THE DEVELOPMENT OF TEAM LEARNING SKILLS THROUGH KNOWLEDGE MANAGEMENT OF HIGHER EDUCATION STUDENTS IN 21ST CENTURY

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Abstract

The purposes of this research were 1) to study levels of knowledge management and the team of undergraduate students, 2) to compare levels of the team of undergraduate students who have different personal characteristics and 3) to study the relationship between knowledge management and the team of undergraduate students. The samples of this study were 57 undergraduate students chosen by purposive random sampling. Research instruments were observation form and questionnaire divided into 2 parts: knowledge management and teamwork and the reliability of the questionnaires were .813 and .895, respectively. The statistics used in this research were frequency, percentage, mean, standard deviation, and Pearson Product Moment Correlation Coefficients. This research revealed that the levels of knowledge management factors and the levels of team factor were in highest. The hypothesis testing results indicated that knowledge management factors were positively related to team factors at a significance level of 0.01. Moreover, team elements factors affected knowledge management elements factors at a significance level of 0.01 as well.

KEYWORDS: 1) LEARNING SKILLS 2) KNOWLEDGE MANAGEMENT 3) TEAM

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Introduction

Education has changed dramatically in the 21st century. The tools for acquiring knowledge are more important than the content of knowledge. Advances in communication technology have enabled students to find knowledge on their own from as many sources as ever as possible. Desired Causing the classroom to change from address Teaching changes the natural human behavior of helping each other. In learning things, teaching also transforms the process and serves as a tool to help people have a positive experience. There has been a change for the better. Able to live smoothly It is beneficial to oneself and the public (Prapaporn Pholyai, 2017)

Modern education focuses on skills development for students He sees that the key skills that enable students to adapt, learn and cope with new changes over time include thinking skills. Both creativity Conceptual thinking, problem- solving as well as communication and teamwork skills. Information Technology Skills Use of media and technology and life and work skills That students need such flexibility and adaptability Take initiative Have social skills and cross- cultural learning Including being responsible for oneself and others This 21st-century skill development education provides students with opportunities to work as a team. Know how to adapt and have social skills That help students prepare to achieve success and happiness in future life. (Office of the Health Promotion Foundation, 2019)

Teamwork is one of the most important skills for students in the 21st century. The faculty should promote the teaching and learning of working with others. To enable students to communicate or accept the opinions of fellow members of the same group. Make working as a group to achieve the planned goals. Nowadays, teamwork is essential in the information age world. Teamwork plays a huge role because it makes work more efficient and successful than working alone. Because everyone has abilities, but everyone's abilities are limited. Bringing everyone's talents together leads to more results. Moreover, some work requires creativity. Working together by thinking together makes the job successful.

Modern problems cannot be solved alone. Need to create a classroom as teamwork from now on. When the 21st- century classroom inevitably saw the need for the collaborative skills students needed to apply to the world of work, it was inevitable. This is because we cannot apply our knowledge and abilities to solve complex problems. The variety and may not have all happened before In- depth knowledge can solve some problems. However, with the problems in the society that we are facing, there are many dimensions and complexities involved, such as environmental problems related to technology. Increase in population and the law Solving the problem must come from cooperation from many organizations or sectors that may not be related.

In the same way, all roles and responsibilities in large and small organizations require both their own and others' knowledge to solve problems. Therefore, it is not a surprise The Future of Jobs report ranked the world's top 10 preferred skills trends by the World Economic Forum from 2015 onwards until 2020. It is still one of the market's most sought after skills.

However, it is not easy to get students to work together in groups to build such skills. Every opinion is completely compatible with how to solve the problem. Teams must go through trial and error repeatedly. Face stagnation from unclear communication problems, conflicts, or making mistakes at any time.

Casakin and Badke- Schaub (2013) said that teamwork is difficult. Nevertheless, most teachers agree that building the ability to work with others is essential. The most pressing problems we face in our communities and society are complex and multifaceted. They shy away from simple solutions and often require knowledge, understanding and

creativity. That can be reached when people gather Even educators who uphold the virtues of working together can fight to support students in doing good.

It is also important to know knowledge: Knowledge has become the most valuable commercial and educational institution asset. Knowledge management, therefore, plays a key role in enhancing the competitive edge of the team. Knowledge management is often involved in the creation, distribution, sharing and use of knowledge. Knowledge management research deals with management, including corporate learning, culture, personal management, etc. (Drucker, 1998) and technical. Model and environment support tool (Zhuge, 2002)

Understanding and developing new types of educational processes in the context of the cognitive revolution occurring in information and cognitive processes based on the concepts of IB and Popova (2015) revealed that the most important forms of educational activity in the educational system. Higher education that allows both students and faculty to have knowledge management capabilities. In the context of a transition to a knowledge society. This leads to the greatest conclusion about the importance of initiative and independence for students. A key factor in the higher education system assumes that the faculty must lead themselves to create the necessary and exemplary experiences for students in the knowledge management process and raise the cognitive revolution process's efficiency.

To prove this point, the researcher intends to do this research to describe and refine concepts and principles of knowledge management that arise with the learning and education systems in knowledge society building. To analyze and compare that knowledge management and teamwork are related and important to each other. Moreover, to demonstrate specific aspects in organizations with knowledge management processes and teamwork within a traditional framework.

Research objectives

1. To study learning skills for group operations of fourth-year students in business computer field Department of Business Administration Faculty of Business Administration Economics and Communication Naresuan University

2. To study the factors of knowledge management of the fourth-year students in the business computer field Department of Business Administration Faculty of Business Administration Economics and Communication Naresuan University

3. To study factors of teamwork of fourth-year students in business computer field Department of Business Administration Faculty of Business Administration Economics and Communication Naresuan University

4. To study the relationship between the factors of knowledge management and teamwork of the 4 th year student in business computer Department of Business Administration, Faculty of Business Administration Economics and Communication Naresuan University

5. To study knowledge management factors affecting teamwork of the fourth-year students in business computing. Department of Business Administration, Faculty of Business Administration Economics and Communication Naresuan University

Concept, theory, conceptual framework

Teaching method for teamwork

Teaching method for working as a team is a teaching method that the instructor assigns students to work together as a group. Collaborate to study, research, find solutions to problems or perform activities according to their abilities, aptitudes, or interests to train students to work together according to the democratic method (Pranee Ratanachusri, 2013).

The aim of teaching methodology as a teamwork

1. To give students the responsibility to share in work That is, promote teamwork.

2. To create a culture of working together in a systematic and disciplined manner and to act as a good leader and follower.

3. To practice problem-solving skills according to scientific methods. Research And seek knowledge for themselves by performing work both individually and as a group.

4. To enable students to work according to their interests, aptitudes, abilities, and independence.

5. To provide students with direct work experience

Steps for teaching group practice

1. Teacher and student teachers jointly define the goals of their work in each group. This step is the stage that defines purpose and methods in detail.

2. The instructor recommends the scientific sources used for researching knowledge, such as providing details of books, articles and information on the Internet used in the study.

3. Students work together to plan and work as assigned.

4. Teachers and students work evaluation. In the case of being a teacher, observe the behavior of the students in practice. In case of being a student, jointly assess the performance of their own group. By telling the operating procedure Results obtained and further development of future jobs

The advantages of teaching methodology in the group practice

1. Students can express their opinions fully.

2. Students work according to their talents, abilities, and interests.

Observations of teaching methods for group practice

1. If the instructor is beginning to use the group practice method for the first time, the instructor must closely supervise them. For example, they must ensure that all students perform their duties as assigned. The student who is the leader of the group is responsible for coordinating the role of the group members and outside the group Including coordinating with lecturers.

2. Group leadership duties should be rotated according to the occasion. To practice good leadership and following

Teamwork

Teamwork means working together with more than one member, where all members must have the same goal (Pranee Ratanachusri, 2013)

The nature of the team has four key characteristics:

1. Social interaction of a person is defined as when two or more members are related in a group or team affairs. Realize the importance of each other.

2. Having a common aim and goal is the participation of group members that encourages joint activities. Especially the purpose of group members following the organization bring the success of the work.

3. The team's structuring refers to the behavioral system, which is a unique scheme of group members.

4. Members have the same role and feelings.

Knowledge management

Nowadays, the world has entered the knowledge-based economy, and jobs need to use knowledge to create more productivity and value. knowledge management is a broad term meaningful covering a wide variety of mechanisms to support knowledge workers' work more efficiently, such mechanisms include the gathering of knowledge scattered at different locations. Creating an atmosphere to invent, learn, create new knowledge, organising knowledge in documents and make a document to compile a list of people with knowledge in various fields and most importantly Is to create channels and conditions for the exchange of knowledge between each other To be used to develop the work to be successful.

Panich (2008) said that knowledge management is collecting knowledge available in government agencies scattered in person or documents to develop into a system and to enable everyone in the organisation to access knowledge and develop themselves to be knowledgeable and work effectively. Resulting in the organisation had the highest competitiveness.

There are two types:

1. Tacit Knowledge is gained from an individual's experience, talents, or intuition in understanding things. It is the knowledge that cannot be conveyed in words or writing. For example, skills in work, crafts, or critical thinking are sometimes referred to as abstract knowledge.

2. Explicit Knowledge is the knowledge that can be gathered. It can be transmitted through written records, theories, manuals, and is sometimes referred to as concrete knowledge.

Newman and Conrad (2000) defined knowledge management as a collection of processes. It operates on the creation, distribution and utilisation of knowledge.

Trapp (1999) says that knowledge management. It is a process consisting of many different tasks that are managed in an integrated manner. To bring about the expected benefits Knowledge management. It is the organisation's concept of knowledge resource management.

Sveiby (2001) explains that knowledge management. It is the art of creating value from the intangible assets of an organisation. Knowledge management: It is a collection of organisational practices and processes involved in creating, implementing, and disseminating knowledge and the various contexts involved in the practice.

Knowledge management summary It is a process of management that has a process and a system from processing information, ideas, and individual experiences. Building knowledge must be kept in a manner accessible to the user. Moreover, it must be stored in a manner that can be accessed by the user through a convenient channel. Applying knowledge to applications cause the transfer of knowledge and has spread throughout the organisation.

Related research

Supranee Ratanachusri (2013) studies the teamwork by teaching method for group practice of high-level vocational students in marketing target population used by the researcher in this study. Namely, vocational certificate two students in marketing, 14 students. The tools used for data collection were questionnaire for opinions in working groups. The teamwork quality assessment forms the statistics used for data analysis were percentage and mean. The findings were as follows:

1. The students commented that they enjoyed working groups. 70% of students prefer to work in groups because of the reasons able to brainstorm various opinions Accounted for 57.14 per cent, followed by quick problem-solving. Accounted for 28.57

percent and helped provide materials, equipment or other factors used in working together. 14.29% of the students, respectively. Most students do not like working in groups because of the reasons. Friends in the group are lazy, selfish. Representing 71.43 percent and followed by Friends in the group do not cooperate at the appointed time and do not like to work in groups because they feel that they are not helping their friends Accounted for 28.57 percent. Most students prefer to work individually, accounted for 78.57 percent, followed by a pair accounted for 14.29 percent and each group accounted for 7.14 percent, respectively.

2. Most of the students' level of teamwork skills was at a high level with an average of 4.35, with the assessment points having the highest average. The mean of work-sharing is 4.85, followed by brainstorming, mean 4.57 and readiness within the mean group 4.21, respectively.

Kornchanok Sutametra et al. (2018) explores the factors affecting teachers' teamwork efficiency in schools under the Secondary Education Service Area Office, District 3, Nonthaburi Province. Have concluded that the level of team performance of schoolteachers. Under the Office of the Secondary Educational Service Area 3, Nonthaburi Province There is a high average. Factors affecting the team performance of schoolteachers. Under the Office of the Secondary Educational Service Area 3, Nonthaburi Province, comprising communication skills factors. Team solidarity factor Team size factor and the team's status factor can jointly forecast the team performance of schoolteachers. Under the Office of the Secondary Educational Service Area 3

Kritsanai Kaewmanee (2010) investigates the relationship between knowledge management and teamwork of engineers: a case study of the engineers of Triple T Broadband Public Company Limited found that 1) engineers had the level of knowledge management as a whole and in each area, namely, awareness, promotion of knowledge management of executives. The knowledge management behavior and the perception of the personal value of the executives. 2) The engineer has an overall level of teamwork. Very level In terms of mutual benefits and goals setting and cooperation Very level Roles and responsibility were at the moderate level, and 3) Knowledge management had a statistically significant positive correlation with teamwork, both side by side and overall.

Khemanat Ming Siritham (2009) research the self-directed learning on the network. Have concluded that Creating knowledge for students to learn by self-lead Must arise from the students voluntarily learning no forced discipline and responsibility. It is, therefore, important for learners to learn meaningfully. Know the endless pursuit of knowledge for yourself. Which leads to the creation of a lifelong learning culture that is effective and durable.

The concepts, theories, and related research are used to create a research framework, as shown in Figure 1.

Conceptual framework

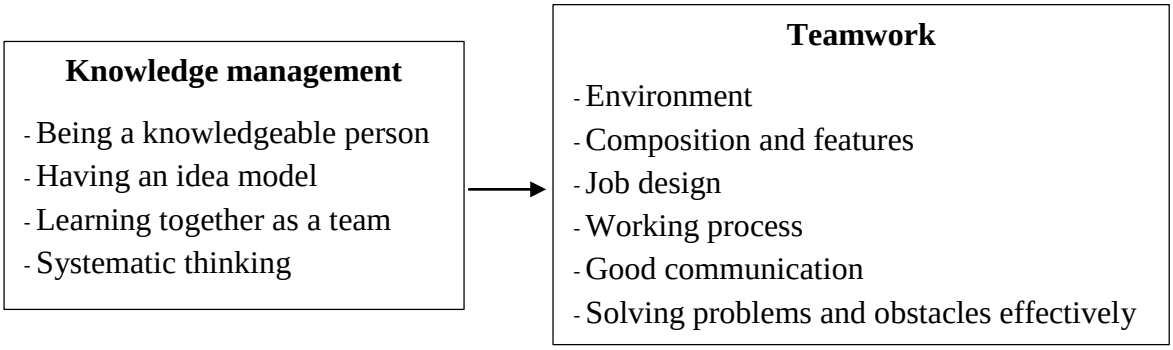

Figure 1: Conceptual Framework

Research hypothesis

Hypothesis, the factors of knowledge management positively correlated with the fourth- year students' teamwork in Business Computing. Department of Business Administration Faculty of Business Administration Economics and Communication Naresuan University

Research conduction

This research is to promote learning skills in the 21st century about teamwork and knowledge management using the method of teaching a group practice of thinking of studying in the year four in business computer Department of Business Administration, Faculty of Business Administration Economics and Communications

Population and Sample

The 4-year student in business computer Department of Business Administration Faculty of Business Administration Economics and Communication Naresuan University, 57 students who enrolled in the course 231461 Organisational Knowledge Management of the academic year 2018 using purposive sampling principle.

Materials, equipment, and methods

1. A learning skill development plan based on the 21-century skill development approach on teamwork. Worksheet 1 is distributed to all students in the third week of instruction. The case study of the Saeree ERP is conducted as a team-by-team members. Instructors are organized into 10 groups, according to Parker (1990) team organization concept.

1.1 Think and analyze information within a group of people working together. There are interactions between group members.

1.2 Help each other work to achieve the same goal effectively. Furthermore, the team members are delighted with their work (Sunanta Laohanthan, 2006).

1.3 Study problems and obstacles for the team. To improve work relationships, both quantitatively and qualitatively (Natthaphan Khajonanand et al., 2002; Sunanta Laohannan, 2006)

1.4 After students have studied and analyzed the team building. The instructor leads each group of students to the Zingkit system (knowledge management system) to exchange knowledge on such case studies. The students' free time in the 5th week spent about 30-45 minutes per group at the meeting room BEC5201, a faculty member belonging to a grid room with zing program already installed.

Figure 1: Zing Knowledge Management System

1.5 In this first part, students do not have to appoint anyone responsible for anything. Nevertheless, having to film the team meeting of each group as a video sent via email. Teacher collects data for further analysis and grading.

2. A learning skill development plan based on the 21-century skill development approach on the presentation for communication and team interaction with solutions to common problems and obstacles follow as the following steps.

2.1 The instructor distributes the second worksheet to students in the week eight (after the midterm examination) by allowing students to visit the website of a Thai clothing manufacturer with branches in the country and abroad. To provide information about company background, type of business Information technology used in the company, the number of employees, branches, and other relevant information.

2.2 The next step requires students to organize a group meeting to name the company to distribute software with their own address, location, company information, background, experience, phone number, and website by studying the project's feasibility and prepare for give a present the sales of Enterprise Resources Planning (ERP) project to the top garment manufacturers with details as follows.

2.2.1 Student team creates PowerPoint presentations no more than 10 slides, determined by each person's scope of work on the team. There are supporting documents for presentation such as software purchase agreement project book.

2.2.2 Students present a professional project proposal approach. Including speaking skills There are techniques for opening and closing sales, dressing, answering questions, persuasion, and teamwork for 30 minutes per group with 10 minutes of presentations, 10 minutes of answering questions and 10 minutes of teamwork evaluation. Moreover, to be presented at the boardroom BEC 5201 and BEC 5202 on the instructor's date and time.

2.2.3 The criteria for measuring presentation according to presentation criteria Analysis of Rubrics based teamwork quiz data for teachers to analyze further and score.

2.2.4 After another week, the instructor distributes questionnaires for all students to fill out.

3. A questionnaire for assessing knowledge management and teamwork in a 5-scale, obtained from literature reviews and related research papers which consisting of

3.1 Knowledge management in four areas as follows: being a knowledgeable person, thinking model, learning together as a team and systematic thinking. A total of 17 questions were also assessed for the questionnaire's confidence. The coefficient of Cronbach's alpha is. 813, which is acceptable.

3.2 factors of teamwork in six areas: environment, composition and features, design, work process Good communication And solving problems and obstacles effectively. A total of 25 questions were assessed by the questionnaire's confidence.

Data collection

According to the following sequence of steps, the researcher has collected the data from 16 July 2019 to 25 October 2019.

1. The lecturer uses a group practice method of teaching in which the lecturer divides the groups according to the gender criteria and a GPA score of 10 groups of 6-7 people per group.
2. The lecturer initiates students to perform group work according to the teaching and learning activities of the Organizational Management Learning Plan for eight weeks and observe the teamwork skills of each group of students. Along with giving points for each activity.
3. The lecturer instructs all students to assess the quality of their teamwork using the quality assessment form created by the instructor.
4. The lecturer used questionnaires that were adjusted from the relevant previous research to survey ideas in teamwork through knowledge management of individual students in the classroom.
5. The instructor analyzes the data obtained and summarizes the research results.

Data analysis and statistics

The researcher analyzed the data by looking for statistics, percentage, mean and standard deviation. Pearson correlation and multiple regression equations with the criteria for interpretation as follows.

Since the measurement of the variables is a measure of Likert scale. The researcher used the mean scores of the sample group divided the knowledge management levels into five levels with the criteria for considering Likert theory (1967) as follows:

Arrangement of layers = Range / Number of layers
= Highest score - lowest score/number of floors
= (5 -1) / 5
= 4/5
= 0.80

Interpretation of knowledge management and teamwork factors.
Average between 1.00 - 1.80 means the least level of knowledge management.
Average between 1.81 - 2.60, referring to the low level of knowledge management.
Average between 2.61 - 3.40 means having a medium level of knowledge management.
Average between 3.41 - 4.20 means a high level of knowledge management.
Average between 4.21 - 5.00 means the highest level of knowledge management.

Results

Results of this research key points can be summarized according to the research principle as follows.

1. Findings from assessment and observation research indicate that most students agree that teamwork is beneficial for both themselves and the future. However, some like to work individually. This is consistent with the research of Pranee Ratanachusri (2013).

The researcher observed that the students gathered well in all groups. Only some of the students gathered late and did not meet the schedule. Nevertheless, the student team solved the problem by adjusting the time for a new team. Using social media to notify brainstorming in teams is another important factor for teamwork. Most of the students assign their topics and search them from the Internet or the library. This brought to exchange information in the team during a team meeting. Students edit by talking and adjusting their understanding. To determine team direction and goals, most students set a common goal to match the lecturer's group activity clearly. Team performance section, most students think that the team that the lecturer provides is a good fit. They cooperate in group work quite well. It made them realize that other fellow students have never worked together with a great variety of knowledge and abilities. However, it is noted that students focus on clear knowledge rather than deep-seated knowledge. Furthermore, students do not have the same knowledge causing much time to brainstorm while there is one group that can submit work two days ahead of schedule, it has time to update and review the assignments. Finally, every team achieves a specific goal because they have the same goal. Three teams are working as a team, where assigned fully on duty until receiving praise from the instructor, but two other teams must return to present the new sales because it can be noted that the team leaders of both teams' lack of the good relationship between team members. Up until there was a conflict in the team and bring it back to fix to improve teamwork out for good. Furthermore, it was noticed that the two teams returned to present them effectively that they received compliments from the instructor.

2. The findings from the questionnaire on various factors of knowledge management and teamwork. It can be summarized as the students' opinions on the knowledge management factors had the highest overall mean ($\overline{X} = 4.32$, SD = 0.641), sorted from descending order. The top three rankings were as follows: Students viewed that the factors of being well-informed were at the highest level ($\overline{X} = 4.43$, SD = 0.589). Students viewed that the systematic thinking factor was at a high level. The students were of the highest ($\overline{X} = 4.30$, SD = 0.652) and the students believed the team learning was at the highest level ($\overline{X} = 4.30$, SD = 0.663), respectively.

Students' opinions on all aspects of teamwork had the highest overall mean ($\overline{X} = 4.41$, SD = 0.635), sorted by most. The top three students thought that the team members had the highest level of communication ($\overline{X} = 4.51$, SD = 0.647). The team was at the highest level ($\overline{X} = 4.47$, SD = 0.590), and the students believed the effective solution of the obstacles was the highest ($\overline{X} = 4.46$, SD = 0.651) respectively.

Table 2: the results of the analysis of the correlation coefficients between knowledge management and teamwork.

ITEMS	TEAMWORK	
	Relationships (r)	P-Value
KNOWLEDGE MANAGEMENT	.899**	.000

**significant at 0.01 (2-tailed)

From Table 2, the results of hypothesis testing were found that knowledge management factors and teamwork factors were significantly positive or in the same direction (r = .899) at the .01 level according to the hypothesis

Table 3:the results of the stepwise multiple regression analysis of factors of knowledge management and teamwork.

KNOWLEDGE MANAGEMENT	**TEAMWORK**			
	R	R^2	Adjust R^2	F
X_1	.778	.605	.598	12.485**
X_1 X_2	.838	.705	.691	84.307**
X_1 X_2 X_3	.874	.763	.750	13.687**
X_1 X_2 X_3 X_4	.899	.809	.794	17.524**

Table 3 presents the results of hypothesis testing with multiple regression analysis of factors of knowledge management and teamwork. Have concluded that Factors Affecting Team Performance of Fourth Year Student in Business Computer Department of Business Administration Faculty of Business Administration Economics and Communication Naresuan University Knowing (X1) thinking model (X2) , team learning (X3) and systematic thinking (X4) significantly affect teamwork. Statistics at the .01 level, i.e., cognitive individuality factor (X1), cognitive modelling (X2), team learning (X3) and systematic thinking (X4) was 70. 2 percent. With a multiplicative correlation coefficient, that is .899, the error resulting from the forecast is .158.

Discussion

The results of this research the results of the study can be discussed according to the following importance.

1. Research results of knowledge management levels

From the study of knowledge management level, it was found that the fourth- year students in the business computer field Department of Business Administration Faculty of Business Administration Economics and Communication Naresuan University Have the highest level of knowledge management When considering each area of knowledge management, it was found that students had the same level of knowledge management. With the factor of being an expert with the highest average. This is consistent with Hartman's research (2002) , which says understanding the sage's perspective using metacognitive principles in learning helps students develop and apply metacognitive knowledge automatically and without knowing. As needed, it guides the flow of information through the mind and controls cognition. Followed by the learning team together and systematic thinking. This is because in knowledge management Students can learn by themselves through research. From direct experience and hands-on practice. There is support and promotion by training Creating an information system for data storage and communication Convenient and fast This is in line with the concept of Khemanat Ming Siritham (2009) and Curran et al. (2019) said that the creation of knowledge for the learners was self- directed and must arise from the students voluntarily learning with no forced control and responsibility. It is, therefore, important for learners to learn meaningfully. Know the endless pursuit of knowledge for yourself. This leads to the creation of a lifelong learning culture that is effective and durable. Knowledge storage Causing knowledge to exist only at the individual level. They can only be conveyed in response to problems or

demonstrations due to the old corporate culture. Consistent with the concept of Namthip Wipawin (2004), it was found that being able to know It arises from knowledge management using technology to acquire and manage knowledge Resulting in obtaining the required knowledge and applying it in work.

2. Research results of the teamwork level

From the study of the level of teamwork, it was found that the fourth-year students in the business computer field Department of Business Administration Faculty of Business Administration Economics and Communication Naresuan University had the highest level of teamwork When each aspect of teamwork was considered, students were found to have the highest level of good communication teamwork. This is consistent with Piyapak Sinbuathong (2002) and Kornchanok Sutametri and Faculty (2018) research, saying that one of the essential skills in team building is the people's communication ability the team. Effective communication helps build a team that is good at target. The fundamental process of team building often involves communication as well, as a team of "more than one person" is involved, so communication is inevitable. By communicating as a mechanism for better understanding among team members. As a result, work can achieve goals faster, in line with Witharnee Jongsatitwattana (2020), who said listening communication skills. With the idea that If the team leader listens to the team members, the team members listened to the team leader and acted on what they were told - listening, paying attention, and accepting the other person's feelings. Good listening communication leads to success. In open communication, open confrontation and honest speaking, mutual trust, a good understanding of oneself and others within the team, and when problems arise within the team, problems must be addressed. Can face each other It is also in line with Kornchanok Sutametra and his team (2018), who said that the factor affecting the efficiency of teamwork was 72% of the communication skills, followed by the team environment. At the most level, the team environment here Is to create a good environment by creating an environment in which the other person can easily speak the subject. This is in line with Witarnee Jongsathitwattana (2020) concept, which concludes that If the team leader talks in a golden position as if he was insulting. It is challenging for team members to talk about things. It is essential to talk to each other in the same eye-level environment and look at the other person's eyes when speaking. It is also difficult to talk to each other, so a good environment is to try to smile and openly talk to the team members. The negative thinking has a significant effect on those around them.

Conclusion

Students can be enabled to acquire learning skills and teamwork through knowledge management with the must of inspiring team members 1) team admits the mistakes of teammates because an error occurs from a member of the team 2) team must have members suitable for the task of the job, subsequently training or training for team members to develop their skills for the job that Assigned 3) the team is free to perform their own tasks. Give students the freedom to perform their assignments to be performed efficiently and create pride in their student's performance. 4) team members can participate in setting goals for working together. Harmoniously And allow team members to know how to operate the work's goals, and objectives are clearly assigned for students to work in the same direction and 5) team members communicate by exchanging information and knowledge to make it easy to understand and give its to everyone on the team and 6) the team members must be more daring to express their opinions. Upon acknowledgement of the problems that arise in the team, actions must be taken promptly.

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