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จังหวัดมหาสารคาม 44000

DR.KEN Institute of Academic Development and Promotion
No. 139/26 Theenanon Road, Talad Sub-district,
Mueang Mahasarakham District, Mahasarakham Province,
Thailand, 44000 Tel: +66946398978

Website Address : www.mldskill.com/journal/index.php/IJSASR
: +66946398978
: Dr.keninstitute
: dr.keninstitute@gmail.com,

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Associate Professor Dr. Rattana Panyapa

Associate Professor Dr. Rattana Panyapa is a distinguished academic at Ubon Ratchathani Rajabhat University in Thailand, where she focuses on theology, religious studies, and interdisciplinary social development. With a strong academic background and a Doctor of Theology degree, she contributes extensively to both teaching and research. Dr. Rattana also serves on the editorial boards of respected journals, promoting scholarly collaboration and innovation. His research contributions, which span various aspects of humanities and social sciences.
Expertise: Theology, Religious Studies, Interdisciplinary Research, Sustainable Social Development, Humanities, and Social Sciences.

E-mail : rattana.p@ubru.ac.th

Google Scholar: https://scholar.google.co.th/citations?hl=en&user=ejbxnyYAAAAJ

ORCID ID: https://orcid.org/0000-0001-7801-9340

Editor-In-Chief

Assistant Professor Dr. Sanya Kenaphoom

Assistant Professor Dr. Sanya Kenaphoom is a prominent scholar in public administration at Rajabhat Mahasarakham University, Thailand, and serves as Director of the DR.KEN Institute of Academic Development and Promotion. He holds a Doctor of Public Administration (D.P.A.) and specializes in public policy, governance, sufficiency economy, community development, and strategic planning. Dr. Sanya is the Editor-in-Chief of the Interdisciplinary Academic and Research Journal and plays a key role in promoting interdisciplinary academic research in Thailand. His scholarly contributions, which focus on sustainable development and good governance, are widely recognized.

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Expertise: Public Administration, Public Policy, Governance, Sufficiency Economy Philosophy, Community Development, Strategic Planning, Educatio

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E-mail: sanya.ke@rmu.ac.th

ORCID ID: https://orcid.org/0000-0002-9833-4759

Google Scholar: https://scholar.google.com/citations?user=Ex2SJ-8AAAAJ&hl=th

Editorial Board Members

Assoc. Prof. Dr. Chot Bodeerat

Phibunsongkhram Rajabhat University, Thailand

Associate Professor Dr. Chot Bodeerat is a senior academic at Phibunsongkhram Rajabhat University in Thailand, known for his contributions to the fields of international relations, public administration, and community engagement. His academic work often explores governance, policy implementation, and participatory development, particularly within local and regional contexts. Dr. Chot actively publishes scholarly articles and serves on editorial boards, supporting interdisciplinary research and academic advancement. His research outputs are available via his Google Scholar profile, where his ongoing work reflects a commitment to public service innovation and higher education development.

Expertise: International Relations, Public Administration, Governance, Policy Implementation, Community Participation, and Higher Education Development.

E-mail: chotbodeerat@psru.ac.th

ORCID ID: https://orcid.org/0000-0002-6849-3791

Google Scholar: https://scholar.google.co.th/citations?hl=en&user=-bxQstAAAAAJ

Assoc. Prof. Dr. Ratana Panyapa

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Ubon Ratchathani Rajabhat University, Thailand

Associate Professor Dr. Rattana Panyapa is a distinguished academic at Ubon Ratchathani Rajabhat University in Thailand, where she focuses on theology, religious studies, and interdisciplinary social development. With a strong academic background and a Doctor of Theology degree, she contributes extensively to both teaching and research. Dr. Rattana also serves on the editorial boards of respected journals, promoting scholarly colla

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contributions, which span various aspects of humanities and social sciences.
Expertise: Theology, Religious Studies, Interdisciplinary Research, Sustainable Social Development, Humanities, and Social Sciences.

E-mail: rattana.p@ubru.ac.th

ORCID ID: https://orcid.org/0000-0001-7801-9340

Google Scholar: https://scholar.google.co.th/citations?hl=en&user=ejbxnyYAAAAJ

Asst. Prof. Dr.Sompong Kesanuch

Rajamangala University of Technology Suvarnabhumi, Thailand

Assistant Professor Dr. Sompong Kesanuch is a faculty member at Rajamangala University of Technology Suvarnabhumi, Thailand, with research expertise in educational innovation, democratic development, and community engagement. His work focuses on designing instructional media to foster democratic values among students, promoting civic responsibility, and developing leadership within communities. Dr. Sompong also explores multimedia tools and mixed-method approaches to enhance learning environments and support sustainable university initiatives.

Expertise: Educational Innovation, Instructional Design, Democratic Development, Civic Education, Community Leadership, and Multimedia Learning Tools.

E-mail: sompongek@gmail.com

Google Scholar: https://scholar.google.co.th/citations?hl=th&user=F8Yxl54AAAAJ

Assoc. Prof. Dr. Jitti Kittilertpaisan

Sakon Nakhon Rajabhat University, Thailand

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Associate Professor Dr. Jitti Kittilertpaisan is a senior academic and Vice President for Administration at Sakon Nakhon Rajabhat University, Thailand. He is actively involved in promoting cooperative education, university–community partnerships, and sustainable development initiatives. His research spans public administration, development studies, and policy analysis, with notable works on entrepreneurial intent, agricultural efficiency, and homelessness intervention. Dr. Jitti integrates quantitative research methods with community-based approaches to address real-world challenges.



Expertise: Public Administration, Development Studies, Policy Analysis, Community Development, Cooperative Education, and Quantitative Research Methods.

E-mail: jitti1998@hotmail.com

ORCID ID: https://orcid.org/0000-0001-6644-4315

Assoc. Prof. Dr. Jirayu Supsin

Faculty of Humanities and Social Sciences, Surin Rajabhat University, Thailand

Associate Professor Dr. Jirayu Supsin is a senior academic in the Faculty of Humanities and Social Sciences at Surin Rajabhat University, Thailand. He specializes in political science and public administration, with a strong focus on community development, local governance, and economic empowerment initiatives. His recent research includes studies on political participation, community leadership mechanisms, and strategies to boost economic opportunities for aging societies in Surin Province, reflecting his commitment to sustainable local development.

Expertise: Political Science, Public Administration, Local Governance, Community Development, Community Enterprise, Economic Empowerment, and Mixed-Methods Research.

E-mail: jhssrru@srru.ac.th

Google Scholar: https://scholar.google.com/citations?user=7lx5EoYAAAAJ&hl=th

Assoc. Prof. Dr. Sirivadee Wiwithkhunakorn

Nakhon Ratchasima Rajabhat University, Thailand

Associate Professor Dr. Sirivadee Wiwithkhunakorn is a decorated academic at Nakhon Ratchasima Rajabhat University (NRRU), Thailand, serving as an Associate Professor in the Department of Public Administration and holding leadership roles as Dean of the Faculty of Humanities and Social Sciences. She has co-authored research on developing professional competencies and human resource practices within Rajabhat universities, employing structural modeling and mixed-method approaches to enhance institutional effectiveness.

Expertise: Public Administration, Public Law, Human Resource Development, Institutional Governance, Competency Modeling, Interdisciplinary Education, and International Academic Collaboration.

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E-mail: sirivadee.w@nrru.ac.th

ORCID ID: https://orcid.org/0000-0002-0842-7709

Assoc. Prof. Dr.Watcharaporn Jantanukul

Ubon Ratchathani Rajabhat University, Thailand

Associate Professor Dr. Watcharaporn Jantanukul is a faculty member at Ubon Ratchathani Rajabhat University in Thailand, specializing in strategic management for local and cultural development, artificial intelligence–enhanced teaching, and community-focused public services. Her recent work includes a 2025 study on "Strategic Management Techniques to Enhance the Sustainable Value-added Local Culture – Local to Global", exploring how local cultures can gain value in the global context. In 2024, she authored a systematic review titled “AI and Human Synergy: Utilizing AI to Enhance Teaching and Learning,” examining how AI integration can support personalized learning while highlighting ethical and equity challenges. Dr. Watcharaporn also investigates public service delivery models to balance efficiency, accountability, and social equity. Her research outputs, reflected in multiple peer-reviewed journals and indexed academic profiles, demonstrate a commitment to enhancing educational quality and community wellbeing through innovative, interdisciplinary approaches.

Expertise: Strategic Management, Local & Cultural Development, AI-Enhanced Education, Public Service Efficiency, Accountability & Equity, and Community Engagement.

E-mail: chomchob49@gmail.com

ORCID ID: https://orcid.org/0000-0001-8048-9798

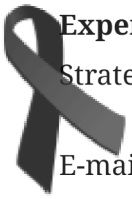
Asst. Prof. Dr. Chuthamas Chompha

Ubon Ratchathani Rajabhat University, Thailand

Assistant Professor Dr. Chuthamas Chompha is a lecturer in the Faculty of Humanities and Social Sciences at Ubon Ratchathani Rajabhat University, Thailand. Her research centers on community development and poverty alleviation through local community enterprises, with notable work on enhancing operational capabilities of community organizations and applying strategic models to address rural poverty in Ubon Ratchathani Province. Her studies incorporate both quantitative and qualitative approaches to develop sustainable frameworks for empowerment, marketing, and organizational management within Thai communities.

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Expertise: Community Development, Poverty Alleviation, Community Enterprise Management, Strategic Planning, Quantitative & Qualitative Research Methods, and Local Empowerment

E-mail: chuthamars.chom@gmail.com

ORCID ID: https://orcid.org/0000-0003-4130-6236

Google Scholar: https://scholar.google.co.th/citations?user=KwiCB1kAAAAJ&hl=th

Asst. Prof. Dr. Pisak Kalyanamitra

Valaya Alongkorn Rajabhat University, Thailand

Assistant Professor Dr. Pisak Kalyanamitra is a faculty member at Valaya Alongkorn Rajabhat University in Pathum Thani, Thailand, with a focus on public administration, governance, and education policy. His research includes topics such as good governance in local administrative organizations, fiscal autonomy, social capital development rooted in the Sufficiency Economy philosophy, and quality assurance in ASEAN universities. Dr. Kalyanamitra employs both quantitative (e.g., causal relationship models, frontier analysis) and qualitative approaches to support sustainable development and organizational effectiveness. His work is documented across multiple journals and indexed in Google Scholar and ResearchGate.

Expertise: Public Administration, Good Governance, Fiscal Autonomy, Social Capital & Sufficiency Economy, Educational Quality Assurance, Quantitative & Qualitative Research Methods.

E-mail: pisak@vru.ac.th

ORCID ID: https://orcid.org/0000-0001-5624-933X

Asst. Prof. Dr. Wanchai Suktam

Surin Rajabhat University, Thailand

Assistant Professor Dr. Wanchai Suktam is a lecturer and researcher at Surin Rajabhat University, Thailand, with expertise in public administration, political science, community development, and human resource management. His research focuses on participatory development, volunteerism, and local wisdom, aiming to empower communities and promote sustainable livelihoods—particularly among elderly groups in border areas. Dr. Wanchai also explores educational innovation, including the use of blockchain technology for academic credentialing and data

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management. His scholarly work reflects a strong commitment to community engagement and policy-driven development.

Expertise: Public Administration, Political Science, Community Development, Human Resource Management, Participatory Research, Volunteerism & Local Wisdom Learning, Educational Innovation, and Technology in Education.

E-mail: wanchai2526@srru.ac.th

ORCID ID: https://orcid.org/0000-0002-0696-1377

Google Scholar: https://scholar.google.com/citations?user=dj-RB6YAAAAJ&hl=th

Asst. Prof. Dr. Kanlayani Charoensopharat

Rajabhat Mahasarakham University, Thailand

Assistant Professor Dr. Kanlayani Charoensopharat is a biotechnology researcher at Rajabhat Mahasarakham University, Thailand, specializing in fermentation engineering, bioethanol production, and microbial biotechnology. Her research focuses on developing thermotolerant yeast strains for efficient bioethanol production from various substrates such as cassava, molasses, and Jerusalem artichoke. She also explores antimicrobial compounds derived from Streptomyces and plant extracts, integrating applied microbiology with sustainable bioprocessing. Dr. Kanlayani holds a Ph.D. in Biotechnology and has published extensively in her field.

Expertise: Biotechnology, Fermentation Engineering, Bioethanol Production, Thermotolerant Yeasts, Antimicrobial Compound Discovery, Electrophoresis, and Cloning.

E-mail: kanlayani@rmu.ac.th

ORCID ID: https://orcid.org/0000-0002-7091-5615

Google Scholar: https://scholar.google.com/citations?hl=th&user=ZSly9c8AAAAJ

Asst. Prof. Dr. Busara Niyomves

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Ramkhamhaeng University, Thailand

Assistant Professor Dr. Busara Niyomves is an academic at Ramkhamhaeng University, Thailand, with expertise in educational management, lifelong learning, and technology-enhanced instruction. Her research focuses on hybrid learning m

in AI-integrated education, and comparative studies between formal schooling and tutoring institutions. She employs mixed-method research approaches to explore educational outcomes and contribute to policy and innovation in teaching and learning.

Expertise: Educational Management, Hybrid & Technology-Enhanced Learning, Lifelong Learning, Ethical Leadership in AI Education, Comparative Education, and Mixed-Methods Research.

E-mail: busara_09@hotmail.com

ORCID ID: https://orcid.org/0000-0002-3434-9310

Asst. Prof. Dr. Ntapat Worapongpat

Eastern Institute of Technology Suvarnabhumi (EITS), Thailand

Assistant Professor Dr. Ntapat Worapongpat is a faculty member at the Eastern Institute of Technology Suvarnabhumi (EITS), Thailand, and serves as the head of the Center for Knowledge Transfer, Technology, Community Innovation, Entrepreneurship, Tourism, and Education. His expertise lies in innovative educational leadership, community-based digital marketing, and AI-enhanced learning systems. His recent research explores leadership in private university administration, AI mindfulness in graduate education, and strategies for integrating technology to foster community innovation and entrepreneurship.

Expertise: Innovative Educational Leadership, Digital Community Marketing, Organizational Learning, AI-Enhanced Education, Community Innovation, Technology Transfer, and Entrepreneurship.

E-mail: dr.thiwat@gmail.com

ORCID ID: https://orcid.org/0009-0008-3071-5249

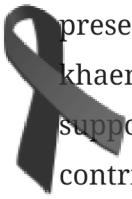
Google Scholar: https://scholar.google.com/citations?user=4DHixrwAAAAJ&hl=th

Dr.Pariyat Namsanga

Rajabhat Maha Sarakham University, Thailand

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Dr. Pariyat Namsanga is a music scholar and educator at Rajabhat Maha Sarakham University in Thailand, specializing in musicology, ethnomusicology, and music education. His work focuses on



preserving and innovating traditional Isan music by blending local styles, such as mōlam and khaen, with Western influences. As an Assistant Dean, he also oversees music infrastructure and supports student development through cultural performances and academic research. His contributions help bridge traditional Thai musical heritage with modern educational practices, enriching both the local community and academic discourse.

Expertise: Musicology, Ethnomusicology, Music Education, Society and Culture

E-mail: pariyat.na@rmu.ac.th

Google Scholar: https://scholar.google.com/citations?user=a22upkoAAAAJ

Dr.Suratsawadee Chantachon

Sirindhorn College of Public Health, Chonburi, Thailand

Dr. Suratsawadee Chantachon is a public health researcher at Sirindhorn College of Public Health, Chonburi, Thailand, specializing in community healthcare innovations with a strong emphasis on herbal health applications for older adults. Her recent work includes developing a prototype *“herbal pain relief belt”* aimed at alleviating knee pain in elderly residents of Bang Nam Priao District, showing significant reductions in discomfort and NSAID usage in quasi-experimental trials. She also co-researches on the adaptive use of traditional Mongolian ger dwellings, examining their health and educational benefits alongside Dr. Songkoon Chantachon. Her ORCID ID is 0009-0005-4173-1728, and her emerging Google Scholar profile indicates a growing publication record focused on practical, health-centered innovation in Thai communities.

Expertise: specializes in community health, elderly care, herbal medicine, health innovation, and traditional Thai health practices.

Mail: suratsawadee@scphc.ac.th

ORCID ID: https://orcid.org/0009-0005-4173-1728

Google Scholar: https://scholar.google.com/citations?user=B4cfQYsAAAAJ&hl=th

Lecturer Sunisa Potisansuk

Rajabhat Mahasarakham University in Thailand

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Lecturer Sunisa Potisansuk is a faculty member at Rajabhat Mahasarakham University in Thailand, where she specializes in teaching dance and drama. Her academic work focuses on the preservation and innovation of Thai folk and religious performances, often combining traditional storytelling, music, and costume with modern choreography. Through her research, she explores cultural themes such as the Holi festival, Isaan legends, and spiritual rituals at shrines, aiming to keep local arts relevant and meaningful in contemporary society. Her publications also contribute to the understanding of community-based crafts and performances, highlighting their role in cultural identity and education.

Expertise: Thai dance and drama, folk and religious performance, cultural preservation, contemporary choreography, and community-based arts.

E-mail: sunisa15122126@gmail.com

Google Scholar: https://scholar.google.com/citations?user=z5CeQhcAAAAJ&hl=th

Dr.Narisara Khamsing

Faculty of Management Science, Rajabhat Maha Sarakham University, Thailand

Dr. Narisara Khamsing is a faculty member at the Faculty of Management Sciences, Rajabhat Maha Sarakham University, Thailand. She specializes in tourism management with a strong focus on community-based and sustainable tourism. Her academic background includes a doctorate in Tourism and Hospitality Management, and she has extensive teaching experience in hotel management, front office operations, and community tourism. Beyond teaching, she frequently serves as a guest speaker on topics such as personality development, front office services, and community tourism development.

Her research contributions span both behavioral studies and applied tourism planning. Key projects include analyzing tourist intentions in faith-based tourism in Maha Sarakham Province, and optimizing family travel routes in Buriram using advanced heuristic models. These works combine social science approaches, such as survey analysis, with technical methods like adaptive algorithms, reflecting her interdisciplinary strength. Her studies not only enhance academic understanding but also provide practical insights for local tourism development, helping communities design sustainable tourism experiences.

Expertise: Community-based and sustainable tourism, hospitality and front office management, homestay and tourism route development, personality development, communication skills, and tourism behavior research.

E-mail: Narisara.kh@rmu.ac.th

Google Scholar: https://scholar.google.com/citations?user=iuCbpykAAAAJ&hl=th

Managing Editors

Krisada Saenbuakham

Research and Development Institute, Rajabhat Maha Sarakham University, Maha Sarakham, Thailand

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E-mail: krisda@rmu.ac.th

Hongyaya Dechphanna

Faculty of Political Science and Public Administration, Rajabhat Maha Sarakham University, Maha Sarakham, Thailand

E-mail: prapatsornsubterm@gmail.com



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The Effect of Project-Based Learning on the Mathematics Achievement of Fourth-Grade Students in Shaoshan Primary School, Kunming, Yunnan

Ma Cui[1], Suwana Juithong[2] and Wassaporn Jirojiphan[3]
[1]Master student, Curriculum and Instruction Program, Valaya Alongkron Rajabhat University under the Royal Patronage, Pathum Thani Province, Thailand
[2,3] Curriculum and Instruction Program, Valaya Alongkron Rajabhat University under the Royal Patronage, Pathum Thani Province, Thailand
[1]E-mail: cui.ma@vru.ac.th, ORCID ID: https://orcid.org/0009-0000-3075-1313
[2]E-mail: suwana@vru.ac.th, ORCID ID: https://orcid.org/0009-0002-1391-5819
[3]E-mail: wassaporn@vru.ac.th, ORCID ID: https://orcid.org/0009-0007-6934-5372

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Abstract
Background and Aims: The impact of project-based learning (PBL) on mathematics achievement has significant research implications. This learning method emphasizes a project-centered approach to cultivating students' comprehensive abilities and allows them to engage in real-world problem solving. This experimental research aimed to: 1) compare students' mathematics achievement before and after project-based learning; 2) compare mathematics achievement after project-based learning with the predetermined criterion of 70%; and 3) assess students' satisfaction with project-based learning.
Methodology: This study employed cluster random sampling to select 30 fourth-grade students (1 class) from a population of 104 students (2 classes) at Shaoshan Primary School in Kunming, Yunnan Province. Data on mathematics achievement and satisfaction were collected through mathematics achievement tests and questionnaires, respectively. SPSS software was used to analyze the collected data, including item difficulty (p), item discrimination (r), reliability, mean, standard deviation, and one-sample t-test.
Result: The results showed that 1) mathematics achievement test scores of the students after learning through project-based learning (M = 28.47, SD = 3.56) were higher than those before learning (M = 11.83, SD = 3.50) at the 0.01 significance level; 2) the post-test scores were higher than the predetermined criterion of 70% at the 0.01 significance level (M = 28.47, SD = 3.56); and 3) students' satisfaction was at a high level (M = 4.52, SD = 0.97). The findings indicate that using a 4-step project-based learning approach can effectively improve students' mathematics achievement, stimulate their interest in learning, develop their independent learning ability, and meet their personalized learning needs.
Conclusion: According to the research results, we can draw the following conclusions: The average score and standard deviation of fourth-grade students who received project-based learning met the 70% criterion at the 0.05 significance level. Project-based learning can enhance students' mathematics achievement.
Keywords: Project-based Learning; Mathematics Achievement; Mathematics Course

Introduction

This study fits into the larger framework of China's continuing educational reform, where active, inquiry-oriented, and competency-based learning approaches are becoming more and more valued in national policies. Official guidelines in 2023 emphasized the value of inquiry-based and heuristic teaching approaches, with a focus on enhancing students' capacity for higher-order thinking and problem-solving.

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Building on this approach, the Ministry of Education proposed task-based and project-based learning models that take advantage of the special qualities of AI technologies in 2024 and further mandated the gradual adoption of universal artificial intelligence (AI) education by 2030. A favorable policy climate for the implementation of Project-Based Learning (PBL) in primary education has been created by these legislative developments, which clearly indicate a trend away from traditional knowledge transmission and toward student-centered, application-oriented learning paradigms.

Because of its proven ability to increase student engagement and foster deeper learning, PBL has garnered more scholarly attention in recent years (Kokotsaki et al., 2016). According to research, PBL helps students create relevant knowledge by involving them in real-world tasks and ongoing investigation. Nevertheless, despite its acknowledged advantages, research to date has shown a number of enduring obstacles that restrict its broad use and efficacy. These include substantial time and workload pressures for both teachers and students (Habok & Nagy, 2016; Mentzer et al., 2017), high implementation costs and high resource demands (Aldabbus, 2018; Sunismi et al., 2022), and challenges in creating reliable, multifaceted assessment systems that are in line with project-based procedures (Krajcik & Shin, 2014; Wilson, 2021). Additionally, problems with structural limitations and cultural adaptation in various educational environments continue to be major obstacles (Musa et al., 2021; Ning & Fu, 2024). All of these drawbacks hinder the durability and scalability of PBL programs (Kokotsaki et al., 2016; Sumarni & Kadarwati, 2020), highlighting the pressing need for more creative, methodical, and context-sensitive strategies.

There are still urgent pedagogical issues with mathematics instruction at the elementary school level. Conventional teaching methods frequently place an emphasis on rote memorization and repeating exercises, which can lead to what is known as a "memorization trap," in which teachers spend too much time on procedural drills instead of encouraging conceptual comprehension and real-world application. As a result, pupils usually take on passive roles during the learning process and have few chances to use their mathematical knowledge to solve real-world, actual situations (Li, 2018). These methods lower students' desire and involvement in learning mathematics and impede the development of higher-order thinking abilities.

By altering current learning paradigms, project-based learning presents a viable answer to these problems. It moves the emphasis from learning discrete facts to using information in relevant circumstances; from solving problems in a particular subject to interdisciplinary inquiry; and from abstract, paper-based exercises to real-world, actual challenges. PBL cultivates critical thinking, problem-solving, creativity, communication, and self-directed learning—skills that are universally acknowledged as vital for the twenty-first century—through extended inquiry, teamwork, and reflection. Examining the successful integration of PBL is an important and timely task, given the changing policy landscape and the pressing need to change primary mathematics teaching.

Objectives

1. To compare students' mathematics achievement before and after learning through project-based learning.
2. To compare the mathematics achievement after learning through the project-based learning learning method with the predetermined criterion of 70 %.
3. To assess students' satisfaction after receiving project-based learning.

Literature Review

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In this chapter, the researcher discusses the theoretical foundations of PBL according to the literature and explores the empirical evidence in mathematics education, research gaps, and recent meta-analyses on PBL in mathematics.

1. The history and present situations of questioning methods in foreign countries

Thomas (2000) 1. PBL Theoretical Foundations: Student academic achievement is improved through active engagement in authentic projects. 2. Empirical Evidence in Mathematics Education: PBL has a moderately positive effect on mathematics achievement (Hedges' g = 0.48, 95% CI: 0.31–0.65).3. Research Gaps: The study does not examine how specific PBL design frameworks can be systematically applied to mathematics education. 4. Recent Meta-Analyses on PBL in Mathematics: PBL effectively improves mathematics achievement, with effect sizes consistent with those found in recent meta-analyses (e.g., Gufron et al., 2025).

Carter, 2016， 1.PBL Theoretical Foundations: PBL is effective for advanced mathematics courses.2.Empirical Evidence in Mathematics Education: The PBL group (n = 64) achieved 33.6% more correct answers than the traditional group (n = 58) (M = 71.17 vs. M = 56.98, t = 4.57, p < .001).3.Research Gaps: The study does not examine how PBL design frameworks can be systematically applied across diverse educational contexts or grade levels.4.Recent Meta-Analyses on PBL in Mathematics: PBL effectively improves mathematics achievement in advanced courses.

2. The history and present situations of questioning methods in China

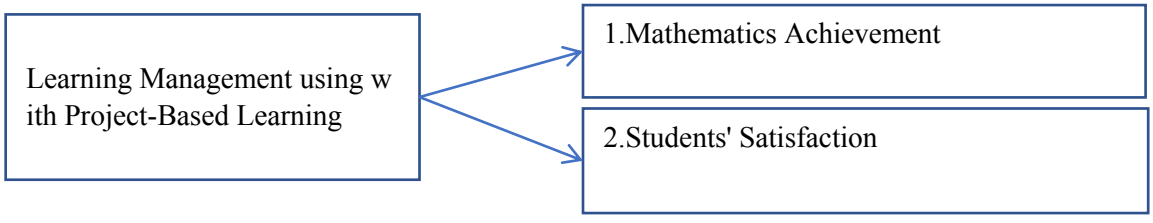
Shi Yu (2023):1. PBL Theoretical Foundations: The "Gold Standard PBL" model;2. Empirical Evidence in Mathematics Education: The mixed-methods design adopted (combining case study and document analysis) provides a methodological reference for evaluating PBL effectiveness;3. Research Gaps: Without delving into the contextualized implementation of specific subjects (such as mathematics), 4. Recent Meta-Analyses on PBL in Mathematics: The effectiveness of BIE's "Gold Standard PBL" model in mathematics education;

He & Qi (2017) 1. PBL Theoretical Foundations: The Mathematics project-based curriculum adopts project activities as its organizational form. 2. Empirical Evidence in Mathematics Education: Mathematics achievement improved. 3. Research Gaps: How to adapt to mathematics education in different cultural contexts. 4. Recent Meta-Analyses on PBL in Mathematics: This study provides subject-specific empirical evidence demonstrating that project-based learning in mathematics can effectively improve mathematics achievement.

Conceptual Framework

Based on the content of this study, the independent variable was operationalized according to the revised Bloom's taxonomy framework (Anderson & Krathwohl,2001），which is the instructional management that adopts project-based learning, grounded in Constructivist theory and progressive educational philosophy (Ni， 2021). The dependent variables were operationalized according to the revised Bloom's taxonomy framework (Anderson & Krathwohl,2001），which includes mathematics achievement and student satisfaction.

Independent variable **Dependent variables** Ma Cui



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Figure 1: Conceptual Framework

Mothodology

1. Participants and Sampling

The population in this study is 104 students (2 classes) in the School of Shaoshan Primary School, Kunming City, Yunnan Province. The sample in this study is 30 students (1 classroom) in the School of Shaoshan Primary School, Kunming City, Yunnan Province, by cluster random sampling.

2. Research Instruments

Research instruments are the tools for collecting data. The research instruments that were used in this study are (1) Project-Based Learning Lesson plans. (2) The Mathematics Achievement Test. And (3) Questionnaire for students' satisfaction.

2.1 Project-Based Learning Lesson Plans: The fourth-grade mathematics curriculum plan at Shaoshan Primary School consists of a total of 6 lessons, each lasting 2 class hours, for a total of 12 class hours. The specific arrangement is shown in the table below:

Table 1 Course content sheet

Lesson Plan	Topic	Time Duration
1	Family Budget Manager	2 hours
2	Junior Designer: Design My Room	2 hours
3	Junior Architect: Designing an Amusement Park	2 hours
4	Junior Meteorologist: Recording Weather Changes	2 hours
5	Beginner Travelers: Planning a Family Trip	2 hours
6	Junior Architect: Build 100 square centimeters	2 hours

The draft lesson plans are evaluated by three experts regarding the appropriateness of each component. The instrument used for evaluating appropriateness is a five-point rating scale that ranges the level of appropriateness from a very high level, high level, moderate level, low level, and very low level.

The appropriateness data collected from the evaluation form is analyzed by calculating mean scores and is assigned the interpretation of appropriateness level as follows:

Table 2: Evaluating appropriateness was a points rating scale Instrument for collecting data

Mean Scores	Interpretation of Appropriateness Level
4.51-5.00	Very high level
3.51-4.50	High level
2.51-3.50	Moderate level
1.51-2.50	Low level

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1.00-1.50	Very low level

2.2 The Mathematical achievement test form: The achievement test form had a total of 30 items. The index of Item Objective Congruence (IOC) value of 30 items in the achievement test form was 0.60at the lowest and 1.00 at the highest. The result of analyzing the IOC index showed that all the items were appropriate and could be used in the achievement test form. Analyze the item of the achievement test form and find out that the item Reliability (0.941) is more than 0.70. This showed that the quality of the mathematical achievement test form was good. (Kuder & Richardson. 1937: 681-687)

2.3 Questionnaire for students' satisfaction: The questionnaire is provided to 3 experts for content validity check and suggestions. The result of analyzing the IOC index (0.60-1.00) showed that all test items were appropriate and could be used in the test. The Cronbach's Alpha coefficient of the reliability of the student satisfaction questionnaire is 0.842, which is greater than 0.70. Therefore, the reliability of the student satisfaction questionnaire meets the requirements (Cronbach, 1951)

3. Data Collection

The procedures of data collection are as follows:

1) The sample was pretested using a designed instrument to measure mathematics achievement.

2) The sample was taught using a project-based learning approach.

3) After completing the instruction, the subjects took a posttest using the same instrument used in the pretest.

4) The sample was administered a student satisfaction questionnaire.

4. Data Analysis

In this study, data were analyzed using the statistical program according to the research objectives.

1)Compare students' mathematics achievement before and after receiving project-based learning strategies by using a t-test for dependent samples.

2) Compare students' mathematics achievement with the determined criteria set at 70 percent by using a t-test for one sample.

3) Assess the student's satisfaction with project-based learning strategies by using arithmetic mean and standard deviation.

Results

In this study, data were analyzed using statistical methods according to the research objectives: (1) to compare changes in students' mathematics achievement before and after using the project-based learning system; (2) to compare students' mathematics achievement with the established 70% criterion; and (3) to evaluate student satisfaction.

Table 3: The result of comparing the mean score of students' mathematics achievement before and after learning through the implementation of project-based learning.

Group	n	Pretest scores		Posttest scores		t	p
		M	S.D.	M	S.D.		
Experimental group	30	11.83	3.50	28.47	3.56	21.747	.000

**p < .01

As presented in Table 3, the mean scores of the pretest of students' mathematics were 11.83 (S.D. = 3.50), and the posttest of students' project-based learning was 28.47(S.D. =3.56). On average, Posttest scores were 16.64 points higher than pretest scores. Moreover, it aimed to examine the mean score of before-and-after using the implementation of project-based learning in a mathematics course to enhance

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Students' mathematics achievement. The result of this table showed that after learning through the implementation of project-based learning in a mathematics course in the classroom, posttest scores of students' mathematics achievement was higher than pretest scores at .01 level of statistical significance (t_{29} =21.747, p < .01). The average scores of the study developed increasingly higher than pretest.

Table 4: The result of comparing the mean score of students' mathematics achievement after learning through the implementation of project-based learning in the mathematics course with the determined criterion set at 70 percent of full scores

Group	N	Full score	Criteria score	M	S.D.	t	p
Experimental group	30	30	21	28.47	3.56	11.489	.000

**p < .01

As shown in the table, out of a possible full score of 30, the mean score of the students' academic achievement after learning through project-based learning was 28.47 points with a standard deviation of 3.56 points, which is statistically higher than the 70% criterion (t=11.489, p=.000< .01).

This shows that the mathematics achievement of the students who received project-based learning was higher than 70%.

According to the research results, we can draw the following conclusions: Based on the results of the study, we can conclude that the mean scores and standard deviations of students who use project-based learning in teaching mathematics courses are higher than the 70% norm and are statistically significant at the 0.05 level. Project-based learning can improve students' mathematics achievement.

Table 5: The results of research to assess the students' satisfaction with the Implementation of project-based learning in mathematics courses

Items	M	SD	Satisfaction level
Satisfaction with Content			
1. Relevance and authenticity of PBL course content to real-world Mathematics practice (e.g., design tasks, creative projects)	4.50	0.68	Very high level
2. Challenging and inspiring nature of PBL course content	4.33	0.84	high level
3. Extent to which PBL content helped improve my Mathematics Achievement	4.43	0.85	high level
4. Extent to which PBL content helped improve my Mathematics Application Skills (e.g., transforming creative ideas into a measurable indicator + mathematical model + visual story)	4.50	0.86	Very high level
total	**4.44**	**0.81**	**high level**
Satisfaction with the learning management process			
5. Experience of self-directed inquiry and Mathematics problem-solving in PBL	4.67	0.75	Very high level
6. Experience of group collaboration and interactive communication in PBL	4.60	0.67	Very high level
7. The extent to which PBL stimulated my interest and	4.77	0.50	Very high level

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Items	M	SD	Satisfaction level
initiative in Mathematics learning			
Total	**4.68**	**0.64**	**Very high level**
Satisfaction with instructor support			
8. Timeliness and effectiveness of guidance and feedback provided by the teacher during PBL	4.57	0.72	Very high level
9. Helpfulness of the teacher's support (e.g., Mathematics resources, technique suggestions, creative strategies	4.70	0.53	Very high level
10. Teacher's effectiveness in fostering positive classroom interaction and a creative atmosphere	4.33	0.95	high level
Total	**4.53**	**0.74**	**Very high level**
Satisfaction with evaluation and evaluation			
11.Fairness and transparency of PBL assessment methods (e.g., formative assessment, work presentation, creative report)	4.27	1.08	high level
12. The extent to which the PBL assessment accurately reflected my improvement in Mathematics Achievement	4.53	0.81	Very high level
13. My satisfaction level with the mathematics outcomes (works/projects/presentations) accomplished through PBL	4.63	0.85	Very high level
14. Extent to which PBL helped develop my Interdisciplinary Integration Skills (e.g., connecting Mathematics with knowledge from other disciplines)	4.47	0.93	high level
15. The extent to which PBL has a positive impact on my future artistic learning or career development	4.47	0.86	high level
Total	**4.47**	**0.90**	**high level**
Over all	**4.52**	**0.97**	**Very high level**

The overall results of the high level by experts are high level with (M=4.52, S.D. = 0.97). Thus, it was concluded that students' satisfaction after receiving a high level was high.

Discussion

The results of this study offer compelling empirical evidence that Project-Based Learning (PBL) improves students' performance in mathematics. The statistically significant improvement in students' conceptual comprehension and problem-solving skills from the pre-test (M = 11.83, SD = 3.50) to the post-test (M = 28.47, SD = 3.56) suggests that the PBL intervention significantly enhanced students' abilities. This outcome is in line with past studies showing PBL's beneficial effects on academic performance. According to Thomas (2000), for instance, well-designed project-based learning environments encourage more in-depth learning and improved academic achievement. According to Carter (2016), pupils who participated in PBL had greater levels of motivation and achievement than those who received traditional education.

The reported benefits are also consistent with the findings of Kokotsaki et al. (2016), who found in their literature review that PBL improves content understanding when projects are organized around authentic tasks and well-defined learning objectives. Mentzer et al. (2017) highlighted that inquiry-driven and design-oriented learning settings enhance students' higher-order thinking abilities in the context of mathematics education, which probably helped explain the notable performance improvements seen in this study. Additionally, Sumarni and Kadarwati (2020) showed that project-based learning (PBL) can

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greatly enhance higher-order thinking abilities (HOTS), bolstering the claim that PBL promotes both cognitive and knowledge acquisition.

The practical value of the intervention is further highlighted by the substantial difference ($p < .01$) between the students' post-test performance and the established 70% proficiency threshold. This result builds on the findings of He and Qi (2017), who highlighted the value of organized project design in creating resources for mathematics curricula. The current study shows that PBL can raise student performance from below-proficient levels to above-standard achievement when it is implemented systematically. Furthermore, Shi (2023) emphasized the "Gold Standard PBL" tenets of authenticity, reflection, and persistent inquiry, which offer a theoretical justification for the notable progress found in this investigation.

The findings theoretically align with constructivist learning principles found in Bloom's taxonomy (Bloom et al., 1956) and its updated framework (Anderson & Krathwohl, 2001). PBL settings help students move from memorization and comprehension to application, analysis, evaluation, and creation—higher levels of cognitive engagement necessary for learning mathematics in a meaningful way. Furthermore, Aldabbus (2018) pointed out that real-world problem-solving situations increase student ownership and involvement, which could account for the high success and motivational results in this study.

The results also concur with more extensive worldwide studies that demonstrate PBL's efficacy in a variety of educational settings (Musa et al., 2021; Ning & Fu, 2024). According to this research, PBL results in quantifiable gains in academic achievement when it is properly applied with explicit instructional scaffolding and coordinated evaluation techniques. Additionally, Habok and Nagy (2016) contended that mixed-method assessments of PBL demonstrate both affective and cognitive benefits, confirming the multifaceted influence of this teaching strategy.

Furthermore, when analyzing attainment increases, dependability considerations are crucial. Internal consistency reliability theory (Cronbach, 1951; Richardson & Kuder, 1939) argues that structured assessment tools are a valid way to gauge learning progress. The study's significant effect sizes imply both statistical significance and a significant educational benefit.

All things considered; the current research adds to the increasing amount of proof that Project-Based Learning is a successful teaching method for raising primary school students' proficiency in mathematics. PBL fosters higher-order cognitive growth and academic competence by combining reflective practice, systematic direction, and authentic inquiry. These findings encourage the wider deployment of PBL in mathematics education by showing that its systematic application can raise students' competency levels above minimal requirements.

Recommendation

Enhancing the successful application and ongoing development of Project-Based Learning (PBL) in various educational situations is the goal of the following suggestions.

First, curriculum design should methodically incorporate PBL. To guarantee coherence and academic rigor, project-based approaches should be in line with learning objectives, instructional activities, and

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assessment techniques. Students can gain a better conceptual grasp and develop critical thinking, teamwork, creativity, and problem-solving skills—all of which are crucial 21st-century competencies—by incorporating realistic, real-world challenges into the curriculum.

Second, organizations ought to give teachers ongoing opportunities for professional growth. In order to create relevant projects, encourage student inquiry, oversee collaborative learning environments, and apply proper evaluation procedures, teachers require ongoing training and assistance. Teachers' confidence and efficacy as educators in PBL settings can be further enhanced by ongoing professional learning communities.

Third, there should be more cooperation with outside groups and industrial partners. Collaborations with experts and community members can offer exposure to real-world applications, mentorship possibilities, and authentic project contexts. Students' educational experiences are enhanced, and the applicability of academic material is reinforced by such participation.

Fourth, it is necessary to design and improve assessment techniques that are in line with PBL concepts. It's possible that project-based learning fosters competencies that are not sufficiently captured by traditional exams. Thus, it is necessary to include rubrics, portfolio assessments, performance-based evaluations, and authentic assessments. These techniques make it possible to assess students' knowledge, abilities, and teamwork in a more thorough manner.

Fifth, pupils should be encouraged to engage in reflective behaviors. Journals, self-evaluations, and peer reviews are examples of structured reflection exercises that assist students in tracking their development, identifying their areas of strength and growth, and cultivating the metacognitive abilities necessary for lifelong learning.

To help with PBL implementation, technology-enhanced learning resources should also be incorporated. Multimedia presentation tools, data analysis software, simulation tools, and digital collaboration platforms can all increase learning opportunities and promote creativity and communication. Future research on the topic of technology's role in project-based learning is equally crucial.

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Acceptance Letter for Publication

To **Ma Cui, Suwana Juithong and Wassaporn Jirojiphan**

Following the submission of your manuscript entitled **"The Effect of Project-Based Learning on the Mathematics Achievement of Fourth-Grade Students in Shaoshan Primary School, Kunming, Yunnan"** to the *Interdisciplinary Academic and Research Journal (Online)*, Old ISSN: 2774-0374 (Online) and New ISSN: 2985-2749 (Online), we are pleased to inform you of the outcome of the editorial and peer-review process.

The *Interdisciplinary Academic and Research Journal (IARJ)* is indexed by the **Thailand Citation Index (TCI Tier 2)** and is a member of **Crossref (DOI)**. In addition, articles published in the journal are retrievable through recognized international academic databases and library systems, including **Google Scholar, Semantic Scholar, Scilit, Harvard Library, and OUCI (Open Ukrainian Citation Index)**.

Your manuscript has undergone a rigorous peer-review process and was evaluated by three expert reviewers in the relevant field from various external institutions, all of whom are independent and have no affiliation with the author's organization. Based on the reviewers' evaluations and recommendations, the Editorial Board is pleased to confirm that your article has been **accepted for publication** in the *Interdisciplinary Academic and Research Journal*.

The article is scheduled for publication in **Volume 6, Issue 6 (November–December 2026)**. The publication status and progress of the article can be followed online at: https://so03.tci-thaijo.org/index.php/IARJ/about

However, we kindly request that you carefully review the attached manuscript file to ensure its completeness. Should any revisions or corrections be necessary, please inform us and return the revised file at your earliest convenience.

Thank you for submitting your valuable research to our journal. We sincerely appreciate your contribution and look forward to receiving further high-quality manuscripts from you for publication in future issues.

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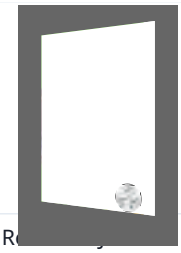
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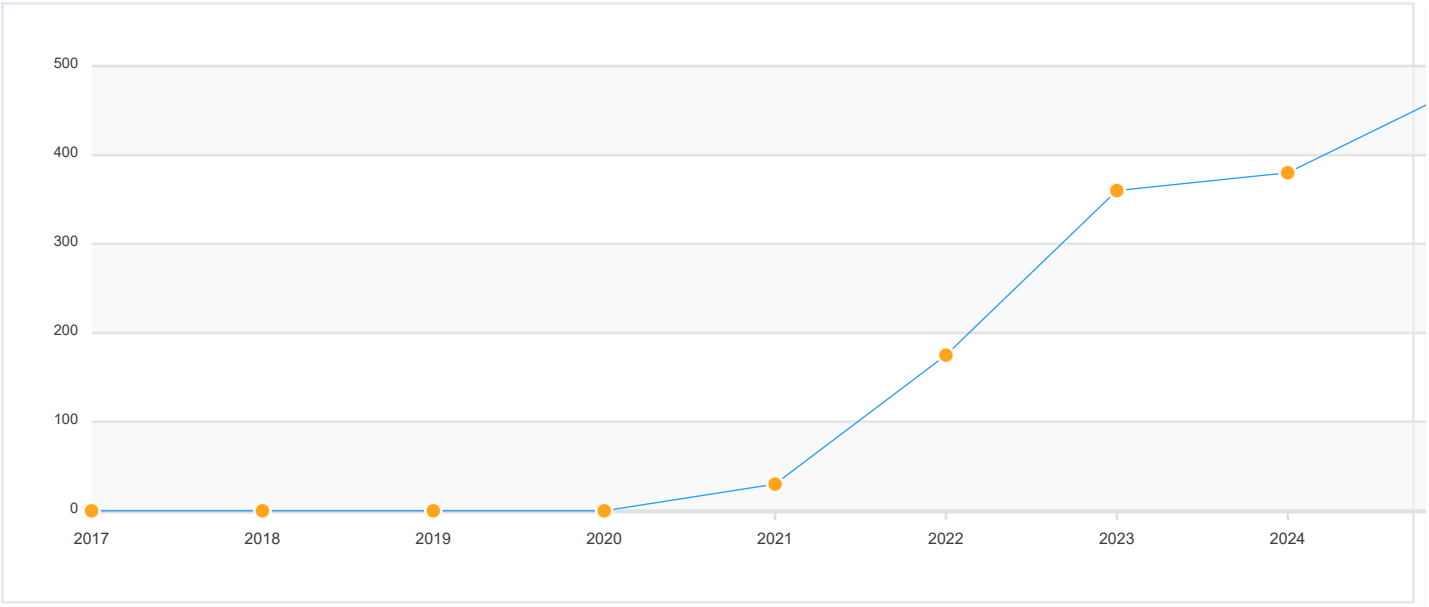
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