people, it made students have to know and think about practice operations. This provides a measure of what has already been taught, emphasizing the learning process. More than just subject matter to assist learners in connecting knowledge or creating knowledge themselves. Real-world practice via media or learning activities with teachers as guides, encouragers, or facilitators of learning is a teaching method that increases brain potential. These involve thinking, problem solving, and knowledge applications.

The implementation of teaching and learning activities promotes community and social development through participation and sustainability. It was created with the help of the students and instructors. Researchers serve as consultants and monitor students, as they construct the work-division planning process. Work planning, study tools, division of labor, operational calendar, coordination, and research of community context based on operations, development, and issue solutions are all part of pre-site preparation. For sustainable development, the researcher experimented with the application of development tools and study of community problems. The tool can be used to analyze community problems by using three tools: 1) Social Determinations of health, 2) Problem trees, and 3) Result ladders (Thai Health Promotion Foundation, 2021). Problems may be solved by getting to the roots of the problem tree, which includes the problem, source of the problem, effect of the problem, improvement, and self-development. The researcher noticed the target group of students with challenges while performing the investigation, which can be stated as follows: The researchers separated the evaluation into two parts: student self-assessment after the activity, and community evaluation. Communication among the sample group of students and the use of words to communicate with the villagers is also an academic language. Students lack confidence in presenting and speaking rapidly due to poor questioning and a low-pitched voice. Students must practice speaking and talking more often. The assessment of student learning skill development based on community growth is one example of community assessment. Individual evaluations consist of three components: student information presentation, student activities, and assessment at the highest level. The assessment findings were excellent when tools were used to examine community challenges.

DISCUSSION

Appropriate approaches for designing social development learning activities according to the educational management approach of active learning are the step-by-step design of learning activities that define roles and responsibilities. Also began by investigating the availability of the curriculum, student context, and resources. Support from the community, including materials and learning tools for students to utilize during their studies. Teachers must shift from being informants to learning supporters for students to achieve on their own, consistent with Manujum's (2018:92-93) on the study on reflective thinking using basic problem learning with STEM Education. Problem-based learning management related to STEM education principles may promote students' reflective

thinking more than traditional learning management. This emphasizes the importance of students studying textbooks with professors who transfer information and train students to practice from examples, exercises from the textbook, and emphasize students to answer issues on their own. It employs real-life issue scenarios to pique student interest in learning. Furthermore, via real-world experience, students acquire knowledge of the topic, problem-solving process, and how it may be used in everyday life. Problem-based learning is a type of learning management that employs issues as stimuli or environments for learners to think, evaluate, explore, and integrate new information applicable to real-life circumstances. This allows students to study more deeply while also improving their thinking and social abilities. This is consistent with Cojocariu's (2010) description of an active learning style in which learning is viewed as a process of experience through action and observation. Before taking action, students engaged in talks with themselves and others. Active learning management in compulsory education may also help students to generate a body of knowledge. This is also a guideline for educational institutions to achieve more effective educational management. Integrating teaching and learning activities into a proper community and social development should thus include both learning theory and implementing it outside the classroom or in the community. Students who participate in learning do their own activities. This was based on the proposed participatory learning activities and technologies. The researchers discovered that pupils had more knowledge and awareness of social development tools, which made them happy and loved the activities. Students receive theoretical teaching, which is then supplemented by the suggested exercises for learners. Make presentations and share your experiences. This is why students are eager to learn and remember more. Come to analyze strategies for creating and addressing community concerns. It also allows students to acquire information, understand, and make students construct learning tools to evaluate community problems and leads to analysis to identify solutions to develop and address problems in the community, from theoretical study to practice until it becomes a competence. According to the specified curriculum, it can be better applied in everyday life and is another important factor that the researcher found from active learning. Corresponding with Sirapattada's (2013:49) research on the learning behavior and effectiveness development of students in principle of marketing study by active learning teaching. Students who have engaged in participatory learning practice independently according to prescribed tasks and employ cooperative learning tools. The researcher discovered that the students were content with their activities organized. If the suggested activities for students to exchange experiences and present what will make students enthusiastic about understanding lessons and can be memorized, and what students normally practice in their daily lives about marketing principles department education is required, the students will learn the theoretical part that has been studied. Students develop knowledge and understanding through these activities, abilities, and competence. Students grow and learning based on the curriculum may be better implemented in everyday life. Another key element discovered by the researcher through participatory education that utilizes active learning is that students like the action of planning a learning plan with a garden.

Development of teaching and learning activities that promote community and social development via participation and sustainability. It was created with the help of students and instructors. These findings indicate that an active teaching style learns. The advancement of teaching and learning through the use of tools to construct and evaluate community problems for participatory development allows students to apply and acquire knowledge from their studies. It is acquired through operational planning abilities, research information and problem-solving tools, collaborative talks, and small-group work. Factor-based collaborative work: The active learning paradigm is built on input from speaking, listening, writing, and reading. According to Brame, 2016; Felder & Brent, 2009; John & Bean, 2021); John et al., 2000), this experience lowers the process of communicating and transmitting material solely to learners. An effective learning activity entails a subject in which all students do more than merely sit, listen, or take notes. Another significant issue is the teacher's side, whose teachers do not have many teaching approaches in the classroom that focus on imparting knowledge and shortcuts to avoid genuine knowledge rather than having pupils think. The key problem is that teachers do not change their learning arrangements to emphasize teaching by sharing knowledge rather than giving students reflected from practice, as stated by Bergdahl, Nouri, Fors, & Knutsson, 2020; Cotner, Loper, Walker, & Brooks, 2013; Wattanakulcharoen, 2012 who stated that good teaching should not only reduce the process of conveying content to students but should also be a development activity of high-level thinking. Focusing on the learners to do more than just listen to lectures and primarily on providing feedback to the learners, it can be noted that another significant issue of educational institutions is a lack of competence for active learning management. Both in terms of curriculum, learning management methods, and even

the instructor himself, who does not modify the concepts and methods for managing learning. In accordance with Mirko & Josip, 2009; Misseyanni et al, 2018; Pit Ho Patrio Chiu, & Shuk Han Cheng, 2017, educational institutions should establish a curriculum that responds to active learning, so that instructors can construct more diversified learning arrangements. Active learning and conventional teaching (conventional teaching) discovered that active learning management makes learners more engaged in learning than traditional learning.

According to the study findings, students were most satisfied with the measurement and evaluation of the manual for developing and analyzing community problems, followed by learning management measurement and evaluation, active learning management activities, and learning activities that develop intellectual skills, design, and management of active learning management. According to the researcher's research, each teaching style cannot state which teaching style is the best teaching technique, since teaching and learning are dependent on many components, and it is the teacher's responsibility to choose the teaching style that is relevant to the prevailing conditions. This is consistent with the course objectives and content to be taught, as well as being appropriate for the time, location, and number of students. Furthermore, to make teaching more exciting and engaging, the teacher should introduce numerous ways to excite and stir the attention of learners. The management of integrated teaching and learning through active learning can take many forms or employ a number of teaching approaches.

Encourage class engagement to boost learners' attention, passion, and enthusiasm for learning. In addition to meeting individual variances, this method of managing teaching and learning. It also promotes mental processes, habits, and knowledge linkages that lead to the creation of new knowledge for oneself. The use in everyday life and proper issue solving. As a consequence of the empirical findings of this research, the teaching and learning management accomplishes the course objectives and enhances the efficiency of teaching and learning. Students have better positive thinking abilities when it comes to satisfaction with integrated teaching and learning through active learning. In addition to developing students, teaching and learning development activities use instruments to construct and evaluate community problems in participatory development. It was discovered that by executing activities utilizing tools to examine community problems with a sample group of community leaders from the three villages, the general problem of the community could be seen. They also identified the underlying source of the problem and devised a strategy to address it. In this sense, it is clear that this type of activity benefits the community by allowing it to be brought to a meeting for discussion among members of the community and relevant agencies.

RECOMMENDATIONS

General Suggestions

1. Universities must conduct research to strengthen the linkages between universities, communities, and municipalities in the operation or activities of the university to build a strong understanding between universities, the community, and the neighborhood. The university should provide opportunities for community members and local residents to participate in developing schools as well as promote and support educational quality by concentrating on delivering education that fits the requirements of the community.

2. To minimize recurring workloads or tasks, the educational process should be carried out gradually to link teaching, training, and other workloads. This emphasizes student understanding as a foundation for future communities and local growth.

Students' Development

1. Before coming to the location where the tools were used, students should thoroughly research the community's background. Analyzing community problems more completely and in detail will lead to community problem-resolution plans to better match the community environment.

2. Research and development (R&D) should be conducted to identify a learning management model that is consistent with student development, such as service-learning management or community-based learning

management.

3. Students who perform poorly in school tend to be disinterested in learning, and their associative thinking capacities are relatively low. Temporal management is neither personal nor scholarly, and the job is not improved when recommended. It was fascinating to observe the devotion and passion of friends. It can assist in establishing a better learning environment in class, since students will attentively follow along with their friends or if they still do not grasp the work that needs to be done. Because students will be with their friends in class, study together all the time, and occasionally see the successes of their other students, a friend can assist in explaining to a buddy who still does not understand. Learners will seek their classmates for guidance and progressively finish their own work.

FURTHER RESEARCH DEVELOPMENT

Community resources must be used to create a community. When creating any development, the developer should not inform or lead the community on the path to go. Instead, the community environment should be researched to determine its strengths, weaknesses, threats, and opportunities. What are the prospects for this advancement? Bringing information to examine how capital is used in communities. There are ways to tackle problems that are weaknesses, or to bring strengths and opportunities into the community to enhance and develop the potential of the community. However, progress must be driven by community engagement in order for the community to reflect on itself. The community will ultimately find opportunities for development, and at the end of any project, the community will be able to draw on its knowledge base and resources to further improve themselves.

HUMAN RESEARCH ETHICS

Research projects have been submitted based on research operations and investigators' consideration of human research ethics. The Human Research Ethics Committee, Research and Development Institute Surindra Rajabhat University Ethics in humans was certified by the project's key number HE 652023.

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