DEVELOPMENT OF MOBILE LEARNING TO ENHANCE LEARNING OF LOCAL PRODUCTS AS A GEOGRAPHICAL INDICATIONS: CASE OF TWO PROVINCES IN THAILAND

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ABSTRACT

The study of “Development of Mobile Learning to Enhance Learning of Local Products as a Geographical Indications: Case of two provinces in Thailand” has two objectives which were 1) to study the geographical indicators of social entrepreneurship to promote the productivity of community products in community products in Nakhon Sawan and Uthai Thani provinces and 2) to develop and apply mobile learning to promote knowledge of community products in Nakhon Sawan and Uthai Thani provinces. This research used the mixed research method which combined quantitative and qualitative research method in investigation. In each research created research materials and using of statistical method to analysed the data and then to writing up research reports. Results show that, 1) the results of Geographical Indication of Social Entrepreneurship to enhance local products: case of Nakhon Sawan and Uthai Thani Province has 3 stages which were 1) creative stage: Kao Hom Bai Teoy of Nakhon Sawan Province, 2) rights protection stage: Tan Sod Koey Chai of Nakhon Sawan Province, and 3) utilization and surveillance of rights stage: Ban Mon Pottery of Nakhon Sawan Province and Pla Rad Lumnam Sakae Krang Uthai Thani, Uthai Thani Province which all results appear in this paper. 2) the results of the implementation of Geographical Information Systems and Internet of Things on mobile device in Geographical Indication of Social Entrepreneurship to enhance local products: case of Nakhon Sawan and Uthai Thaini Province shows that, the website was at good level and after experiment by users showed that, there was increased knowledge in after used than before used with statistically significant at .05.

Keywords: Mobile Learning, Geographical Indications, Nakhon Sawan, Uthai Thani, Thailand

I. INTRODUCTION

At present, community development is based on the principle of community strengthening with guidelines for communities to be self-reliant by using their own natural resource and local wisdom as the basis for developing a strong community. In addition, the importance of national immunization in Thailand, especially the community which is the most important unit because the community is a management mechanism that can develop the locality as a balanced development direction.

Therefore, building community immunity from community capital that includes social capital, economic capital, and natural resource and environmental capital that can also protect us. In the past, the development of Thailand has focused on industrial development. Until the year 1997 when the country's financial crisis caused the economic development of Thailand to deteriorate. There was a gap between the city and the countryside, the rich and the poor, until the next government used populism to stimulate the agricultural sector, but it did not really solve the problem.

The community has a rift in thinking and changing lifestyle behaviours. In spite of this, the government has pushed policies to strengthen communities and be able to support themselves, such as promoting Start Up, or promoting community products, etc. However, because in the past several eras there was still a lack of connection between social organizations of the community such as sub-district administrative organizations, sub-district municipalities, village headmen, schools, etc. [1] said that the learning process in the community is a process rooted in local cultural traditions that does not distinguish between learning and way of life. Moreover, there are
various types of learning media, both individual media and various mass media. It will facilitate learning of local wisdom [2].

This resulting in lack of connection points to achieve results in community development. Moreover, the support of schools as knowledge bases and technology distribution centers has not been promoted. Students are not connected to the community and future careers. Parents expect only qualifications but did not see the competence of the learners.

II. LITERATURE REVIEW

[3] Geographical Indication is the identification of sources of Goods of the quality, reputation or other inherent characteristics of the goods which are primarily of a geographical origin, for example champagne from France, Scotch whiskey from Scotland and damping tea leaves from India, etc. [4] defined geographical Indications as giving A type of intellectual property protection that represents a product that is famous and economically important to a local, community, and that Thailand has a product that is an important geographical indication.

Geographical Indications play an increasingly important role and importance in the trading business in Thailand. Currently, international trade in goods or products that are famous due to their origin in certain areas, such as wine, spirits, cheese, clothing, perfume, cigars, etc., are of very high value. as a result of people's desire to consume quality products with the increasing purchasing power of consumers, some countries or regions have become the birthplace of famous goods or products due to their geographical, climatic characteristics, or an environment that facilitates to produce the product or to make the product of good quality.

Socio-Economic significance of Geographical Indications has three main objectives [5]

1) To protect consumers from misleading the area of origin. of the product and must be damaged due to the consumption of the product that is not of the desired quality

2) To protect manufacturers or distributors in order not to lose the reputation and popularity (Goodwill) of consumers with their products.

3) To promote the conservation and development of local wisdom

Today's learning has a tendency to change with information and communication technology which making access to information more convenient and faster. In the education industry, there is a strong awareness of applying these in teaching and learning [6] because information and communication technology has an effect on teaching and learning management of teachers in transferring knowledge to learners [7],[8] claimed that, Mobile Learning means ‘learning on the move’ which students or learners can learn from anywhere, learn anytime, and provided any course. Mobile Learning is learning in the digital age that integrates everyday life and moves with the place and time of the learners. with a communication device that learners carry with them so learning can happen anywhere and at any time [9] and also Mobile Learning lesson is an important role in early 21st century. It's instruction package what you can learn through wireless technology and internet technology [10].

[6] claimed that the designing an instructional system on mobile learning It is a systematic process to design and develop lessons on mobile devices for use in teaching. to be able to help solve learning problems leading to the achievement of objectives. The design of an instructional system based on mobile learning is divided into 5 stages: 1) Learning Situation Analysis, 2) Learning Experience Design on mobile learning, 3) Learner Interface Design, on mobile learning, 4) Creating and Testing lessons on mobile learning, and 5) Implementation, Evaluation and Improvement [6],[9],[11],[12],[13],[14] which detailed as it shows on Table 1.

<table>
<thead>
<tr>
<th>Step</th>
<th>Missions</th>
<th>Results</th>
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<tbody>
<tr>
<td>1. Learning Situation Analysis</td>
<td>1. Analyze the problems and needs. 2. Analyze learners. 3. Analyze the content. 4. Analyze supporting technology.</td>
<td>1. Result: expected report, problem condition, cause, solution, teaching method. 2. Result: report on learner characteristics. 3. Result: learning objectives and</td>
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<td>Step</td>
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<td><strong>Step 2 Learning Experience Design on Mobile Learning</strong></td>
<td>1. Design learning activities: design interaction between learners and content, learners and teachers, and learners and learners. 2. Design lesson flowcharts on Mobile Learning. 3. Write a storyboard.</td>
<td>1. Results: plans for learning and interaction activities on mobile learning. 2. Result: lessons flowchart on Mobile Learning. 3. The result: lessons’ storyboard.</td>
</tr>
<tr>
<td><strong>Step 3 Learner Interface Design on Mobile Learning</strong></td>
<td>1. Screen structure design. 2. The use of color. 3. The using of letters. 4. The use of images and graphics.</td>
<td>1. Result: a screen with appropriated composition which makes screens’ interactions easy-to-use. 2. Result: harmony in student interface design that stimulates the emotions, feelings, and perceptions of learners. 3. Result: font selection, the size of the font used, the appearance on a small screen. 4. Result: the selection of images in accordance with the purpose and content.</td>
</tr>
<tr>
<td><strong>Step 4 Creating and Testing lessons on Mobile Learning</strong></td>
<td>1. Create tutorials and manuals. 2. Check the quality and efficiency.</td>
<td>1. Result: Mobile Learning lessons and manuals. 2. Results: Quality results and performance test results.</td>
</tr>
<tr>
<td><strong>Step 5 Implementation, Evaluation and Improvement</strong></td>
<td>1. Implement Mobile Learning lessons. 2. Assessment. 3. Development and improvement.</td>
<td>1. Results: orientation, training, deployment preparation and the use of lessons. 2. Results: process evaluation results, evaluation results, and impact assessment results. 3. Results: Mobile Learning lessons improvement.</td>
</tr>
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</table>

From the process of designing teaching and learning on mobile learning, it can be seen that it is a systematic design process because each process affects other processes continuously. If instructional designers have an understanding from the beginning including the analysis of learning situations in various fields, it affects the use of the information obtained in the design of learning experiences on Mobile Learning. It must be consistent with the problem conditions, student characteristics, content characteristics, and the technological environment used to support teaching. This led to the design of student interfaces on Mobile Learning. Instructional designers must use what they learn from the design of the learning experience to design the screen of the lessons on mobile to be attractive, convenient to use and promote learning. It still has to rely on the characteristics of the learners as a factor in the design, then take all the designs into lessons on Mobile Learning. Before the implementation, it has to go through quality checks for improvement to ensure that it is effective and results in learning effectiveness according to the intended goals. Once quality mobile lessons are obtained, their implementation must be continuously evaluated and improved to keep mobile learning lessons up-to-date in terms of content and quality according to the current situation. All of these are important functions of instructional designers to study. Understand and apply it by paying attention to every step in the design of teaching and learning because if one of the steps is incomplete, it will affect the next process, for example, if analysing technology. Failure to cover all issues can lead to mistakes in choosing the format of mobile learning to develop or choosing inappropriate tools/applications for learners' devices. Alternatively, an inaccurate analysis of learner characteristics may affect the design of Mobile Learning experiences and learner interfaces that are inconsistent with the user's ability to use technology. All of which affect the efficiency and effectiveness of teaching and learning [6].

**METHODOLOGY**

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The scope area of “Development of Mobile Learning to Enhance Learning of Local Products as a Geographical Indicator” is divided into 2 types: 1) a community with a Geographical Indication where registered product to be used in the analysis of successful community learning, and 2) a comparable community that does not register a Geographical Indication. The research was divided into 2 parts as follows:

Part 1: Analyze the learning of community to strengthen the ability in managing Geographical Indications to become social entrepreneurs by using qualitative research method by selecting case studies to analyze community learning, details are as follows.

1. Selection of case studies

Community selection to use as a case study, researchers selected a specific area of one community with products registered for Geographical Indication in all three phases with one community each phase, with details as follows:

Criteria for selecting case studies

- Site selection, researchers selected a specific area from the three phases of the Geographical Indication Management Cycle: 1) the creative phase, i.e. communities with famous products and has potential but has not yet been registered for Geographical Indication, 2) the period for applying for rights protection is the communities whose products are under consideration for registration of Geographical Indication and 3) the period for utilizing and monitoring rights, such as communities. with geographically indicated products, select one community per period.

- Criteria for community selection, i.e., it is a community that the researcher uses a variety of communities by product type.

- Community Selection which choosing according to the criteria of designated area where in Uthai Thani Province and Nakhon Sawan Province. There are four communities of geographical indication products. The results of the selection of the area are as follows.

  1. The creative phase is the Kao Hom Bai Teoy of Nakhon Sawan Province.
  2. The application period for rights protection is Tan Sod Koey Chai (Koi Chai Palm Sugar), Nakhon Sawan Province.
  3. The period of utilization and surveillance of rights, including Ban Mon Pottery of Nakhon Sawan Province and Pla Rad Lumnam Sakae Khrang Uthai Thani, Uthai Thani Province (Choose 2 communities to cover 2 Provinces).

2. Data collection

2.1 Researchers collected data by study of documents, interviews, and non-participant observations.

2.1.1 Document study was for collecting information about the community context and community learning to strengthen Geographical Indication Management capability to become social entrepreneurs by studying data from documents and the Department of Intellectual Property website which related to research, relevant agencies and institutions, documents from the sub-district administrative organization in these areas, documents related to research and meeting documents of communities, educational institutions related both inside and outside the community and laws.

2.1.2 An interview by collecting information about community learning in enhancing the Geographical Indication Management capacity to become a community social entrepreneur. The respondents were community and government agencies. Issues related to community learning to strengthen the ability to manage geographical indications to become social entrepreneurs of the community.

2.2 Data Collection, the researcher collected the data by interviewing for further analysis.
2.3 Non-Participatory Observation, to gather information about the community context and to analyze community learning to strengthen the ability to manage Geographical Indications.

III. DATA ANALYSIS, RESEARCHERS ANALYZED THE CONTENT (BY CONTENT ANALYSIS ACCORDING TO ANTHONY GIDDENS CONCEPT) TO DETERMINE LEARNING ELEMENTS, CONTENTS, METHODS AND RESOURCES.

Part 2: Propose of Mobile Learning to enhance the Geographical indications knowledge. There are 6 steps to conduct research as follows:

1. Study and collect information.
The study and data collection divided into two phases: Phase 1, information on principles and methods of creating a Mobile Learning, including techniques for developing as an open source program that can be used for free. It is a content management system on the Mobile Learning and database to collect information. Phase 2, information on the Mobile Learning is basic information of the community such product information, stores, registration of geographical identifiers, etc.

2. Select a sample.
The sample group in this study consisted of people in the community assessed to collect data for a specified period of 3 months.

3. Research Tools
The research tools consisted of the Mobile Learning development, the Mobile Learning quality assessment form, and the technical and design aspects. All questions were assessed by an expert conformance index with a value between 0.67 and 1.00.

4. Create the research tools.
Researchers have used the method of Mobile Learning development according to the ADDIE Model with the following development steps:

4.1 Analysis is to analyze problems and satisfaction with the Mobile Learning before development. Using questionnaire that has been assessed for consistency by 3 experts to survey the perception of users toward Mobile Learning, then analyze the content which used in the development of Mobile Learning.

4.2 Design is to collect information which used as a design guideline.

4.3 Development is to create a Mobile Learning according to the style that has been designed. Using Wordpress tools for software in development of modules, components and templates are installed to manage the Mobile Learning. The developed Mobile Learning was tested with a small sample of 10 people. Overall, the overall satisfaction of the users was at the highest level with a total Mean of 4.55 and a Standard Deviation of 0.51 in content and high level of opinion which has Mean of 4.42 and experts assess the technical and design quality.

4.4 Implementation, bring the modified Mobile Learning to be tested with a sample group, which is a user of the Mobile Learning. To collect data for a specified period of 3 months, the number of survey respondents was 64 people.

4.5 Evaluation, the evaluation is done by taking the assessment score which obtained from the sample group, as a user of the Mobile Learning.

5. Conduct the experiment and collect the data.
Implement of Mobile Learning to sample group who accessed the Mobile Learning for knowledge. The scores of the testing results from the responses will be analyzed Mean and Standard Deviation (T-Test).

6. Analyze the data
In this research, researchers conducted various data analysis by using statistics for data analysis such as Mean, Standard Deviation, T-Test.
IV. RESULTS

An analysis of community learning to strengthen the ability to manage geographical indications as a social entrepreneur conducts research by selecting case studies to analyse community learning. The results of the study found that,

1. The selection of communities to be studied were 1) the creative phase: Kao Hom Bai Teoy (in all districts) in Nakhon Sawan province; 2) The right protection period: Tan Sod Koey Chai (Koey Chai Palm Sugar), Nakhon Sawan Province.; 3) the period of utilization and surveillance of rights, including Ban Mon Pottery of Nakhon Sawan Province and Pla Rad Lumnam Sakae Krang Uthai Thani, Uthai Thani Province (Choose 2 communities to cover 2 Provinces) details as follows,

(1) The creative period. Kao Hom Bai Teoy (in all districts) of Nakhon Sawan province. The connection to geographic sources, the topography is located approximately 15.5-16.7 degrees north latitude and 99.7-100.4 degrees east longitude. Most of the area is lowland suitable for agriculture as it is about three-fourths of the province's plains. The main rivers are the Ping River, Yom River and Nan River flows together with the Chao Phraya River through the middle of the province. Climatic characteristics of Nakhon Sawan Province is under the influence of storms, namely the northeast storm in winter season and the south west storm which prevails during the rainy season when bringing rain and moist air. From the topography and climatic conditions mentioned above, Nakhon Sawan is an ideal area for growing Kao Hom Bai Teoy, especially in Nong Bua District and Phaisali District which is a flat area and connects with the Phetchabun mountain range that has flooding in some seasons, therefore it is very suitable for growing Kao Hom Bai Teoy because the tall stems can withstand flooding conditions.

(2) The right protection period: Tan Sod Koey Chai (Koey Chai Palm Sugar), Nakhon Sawan Province. Koey Chai Palm sugar is fresh sugar obtained from palm trees in Chum Saeng District, Nakhon Sawan Province. Palm sugar is light brown in color and has a natural aroma of jaggery with a mild sweet taste. The connection to geographic sources, Chum Saeng District is located in the north of Nakhon Sawan Province. It is about 39 Kilometers away from the province, with an area of approximately 716,726 square Kilometers, with most of the area of Chum Saeng District being a clay plain suitable for agriculture. There are two major rivers flowing through which are the Nan River and the Yom River. Koey Chai Sub-district is the area with the most palm trees because it is a lowland and low slope area. The climate is under the influence of 2 types of storms, namely the northeast storms and the southwest storms. The annual average temperature is about 26 - 28 Degrees Celsius and the average rainfall is about 1,000 - 1,200 millimetres, and the average relative humidity is 71.39 Percent. From the topography and climatic conditions, Chum Saeng District is an ideal area for palm sugar planting and produces fresh sugar with good taste.

(3) the utilization and surveillance of rights period, including Ban Mon Pottery of Nakhon Sawan Province and Pla Rad Lumnam Sakae Krang Uthai Thani, Uthai Thani Province.

3.1) Ban Mon Pottery of Nakhon Sawan Province, Ban Mon pottery means pottery, unglazed, clay, divided into small to large appliances and beautiful types, with specific shapes and carvings which after firing will have a reddish-orange color, strong, durable, good water storage, produced according to the unique pottery production process of Ban Mon in the area of Ban Kaeng Subdistrict, Mueang District, Nakhon Sawan Province. The connection to geographic sources, Ban Kaeng Subdistrict is located in the north of Mueang District, has a topography similar to basin with flooding which resulting in sediment deposition. The area is therefore fertile along with the East next to the Ping River. There is a swamp in the North and a canal flows through the West. As a result, the main raw materials are obtained from these areas.

3.2) Pla Rad Lumnam Sakae Krang Uthai Thani, Uthai Thani Province. Pla Rad Lumnam Sakae Krang, Uthai Thani refers to fish with thick scales, soft, dense, fibrous flesh with a sweet taste without mud or rotten smell. It is a fish that is raised in cages in the Sakae Krang Basin, starting from Ban Chaksu until confluence at the Chao Phraya River at Tambon Tha Sung, which covers the area of Tambon La Kae Krang. Uthai Mai Subdistrict, Nam Suem Subdistrict and Tha Sung Subdistrict of Muang District Uthai Thani Province. The connection to geographic sources, Uthai Thani Province is a high mountain range, comprising mostly forests and high mountains. The climate is very hot in summer and cold in winter. Sakae Krang River is a major artery that has
nourished the life of Uthai Thani people since ancient times. The community of villagers on the Sakae Krang River has a way of life that is closely related to the river, which has a career in fishing and raising fish in cages, especially the famous Pla Rad in the cages because the meat is firm, soft and sweet. The Sakae Krang River is still clean because it is an industrial-free area, the water flows and contains mineral streams that are useful for the growth of Pla Rad and is the symbolic fish of Uthai Thani Province. In the results of three periods with four communities/products above. It is an area-based study that selects four Geographic Indicators and shows the characteristics of products in which products are in a variety of forms, such as objects, i.e. pottery originating from special clay, pattern drawing, burning, etc., or animals for food, namely the Pla Rad of Uthai Thani Province, where both types of Geographical Indications have been registered and protected. Meanwhile, Tan Sod Koey Chai (Koey Chai Palm Sugar) and Kao Hom Bai Teoy (in all districts) of Nakhon Sawan province are in the process of applying for registration and creating a Geographical Indications that people in the community must learn to register their products in order to create a unique connection. next product appearance.

2. The results of the experiment on the Mobile Learning to promote knowledge of Geographical Indications of community products.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>( \overline{X} )</th>
<th>S.D.</th>
<th>df</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>64</td>
<td>4.94</td>
<td>1.602</td>
<td>63</td>
<td>23.405</td>
<td>.000</td>
</tr>
<tr>
<td>Posttest</td>
<td>64</td>
<td>8.91</td>
<td>1.678</td>
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P<.05

From Table 2, it was found that the Mobile Learning implementation that consisted of content knowledge of geographical indicators as well as the use of maps / Geographic Information Systems to experiment with people in the sample community, including Koey Chai Sub-district community who are developing products for registration, found that before using the Mobile Learning, the Mean knowledge was 4.94 and the Standard Deviation was 1.602 (\( \overline{X} = 4.94, \text{S.D.} = 1.602 \)). The sample group had a learning Mean of 8.91 and a Standard Deviation of 1.678 (\( \overline{X} = 8.91, \text{S.D.} = 1.678 \)) when calculating by testing the Mean with the T-test, it was found that the sample group had a significant increase in learning outcomes. It was statistically significant at the .05 level.

V. DISCUSSIONS AND CONCLUSIONS

Geographically indicative goods or services will not arise if people in the community do not care about what is available in their local community, which, in addition to creating jobs and generating income for the people in the community. can be self-reliant. Adopting the Sufficiency Economy approach to enhance the successful management of Geographical Indication Products can be sustainable. In terms of geographical indications, it is a guarantee of quality standards of goods and services or products to protect the rights of communities and consumers. By using legal conditions to control the whole production process from raw material source, season and production area as well as knowledge and wisdom used in the production of products that create local identity of products worthy of rights protection. Due to these production conditions, the market demand for indicative products is high while production is limited. The Department of Intellectual Property is a government agency responsible for providing knowledge of geographical indications to the community, as well as promoting the registration of geographical indication products of the community. In practice, it was found that the number of DIP officers responsible for direct supervision was insufficient for quantitative operations. which, in terms of quality, cannot provide comprehensive knowledge to communities with potential products [15]. Therefore, the creation of partnerships, especially cooperation with local tertiary institutions as an opportunity in the mission of disseminating knowledge of Geographical Indication, is required. Nakhon Sawan Rajabhat University is a local higher education institution responsible for providing education, knowledge or academic services to Nakhon Sawan and Uthai Thani provinces which must develop guidelines for building cooperation. This may be done by universities in the area to build knowledge at the community level, especially knowledge of local resources, and encourage the community to have community organizations on the with the management of geographical indications to coordinate with local authorities and other development agencies. In this regard, community organizations are very important in terms of geographical indications.
because they are people in the area directly. Development of management guidelines in the form of cooperation with Nakhon Sawan Rajabhat University, especially those related to local products, is a must. Integrated knowledge such as management, marketing, innovation development in production to create economic value for the community. In addition, Rajabhat University as a local development university will be close to the community, able to study research and meet the needs and enhance the learning or research process of the local community, which has detailed participation. as follows

1. Community organizations are organizations formed by gathering members of the community to carry out activities for improving the quality of life and strengthening the community. Coordinate the organizational power in the community to organize knowledge systems, relationships and information systems in the community under local resources and wisdom.

2. Government organizations play a role in supporting the thinking process, learning process and a partnership that develops with the community.

3. Other organizations that are co-sponsoring other than the above two organizations. Being an organization from outside the community will be able to create a relationship with the local community for further development [16].

The development of Mobile Learning was analyzed from a study of design to match the characteristics of Koey Chai Nuea community. The design of Mobile Learning requires a unique design principle, and must take into account the local characteristics Responsive display can be displayed on all network devices to increase user convenience.

There is also a content management system on Mobile Learning that is convenient and fast. Able to assign permissions of users to be able to edit data in the same place on all network devices without the need for knowledge of computer programming. Implementing user-friendly mobile learning and visualization is essential for a smooth user experience [17] The design must be aware of the linkage design to divide the different content segments apart by emphasizing that the content that can be linked to the next content is different from the normal content so that the user notices the sequence. The importance of content [18] and more importantly, Mobile Learning must be attractive to users [19]. Good Mobile Learning design will result in satisfaction. of users [20].

The application of mobile learning to knowledge promotion is a widely used methodology in educational research at both the secondary and secondary level. Vocational and technical education, higher education or non-formal education whether training or use as a tool to practice skills, etc. [21]. Mobile Learning is a form of learning through portable handheld devices which is currently being used widely and more and more due to the behavior of learners to access the Internet network easily and conveniently, especially access using mobile devices and students. Smartphone [21] is also a telephone communication tool to help learning anytime, anywhere (Anytime, Anywhere Learning) to facilitate work both in the classroom and outside the classroom [22], and from the study, it was found that by taking the exam through Mobile Learning, learners had better grades than normal learning [21],[23],[24], which is consistent with the results of this research that the sample group has increased learning results, indicating that the use of mobile learning to promote Knowing geographic identifiers makes users more knowledgeable. In this regard, Mobile Learning enables students to learn anywhere, anytime, because learners always carry their mobile phones with them, and learners can learn immediately. Information in learning can be accessed to learners immediately via the Internet and can learn in a process. The information used to learn is organized in a systematic order to learners will receive a well-organized image [25].

LIMITATIONS AND FUTURE STUDIES

This study has limitations as it shows that users score less than half the number of scores. This may be because the user is a community with a limited level of education and most of the content of knowledge is legal and mostly academic content. This may result in the user absorbing knowledge is limited. In addition, the use is online that can be studied anywhere, so there is a need for training or meetings in groups to be able to understand more of the content, but due to the COVID-19 situation, there is a limitation in the grouping, resulting in not scoring results. Satisfactory, however, users still showed a statistically significant improvement in learning.

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