

Teaching and Learning Management Process in Educational Reform Period in Charity Schools of Buddhist Temples

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Abstract

The purposes of this research were 1) to study the teaching and learning conditions of charity schools of Buddhist temples, 2) to develop the teaching and learning process of the temple charity school, and 3) to propose the teaching and learning process of Buddhist temple charity schools in educational reform period. Mixed methods research was designed by using integrated research methodology of documentary research, quantitative research and qualitative research, which consisted of studying, analyzing and collecting the process of teaching and learning in 5 aspects. Data were collected opinions on the condition of teaching and learning management of temple charity schools from administrators and teachers of Buddhist temple charity schools from 248 samples, interviewed and focus group discussion with 10 experts of administrators, teachers in charity schools of Buddhist temples. Quantitative data were percentage, mean, standard deviation whereas qualitative data was analyzed by content analysis. Results showed that 1) teaching and learning conditions of charity schools of Buddhist temples in the overall 5 aspects found that it was at a high level. 2) The teaching and learning process of charity schools of Buddhist temples educational reform period consisted of principles, objectives, methods, and teaching-learning processes of charitable schools of Buddhist temples in educational reform period. 3) Teaching-learning processes of charitable schools of Buddhist temples in the educational reform period consisted of 1) Principles, which showed the process of teaching and learning in 5 aspects, the process of teaching and learning in the 21st century, and the policy of the Office of the Basic Education Commission under the National Education Plan in educational reform period; 2) Goals, which are goals of learners, and goals for educational management; 3) Methods are policies and guidelines for driving basic education; 4) Processes are teaching and learning processes of charitable schools of Buddhist temples in educational reform period and the implementation strategies of educational reform period.

Keywords— Teaching and learning process, Charity Schools of Buddhist Temples, Educational Reform Period

I. INTRODUCTION

The provision of education and learning should have an important goal of developing people as citizens to be physically and mentally complete, intellectually, knowledgeable and ethical having ethics and culture to live in balance have the necessary skills and be able to live happily with others lifelong continuous self-learning leadership by focusing on learning to inspire

and live a meaningful life, learning to nurture creativity, the ability to create new things, learning to cultivate a public mind hold on to common interests and learning for implementation focus on building work to achieve results be a qualified citizen self-reliant. The curriculum and methods of education and learning in the 21st century should enable learners to continually learn and

develop themselves not memorizing the subject matter. Emphasis is placed on learning that arises from the genuine needs of the learners and takes action in order to gain direct experience and build on that knowledge on their own. Teachers must be able to create and design a learning environment that is supportive and conducive to objective learning linking knowledge or exchanging knowledge with the community and society as a whole manage learning through real-world contexts and creating opportunities for learners to have access to quality media, technology, tools and learning resources [1] which is in line with the National Education Plan 2017 – 2036, with the vision: “All Thai people are educated and quality lifelong learning, live happily in line with the philosophy of sufficiency economy and the change of the world in the 21st century” with four objectives in education management: 1) to develop a quality and efficient educational management system and process; 2) to develop Thai people to be good citizens, have characteristics, skills and competencies in accordance with the provisions of the Constitution of the Kingdom of Thailand, the National Education Act and the National Strategy; 3) to develop Thai society to be a learning society and morality, ethics, love for unity and join forces to lead the country’s sustainable development in accordance with the philosophy of sufficiency economy; and 4) to lead Thailand beyond the middle-income trap and the inequality within the country is reduced problems in the effectiveness of teaching and learning management and spending on educational budgets. This is a structural and management problem that must be improved first, especially the management of many small educational institutions to increase the quality of education and reduce the burden on the budget. Budget spending for education, which has been relatively high compared to other countries, but it is spent on developing learners, teaching and learning development and developing teachers quite a bit. Developing a system of information and educational information that is linked for use in management increasing the efficiency of

educational institutions, especially small schools, promoting the participation of all sectors in organizing and supporting education in order to reduce the burden of government expenditures and reforming the financial system for education. [2]

The charity schools of Buddhist temples have always faced difficulties in their operations because the administration of the charity schools had to help themselves all along, but later receiving the subsidy budget like other private schools is still insufficient for administration and unable to collect tuition fees from parents of students. This was due to the fact that 95% of the parents of students were poor, causing some schools to close their businesses and some to transfer their businesses to the government. Later, in the academic year 1977, the Office of the Private Education Commission (NSO) issued policies and plans in accordance with the National Education Act, B.E. 2520.

Therefore, the policy of educational development in terms of quantity has been added that “It will promote the establishment of more special charitable schools”, allowing the charity schools of Buddhist temples to be subsidized and developed to be more prosperous and higher quality schools than before. The Office of the Private Education Commission in particular provides up to one hundred percent support. According to the guidelines of the tuition subsidy card make a charity school of Buddhist temples. There is a certain level of financial security from the state. However, the development of Buddhist temple charity schools for sustainable progress, it will only hope for the support of the budget that is only subsidized. It is not enough. School administrators and teachers who work in schools need to have concepts and working principles in line with the needs of society and change, thus making the school development successful [3].

Education reforms in many countries successful has brought the concept of spatial education management as a base for development by providing opportunities for various sectors in the area to have the opportunity to participate in

the management of education, such as determining the problems or goals that occur with students in each area. Prioritizing the problem of co-designing quality development, supporting and monitoring the use of educational resources in order to achieve results that are consistent with the context and needs, able to answer or clear goals on the knowledge base and participation of all sectors. [4] In many provinces of Thailand where communities or areas are strong, there is a gathering of various sectors, including the government, the private sector, local government organizations educational institutions, foundation establishment including other related agencies. Let's come together to exchange information, get to know and be aware of current educational problems that still can't answer the needs of people in the area, with many agencies participating in the promotion and support, such as the Office of the Research Fund (TRF), the Office of Social Learning Promotion and Youth Quality (FPO), Office of the Health Promotion Fund (OHPF), etc.

Removing lessons from the learning reform platform to education for all found that educational management spatial can answer the problems of people in the area under the participation of local people and have more networks to participate in the development of education and understand the problem as well as looking for a solution to the problem on the spot enabling the development of the quality of education to match the needs of the local context [5].

From the origin and importance of the initial problem, the researcher is interested in studying the teaching and learning process of the Buddhist temple charity schools in the educational reform era. As a process to promote teaching and learning for the temple's charitable schools to integrate it in teaching students to develop 21st century learning skills, which are essential skills for living in a changing society can continue to live happily.

II. Research Objectives

The purposes of this research were 1) to study the teaching and learning conditions of charity schools of Buddhist temples, 2) to develop the teaching and learning process of the temple charity school, and 3) to propose the teaching and learning process of Buddhist temple charity schools in educational reform period.

III. Research Methods

Mixed methods research was designed by using integrated research methodology of documentary research, quantitative research and qualitative research, which consisted of studying, analyzing and collecting the process of teaching and learning in 5 aspects. Data were collected opinions on the condition of teaching and learning management of temple charity schools from administrators and teachers of Buddhist temple charity schools from 248 samples, interviewed and focus group discussion with 10 experts of administrators, teachers in charity schools of Buddhist temples. Quantitative data were percentage, mean, standard deviation whereas qualitative data was analyzed by content analysis.

IV. Research Results

Results showed that 1) teaching and learning conditions of charity schools of Buddhist temples in the overall 5 aspects found that it was at a high level. 2) The teaching and learning process of charity schools of Buddhist temples educational reform period consisted of principles, objectives, methods, and teaching-learning processes of charitable schools of Buddhist temples in educational reform period. 3) Teaching-learning processes of charitable schools of Buddhist temples in the educational reform period consisted of 1) Principles, which showed the process of teaching and learning in 5 aspects, the process of teaching and learning in the 21st century, and the policy of the Office of the Basic Education Commission under the National Education Plan in educational reform period; 2) Goals, which are goals of learners, and goals for educational management; 3) Methods are policies and guidelines for driving basic education; 4) Processes are teaching and

learning processes of charitable schools of Buddhist temples in educational reform period and the implementation strategies of educational reform period.

V. Discussions

1. The researcher has presented a new body of knowledge from the teaching and learning process of Buddhist temple charity schools in the educational reform era as shown in Figure 4.31. in Buddhism. The results showed that overall, the students' opinions towards the teaching management of Buddhist temple charity schools were at high level in descending order less is measurement and evaluation learning activities in terms of learning process, curricula, and media, respectively. The results of the above study reflected that teaching and learning management of Buddhist temple charity schools was effective, possibly due to a clear curriculum as a standard for management. There is an engaging learning process from learners have modern media suitable for learners. There are good learning activities, various and interesting as well as having measurements and evaluations that are consistent with the content suitable for learners. The results of this research are consistent with the research of Prin Thananchaibutr "Development of visual arts learning management model to develop creative thinking" Management model for learning visual arts to develop creativity at the stage of development consists of conceptual framework and principles. The objectives of the model, requirements, and learning activities consisted of 1) the preparatory stage, 2) the thinking development stage, which consists of 3 sub-stages which are igniting, gathering ideas, and alternative assessment, 3) The practical stage consists of two sub-stages, namely product creation and review. 4) Assessment stage, preparation for learning activities. Elements of visual arts learning activities to develop creativity roles of teachers and learners [6] and consistent with the research of Chaluy Muangpuan "Developing a self-learning model with cognitive activities in English reading For students at the Diploma level Industry subjects"

concluded the study that the self-learning model with cognitive activities in English reading consists of principles, objectives, content, teaching and learning processes and evaluation, known as the SPPSE Model, consists of five steps: reading behavior Survey (S), Learner Preparation (P), Planning (P), Self-reading (S), and Reading Evaluation (E) [7].

2. Develop the teaching and learning process of charitable schools of Buddhist temples in the educational reform era, consisting of 4 parts: 1) Principle, 2) Objectives, 3) Methods, and 4) Processes. The teaching and learning process of the temple charity school must provide teaching and learning in accordance with the 21st century and the policies of the Ministry of Education and in accordance with the educational reform strategy. The results of the above research are consistent with the research of Kesaraphan Phansriket Kongcharoen [8] who conducted research on Development of administrators and teachers to raise the level of education of basic education institutions in Phayao Province in order to support education reforms 2015-2021. The results of the research found that teaching capability that focuses on the learners to build a body of knowledge self for teachers. The teaching style is based on the principles of the teaching style, which consists of 1.1 learning in cognitive aspects will occur well. If an instructor conducts heuristic teaching, that is, problem-based teaching including practicing learning strategies and controlling learners' learning. 1.2. Learning by observing the model's practice ready to receive advice and assistance to supplement learning. The model will help learners to develop from the existing stage to the next step. 1.3. Defining the complexity and variety of tasks will help the learner to develop competency accordingly. 1.4. Reflecting on learning results helps learners gain knowledge understanding and self-development continually and in accordance with Techamath Pianchana and others [9] have conducted research on science education reform Basic education level. The results of the research showed that 1) the management of science education in Thailand targeted but lack of agencies that clearly function, decentralized

but without power. Curriculum standards are not conducive to learning. In foreign countries, there are clear goals, curriculum standards, conducive to learning. 2) Development of reform guidelines. There should be a strategy committee as for the model development, there are 3 forms. 3) Quality Assessment Model 3 is the most appropriate. The course should be standard-based written in concept/performance standards for NSTDA to manage curriculum standards using learning resources educational institutions are free to develop curricula. NSTDA organizes testing at the Higher Standard level and OBEC measures and assessments based on curriculum standards.

3. Propose the teaching and learning process of charitable schools of Buddhist temples in the education reform era, i.e. the teaching and learning process of charitable schools of Buddhist temples in the education reform era. There are 6 projects that promote the implementation of the educational reform era strategy of “the Office of the Basic Education Commission; Philosophy of Sufficiency Economy” Strategy 2 on the development of learner quality and to promote educational management to create competitiveness, such as a project to promote and develop learning potential of co-students Strategy 3 for promoting and developing teachers and educational personnel is the Teacher and Educational Personnel Development Project, Strategic 4 on equal opportunity and equality Access to educational establishments, including health promotion projects Strategy 5 on education management to enhance the quality of life that is environmentally friendly, namely the Zero Waste School project in 2021; Strategy 6 on development of management system and encouraging all sectors to participate in management. Education: Educational Quality Assurance Development Project Strategies for the implementation of the educational reform era of the Office of the Basic Education Commission. All 6 strategies from the aforementioned research results are consistent with the research of Phramaha Isaret Thammawaro (Unbanjong) researching on Personnel management model of Buddhist

temple charity schools that is a body of knowledge that should be put into work by using personnel training in accordance with proactive management planning. This is to create a commitment to organizing people to work in their respective positions effectively. 2) Maintenance of personnel by promoting education to work according to the plan by creating incentives to create a change in working with happiness; 3) maintaining discipline by using the three principles of morality, concentration, and wisdom to promote effective performance; 4) Assessment of personnel’s performance to develop personnel to work with higher efficiency [10] and in accordance with the research of Phra Maha Thaweesak Khunadhammo (Sathonglom) has researched on “Development of Academic Management Model of Buddhist Temple Charity School towards Excellence” towards excellence consists of arranging the curriculum in accordance with the core curriculum, emphasis on learners to take action and participate in activities, promote supervision and measurement and evaluation according to activities based on CLASM MODEL [11].

VI. Body of knowledge

The researcher has presented a new body of knowledge from the teaching and learning process of a charity school of Buddhist temples in the educational reform era, as shown in Figure 1.

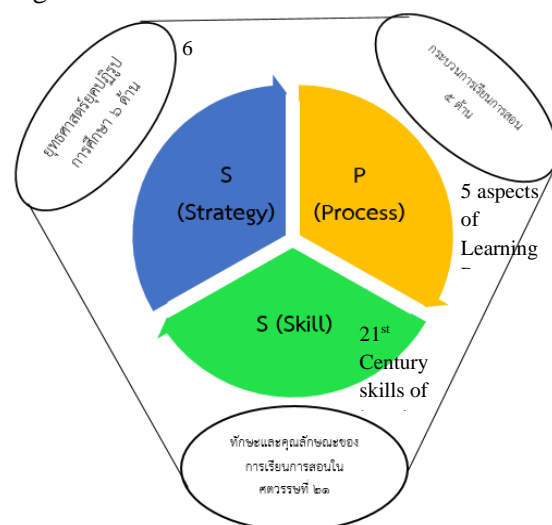


Figure 1 Knowledge gained from research “P2S Model” (in Thai)

Source: Phramaha Thirawat Sakkadhammo (Atpakdee), 2021.

Symbol Description

Figure 1 showed the body of knowledge obtained from research on “The teaching and learning process of charity schools of Buddhist temples in the educational reform era” by the researcher can be summarized as the “P 2 S Model” as follows:

P means Process, the teaching and learning process in 5 areas, namely curricula, which is the content, experience and knowledge provided to learners both inside and outside the classroom which looks like an activity project or plan as a guideline for teaching and learning management for learners have developed and are characterized according to the intended purpose in the learning process. It is a process that changes behavior as a result of experience through the touch of 6 learners, media is a tool that helps to improve the quality of teaching and learning. Learning activities is a method or approach that teachers use in teaching activities to provide students with knowledge according to the purpose of teaching, and the learning outcomes can be applied in daily life and teaching and learning activities are the most important activities of curricula. Because teaching is the implementation of an experience plan, measurement and evaluation of teaching and learning based on individual attributes or behaviors. Then the results of this measurement are taken into account and compared with the established criteria to make a decision or draw conclusions about it which is called evaluation stands for skill. The skills and attributes of 21st century teaching and learning, including literacy, writing, and math, having critical thinking skills and problem-solving skills, creativity and innovation skills, intercultural understanding skills, different paradigms, cooperation skills, teamwork, leadership, communication skills, information and media literacy, computer skills, and information and communication technology, career skills and learning skills, compassion, kindness, discipline, morality, and ethics.

S stands for Strategy, a project that promotes the implementation of the educational reform

era strategy of the Office of the Basic Education Commission, 6 projects, namely the first strategy in education management for security, i.e. the project “Bring the King’s Science to Sustainable Development Philosophy of Sufficiency Economy” Strategy 2 on the development of learner quality and to promote educational management to create competitiveness, such as a project to promote and develop learning potential of co-students. The third strategy for promoting and developing teachers and educational personnel is the project to develop teachers and educational personnel. Strategic 4 on equal opportunities and equality Access to educational establishments, including health promotion projects. Strategy 5 on education management to enhance the quality of life that is environmentally friendly, namely the Zero Waste School project in 2021; Strategy 6 on development of management system and encouraging all sectors to participate in management education, namely the Educational Quality Assurance Development Project;

VII. Recommendations

A. Recommendations for Practices

1. The relevant organizations should determine the curriculum according to the experience of the teachers so that the learners can develop in the desired way.
2. Relevant organizations should promote learning skills of learners appropriate to their age.
3. Relevant organizations should promote the use of teaching aids organized by teachers and students. to promote learning
4. Relevant organizations should promote learning activities, exchange ideas and share learning resources. as well as being supportive of each other
5. Relevant organizations should promote measurement and evaluation to be consistent and consistent with the content of teaching and learning.

B. Recommendations for Further Research

1. Should study the teaching and learning management of charity schools of Buddhist temples in the era of educational reform.
2. Should study the teaching and learning process of charitable schools of Buddhist temples in the era of disruption
3. Should study the teaching and learning model of the charity schools of Buddhist temples in the educational reform era.

CONCLUSION

This paper studied Teaching and Learning Management Process in Educational Reform Period in Charity Schools of Buddhist Temples. Results indicated that 1) teaching and learning conditions of charity schools of Buddhist temples in the overall 5 aspects found that it was at a high level. 2) The teaching and learning process of charity schools of Buddhist temples educational reform period consisted of principles, objectives, methods, and teaching-learning processes of charitable schools of Buddhist temples in educational reform period. 3) Teaching-learning processes of charitable schools of Buddhist temples in the educational reform period consisted of 1) Principles, which showed the process of teaching and learning in 5 aspects, the process of teaching and learning in the 21st century, and the policy of the Office of the Basic Education Commission under the National Education Plan in educational reform period; 2) Goals, which are goals of learners, and goals for educational management; 3) Methods are policies and guidelines for driving basic education; 4) Processes are teaching and learning processes of charitable schools of Buddhist temples in educational reform period and the implementation strategies of educational reform period. The results can be applied for Educational Reform in Charity Schools of Buddhist Temples.

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