The Development of Lesson Plan Based on CIPPA Model in Principles of Guidance Course

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Abstract
The aim of this study was to develop the pedagogical approach under the concept of CIPPA instructional model in order to enhance the 26 students' logical and rational skills that enrolled in The Principle of Guidance course of the first semester in 2019. Classroom research was utilized for this research. The three significant research instruments employed for investigation are; 1) Lesson plan based on the CIPPA model 2) The respondent questionnaires 3) The application form of reflection and focus group. The findings indicated that according to students' opinion toward the benefits of activity participation, it was found that students have possibly learned and comprehended other perspectives of thinking knowledge/understanding learning process of the CIPPA model at the highest level, and the development of thinking process/ thinking skills for themselves and the others. Regarding reflection on behaviors in order to convey students' thinking/thinking skills expresses during participating learning activities are Creative, Analytical thinking, Step thinking, and Self-learning knowledge construction. In term of activity participate on, the supportive and encouraging activities which stimulated students to express their most thinking behaviors and skills were Collaboration, Conceptual summarization, and Presentation. According to the focus group of the learners' perspectives toward activity participation based on the CIPPA, it was found that participating in activities has strengthened Leadership skills, Communication skills, Adaptation, Positive attitudes toward themselves, and classroom participation.

Keywords: CIPPA Model, Guidance, Lesson Plan

Introduction

Since the 1999 National Education Act serves as a basis for the education reform of Thailand, including higher education(Office of the National Education Commission, 1999). The 1999 National Education Act states that "Learning reform is the key to education reform." In chapter 4 National Education Guidelines, section 22 indicates that "Education shall be based on the principle that all learners are capable of learning and self-development, and are regarded as being most important. The teaching-learning process shall aim at enabling the learners to develop themselves at their own pace and to the best of their potentiality"(Office of the National Education Commission, 1999). Faculty of Education, Kasetsart University is the primary department that produces personnel to drive the educational reform process as well as continuously develop techniques and innovations in order to encourage learners to develop to their full potential by taking into account individual differences. In 2019, the faculty of Education had adjusted its vision to be an "Institution of thinking" (Thinkin Faculty) with indicators for pedagogy by using teaching process that emphasized thinking skills for learners (Faculty of Education, 2019).

One instructional model that has the potential to correspond to the policy is the CIPPA instructional model. The teaching for thinking skill by using diverse instructional models and processes focusing on thinking such as CIPPA instructional model by Kheammanee (2002) CIPPA was focus on the learner as a center in learning activities (Klinbumrung, Tansriwong, & Akatimagool, 2015). CIPPA provide the pupils freedom of learning, in which they had an opportunity to study themselves, as well as collaboration that they learned together with their peers (Swekwi & Songkampol, 2019). Thus, it helps the students to learn skills in terms of content, principles, theory, and practice. Consequently, they are able to create knowledge by themselves (Thita & Ariya, 2020).

Based on a review of previous studies, there has been no research related to the CIPPA model of instruction in guidance. A lot of applications of the CIPPA instructional model in science learning are carried out at the secondary school level.

The objective of this study was to develop the pedagogical approach under the concept of CIPPA model in the instruction and study students' opinions after the implementation of the CIPPA instructional model.

CIPPA is a principle that can be used to organize different learning activities for the students. The process of CIPPA model allows for a variety of methods and processes that could be arranged into various patterns. The process consists of 7 steps as follows:
Step 1 Review of prior knowledge

This step reviews the students' existing knowledge on the topic of the lesson to provide a linkage between previous and new knowledge. Teacher can make use of a variety of instructional methods.

Step 2 Search for new knowledge

This step encourages the pupils to search for new knowledge from information or sources prepared by the instructor.

Step 3 Study to understand new information or knowledge and to connect the new knowledge to the existing knowledge

This step encourages the students to study and understand the acquired information or knowledge. The students must create meanings for new information or experiences by themselves using different processes, for example, the thinking process and the group process in a discussion, before summarizing their understanding of the information based on the connection between the new information and the existing knowledge.

Step 4 Exchange the knowledge and understanding with group members

This part applies to the group dynamics to act as a tool to check and enhance the students' knowledge and understanding and assist the students in sharing their knowledge and understanding with others and simultaneously, to benefit from the knowledge and understanding of others.

Step 5 Summarize and organize the knowledge

This step summarizes all the attained knowledge, both previous and new, and systematically organize the learned lesson to help the students remember what they have learned more easily.

Step 6 Practice and/or exhibit the performance

This step provides an opportunity for the students to showcase their performance as a result of knowledge construction. This helps them to repeat or check their understanding, to exercise their creative thinking, and to exhibit the effects of their practice.

Step 7 Apply the knowledge

This step encourages the students to practice using their knowledge and understanding in a diversity of situations to increase their expertise, understanding, problem-solving ability, and memory on the topic concerned.

Step 1 – 6 constitutes the process for the construction of knowledge in which the instructor can provide activities to continually engage the students in learning interactions and the process of learning. Each step offers various types of activities that help promote physical, intellectual, emotional, and social participation and help make the students alert and able to learn and acquire the knowledge well.

Step 7 benefits in the students' application of the knowledge, hence completing the CIPPA principle.

Methods

Participants

Participants included 26 students of Kasetsart University. The sample of 26 students was purposively selected from students who enrolled in the Principles of Guidance course in the first semester of the academic year 2019.

Measures

The research instruments designed by the researcher and employed for the data collection included the following:

1. Lesson plans based on the CIPPA model

The researcher studies the related theory and related work regarding using CIPPA model in the instruction and sent lesson plans to three experts for examined content validity

2. Students' opinion toward the benefits of activity participation questionnaire

The researcher sent a questionnaire to three experts to confirm content validity.

3. Forms of reflection and focus group

The researcher delivered forms of reflection and focus group to three experts to review content validity and construct validity.

Analytic strategy

The means and standard deviations were calculated for the students' opinions toward the benefits of the activity participation questionnaire.

The transcripts were analyzed inductively. The main categories were allowed to arise from the data by reading several times. The transcripts were read many times to salient points that emerged to be placed into categories. The last categorization of the data was verified by another researcher for consistency in the categorization of the data.

Results

This study aims to develop the lesson plan based on CIPPA model and study students' opinions toward the benefits of activity participation.

The analysis following the CIPPA model instruction utilized the qualitative method. Furthermore, the students' opinions employed the statistical method. The results of the data analysis could be divided into three parts, as follow:

The process of CIPPA	Activity	Product	Indicator (CIPPA)
1.Reviwe of prior knowledge	The instructor checks the students' prior knowledge through activities. For example, asking questions; What is guidance service? Then, ask students to discuss in the group of three or four.		I (Interaction)
2.Search for new knowledge	The instructor organizes hands-on activities that require information searches about guidance service from the library and technological media		C (Construct) I (Interaction)
3.Study to understand new information or knowledge and to connect to the existing knowledge	- The instructor asks students to understand about guidance principle and create a brochure to present to the class by group - After the presentation, students could ask, discuss, and reflect - The instructor explains more about the guidance principle and asks students to summarize together	- Brochure - PowerPoint	C (Construct) I (Interaction) P (Process skill)

Table 1: Example of a lesson plan based on CIPPA instructional mode

The development of a lesson plan based on CIPPA model

The researcher has improved and developed the lesson plan, which is divided into 3 sections by taking notes after teaching. It also discusses with learners to improve and evolve teaching and learning each time (see Table 1).

The analysis of the data concerning the students' opinion toward the benefits of activity participation

Regarding the students' response to the questionnaire, table 2 presented the average score and standard deviation of the students' opinions toward the benefit of activity participation. The score from 4 items that higher than 4.49 (5-point scale), and four items that lower than 4.49 but not lower than 4.27.

	Item	Mean	SD
1	Students understand the learning process based on CIPPA instructional model after participating in activities	4.58	.504
2	Students are developed thinking skills with others	4.54	.582
3	Students are developed their thinking skills	4.35	.745
4	Students are developed their thinking process	4.50	.648
5	Students understand and realize the importance of developing thinking skills	4.38	.697
6	Students have guidelines for developing thinking skills for themselves and their peers	4.50	.583
7	Time for activities used effectively	4.27	.724
8	Media and equipment for activities are appropriate	4.42	.758

Table 2: The analysis of the data concerning the students' opinion toward the benefits of activity participation

Students' opinion from reflection form and focus group

Analysis of the salient points of the data resulted in two questions of students' opinion.

1. Participation in activities, students are encouraged to employ any thinking skill?

We found many thinking skills that students indicated—for example, creative thinking, critical thinking, and problem-solving.

Eleven of the respondents expressed that they were encouraged to employ critical thinking and creative thinking skills. One respondent commented:
"There are so many thinking skills that I employed, such as critical thinking, synthesis thinking, creative thinking, etc. These skills could enhance student competence and for a future career."

Another respondent expressed a similar perception; he said:
"This activity promotes students' creative thinking, and I have extended my thinking skills."

2. Please, identify your behaviors that demonstrate thinking skills during your participation in the activities

Fourteen of the students perceived that the behaviors that illustrate thinking skills during their participation in activities are working with others and make a conclusion of concept. One respondent commented,
"Working step by step, understanding the information, design production, such as presentation, the conclusion of concept…"

Another respondent added:
"I have opportunities to work with others those I am not familiar with."

Conclusion

The findings indicated that students perceive constructivism is essential for learning. Constructivism is based on the idea that learners actively construct or make their own knowledge, and that reality determined by their experiences as a learner. Basically, learners use their previous knowledge as a foundation and build on it with new things that they learn. This was in accordance with Boonklum (2015)'s research study entitled "The development of the learning achievement in the course politics, economy and society using CIPPA model instruction."

Regarding students' opinion toward the benefit of activity participation, it was found that students have possibly learned and comprehended other perspectives of thinking knowledge/understanding learning process of the CIPPA model at the highest level, and the development of thinking process/ thinking skills for themselves and the others. Regarding reflection on behaviors in order to convey students' thinking/thinking skills expresses during participating learning activities are Creative, Analytical thinking, Step thinking, and Self-learning knowledge construction. In term of activity participate on, the supportive and encouraging activities which stimulated students to express their most thinking behaviors and skills were Collaboration, Conceptual summarization, and Presentation. According to the focus group of the learners' perspectives toward activity participation based on the CIPPA, it was found that participating in activities has strengthened Leadership skills, Communication skills, Adaptation, Positive attitudes toward themselves, and classroom participation.

There is a limitation of the present study that deserves attention. Findings from this study were based on qualitative data concerning the classroom learning experience. Consequently, more research on learning achievement within a class should be performed. In addition, it will be useful to supplement qualitative data with a quantitative approach to increase the robustness of the results. Future research should investigate other student-centered learning approaches to encourage the thinking process of learners.

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