

Education Development in Bankruptcy Code by Using Role

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Abstract

The purpose of this research was to study education development in law by using role playing. This research was experimental research. There were 30 samples of students in law school faculty of Humanities and Social Science Bansomdejchaopraya Rajabhat University who failed in bankruptcy code semester 1/2014. Samples all agreed to join in research by do not using roll playing in the beginning but interpolate while studying. Data was statistically analyzed in the variance and standard deviation and mean.

The finding found that education development in bankruptcy code by using role playing under Thai qualifications framework of higher education in term of ethic and moral was in good level (4.12) knowledge was in good level (4.16) cognitive skill was in good level (4.14) interpersonal skill and responsibility was in good level (4.18) numerical analysis, communication and information technology skill was in very good level (4.5).

Keywords: education Development, Bankruptcy Code, Role Playing

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Introduction

The Bankruptcy Law is a substance Act and Procedural Law, which regulates the purees considering the method of bankruptcy cases of the terms of debtor on bankrupt person. The debtor is the bankruptcy person for receivership account has a contemporary receivership and claim reorganization including rehabilitation. The central Bankruptcy court has the power over bankruptcy (debtor) cases,

At presently, Thailand has a Bankruptcy Law, the bankruptcy act BC 2483. This has been revised as economic conditions continue to the present day. The Bankruptcy Law of Thailand was dropped according to the Bankruptcy Law of the United states of America (USA).

The administration of the Bankruptcy Law is different from the Law of Civil Procedure because the Bankruptcy Law is enforcement the creditor to have a guarantees so that the debt will be paid for sure. It is also more equality and it is opened to negotiation and compromise More than. The Law of Civil Procedure which settle civil disputes the right of the creditor to win the lawsuit.

Accessing to the Bankruptcy Law is not limited to a person of any type. Thus, no matter what on individual or entity is, it can be Bankruptcy is different to rehabilitation, it is limited or any public company.

There are 5 ways to declare bankruptcy of debtor:

1. The ordinary creditor the bankruptcy debtor.
2. The guarantor sue the bankruptcy debtor.
3. Creditor sue and would like to manage debtor's estate after death (debts)
4. Liquidator request corporate bankruptcy.
5. The plaintiff auditor on the official receivership requests unlimited partnership liability bankruptcy of partnership.

However, the Bankruptcy Law does not allow the debtor to declare themselves as bankruptcy but he could request own rehabilitation. Role playing is a process in which used we can to communicate, and share perception of social and culture history. Nature provides human and use the body to tell a story, such as a fighting adventure the lifestyle of people in society can narrate and relay and enter tainting story. Role playing has developed the human creativity and relay is imagination through the communication process. It is especially use for making meaning understood by a group of people. It has an entertainment for and reflects enjoyment for art and culture inherited from the good values of the lifestyle of people.

Role playing, according of the Royal Institute dictionary, means amusement and some words It can also be a role playing. Role playing is important to every national social rule.

Role playing means that the performance must consist of substance, the material has historical rode and education around the world.

The innovation of the classroom action research is for student development which is classroom action research using P-D-C-A.

Activity of quality of 7QC circles; quality equipment of 7QC tool and 7QC story extending concept for action research P-A-O-R, take duplication from the practical classroom developmental use. Research who's interested in studying research of develop teaching to create responsible and socially aware population in Thailand.

The Higher Education Commission sets a required standard qualification framework for higher education. It consists of education level linked from one level to another level.

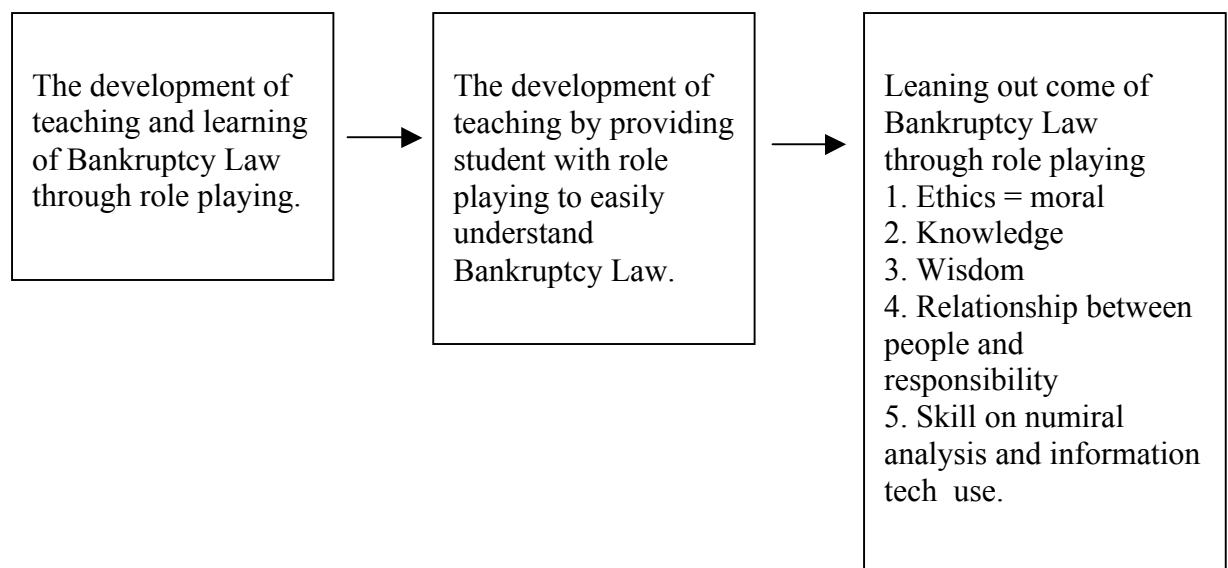
Getting higher level should be according to the time. Course characteristics in qualification level have a chance to transfer learning from experience to promote long life learning unclosed confidential mechanism to effect operational regulation of Thai qualification framework of higher education to produce graduates' standard quality assessment.

The standard of learning in each level should be according to 5 levels: Ethics and moral, honesty and gratitude to the patron discipline, punctuality social responsibility sacrificial and public awareness, and knowledge and understanding in subject. The skills can be analyzed using language literature. It concerns the ability to create concepts and linking knowledge to study and to support another idea or reason in relation between personal skills and responsibility, and also cooperation and unity with another person. There can be a leader using a good Thai language, having interpersonal skill and responsibility in the job even though a person or group of people, excellent numerical analysis communication and using information technology in public, communication in front of people. It must have Thai communication skill in public and can use information technology skill for analysis and making decision and has knowledge about multimedia.

Research purposes

1. To develop learning style through students' participation in educational role play in the subject, Bankruptcy Law.
2. To study learning achievement of students in the subject, Bankruptcy Law, by using role playing style in studying.

Research Framework



Research Method

This research is a study about education development in Bankruptcy Law using role play. The research is an experimental research for learning development through students' role play to prove learning outcome.

The research methodology includes population, and research sample, research data collection, data analysis, information presentation, and research results.

The researcher presents the data analysis in the form of a lecture schedule. The target population in the research are the students who did not pass the exam. Bankruptcy Law, Law program, Faculty of Humanity and Social Sciences, Bansomdej, Semester 1/2014. A total of 30 students studying Bankruptcy Law subject volunteered to participate in the experiment.

The students tried to study without using the role play, then inserting the role playing from.

The data analysis used are as followed Basic statistics, statistics for the correlation and the variance; statistics used for data analysis being comparing the average achievement of students of the experimental group using role play. It is according to the standard of higher education of Bankruptcy Law, Law, Faculty of Humanity and Social Sciences, Bansomdej Chaopraya. The Tool used for data collections of the research is the quiz tool for each unit. The student behavior was tested using the test. These are 5 test according to the National Standard of higher education qualification.

The learning schedule of the 5 (five) ways are as follows morality and ethics, knowledge the intelligence skills, relationship and responsibility skill, numerical analysis skill, and communication and information technology skills as the requirement for the National Standard of higher education qualification of the Bankruptcy Law, Law, Faculty of Humanities and Social Sciences, Bansomdej Chulalongkornrajavidyalaya University.

Through the use of a test with the students who did not pass Bankruptcy Law subject, The total items for grading learning and checking the accuracy of the content using 30 items.

Data Collection: Researcher gave a test to students.

Result of the study

The researcher made a test for students of the subject, Bankruptcy Law, The collection of data in form the test resulting of 30 students in Semester 1/2014 and the data for statistical analyses.

Research results are presented in the table 1.

Table 1: Comparison of the ethics and moral according to the standard of higher education of Bankruptcy Law using role playing in the study.

Knowledge areas		
	Responsibility distribution for learning. The standard of learning for Bankruptcy Law subject	Leaning outcome of Bankruptcy Law by using role playing in the study
Moral ethics honesty	Responsible	4.24
Gratitude to the platen	Responsible	4.12
Punctuality social and self responsibility	Responsible	4.10
Sacrificial and public conscious	Responsible	4.02

From Table 1. Analysis of Moral and Ethical skills showed that the first is learning moral and ethics honesty with a score average of 4.24 at a good level. The Second is gratitude to the patron with a score average of 4.12 at a good level The Third is discipline, punctually, responsible for themselves and society at good level has average 4.10, and the fourth is sacrifice and public awareness at good level of average 4.20.

Table 2: Comparison of knowledge areas according to qualifications framework for national higher education of Bankruptcy Law course using role playing in the study.

Knowledge areas		
	Responsibility distribution learning outcome by the stranded of learning special subject Bankruptcy Law course	Leaning outcome through Bankruptcy Law course by using role playing in the study
Knowledgeable Understanding of the course contents.	Main Responsibilities	4.24
Have the ability to acquire for knowledge develop themselves continuously.	Main Responsibilities	4.14
Have the ability to manage knowledge as a category.	Main Responsibilities	4.10
Have the ability to apply knowledge in real situation.	Main Responsibilities	4.16

Form Table 2, the comparison of knowledge areas revealed that the first is knowledgeable understanding of the course content at good level with average of 4.24, the second is having the ability to acquire knowledge and develop themselves continuously at good level with average of 4.14, the third is having the ability to apply knowledge in real situation at good level with average of 4.16, and the fourth is

having the ability to ability to manage knowledge as a category at good level with average of 4.10.

Table 3: Comparison of intelligence skill areas according to qualifications of framework for national higher education of Bankruptcy Law course using role playing in the study.

Intelligences skill areas		
	Responsibility distribution learning outcome by the standards of learning specific subject Bankruptcy Law course	Learning outcome through Bankruptcy Law course by using role playing in the study
Have the ability of analyze describe the language, literature, culture, the dynamic concept of language literature and other related sciences.	Main Responsibilities	4.10
Have the ability to create a concept linking the knowledge that has been studied.	Main Responsibilities	4.22
Have the ability to support or argue by reasonably considerations.	Main Responsibilities	4.12

From Table 3, the comparison of intelligence skill revealed that first is having the ability to create a concept linking the knowledge that has been studied at good level with average of 4.22, the second is having the ability to support or argue by reasonable consideration at good level with average of 4.12, and the third is having ability to analyze describe the language, literature, culture, the dynamic concept of language literature and other related sciences at good level with average of 4.10.

Table 4: Comparison of interpersonal relationship skill and responsibility areas according to qualifications of framework for national higher education of Bankruptcy Law course using role playing in the study.

Intelligences relationship skill and responsibility areas		
	Responsibility distribution learning outcome by the standards of learning specific subject Bankruptcy Law course	Learning outcome through Bankruptcy Law course by using role playing in the study
Congruence and can collaborate with others	Main Responsibilities	4.12
Have the ability to manage and lead.	Main Responsibilities	4.12
Skillful use of Thai language to communicate effectively, interact and good human relations	Main Responsibilities	4.14
Responsibility for the assignment both individual and group work	Main Responsibilities	4.24

From Table 4, the comparison of the first and the second is congruent and can collaborate with others and have the ability to manage and lead at good level has average of 4.12 . third and fourth is skillful us of Thai language to communicate effectively, Interact and good human relations and Responsible for the assignment both individual and group work at good level has average 4.24.

Table 5: Comparison Numerical analysis skill, communication and using information technology areas according qualifications framework for national higher education of Bankruptcy Law course by providing students using role playing in the study.

Numerical analysis skill, communication and using information technology areas		
	Responsibility distribution learning outcome by the standards of learning specific subject Bankruptcy Law course	Learning outcome through Bankruptcy Law course by using role playing in the study
Skillful use of language in interpersonal communication and community presence as well.	Main Responsibilities	4.74
Skillful use of information technology	Main Responsibilities	4.56
Ability to analyses data and numbers for decisions malting	Main Responsibilities	4.32
Knowledge about media and information	Main Responsibilities	4.38

From Table 5, Comparison of Numerical analysis skill, communication and using information technology areas revealed that the first is skillful use of language in interpersonal communication and community presence as well at good – very good level with average of 4.74, second is skillful use of information technology at good – very good level with average 4.57, third is Knowledge about media and information at good level has average 4.38, and fourth is ability to analysis data and numbers for decisions making at good level with average 4.32.

Research results of the development of teaching and learning the Bankruptcy Law course by using role playing in the study, the researchers applied to the students that in Bankruptcy Law course and comparing before and after teaching to compare the achievement of students at according to qualifications framework of national higher education Rating score of morality and ethics has average of 4.12 at good level, rating score of knowledge areas has average of 4.16 at good level, rating score of intelligence skill areas has average 4.14 at good level, rating score of interpersonal relationship skills and responsibility areas has average 4.18 at good level, rating score of Numerical analysis skills , communication and using information technology areas has average of 4.5 at good-very good level.

Suggestions

The research on Develop Education Development in Bankruptcy Code By Using Role has suggestion as following.

1. The Ministry of Education should encourage the development of teaching and increase learning through the role playing in the study.
2. To conduct research to develop teaching Law through the increased use of role playing role playing in the study.
3. Research suggests factors that contribute to the achievement of development, learning and teaching law through the use of role playing role playing in the study increased in order to study Law courses are easier to understand, and teaching is to understand the rules.

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