

The Development Of Teaching And Learning Supervision Model For Bachelor's Degree In Dancing Art Program Of Bunditpatanasilpa Institute

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Abstract

This research aimed to study the current and desirable conditions of teaching and learning supervision, develop a teaching and learning supervision model, and evaluate the results by experimenting with the Bachelor of Education in the Dancing Art Program. The research was divided into three phases: studying the current and desirable conditions, developing the model, and evaluating the results. The target groups included information providers, experts in the field of Thai dance arts, model experts, instructors in charge of the curriculum, and students in the field of dance art. The tools used included questionnaires, interview forms, group conversations, and record and evaluation forms. The results revealed that the study of current and desirable teaching and learning supervision conditions was at a moderate level of practice. In contrast, the desirable condition was at the highest level. The developed model had five main components: principles of patterns, the purpose of the model, teaching and learning supervision process with five steps, measurement and evaluation of model development, and success conditions. The evaluation results showed that the instructors who received supervision had higher knowledge and understanding of teaching and learning in dance art than before supervision. The supervised instructors could teach dance art according to the developed model with 87.79% and 87% efficiency in the teaching process and results, respectively. The effectiveness of teaching and learning using this model was 76% higher. The instructors who received supervision and students were satisfied with the teaching and learning supervision model at the highest level. Finally, the evaluation results for using the supervision model for

teaching and learning management were at the highest level.

Keywords: Supervision Model, Dancing Art Teaching Supervision, Dancing Art Teaching

Derivation

Bunditpatanasilpa Institute, there are departments responsible for providing education consisting of, 3 faculties of Chang Silp College, 3 colleges of the College of Dancing Arts, 12 colleges, each college of Dancing Arts offers instruction from Grade 1 to undergraduate level. Management of bachelor's degree education is divided into 2 programs, namely; Bachelor of Fine Arts Program Faculty of Dancing Arts and Bachelor of Education Program, Faculty of Art Education. The fields offered include, the Department of Dancing Arts, the Department of International Dancing Arts, the Department of Musical Instrument Education. All Dancing Arts colleges have introduced a bachelor of Education Program, Department of Dancing Arts, to organize teaching and learning to produce teacher graduates for 4 years. There are full-time program instructors who manage the curriculum and supervise the quality of teaching and learning in each college, Bachelor of Education Program Dance Studies Branch (Revised B.E 2562), have philosophy, good teachers, good teachers who have knowledge of excellence in art according to Wang Na's identity and local wisdom. The objective is to produce graduate teachers with desirable competencies and characteristics, by requiring learners to have knowledge and skills and specializes in performing arts, able to think analytically and create works of art, be a dance teacher, able to transfer and apply knowledge, have excellence in the science of dancing, create innovation and or research to develop teaching and learning, can integrate knowledge in related sciences, develop oneself to keep pace with social changes, and be ready to cooperate with academic organizations both within the country and abroad. Have the ability to communicate, problem-solve, and use technology effectively, have a sense of being a Thai citizen and a global citizen, adhere to morality, ethics and professional ethics (Bunditpatanasilpa Institute, B.E 2560).

Graduates with such qualifications must rely on teachers who have the knowledge, skills and expertise in dancing arts as specified by the curriculum. Interviews with national artists, executives and teachers found that, problems of instructional management according to the Bachelor of Education curriculum Department of Dancing Arts, each college has a different supervision system and style, affecting the quality and standards of graduates. There are competences, knowledge, skills, and expertise in dance that vary, according to the context of the instructor.

Modern dance instruction still uses a teacher-centered approach, use a monotonous method of broadcasting, make learners accustomed to following, obeying (Office of the National Education Commission, B.

E. 2542: 3-4), especially the practice of dancing since ancient times. The broadcaster aims for learners to receive knowledge from teachers solely. The model for teaching practical Thai dance is based on imitation and practiced continually since ancient times, this is considered the best teaching principle. The teacher is a role model for learners to imitate the belief that. it will help students to practice correctly and beautifully but not conducive to creative learning (Sopha Kimwangtako, B.E. 2533), lacking the use of media and technology in teaching,

learner's learning efficiency depends mainly on the ability of the teacher, most of the professionals in teaching of dancing arts are in the center, while the regional teachers are newly packed teachers who lack teaching experience, resulting in the quality of students studying Thai dancing arts. Each college of dance has different quality, even using a centralized curriculum to manage teaching and learning. Bunditpatanasilpa Institute does not have a central unit to supervise teaching and learning, it is the duty of the college to determine the form of supervision itself.

The researcher was aware of the importance of developing a teaching and learning supervision model for the Bachelor of Education curriculum, in the field of Dancing Art, to help develop the abilities of teachers, have professional competencies in the field of dramatic arts education, teaching sciences, create research on dancing arts teaching, and develop a model for teaching and learning dramatic arts, which will result in students having competency as specified by the program. Research Questions of this research are: 1) Current and desirable conditions of teaching and learning supervision Bachelor of Education Program Department of Dramatic Studies What is Bunditpatanasilpa Institute like? 2) Supervision model for teaching and learning in the Bachelor of Education curriculum Department of Dramatic Studies Bunditpatanasilpa Institute What should be appropriate? And 3) Evaluation results by using the supervision model of teaching and learning in the Bachelor of Education curriculum. Department of Dramatic Studies Bunditpatanasilpa Institute How was that? The Purpose of this research are: 1) To study the current and desirable conditions of teaching and learning supervision in the Bachelor of Education Program. Department of Dancing Arts. 2) To develop a model for teaching and learning supervision in the bachelor of education curriculum, Department of Dancing Arts Bunditpatanasilpa Institute and 3) To evaluate the results by experimenting with teaching and learning supervision model in the Bachelor of Education curriculum,

Department of Dancing Arts Bunditpatanasilpa Institute. Specific Purpose of this research are:

1) To study the ability to supervise teaching and learning by using the developed supervision model. 2) Study the ability to apply the developed model to teaching and learning management. 3) Study the satisfaction of supervisors. supervisor Students studying using the developed model.

Research Methods

This research is the research and development process, divided into 3 phases, namely; **Phase 1)** Study of current and desirable conditions of teaching and learning supervision The target groups are divided into two groups, namely;

Group 1: Information provider group including college administrators Person in charge of the course and a lecturer in the field of dancing arts education 12 colleges of dancing arts nationwide and 1 faculty of art education were obtained by Purposive Sampling as teachers in the field of dancing arts education. Instructors in charge of the curriculum and administrators totaling 208 people. **Group 2:** Experts consist of experts who are national artists in the field of Thai dancing arts. Director of the College of Dramatic Arts with a doctorate degree and a lecturer in the field of Dramatic Studies with doctoral degrees, a total of 9 people. The tools used were current condition questionnaire desirable condition about teaching and learning supervision and interview form. **Phase 2)** Develop a teaching and learning supervision model Target groups include Specialist in drafting patterns A Focus Group Discussion was conducted to confirm and evaluate the model by 10 experts, obtained by Purposive Sampling. The tools used are group conversation record Evaluation form for teaching and learning supervision form Teaching and Learning Supervision Model Assessment Form and an assessment form for the instructional supervision model. **Phase 3)** was evaluated by experimenting with the teaching and learning supervision model. target group There are 5 instructors in charge of the program and 10 full-time program instructors, 30 students in the field of dancing arts. The tools used are, the dancing arts teaching management plan assessment form, the supervision competency assessment form, the learning management competency assessment form, the satisfaction

assessment form, the statistics used were mean, standard deviation, percentage and the analysis of the satisfaction index of wants and needs, Modified Priority Need Index (PNI modified).

Data Collection

1. Collect information about the elements of supervision studies, the current state and desirable conditions of the supervision of the Bachelor of Education Program in Dancing Arts by studying documents, concepts, theories and related researches.
2. Collect data from interviews. Qualified person who is a national artist in the field of Thai classical dance. Director of the College of Dramatic Arts with a doctorate degree and a lecturer in the field of Dancing Art with a doctoral degree.
3. Assessment and confirmation of supervision style from experts by focus group discussion of 10 people.
4. Collecting experimental data for teaching and learning supervision in the Bachelor of Education curriculum, Department of Dancing Arts Buditpatanasilpa Institute.

Data analysis

1. Analyze and synthesize information about the current conditions. Supervise the teaching and learning in the Education Program Department of Dramatic Studies bachelor's degree by analyzing the mean and standard deviation.
2. Qualitative data were analyzed and synthesized from open-ended questions. and interview forms.
3. Analysis of supervision model assessment data. The means and standard deviations were analyzed.
4. The experimental data for teaching and learning supervision in the Bachelor of Education curriculum, Department of Dancing Arts, were analyzed using the Mean and Standard Deviation.

Results

1. The results of the study of the current state and the desirable state of teaching and learning supervision in the Bachelor of Education curriculum. Department of Dancing Art.

Table 1. Mean Analysis Results and standard deviation of teaching and learning supervision of the Bachelor of Education Program Department of Dancing Art Buditpatanasilpa Institute as a whole and each aspect.

Supervision of learning management on dance teaching that is productive.		Current Conditions			Desirable Conditions		
		-	S.D.	Level	-	S.D.	Level
1	Analysis of current conditions, problems and needs, curriculum-based teaching supervision analysis.	3.36	0.22	Moderate	4.63	0.47	highest
2	The joint planning aspect of the instructors and person in charge of the curriculum to provide knowledge before supervision (Informing).	3.37	0.27	Moderate	4.67	0.50	highest
3	Supervision learning to bring to practice (Result-Based Learning).	3.29	0.24	Moderate	4.64	0.51	highest
4	Operational Supervision Skills (Skill).	3.30	0.27	Moderate	4.62	0.56	highest
5	Supervision Evaluation	3.26	0.25	Moderate	4.63	0.55	highest
Overall		3.31	0.15	Moderate	4.63	0.51	highest

From Table 1 it was found that, the results of the study of the present condition and the desirable condition of teaching and learning supervision in the Bachelor of Education Program Department of Dancing Art, College of Dancing Arts, Bunditpatanasilpa Institute in each aspect found that, the current condition, overall, was at a moderate level ($\bar{x} = 3.31$), a desirable condition. The overall picture is at the highest level ($\bar{x} = 4.63$).

Table 2. Index PNI modified values and the order of needs needed for teaching and learning supervision in Bachelor of Education Programs. Department of Dancing Arts Bunditpatanasilpa Institute included each aspect.

Supervision elements for teaching and learning of dancing arts that is productive.	D	I	PNI modified	No.
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1	Analysis of current conditions, Problems and needs for curriculum-based teaching and learning supervision.	3.36	4.63	0.38	5
2	The joint planning aspect of the instructors and the person in charge of the curriculum to provide knowledge before the supervision.	3.37	4.67	0.39	3
3	Supervision learning to bring to practice.	3.29	4.64	0.41	1
4	Supervision Operational Skills.	3.30	4.62	0.40	2
6	Supervision evaluation.	3.30	4.57	0.39	4

Table 3. Results of data collection from questionnaires and interview

Components	Interview results of the director of the College of Dancing Arts.	Interview result of a teacher who teaches dancing arts.	In terms of education, problems and needs	Results of desirable condition analysis	Want, need in supervision respectively.	Interview results qualified person who is a national artist in the field of dramatic art
1. Instructor's collaborative planning and the person in charge of the curriculum to provide knowledge before the supervision.	✓	✓	✓	✓	5	✓
2. Analysis of current conditions Problems and needs for curriculum-based teaching and learning supervision.	✓	✓	✓	✓	3	✓
3. Supervision learning to bring to practice.	✓	✓	✓	✓	1	✓
4. Operational supervision skills.	✓	✓	✓	✓	2	✓
5. Supervision evaluation.	✓	✓	✓	✓	4	✓

From Table 3 it was found that, the results of the study of the present condition and the desirable condition, the required index value components and forms of supervision of teaching and learning in Bachelor of Education Department of Dancing Arts Bunditpatanasilpa Institute found that,

There are 5 elements of the pattern, if ranked in order of importance, namely,

supervision learning to bring to practice, supervision operational skills, current situation analysis, problems and needs for supervision of teaching and learning according to the curriculum, supervision evaluation and joint planning of instructors. Instructors and those in charge of the curriculum provide knowledge before supervision.

2. The results of the development of supervision model for teaching and learning in the bachelor of education curriculum Department of Dancing Arts Bunditpatanasilpa Institute:

1) The principle aspect of the model are: Principles of Cooperation (Cooperation) is a joint action. and gather all their powers to solve problems together. By accepting and praising the results of cooperation in improving teaching and learning management from various parties. Clear duties and responsibilities for organizing evaluation as well as coordinating. Planning (Planning) refers to an analytical process related to future exploitation. Determining the desired purpose in advance development of alternatives to achieve the objectives and choosing the most suitable practice. Principles of Participation (Integration) is the process by which the scattered things are complete and visible. Flexibility Principle (Flexibility) means ability that can be changed. And always ready to meet the needs of changing conditions. Principle of Evaluation (Evaluation) refers to the determination of truth through certain and multiple measurements.

2) Purpose of the model The Development of a Supervision Model for Teaching and Learning in the Bachelor of Education Program Department of Dramatic Studies Bunditpatanasilpa Institute: To develop instructors' competencies in learning management in disciplines.

of their own with a supervision model. To develop teachers' competencies in teaching and learning management through a supervision model.

3) Implementation mechanism for the development of a supervision model for teaching and learning in the Bachelor of Education curriculum Department of Dramatic Studies Bunditpatanasilpa Institute: The planning stage (planning) is the step in which the person responsible for supervision must think analytically about the needs and necessities of supervision. to be used to set the objectives of supervision accordingly by wanting to anticipate the results that will occur from the supervision. Manage the project implementation

plan and set the operational procedures. The organizational stage (organizing) is the stage that determines the project of the working group. set a benchmark A collection of resources that includes both people and materials. assignment, coordination, decentralization Organizational structure and the relationship between tasks. The lead to practice (leading) is the decision-making stage for supervision, schedule in supervision, stimulating, motivating, strengthening morale, giving advice for clarity in work. introducing new innovations and facilitating supervision operations. Control Stage (Controlling) is a step in which responsible persons must control, supervise, supervise the supervision process. proceed according to the plan and procedures set out From time to time there may be guidance, reinforcement, or intervention to orient or operation process. Assessment step (assessing) is a step in which supervision and supervision recipients must jointly evaluate the supervision results that Can the objectives be achieved or not? The evaluation must be structured and accurate. and may conduct evaluative research as well.

4) Method of operation The Development of a Supervision Model for Teaching and Learning in the Bachelor of Education Program Department of Dramatic Studies Bunditpatanasilpa Institute. Meeting to analyze the problems of teaching dancing arts according to the Bachelor of Education curriculum. Department of Dramatic Studies Aiming at revising teaching and learning by brainstorming ideas and experiences. To develop supervision skills to create mutual understanding in 2 aspects, namely skills in performing dance moves in the curriculum and skills in transferring. Design supervision to meet the needs of instructors.

and carry out supervision according to the predetermined supervision plan to get effective results. Supervision planning (Plan) implementation of supervision plans (Act). Teaching observation (Observe) and supervision reflection (Reflect) for the development of a continuous supervision process. Reflecting on the results of teaching supervision between supervisors and supervision recipients.

and develop and improve supervision.

5) Measurement and Evaluation: The Development of a Supervision Model for Teaching and Learning in the Bachelor of Education Program Department of Dramatic Studies Bunditpatanasilpa Institute: Knowledge and understanding of supervisors and supervisors. Work process of supervisors and supervision recipients. Satisfaction of supervisors and supervisors.

6) Success Conditions: The Development of a Supervision Model for Teaching and Learning in the Bachelor of Education Program Department of Dramatic Studies Bunditpatanasilpa Institute Experts are of the opinion that it is appropriate. Supervisors have confidence in supervision. Follow up and evaluate the results of education management. The supervision recipients participate in applying the

supervision results to develop learner quality. Learners receive quality development according to their problems and needs.

Figure 1. Teaching and learning supervision model for the Bachelor of Education Program Department of Dramatic Studies Bunditpatanasilpa Institute.



Supervision model for teaching and learning in education curriculum Department of Dramatic Studies Bunditpatanasilpa Institute according to the recommendation of experts Consists of a 5-step operational process as follows:

Step 1. Analyze problems and goals (Analysis For Goal) means the supervision recipients analyze problems in teaching dancing arts skills. according to the educational curriculum Department of Dramatic Studies to brainstorm ideas and experiences To develop supervision skills, create the same mind (Clarifying), share knowledge (Sharing Knowledge) 3) towards solving (Problem Solving). **Step 2.** Learn according to supervision results (Result-Based Learning) Identify problems and needs of instructors. and designing supervision to meet the needs of instructors and carry out supervision according to the predetermined supervision plan to get effective results. **Step 3.** Selection of technology used in supervision (Technology), including Selection of appropriate technology to use in the supervision process, including the online supervision model, Online supervision meeting. **Step 4.** Participatory Supervision Operations (Participatory Action Supervision) include, setting common goals (Focusing), learning, operating joint supervision. (Co-Construction), namely, supervision planning (Plan), implementing the supervision plan (Act), observing teaching (Observe) and reflecting supervision (Reflect) for continuous supervision development (ON-Going Development). **Step**

5. Evaluating the results of supervision (Evaluating : E) is the step in which the supervisor evaluates the process that has been passed. It is a process of reflecting on the results of teaching supervision between supervisors and supervision recipients. and develop and improve supervision From the reflection of the supervised instructors on efficiency and effectiveness (Effectiveness).

The results of using the model have 3 aspects:

1. Knowledge: Instructors consist of 2 dimensions: Knowledge in their field of study, Knowledge in teaching and learning.
2. Competencies consist of 4 dimensions: Design and plan student learning activities effectively, To carry out learning activities effectively, Enhance learning atmosphere and support learners' learning, Measure and evaluate learners' learning outcomes. and can provide Creative feedback.
3. Values consist of 2 dimensions: The value of teacher professional development and self development continually and uphold the professional ethics of teaching staff, model evaluation results by experts.

Table 4. Mean and Standard Deviation Assessing the suitability and feasibility of the supervision model By a qualified person.

Components	Suitability			Possibilities			Beneficial		
		S.D.	Level		S.D.	Level		S.D.	Level
1.Principles of model.	4.80	0.45	highest	4.80	0.45	highest	5.00	0.00	highest
2. Model Objectives.	4.80	0.45	highest	4.80	0.45	highest	4.80	0.45	highest
3. Supervision Operation (ARTPE)	4.60	0.55	highest	5.00	0.00	highest	5.00	0.00	highest
4. Model Evaluation.	4.60	0.55	highest	4.80	0.45	highest	4.80	0.45	highest
5. Success Conditions.	4.80	0.45	highest	4.80	0.45	highest	5.00	0.00	highest
Total Average	4.72	0.49	highest	4.84	0.36	highest	4.92	0.18	highest

From Table 4, the evaluation results of the supervision model for education curriculum Department of Dramatic Studies Buditpatanasilpa Institute suitability feasibility and usefulness overall level of suitability possibility and usefulness. The average level is the highest in all aspects. The appropriateness had an average of

4.72, the likelihood had an average of 4.84 and the usefulness had an average of 4.92.

3. Evaluation of the experimental results of the supervision model for teaching and learning in the bachelor of education curriculum. Department of Dramatic Studies Bunditpatanasilpa Institute

Table 5. Cognitive and Comprehension Test Results for Teaching and Learning Supervision in the Bachelor of Education Program Department of Dramatic Studies Bunditpatanasilpa Institute of co-researchers first and after development.

Sample Group	N		S.D.	t	Sig.(1-tailed)
Before being develop.	10	9.20	1.14	10.667*	0.000
After being developed		15.60	1.92		

From Table 5 shows that, regular program instructors who received supervision before receiving supervision Teachers have knowledge and understanding about the supervision of the Bachelor of Education Program in Dramatic Studies. Bunditpatanasilpa Institute The mean knowledge level was 9.20 with a standard deviation of 1.14 and after being supervised the average score was 15.60 with a standard deviation of 1.92. And when comparing between the scores before and after studying, it was found that the test scores after being supervised for teaching and learning in the Bachelor of Education Program. Department of Dancing Art. Bunditpatanasilpa Institute, supervised teachers have higher knowledge than before supervising. The statistical significance at the .05 level showed that, the use of the supervision model for teaching and learning in the Bachelor of Education curriculum Department of Dancing Art. Bunditpatanasilpa Institute make teachers more knowledgeable and understanding.

Table 6. Evaluation results of supervision competency according to the bachelor of education supervision model Department of Dancing Arts.

Evaluation Items	1 st evaluation	Evaluator				S.D	Interpret
		Supervision Recipients	Supervisors	Researcher			
Meeting before supervision	1	4	3	4	3.67	0.58	Good
	2	4	5	3	4.00	1.00	Good

	3	5	5	4	4.67	0.58	VeryGood
	4	5	5	5	5.00	0.00	VeryGood
The average in each aspect.		4.50	4.50	4.00	4.33	0.29	Good
Supervision Operations	1	4	4	4	4.00	0.00	Good
	2	4	5	4	4.33	0.58	Good
	3	5	5	5	5.00	0.00	VeryGood
	4	5	5	5	5.00	0.00	VeryGood
Average each Aspect		4.50	4.75	4.50	4.58	0.14	VeryGood
Supervision Analysis	1	4	4	3	3.67	0.58	Good
	2	4	4	3	3.67	0.58	Good
	3	5	5	4	4.67	0.58	VeryGood
	4	5	5	5	5.00	0.00	VeryGood
Average each Aspect		4.50	4.50	3.75	4.25	0.43	Good
Supervision Reflections	1	4	4	3	3.67	0.58	Good
	2	4	4	4	4.00	0.00	Good
	3	5	5	5	5.00	0.00	VeryGood
	4	5	5	5	5.00	0.00	VeryGood
Average each Aspect		4.50	4.50	4.25	4.42	0.14	Good
Average		4.50	4.50	4.13	4.40	0.32	Good
Interpret		VeryGood	VeryGood	Good	Good		Good

From Table 6, it was found that, Dramatic Studies with a total of 4 weeks of supervision practice according to the developed supervision model. Have a good assessment of supervision competency ($\bar{x} = 4.40$). When categorizing the aspects that have the results of the supervision competency assessment of the supervisors who use the supervision model for teaching and learning in the Bachelor of Education curriculum Department of Dramatic Studies with the evaluation results in descending order, it was found that in the field of supervision operations Have a very good assessment of ability ($\bar{x} = 4.58$), followed by reflection on supervision results have a good level of ability ($\bar{x} = 4.42$) in meetings before supervision, have a good level

of ability (= 4.33) and finally in supervision data analysis, have a good level of ability (= 4.25), respectively.

The table shows the results of the satisfaction assessment of the supervision recipients towards the teaching and learning style of the Bachelor of Education curriculum. Department of Dancing Arts.

Aspect/Question points	Satisfaction Level		
		S.D.	Interpret
1. Model Satisfaction /Supervision Process			
1.1 Clearly steps of supervision.	4.60	0.55	highest
1.2 Model/Supervision process matches the objectives.	4.80	0.45	highest
1.3 Appropriate supervision period.	4.40	0.55	high
1.4 Supervision models/processes which is variety.	4.80	0.45	highest
Average	4.65	0.50	highest
2. Satisfaction with supervision personnel.			
2.1 Knowledge and competency in supervising matters.	4.60	0.55	highest
2.2 Good relationships/Friendly.	5.00	0.00	highest
2.3 Supervision skills and techniques.	4.60	0.55	highest
2.4 Having leadership.	4.80	0.45	highest
2.5 Providing opportunities for supervising recipients to exchange and learn.	4.60	0.55	highest
Average	4.72	0.42	highest
3. Satisfaction with facilities.			
3.1 Supervision tools.	4.40	0.55	high
3.2 Supervision materials/equipment.	4.60	0.55	highest
3.3 Use of media and supervision technology.	4.60	0.55	highest
3.4 Supervision innovation.	4.60	0.55	highest
3.5 Supervision network.	4.60	0.55	highest
Average	4.56	0.55	highest
4. Satisfaction with quality/results of supervision.			
4.1 Supervision recipients have knowledge and understanding.	4.60	0.55	highest
4.2 Receive supervision that meets the needs.	4.80	0.45	highest
Aspect/Question points	Satisfaction Level		
		S.D.	Interpret
4.3 Supervision helps recipients to have morale and morale in performing tasks.	5.00	0.00	highest

4.4 Supervision helps the recipients to perform their duties efficiently.	4.60	0.55	highest
Average	5.00	0.00	highest
Total Average	4.68	0.44	highest

From Table above, the results of the assessment of the satisfaction of the supervision recipients on the supervision according to the bachelor of education curriculum supervision model Dance Studies branch found that,

By receiving supervision, satisfaction was at the highest level (4.68), sorted in descending order, namely; Satisfaction with supervision personnel at the highest level ($\bar{x}$ = 4.72), followed by, being satisfied with the model/process supervision ($\bar{x}$ = 4.65), being satisfied with the facilities ($\bar{x}$ = 4.56) and satisfied with the supervision results ($\bar{x}$ = 4.50), respectively.

Discussion

The development of a supervision model for teaching and learning in the bachelor's degree of the Education Program Department of Dancing Arts Buditpatanasilpa Institute, the research results can be discussed as follows:

1. The study results of the current state and the desirable state of teaching and learning supervision in the Bachelor of Education curriculum. In the field of dancing arts, it was found that the results of the current study and the desirable condition of teaching and learning supervision of the Bachelor of Education Program Department of Dramatic Studies Buditpatanasilpa Institute

By aspect, it was found that the overall current condition was at a moderate level. Arranged in descending order: collaborative planning of instructors. The person in charge of the curriculum provided knowledge before supervision. Analysis of current conditions: Problems and needs for curriculum-based teaching and learning supervision, supervision, evaluation, and supervision learning to implement it. According to the research findings, the current condition was moderate. This may be because Buditpatanasilpa Institute needs an educational supervision unit to supervise teaching and learning. Each dance arts college must determine its supervision style. Causing a lack of learning to practice, a Lack of supervision operational skills, lack of planning and supervision evaluation consistent with the research of Samart Phongsri (B.E.2563). A supervision model for effective Thai language learning management in elementary schools was studied. Overall, the mean scores were moderate. The desirable study results indicated a high level, and Charan Nuammano (B.E.2562). The Development of an Internal Supervision Model for Teacher Competency Development in English

Learning Management for Secondary Schools in the Northeastern Region Results of the study of current conditions Overall, there was a moderate average. The desirable study results were at the same high level: desirable condition overall; it was at the highest level. Arranged in descending order: collaborative planning of instructors.

Moreover, the person in charge of the curriculum provides knowledge before supervision to analyze current conditions, problems and needs for curriculum-based teaching and supervision evaluation and operational supervision skills, respectively. It may be because program instructors want a curriculum supervision system to be in line with each other, in line with the national artist who said, "The College of Dramatic Arts Bunditpatanasilpa Institute There was never a teaching supervision style before. It is up to each college that determines the supervision model; the supervision model should start by jointly analyzing the problem teaching competency of instructors according to the curriculum to find a way to increase the efficiency of broadcasting methods of transferring correct dance postures, applying knowledge from supervision to teaching practice and evaluating the effectiveness of teaching and learning from supervision" From an interview with the director of the College of Dramatic Arts, he said in the same direction that "every college has an educational supervision work. However, there is no transparent supervisory system. There should be a system and a form of supervision to suit the context of each college to teach and learn effectively according to the curriculum. Students have competency according to the curriculum, and supervisors must be proficient and skilled in transferring correct dance techniques to guide teachers who have been supervised to develop their teaching skills. This is consistent with the research results of Khammanee (2020), who studied the development of a supervision model to promote learning activities according to the STEM approach of elementary school teachers in private schools. The study results of current and desirable conditions of supervision were found. To promote the organization of learning activities according to the STEM education approach of primary school teachers in private schools found that the current state of supervision promotes the organization of learning activities according to the STEM education approach of primary school teachers in private schools. Overall, the five components were moderate, and each component was at a moderate level. Every element of the desirable condition of the supervision to promote learning activities according to the STEM education approach of elementary school teachers in private schools in overall five components was at a high level. The individual components were at a high level, with every element raising awareness of the need for supervision to promote learning activities according to the STEM approach; the average score was the highest.

2. The supervision model for teaching and learning management in the Bachelor of Education curriculum in dramatic arts education

consists of five main components. These components include principles of patterns, the purpose of the model, the supervision process for teaching and learning in the Bachelor of Education Program, measurement and evaluation of the model's development, and the model's five main success conditions. This model emphasizes cooperation, clear duties and responsibilities, planning, participation, flexibility, and evaluation. The mechanism for conducting supervision involves planning, organizing, controlling, and evaluating supervision. Developing a continuous supervision process and reflecting on the results of supervision between the supervisor and the person receiving supervision is essential for improving the quality of education. The conditions for success in implementing the model include clear policies and supervision plans, effective teaching techniques, and moral boosting.

To develop a continuous supervision process and reflect on the results between the supervisor and the person receiving supervision, it is crucial to develop and improve the supervision, measurement, and evaluation of the implementation of the developed teaching and learning supervision model. This can be achieved by assessing the knowledge and understanding of supervision and supervision recipients, assessing the work process of supervision and supervision recipients, evaluating the satisfaction of supervision recipients, and identifying success conditions for developing teaching and learning supervision models. It is also important to follow up and evaluate the results of education management and ensure that the supervision recipients use the supervision results to improve the quality of learners. The development of an effective supervision model can be informed by research, such as the Educational Supervision Management Model for the 21st century, which identifies five essential elements of adequate supervision: Management, Participation, Supervision, Use of technology, and evaluation. To ensure the success of the model, it is important to prepare the necessary knowledge and skills before supervision and to provide mentorship opportunities for participants. The effective Thai Language Learning Management Supervision Model of Private Elementary Schools in the Northeastern Region is another model that has passed the supervision quality check by qualified experts and can be used as a guideline for operations. This model includes five main components: the principle of the model, the purpose of the model, an effective supervision process, model evaluation, and the conditions for successful implementation of the model. By utilizing these models and best practices in supervision, it is possible to improve the quality of education continuously and to support the development of effective teaching and learning practices.

The newly developed teaching and learning supervision model for the Bachelor's Degree in Dancing Art program of the Bunditpatanasilpa

Institute incorporates a range of specific techniques and strategies to enhance the quality of education and promote better learning outcomes for students. These techniques and strategies aim to address the unique challenges and demands of teaching and learning in the field of dance arts. A vital aspect of the supervision model is the development of effective communication and collaboration between teachers and students. This is achieved through various instructional approaches, including lectures, demonstrations, and interactive activities, which encourage students to actively engage in the learning process and develop their creativity, critical thinking, and problem-solving skills. Another important aspect of the model is the incorporation of regular performance assessments, which allow teachers to identify areas of strength and weakness in their student's learning and provide targeted feedback and support to help them improve. Through these assessments, teachers can also track their students' progress over time and make informed decisions about their course content and instructional methods.

Challenges and limitations of the proposed model and strategies to address these issues: The development of teaching and learning supervision models has been a popular topic in education for many years. However, several challenges and limitations must be addressed for these models to improve student learning outcomes effectively. In the case of the dancing art program at the Bunditpatanasilpa Institute, the following issues must be considered: First, there is a need to ensure that the model is tailored to meet the needs of dance students. First, there is a need to ensure that the model is tailored to meet the specific needs of dance students. This would require a comprehensive analysis of the curriculum and the program's learning objectives. Second, the model should be designed in a manner that is flexible and adaptable to different teaching styles and contexts. This means that supervisors should be trained to use different strategies and techniques to support teachers in various situations. Finally, there is a need to ensure that the model is sustainable over the long term. This may involve a comprehensive plan for professional development and ongoing support for teachers. To address these challenges, supervisors should receive ongoing training and support to support teachers in the program effectively. Additionally, a system for regular feedback and evaluation should be established to monitor the model's effectiveness and identify improvement areas. The challenges and limitations of teaching and learning supervision models for the dancing art program at the Bunditpatanasilpa Institute can be overcome by tailoring the model to meet the program's specific needs, ensuring flexibility and adaptability, and providing supervisors with ongoing support and training. By addressing these issues, the model can be effective in improving student learning outcomes and facilitating dance teachers' professional growth.

Conclusion

This study aimed to develop a teaching and learning supervision model for the Bachelor's Degree in the Dancing Art Program at the Bunditpatanasilpa Institute. By examining current teaching and learning practices, identifying strengths and weaknesses, and developing a comprehensive supervision model, this study has the potential to significantly enhance the quality of teaching and learning in the program. The model incorporates a range of best practice strategies for improving teaching and learning, including techniques for providing feedback, identifying learning objectives, and promoting student engagement. It also considers the unique needs and challenges of the dance art program, ensuring that the model is explicitly tailored to its requirements. Crucially, the proposed study has relevance and implications beyond dance art programs. By developing a comprehensive teaching and learning supervision model, the findings of this study can be applied to similar programs within and beyond the Bunditpatanasilpa Institute. This will help promote excellence in teaching and learning across the institute and beyond, benefiting students and educators alike.

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