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Development of a community-based social studies learning model combined with project-based learning to promote disciplined behavior and responsibility for learning among primary school students in a small school

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Abstract

This study aimed to develop and evaluate a community-based and project-based instructional model for social studies to promote disciplinary behavior and learning responsibility among primary school students in small-sized schools. Using a research and development (R&D) approach guided by the ADDIE model, the study involved 30 Grade 5 students from two small schools in Songkhla Province, Thailand. Participants were divided into experimental and control groups. The PPRSE instructional model, implemented over 20 weeks, was assessed using behavioral scales, academic achievement tests, and satisfaction questionnaires. Data analysis revealed that the experimental group demonstrated significantly higher levels of disciplinary behavior and academic achievement in social studies compared to the control group ($p < .05$). Students also reported high satisfaction with the model, particularly regarding its real-world relevance and educational benefits. The findings highlight the model's effectiveness in fostering self-discipline, responsibility, and academic success through active, community-engaged learning. The study offers practical implications for educators seeking to enhance student engagement and lifelong learning competencies, especially in resource-constrained or small-school environments. The model provides a replicable framework that bridges classroom learning with local contexts, reinforcing 21st-century skills through meaningful and student-centered pedagogical practices.

Keywords: Community-based learning, Disciplinary behavior, Instructional model, Learning responsibility, Project-based learning, Small-sized schools.

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1. Introduction

Thailand is facing rapid economic and technological transformations that demand the advancement of science, technology, and innovation to enhance national competitiveness [1]. However, persistent challenges such as low labor quality and social inequality emphasize the urgent need to develop human capital through education. A key aspect of this development lies in cultivating responsible, ethical, and high-quality citizens through effective schooling.

In small-sized schools across Songkhla Province, the implementation of the 2008 Basic Education Core Curriculum in social studies has revealed numerous instructional challenges. These include curriculum overload, a lack of specialized teachers, outdated or limited teaching materials, and minimal use of student-centered strategies [2]. Compounding these issues are inadequate assessment practices that hinder the development of students' critical thinking skills. These concerns underscore the pressing need to transform instructional approaches to better equip students with 21st-century skills such as creativity, collaboration, and lifelong learning [3].

Community-Based Learning (CBL) and Project-Based Learning (PBL) have emerged as promising approaches to address these pedagogical shortcomings. CBL connects students with local contexts through experiential activities such as community mapping and historical documentation, fostering analytical thinking and ethical development [4]. Similarly, PBL allows students to engage in real-world problem-solving, with teachers acting as facilitators. This approach deepens learning through active exploration and supports the development of essential skills such as critical thinking, collaboration, and communication [5].

Another crucial aspect of student development is disciplinary behavior, particularly in fostering responsibility for learning. This aligns with Thailand's national core values and educational goals. Research suggests that self-discipline is strongly associated with academic achievement. Accordingly, schools should cultivate responsible behavior through supportive structures such as Professional Learning Communities (PLCs) to create a sustainable culture of discipline and quality education [6].

In response to these educational challenges, this study proposes a community-based and project-based instructional model designed specifically for social studies in small-sized schools. This model aims to promote disciplinary behavior and learning responsibility through real-world engagement and integrative, student-centered learning experiences. By encouraging students to apply knowledge in meaningful contexts, the model also enhances communication, problem-solving, and lifelong learning competencies.

Despite the potential of such integrative approaches, few studies in Thailand have systematically combined community-based and project-based learning to address both disciplinary behavior and learning responsibility in small school contexts. This gap highlights the need for a structured instructional model that can effectively meet this dual objective.

Therefore, this study seeks to answer the following research questions:

How can a community-based and project-based instructional model be developed to enhance disciplinary behavior in social studies?

What are the effects of this model on disciplinary behavior, academic performance, and student satisfaction?

2. Research Objectives

This study was conducted with the following objectives:

1. To develop a community-based and project-based instructional model for social studies aimed at enhancing disciplinary behavior and learning responsibility among primary school students in small-sized schools.
2. To evaluate the effectiveness of the developed instructional model in promoting disciplinary behavior and learning responsibility. This includes the following specific objectives:

- To compare students' disciplinary behavior related to learning responsibility before and after the implementation of the model, as compared to conventional instruction.
- To compare students' academic achievement in social studies before and after the implementation of the model, as compared to conventional instruction.
- To assess students' satisfaction with the instructional model in terms of its impact on disciplinary behavior and learning responsibility.

3. Literature Review

3.1. Community-Based Learning (CBL)

Community-Based Learning (CBL) is an instructional strategy that connects classroom learning with real-world experiences by engaging students with their local communities. CBL fosters critical thinking, ethical development, and practical problem-solving by allowing students to explore local challenges, structures, and histories [4]. It is rooted in the principles of collaboration among teachers, learners, and community members to co-create learning experiences that are contextually relevant and socially meaningful. Abdul Aziz et al. [7] emphasize that CBL enhances students' civic responsibility and fosters sustainable development by aligning education with community needs. Imperiale and Vanclay [8]

highlight that when education is embedded within community issues, students develop resilience and a stronger sense of social identity, particularly in under-resourced settings.

3.2. Project-Based Learning (PBL)

Project-Based Learning (PBL) centers on the idea that students learn more effectively when they actively engage in meaningful, real-world projects. It emphasizes inquiry, collaboration, and presentation, enabling learners to develop 21st-century skills such as problem-solving, communication, and teamwork [5]. PBL positions students as active participants while the teacher acts as a facilitator, guiding exploration and critical thinking. Research by Almazroui [9] shows that PBL enhances students' understanding of moral and social concepts through hands-on engagement, while Maha et al. [10] argue that it encourages sustainable learning by immersing students in real-life issues and contexts. Wangchuk and Tshering [11] also demonstrate that students exposed to PBL showed significantly improved academic outcomes and motivation in social studies.

3.3. Disciplinary Behavior and Learning Responsibility

Discipline and responsibility are key behavioral attributes that contribute to student success. These include leadership, punctuality, rule compliance, perseverance, and accountability [12]. The development of these traits is closely linked to structured learning environments that emphasize student autonomy and reflective learning. According to Dada et al. [13], behaviors such as timely assignment completion, self-improvement, and active engagement are essential indicators of responsible learning. Chaichaowarat [6] advocates for the use of Professional Learning Communities (PLCs) to build consistent behavioral expectations and promote positive conduct in schools. Research by Yeneng [14] also suggests that reinforcement strategies and feedback systems significantly contribute to the development of responsible behaviors in students.

3.4. Integrated Models and Gaps in Research

While CBL and PBL have both demonstrated individual strengths, there is a growing interest in integrating these models to maximize their educational impact, particularly in small or resource-constrained schools. Studies such as those by Sukampa [15] and Buttong [16] confirm that combining local community resources with inquiry-driven projects enhances learning motivation, critical thinking, and social responsibility. However, gaps remain in the development of structured, replicable models that explicitly target both behavioral development and academic achievement through integrated learning strategies. Most existing studies focus on either cognitive or affective outcomes, but few simultaneously address discipline, responsibility, and academic performance. This study aims to bridge that gap by introducing and validating a holistic instructional model tailored to the specific needs of primary school students in small-sized schools.

4. Research Methodology

This study employed a Research and Development (R&D) design based on the ADDIE model [17] consisting of four phases: analysis, design and development, implementation, and evaluation. The objective was to develop and validate a community-based and project-based instructional model for social studies aimed at enhancing disciplinary behavior and learning responsibility among primary school students in small-sized schools.

4.1. Population and Sample

4.1.1. Population

The target population comprised Grade 5 students enrolled in small-sized schools within the Khlong Hae-Khu Tao group under the jurisdiction of the Songkhla Primary Educational Service Area Office 2 during the second semester of the 2024 academic year. A total of 67 students from six schools participated in the initial model piloting: Wat Chonlathansit School, Wat Don School, Ban Ko Nok School, Ban Khuan School, Wat Bang Luek School, and Ban Tha Sai School.

4.1.2. Sample

For the experimental phase, 30 Grade 5 students from Ban Ko Nok School and Ban Khuan School in Hat Yai District were selected using cluster random sampling. Two classrooms were randomly assigned to two groups:

- Experimental Group: 15 students from Ban Ko Nok School received instruction through the developed community-based and project-based model.
- Control Group: 15 students from Ban Khuan School received conventional instruction.

4.2. Research Instruments

4.2.1. Instructional Model

The developed instructional model aimed to improve disciplinary behavior and foster a sense of learning responsibility. It was structured around five instructional steps aligned with project-based and community-based learning principles.

4.2.2. Instructional Plans

Lesson plans were developed based on the model's components and evaluated by five experts in curriculum and instruction, economics, and assessment. The plans achieved a mean score of 4.80–5.00 and standard deviations of 0.00–0.44, indicating high relevance and validity.

4.2.3. Data Collection Tools

All instruments underwent pilot testing with a non-sample group to verify validity and reliability.

- Behavioral Assessment Scale: Assessed disciplinary behavior and learning responsibility. Content validity scores ranged from 4.80 to 5.00, with discrimination indices (r) from 0.41 to 0.74 and a reliability coefficient of 0.81.
- Social Studies Achievement Test: Showed an Index of Item Objective Congruence (IOC) between 0.80–1.00, difficulty indices (p) of 0.41–0.63, discrimination indices (r) from 0.42 to 0.86, and a reliability coefficient of 0.82.
- Student Satisfaction Questionnaire: Evaluated students' satisfaction with the instructional model using a five-point Likert scale. It achieved a mean score of 5.00, a standard deviation of 0.00, and a reliability coefficient of 0.82.

4.3. Research Procedures

The R&D process followed four systematic phases:

Phase 1: Needs Analysis (R1)

Document analysis, literature review, and stakeholder interviews were conducted to identify challenges in current social studies instruction. Five experts assessed the feasibility of model development. Content analysis was employed to synthesize findings.

Phase 2: Design and Development (D1)

Based on the needs analysis, the instructional model was designed, incorporating core components, steps, and supporting materials such as lesson plans and manuals. Content validity was confirmed by expert review. Pilot implementation with 15 students showed model efficiency at 81.69/81.79 and effectiveness in promoting disciplinary behavior at 81.99/85.77.

Phase 3: Implementation (R2)

The model was applied in the Social Studies course (Code S15101) over a 20-week period (one hour per week). Pre and post-tests were administered using the validated instruments to assess behavioral changes and academic performance.

Phase 4: Evaluation and Revision (D2)

The model's effectiveness was evaluated through a student satisfaction survey and expert validation. Content analysis guided refinement to ensure alignment with learning responsibility, positive behavior development, and lifelong learning competencies.

4.4. Data Analysis

Data were analyzed using both descriptive statistics (mean and standard deviation) and inferential statistics (independent t-tests) to compare pre- and post-intervention results between the experimental and control groups. This approach allowed for an in-depth examination of behavioral improvements and academic performance, integrating multidimensional assessment tools for a comprehensive evaluation of learning outcomes.

5. Research Findings

The instructional model for social studies, which is community-based and project-based, aims to foster disciplinary behavior associated with learning responsibility among primary school students in small-sized schools. This model can be summarized as follows:

1. Components of the Model: Promoting active learning via self-directed learning.2) Involving students in practical activities pertinent to economic concepts. 3) Promoting knowledge sharing via collaborative brainstorming sessions. Applying theoretical knowledge to practical scenarios

2. Objectives of the Model) To improve disciplinary conduct associated with learning accountability to enhance academic performance in social studies. To enhance student satisfaction with the instructional method.

3. Instructional Process) Preparing for critical analysis and choosing social studies subjects. Conducting social studies activities based on projects) Analyzing the execution of the social studies project) Communicating project results to the community. Assessment of the social studies project's effectiveness

4. Conditions for Implementation:

Successful implementation of the model requires the promotion of student discipline and responsibility in classroom and community-based learning environments. Educators are instrumental in promoting collaboration, enabling team-based learning, and fostering a supportive educational atmosphere. This involves the preparation of suitable learning materials, tools, and adaptable spaces that facilitate both individual and group activities.

These elements are illustrated in Figure 1.

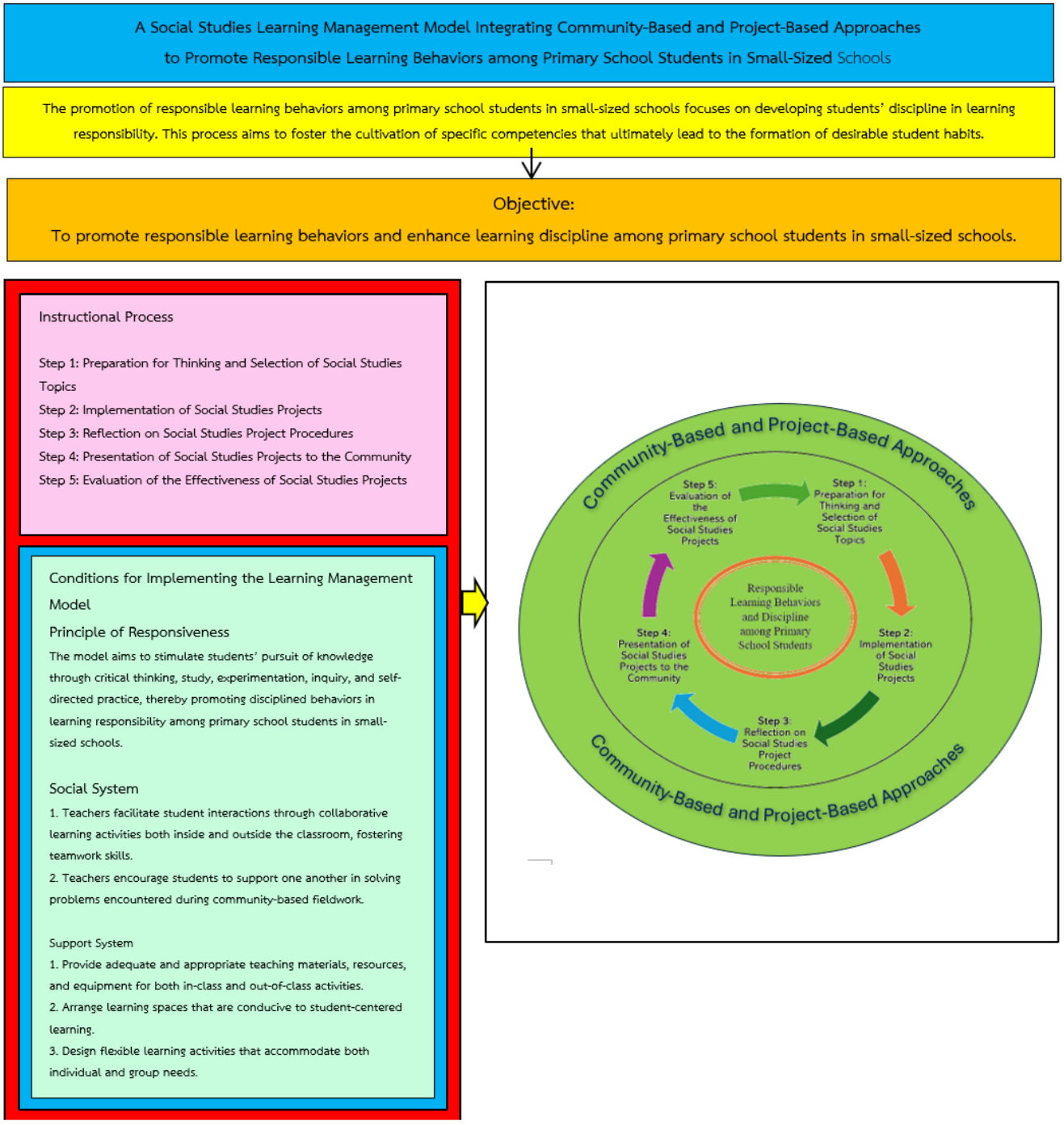

Figure 1.
Community-Based and Project-Based Instructional Models in Social Studies.

5.1. Outcomes of the Implementation of Community-Based and Project-Based Instructional Models in Social Studies

This section outlines the results of implementing the model aimed at improving disciplinary behavior concerning learning responsibility among primary school students in small-sized schools.

5.1.1. Evaluation Results of Disciplinary Behavior Pertaining to Learning Responsibility

The study assessed students' disciplinary behavior prior to and following instruction with a community-based and project-based learning model, as opposed to traditional social studies instruction. The results are presented in Table 1.

Table 1.
Results of the Assessment of Disciplinary Behavior Related to Learning Responsibility among Primary School Students in Small-Sized Schools Before and After the Implementation of the Community-Based and Project-Based Instructional Model Compared to Conventional Instruction.

Behavioral Dimension	Test	Group	Max Score	Mean	S.D.	Level	t	p
Leadership	Pre-test	Experimental	3	1.86	0.35	Fair	0.47	0.63
		Control	3	1.80	0.41	Fair		
	Post-test	Experimental	3	2.26	0.45	Fair	0.00	1.00
		Control	3	2.26	0.45	Fair		
Compliance with School Rules	Pre-test	Experimental	3	1.93	0.70	Fair	1.51	0.14
		Control	3	1.53	0.74	Needs Improvement		
	Post-test	Experimental	3	2.86	0.35	Good	2.92	0.00**
		Control	3	2.40	0.50	Good		
Punctuality	Pre-test	Experimental	3	1.60	0.50	Needs Improvement	0.00	1.00
		Control	3	1.60	0.50	Needs Improvement		
	Post-test	Experimental	3	2.06	0.25	Fair	1.00	0.33
		Control	3	2.00	0.00	Fair		
Self-Confidence	Pre-test	Experimental	3	2.33	0.61	Fair	0.30	0.76
		Control	3	2.26	0.59	Fair		
	Post-test	Experimental	3	2.93	0.25	Good	2.26	0.03*
		Control	3	2.60	0.50	Good		

Table 1.
(continue).

Behavioral Dimension	Test	Group	Max Score	Mean	S.D.	Level	t	p
Responsibility	Pre-test	Experimental	3	2.00	0.37	Fair	1.74	0.09
		Control	3	1.73	0.41	Fair		
	Post-test	Experimental	3	2.26	0.45	Fair	0.41	0.67
		Control	3	2.20	0.41	Fair		
Perseverance	Pre-test	Experimental	3	1.66	0.81	Needs Improvement	0.00	1.00
		Control	3	1.66	0.81	Needs Improvement		
	Post-test	Experimental	3	2.66	0.48	Good	1.09	0.28
		Control	3	2.46	0.51	Good		
Overall (6 dimensions)	Pre-test	Experimental	3	1.89	0.20	Fair	1.67	0.10
		Control	3	1.78	0.23	Fair		
	Post-test	Experimental	3	2.50	0.19	Good	2.09	0.04*
		Control	3	2.34	0.23	Good		
Specific Behavioral Dimension								
Team Participation	Pre-test	Experimental	3	1.86	0.35	Fair	0.89	0.37
		Control	3	1.73	0.45	Fair		
	Post-test	Experimental	3	2.33	0.48	Fair	0.38	0.70

		Control	3	2.26	0.45	Good		
Compliance with School Agreements	Pre-test	Experimental	3	1.93	0.70	Fair	2.48	0.01*
		Control	3	1.33	0.81	Needs Improvement		
	Post-test	Experimental	3	2.86	0.35	Good	0.00	1.00
		Control	3	2.86	0.35	Good		
Timely Task Completion	Pre-test	Experimental	3	1.46	0.51	Needs Improvement	1.95	0.06
		Control	3	1.80	0.41	Fair		
	Post-test	Experimental	3	1.86	0.35	Fair	0.47	0.63
		Control	3	1.80	0.41	Fair		
Confidence in Self-Expression	Pre-test	Experimental	3	2.33	0.48	Fair	1.09	0.28
		Control	3	2.53	0.51	Good		
	Post-test	Experimental	3	3.00	0.00	Good	1.00	0.33
		Control	3	2.93	0.25	Good		

Table 1.
(continue).

Behavioral Dimension	Test	Group	Max Score	Mean	S.D.	Level	t	p
Responsibility in Assigned Duties	Pre-test	Experimental	3	1.86	0.35	Fair	0.89	0.37
		Control	3	1.73	0.45	Fair		
	Post-test	Experimental	3	2.33	0.48	Fair	2.38	0.7
		Control	3	2.26	0.45	Fair		
Tolerance for Challenges and Obstacles	Pre-test	Experimental	3	1.73	0.88	Fair	0.21	0.83
		Control	3	1.66	0.81	Needs Improvement		
	Post-test	Experimental	3	2.53	0.63	Good	0.7	0.48
		Control	3	2.33	0.89	Good		
Overall (6 dimensions)	Pre-test	Experimental	3	1.86	0.22	Fair	0.83	0.41
		Control	3	1.79	0.22	Fair		
	Post-test	Experimental	3	2.48	0.2	Good	0.95	0.34
		Control	3	2.4	0.24	Good		

Note: *Statistically significant at the .05 level.

Table 1 presents an analysis of the average scores of students' disciplinary behavior concerning learning responsibility. This encompasses both core behaviors, such as leadership, rule compliance, punctuality, self-confidence, responsibility, and perseverance, as well as specific behaviors, including team participation, agreement compliance, task completion, self-expression, assigned duty fulfillment, and resilience. The analysis was conducted before and after instruction in both the experimental and control groups.

Overview of Fundamental Behavioral Results:

- Prior to instruction: Experimental group: Mean = 1.89, Standard Deviation = 0.20• Control group: Mean = 1.78, SD = 0.23 → Both groups exhibited a "Fair" level of learning responsibility based on the rating scale.
- Following instruction: Experimental group: Mean = 2.50, Standard Deviation = 0.19• Control group: Mean = 2.34, SD = 0.23 → Both groups exhibited improvement to a "Good" level of behavior as per the rating scale.

Statistical Analysis of Fundamental Behaviors:

- Pre-test comparison (t = 1.67, p = 0.10): There was no statistically significant difference observed between the experimental and control groups prior to the intervention. This indicates that both groups commenced from a comparable baseline regarding core disciplinary behaviors.
- Post-test comparison (t = 2.09, p = 0.04): A statistically significant difference was observed between the two groups following the intervention at the .05 level, suggesting that the community-based and project-based instructional model effectively enhanced disciplinary behavior associated with learning responsibility.

5.1.2. Comparison of Social Studies Academic Achievement Before and After Instruction Using the Community-Based and Project-Based Instructional Model Versus Conventional Instruction

Table 2.
Comparison of Social Studies Academic Achievement of Primary School Students in Small-Sized Schools Before and After Instruction Using Community-Based and Project-Based Instructional Model Versus Conventional Instruction.

Test	Group	Max Score	Mean	S.D.	t	p
Pre-test	Experimental	30	16.73	4.58	2.45	0.02*
	Control	30	13.46	2.35		
Post-test	Experimental	30	24.13	2.26	5.52	0.00*
	Control	30	20	1.81		

Note: *Statistically significant at the .05 level.

The analysis of Table 2 indicates that the academic achievement scores in social studies for both the experimental and control groups were compared before and after the intervention, yielding the following results:

- Experimental Group: The mean score exhibited a significant increase from the pre-test ($\bar{x}$ = 16.73, S.D. = 4.58) to the post-test ($\bar{x}$ = 24.13, S.D. = 2.26), demonstrating substantial improvement after the application of the community-based and project-based instructional model.
- Control Group: The mean score increased from the pre-test ($\bar{x}$ = 13.46, S.D. = 2.35) to the post-test ($\bar{x}$ = 20.00, S.D. = 1.81), though the improvement was less significant than that observed in the experimental group.
- Statistical Comparison: o Pre-test comparison: A statistically significant difference was observed between the experimental and control groups (t = 2.45, p = 0.02), indicating initial disparities in prior knowledge.

The post-test comparison revealed a significant difference between groups (t = 5.52, p = 0.00), indicating that the instructional model substantially enhanced academic achievement in social studies.

5.2. Student Satisfaction with the Instructional Model

Please provide Table 3 so I can assist you in translating and interpreting the results regarding students' satisfaction with the model in the same academic tone.

Table 3.
Student Satisfaction with the Community-Based and Project-Based Instructional Model for Social Studies to Promote Disciplinary Behavior Related to Learning Responsibility among Primary School Students in Small-Sized Schools.

Aspect	Mean ($\bar{x}$)	S.D.	Level of Agreement	Rank
Content	4.62	0.50	Most Agree	3
Learning Activities	4.56	0.55	Most Agree	4
Assessment of Learning	4.63	0.55	Most Agree	2
Benefits	4.70	0.44	Most Agree	1
Overall	4.62	0.51	Most Agree	

Table 3 Interpretation: The results indicate that students reported a high level of satisfaction with the instructional model, achieving an average score of 4.62 (S.D. = 0.51), suggesting a consensus in favor of the model.

The benefit received the highest rating, with a mean score of 4.70 (S.D. = 0.44), indicating that students strongly acknowledged the value and advantages of the instructional approach.

The Assessment of Learning achieved a high rating of 4.63 (S.D. = 0.55), reflecting student satisfaction with the evaluation of their learning progress.

The Content and Learning Activities received high ratings, with mean scores of 4.62 (S.D. = 0.50) and 4.56 (S.D. = 0.55), indicating that students perceived the content and learning activities as engaging and effective.

The findings indicate that the community-based and project-based instructional model was positively received by students regarding its content and its effectiveness in promoting a responsible learning attitude.

6. Discussion

This study is consistent with the research objectives and can be summarized as follows:

6.1. Development of the Community-Based and Project-Based Instructional Model (PPRSE Model)

The PPRSE Model, an instructional approach that is community-based and project-based, was developed to enhance disciplinary behavior concerning learning responsibility among primary school students in small-sized schools. Its validity

was confirmed by five experts. The model achieved an average rating of 4.80-5.00, with a standard deviation ranging from 0.00 to 0.44, suggesting its high suitability and appropriateness for application. This indicates that the proposed instructional model is structurally robust and suitable for implementation and further evaluation in educational contexts.

The model's design integrates community-based learning with project-based methods and was systematically developed, demonstrating its effectiveness and relevance in promoting learning responsibility in small-sized schools. The findings are consistent with Yeneng [14], who emphasized that fostering responsibility in primary school students requires providing them with opportunities to establish goals and organize their learning based on their capabilities. Educators ought to establish a learning environment that fosters responsibility, allocate tasks that enhance time management skills, and consistently assess progress to facilitate student development.

The findings align with the research of Uunona and Goosen [12], which identifies behaviors indicative of discipline and responsibility in learning as diligence, timely submission of assignments, pursuit of additional information, application of knowledge in real-life contexts, and a commitment to self-improvement. These behaviors significantly contribute to academic success, as responsible students manage their time effectively and develop critical thinking skills efficiently.

The results align with Dada et al. [13], who identified behaviors indicative of discipline and responsibility, including commitment to learning, timely completion of assignments, effective time management, continuous self-improvement, and addressing mistakes to enhance skills. These behaviors enhance learning efficiency, time management, and problem-solving skills, resulting in improved academic achievement.

The PPRSE Model has demonstrated effectiveness as a framework for fostering responsible and disciplined learning behaviors, thereby enhancing student development and academic performance among primary school students, especially in smaller educational settings.

6.2. Outcomes of Implementing the Community-Based and Project-Based Instructional Model in Social Studies

6.2.1. Evaluation Results of Disciplinary Behavior Pertaining to Learning Responsibility

The assessment of students' disciplinary behavior concerning learning responsibility, conducted before and after instruction utilizing the community-based and project-based instructional model, indicated that the experimental group exhibited significantly improved scores in learning responsibility post-intervention. The results achieved statistical significance at the .05 level, aligning with Hypothesis 2.1. The observed improvement can be attributed to the hands-on learning experiences facilitated by the community-based and project-based approach, enabling students to engage in critical thinking, communication, and collaborative discussions. This approach facilitated students' connection of their learning to real-world issues, enabling effective application of knowledge to everyday life.

The findings align with Almazroui [9], which indicates that exploring community issues through projects enhances students' comprehension of real-world contexts, facilitates the analysis of development pathways, and promotes effective problem-solving, alongside the cultivation of critical thinking, communication skills, and community responsibility. Abdul Aziz et al. [7] found that community-based learning, especially in heritage preservation, enables students to tackle real-world issues, engage in systematic problem-solving, and contribute to community development, thereby fostering responsibility and participation. Maha et al. [10] confirmed that project-based learning in community contexts promotes hands-on engagement, critical thinking, and sustainable learning over the long term. Sever Serezli et al. [18] found that a community and project-based approach fosters student engagement by promoting research, critical thinking, and problem-solving, which significantly enhances the learning experience.

6.3. Comparative Analysis of Social Studies Academic Performance Pre and Post-Instruction Utilizing Community-Based and Project-Based Models

Students in the experimental group, who engaged with the community-based and project-based instructional model, exhibited significantly greater academic achievement in social studies following the intervention. The experimental group exhibited statistically significant improvements in average scores post-instruction compared to pre-intervention, with a significance level of .05, consistent with the Hypothesis.

The enhancement is due to the model's incorporation of real-world information sources, enabling students to cultivate skills in planning, problem-solving, and practical application. These activities fostered responsibility and discipline, resulting in sustainable learning and productive exchanges of ideas.

The findings corroborate the work of Sihachantha [19], which indicates that community-based learning integrated with design thinking facilitates student participation in community-related activities, thereby enhancing academic performance. Engagement with real-life community situations facilitates the development of practical skills and competencies in students. Sukampa [15] identified that project-based learning, which utilizes community resources, enhances students' skills in creativity, communication, and interpersonal relationships, thereby improving academic performance and reinforcing ethical values. Buttong [16] noted that project-based learning, which incorporates local geography and community issues, enhances students' analytical, creative, and problem-solving abilities while also promoting communication skills, teamwork, and cultural pride. Phromma [20] confirmed that project-based learning utilizing community resources enhances teamwork, problem-solving, and presentation skills, while also fostering positive values and equipping students with essential professional skills for the future.

The findings indicate that the community-based and project-based instructional model effectively enhances disciplinary behaviors and academic performance in social studies among primary school students in small-sized schools.

6.4. Student Satisfaction with the Community-Based and Project-Based Instructional Model in Social Studies

The evaluation assessed students' satisfaction with the community-based and project-based instructional model for social studies, which aims to promote disciplinary behavior associated with learning responsibility. The mean satisfaction score was 4.62 (S.D. = 0.51), classified as "most agree," supporting Hypothesis 2.3. The elevated satisfaction is likely a result of the educational experience that incorporates community-based projects, which aid students in cultivating critical thinking, problem-solving, and teamwork skills, while also promoting a sense of responsibility, social awareness, and local pride. Students engaged in sustainable community development, which received strong appreciation.

The "Benefits" category, when analyzed by individual aspects, achieved the highest satisfaction score of 4.70 (S.D. = 0.44). The project-based learning associated with the community enabled students to cultivate critical thinking, teamwork skills, and technological proficiency in presenting their work. Additionally, it fostered responsibility and discipline in learning, which contributed to the development of civic consciousness and pride in the local community. This outcome indicates students' individual experiences and known environments.

The findings align with Wangchuk and Tshering [11], indicating that project-based learning linked to the community fosters higher-order thinking skills, teamwork, and responsibility. Students engaged in problem analysis and applied their knowledge to real-world contexts, promoting civic responsibility and contributing to sustainable community development. Mashfufah et al. [21] found that project-based learning connected with the community enhances students' critical and creative thinking skills. Students actively question and analyze information from authentic learning sources, make decisions, and apply knowledge for personal development and community enhancement. Imperiale and Vanclay [8] reported that community-linked project-based learning enhances critical thinking and problem-solving skills, fostering responsibility and discipline in students, which ultimately aids in the application of knowledge for personal and societal development.

The findings indicate that the community-based and project-based instructional model effectively enhances students' skills and attitudes essential for responsible learning, while simultaneously promoting a stronger connection to their community and facilitating their academic and personal development.

6.5. New Knowledge from the Research Results

This study has produced new insights into instructional models for social studies aimed at primary school students in small-sized schools. This study emphasizes the integration of Project-Based Learning (PjBL) and Community-Based Learning (CBL) to enhance an effective learning process that fosters sustainable behaviors of discipline and responsibility in education. The recent findings encompass the following essential points:

6.5.1. PPRSE Model

The PPRSE Model is a recently established five-step learning framework designed to promote disciplinary behavior in economics. This model outlines a systematic and integrated approach linking classroom learning with the community, as detailed below:

Prepare: Engage in the preparation of thought processes and the selection of topics pertinent to real-life contexts.

Practice: Participation in community-oriented project initiatives.

Reflection: Analyzing and assessing the learning process.

Submit: Disseminating the work to the community or the public.

Evaluate: Assessing the project's effectiveness and the associated learning outcomes.

This model highlights the relationship between theoretical frameworks and practical application, advocating for both "social discipline" and "responsibility for learning." This approach enables students to apply their learning in a relevant, real-world context systematically.

6.5.2. Disciplinary Behaviors Associated with Learning Accountability in Economics

This study introduces a novel conceptual framework consisting of six fundamental behaviors.
Leadership 2.2 Compliance with Regulations
Timeliness
Self-Confidence
Accountability

6.6. Persistence

This framework serves as a guide for evaluating student behavior within hands-on learning contexts. It enhances the comprehensive understanding of student development beyond mere academic success.

3. Integration of School and Community as a Learning Ecosystem: Utilizing the community as a foundation for learning activities enables students to interact with real-world scenarios, thereby fostering motivation and improving social skills. This approach facilitates student expression of opinions, engagement in activities, and the development of critical thinking and problem-solving skills in real-life contexts. The community functions as an effective learning ecosystem, enhancing students' educational experiences and promoting a stronger connection to their environment.

4. Holistic Learning Outcomes: The research proposes an evaluation system that covers behavior, knowledge, and attitudes. Students demonstrated improvement in academic performance, responsible behaviors, and learning satisfaction, which facilitated profound and enduring learning. This approach guarantees that the learning process emphasizes not only academic achievement but also the cultivation of responsible behaviors and attitudes conducive to lifelong learning.

5. A Novel Method for Developing Learning Activities to Promote Positive Discipline:

The PPRSE Model highlights the importance of academic achievement alongside the cultivation of positive social behaviors via collaboration, problem-solving, and goal-oriented learning processes. These activities contribute to the cultivation of self-discipline in students, facilitating the development of responsible and positive behaviors both within and beyond the classroom.

This research significantly advances the development of an instructional model that integrates project-based and community-based learning to enhance disciplinary behavior, responsibility, and lifelong learning competencies in primary school students, especially in small-sized schools. This framework integrates community engagement with education, fostering academic success alongside social responsibility and sustainable learning.

7. Conclusion

This study developed and evaluated a community-based and project-based instructional model for social studies (PPRSE Model) aimed at enhancing disciplinary behavior and learning responsibility among primary school students in small-sized schools. The results demonstrated that the model significantly improved both students' behavioral competencies such as self-discipline, leadership, and responsibility and their academic achievement in social studies. Students also reported high satisfaction with the learning experience, particularly valuing the real-world relevance and collaborative learning components of the model.

8. Educational Implications

The findings support the integration of community-based and project-based learning as a viable pedagogical strategy for promoting active learning, critical thinking, and responsible behavior. Particularly in under-resourced or small school contexts, the model offers a replicable framework that strengthens the connection between classroom instruction and real-life applications. It fosters holistic learning by addressing cognitive, behavioral, and affective domains.

9. Recommendations for Future Research

Future studies should explore the application of this model across different subjects, such as science or the Thai language, to examine its interdisciplinary relevance. Research should also extend to medium- and large-sized schools, as well as diverse socio-cultural contexts, to evaluate adaptability. Furthermore, longitudinal research is recommended to assess the sustainability of behavioral and academic improvements over time. The development of digital and community-linked learning resources should also be investigated to enhance accessibility and engagement in blended learning environments.

In summary, the PPRSE Model contributes meaningfully to the field of instructional design by offering an integrated approach that cultivates responsible learners and socially engaged citizens, making it especially suitable for small-school educational reform and the promotion of lifelong learning.

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