

Development of a hybrid learning classroom user manual of the Faculty of Education, Suan Sunandha Rajabhat University

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Abstract

This study on the development of a hybrid learning classroom manual aimed to enhance the capabilities of the Faculty of Education, Suan Sunandha Rajabhat University staff, and to learn the steps and troubleshoot IT issues efficiently.

The study population consisted of 50 Faculty of Education staff. A satisfaction survey was conducted via Google Forms. Data analysis included percentages, means, and standard deviations.

The study found that the majority of the Faculty of Education, Suan Sunandha Rajabhat University staff were female, with an average age of 35 years or older. 24 of the staff were academics, and 50 were non-academics. Hybrid Learning Classroom Manual

The staff of the Faculty of Education at Suan Sunandha Rajabhat University expressed satisfaction with the Information Technology Manual. The study found that the Faculty of Education, Suan Sunandha Rajabhat University staff were highly satisfied with the overall use of the manual, had the highest satisfaction with the overall content, and had the highest satisfaction with the overall format.

Keywords: Hybrid Learning, Information Technology, Guide

1. Introduction

In the era of rapid technological change and educational innovation, higher education institutions must adapt their teaching and learning processes to align with the context of 21st-century society, which emphasizes the use of digital technology as a tool for learning. One of the key approaches is the Hybrid Learning Classroom, which integrates both online and on-site learning to enhance flexibility, efficiency, and the learning experience that meets the needs of digital-age learners. This concept is consistent with the study of Chuchuoy. K. (2024), who stated that the use of digital technology both inside and outside the classroom can create collaborative learning among students, stimulate shared learning through online platforms, promote idea exchange, and foster interactive learning between teachers and students effectively.

The Faculty of Education, Suan Sunandha Rajabhat University, as an institution committed to producing and developing professional teachers, recognizes the importance of applying information technology in teaching and learning management to enhance the quality and technological competencies of its personnel and students. The development of hybrid

learning classrooms serves as one of the approaches to promote continuous learning both inside and outside the classroom.

However, the utilization of hybrid learning classrooms still faces several limitations and challenges, such as system installation, device connectivity, instructional software management, and the lack of a systematic user manual. These issues have hindered personnel from utilizing the technology to its full potential.

Therefore, this study is a Routine to Research (R2R) project entitled “Utilization of the Hybrid Learning Classroom.” Its objectives are to enable the personnel of the Faculty of Education, Suan Sunandha Rajabhat University, to learn procedures and effectively solve problems related to the use of hybrid classrooms. Additionally, it aims to develop a basic information technology user manual as a practical guideline for personnel and interested individuals to apply effectively in their professional practices.

Moreover, the development of this user manual can serve as a model for promoting and continuously improving the use of information technology within the Faculty of Education, which will help enhance the quality of teaching, learning, and educational management in the future. This finding aligns with the research of Thanita Kaewsri (2023: 34–35), who studied the use of digital technology in science-related tasks among students. The study emphasized that teachers should continually monitor and develop their competencies in using digital technology for teaching, in order to design effective digital technology applications for students. Appropriate digital technology skills enable students to learn effectively and perform activities efficiently and productively.

2. Objective

To enhance the potential of the personnel of the Faculty of Education, Suan Sunandha Rajabhat University, and to enable them to learn the processes and solve information technology–related problems more effectively.

3. Methodology

Population and Sample

The population and sample of this study consisted of 54 personnel from the Faculty of Education, Suan Sunandha Rajabhat University. All personnel were included in the study since the population size was manageable and directly related to the research objectives.

Research Design

This study employed a quantitative research design. The research instruments consisted of:

1. A user manual for the Hybrid Learning Classroom developed by the researcher, and
2. A satisfaction assessment questionnaire regarding the use of the manual.

These instruments were used to collect data from the personnel to evaluate their satisfaction and effectiveness in using the manual.

Research Location

The study was conducted at the Faculty of Education, Suan Sunandha Rajabhat University, Bangkok, Thailand.

Duration of the Study

Data collection was carried out between March and July 2025. The questionnaire was distributed to 54 personnel of the Faculty of Education via Google Forms. The data were collected, analyzed, and summarized by the end of July 2025.

Data Analysis

The researcher coordinated with the personnel of the Faculty of Education to collect data. Participants were asked to use the developed user manual and then complete the satisfaction questionnaire. The data obtained from Google Forms were analyzed using descriptive statistics, including frequency, percentage, mean, and standard deviation.

The questionnaire was divided into three sections as follows:

- **Section 1: General Information**

Consisted of 4 items related to gender, age, position, and experience in using the manual. The questions were in a checklist format: items 1–3 allowed only one answer, while item 4 allowed multiple selections.

- **Section 2: Satisfaction Evaluation**

Consisted of three aspects:

1. Satisfaction with the content
2. Satisfaction with the format
3. Satisfaction with the usefulness

This section employed a 5-point Likert scale (positive-oriented statements), as the variables were positively correlated and measured on an interval scale, with the following interpretation criteria:

Scale	Meaning
5	Very high level of satisfaction
4	High level of satisfaction
3	Moderate level of satisfaction
2	Low level of satisfaction
1	Very low level of satisfaction

Interpretation of Mean Scores

- o 4.21 – 5.00 = Very high
- o 3.41 – 4.20 = High
- o 2.61 – 3.40 = Moderate
- o 1.81 – 2.60 = Low
- o 1.00 – 1.80 = Very low

- **Section 3: Suggestions**

Included open-ended questions for respondents to provide additional comments or suggestions for improving the manual and enhancing future implementation.

4. Results

1. Research Findings

This study focused on the development of a Hybrid Learning Classroom User Manual for the Faculty of Education, Suan Sunandha Rajabhat University. The sample used in this study consisted of 54 personnel from the Faculty of Education, Suan Sunandha Rajabhat University. The research instrument employed was a questionnaire.

The researcher presented the data analysis results in the following order:

Part 1: General Information

Part 2: Satisfaction Assessment

Part 1: General Information

The demographic characteristics of the respondents, consisting of 54 personnel from the Faculty of Education, Suan Sunandha Rajabhat University, were analyzed. The general information included gender, age, and experience in using the program manual.

Descriptive statistics were used to present the frequency of each item, followed by the calculation of percentages for all respondents. The results are shown in Table 1 as follows: From Table 1.

Table 1
The frequencies and percentages of the general information from the respondents, classified according to the characteristics of the sample group as a whole.

General Information	Frequency	Percentage
Gender		
Male	12	20
Female	42	80
Total	54	100
Age		
25–30 years old	4	8
30–35 years old	24	44
35 years old and above	26	48
Total	54	100

From Table 1, it was found that the majority of respondents were female, totaling 40 people, representing 80%, followed by male respondents, totaling 10 people, representing 20%. In terms of age, most respondents were 35 years old and above, totaling 24 people (48%), followed by those aged 30–35 years, totaling 22 people (44%), and those aged 25–30 years, totaling 4 people (8%), respectively.

Part 2: Satisfaction Assessment

Table 2
The mean, standard deviation, and satisfaction levels of the personnel from the Faculty of Education, Suan Sunandha Rajabhat University

Satisfaction	Mean	Standard Deviation	Interpretation (Level)
<i>Satisfaction with Content</i>			
1. Completeness of the content	4.35	0.4770	Very High
2. Clarity of the steps	4.45	0.4975	Very High
3. Coverage and appropriateness of the content	4.42	0.4930	Very High
4. Logical sequencing of content suitable for use	4.40	0.4899	Very High

Table 2
The mean, standard deviation, and satisfaction levels of the personnel from the Faculty of Education, Suan Sunandha Rajabhat University (Continued)

Satisfaction	Mean	Standard Deviation	Interpretation (Level)
<i>Satisfaction with Format</i>			
1. Readability of the font size	4.42	0.4930	Very High
2. Consistency between images and content	4.37	0.4819	Very High
3. Clarity and readability of captions accompanying images	4.35	0.4770	Very High
<i>Satisfaction with Usefulness</i>			
1. Ability to apply the manual effectively in work	4.70	0.4583	Very High
2. Confidence in using the knowledge gained	4.68	0.4652	Very High
3. Ability to share or transfer the knowledge to others	4.75	0.4699	Very High
Overall	4.49	0.4699	Very High

From Table 2, it was found that the personnel of the Faculty of Education were most satisfied with the usefulness of the manual, with a mean of 4.75 and a standard deviation of 0.4699. This was followed by satisfaction with the content, with a mean of 4.40 and a standard deviation of 0.4899, while satisfaction with the format was the lowest, with a mean of 4.35 and a standard deviation of 0.4800.

2. Application of Research Findings

The development of the Hybrid Learning Classroom User Manual for the Faculty of Education, Suan Sunandha Rajabhat University, in an online format can be applied in teaching and administrative work by the faculty personnel. The research findings can also be used to formulate policies for personnel development within the Faculty of Education.

3. Impact of Changes in Work Practices

The manual helps to increase efficiency and speed in using and troubleshooting the personnel portal for academic staff of the Faculty of Education, Suan Sunandha Rajabhat University.

4. Lessons Learned

The development of the Hybrid Learning Classroom User Manual for the Faculty of Education, Suan Sunandha Rajabhat University, during the fiscal year 2025 provides valuable insights and guidance for future improvement in the use of hybrid learning technology.

5. Conclusion And Future Work

The research on the development of a Hybrid Learning Classroom User Manual for the Faculty of Education, Suan Sunandha Rajabhat University, was conducted as a quantitative study. The study aimed to enhance the competency of personnel at the Faculty of Education and to enable them to learn procedures and solve IT-related problems efficiently. A Google Forms questionnaire was used as the research instrument to collect opinions from the population and sample, which consisted of 54 personnel from the Faculty of Education, Suan Sunandha Rajabhat University. Data analysis was conducted using statistical software, and the research findings are summarized as follows:

Part 1: Demographic Characteristics

The study found that among the 54 personnel, the majority were female (46 persons), and most were 35 years old and above (24 persons). This reflects the demographic characteristics of academic staff within the Faculty of Education. The development of the manual focused on the use of the personnel portal for academic staff.

Part 2: Satisfaction with the Manual

The study revealed that academic personnel expressed very high satisfaction in all aspects of the manual. This included satisfaction with the completeness of content, the clarity and appropriateness of the format, and the practical usefulness of the manual. The overall satisfaction level was very high, indicating that the manual effectively met the users' needs and supported personnel in performing tasks and resolving IT-related issues efficiently.

The findings indicate that the development of this manual not only enhances knowledge and skills for using hybrid learning classrooms but also serves as a guideline for improving and developing educational and IT operations systematically within the Faculty of Education. These results are consistent with the study by Tubtimthong Korbuakaew (2023), which highlighted that hybrid learning is a suitable teaching approach in the context of the 21st century. It combines face-to-face learning and computer-based learning to create diverse knowledge-building opportunities, resulting in high-quality and effective learning outcomes for students.

Furthermore, the findings align with the study by Siwapat Bamrungsestpong et al. (2020) on hybrid learning and the development of educational quality in Thailand in the 21st century. Their study concluded that hybrid learning is an effective instructional approach, blending in-person and digital learning modalities to generate a variety of knowledge and achieve high-quality and highly effective educational outcomes for learners.

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