A Model of Learning Organization Development based on Sappaya Dhamma for Schools under Office of Secondary Educational Service Area

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Abstract

This research aimed to study the state of being a learning organization for schools, to develop a model of learning organization development based on Sappaya Dhamma for schools under Office of Secondary Educational Service Area, and to propose a model of learning organization development based on Sappaya Dhamma for schools under Office of Secondary Educational Service Area. Mixed methods research was used by integrating documentary research, quantitative research, and a qualitative research which consisted of studying, analyzing and collecting 12 aspects of learning organization by asking for opinions on the learning organization status from secondary school teachers under the Office of Secondary Education Service Area 6, Samut Prakan Province, and 338 samples were collected. Interviewed and focus group discussion from 10 experts of high school administrators, expert in learning organization, experts in Buddhism and experts in educational institutes administration. Quantitative data were analyzed by using percentage, mean, standard deviation and content analysis. The results showed that 1) the state of being a learning organization for schools under the Secondary Educational Service Area Office, overall in 5aspects, was at a high level. 2) A model of learning organization development based on Sappaya Dhamma was developed which consists of part 1, which is the environment, principles, and objectives; part 2, the model, which is the work system, which consists of the 12 aspects of learning organizations and management processes; part 3, the implementation process: structure, decision-making, assessment guidelines, and part 4 is the condition for success in integrating the Sappaya Dharma principle in an educational institution. 3) A model of learning organization development based on Sappaya Dhamma for schools under Office of Secondary Educational Service Area consists of 4 parts as follows: Part 1 The environment inside and outside of schools is the concept of learning organization and the concept of Sappaya Dhamma, and the objectives are learning management with Sappaya Dhamma. Part 2, the model consists of the work system, which is the 12 aspects of the learning organization, namely: (1) Strategy or vision, (2) Management, (3) Management operations, (4) Atmosphere, (5) Organizational structure or work, (6) Distribution of information, (7) Performance of individuals and teams, (8) Work processes, (9) Goals of work or information Back, (10)Training or education, (11)Personnel or team development, (12) Reward or recognition, 2) Management process. Part 3 Implementation process are 1) the structure of administration in educational institutions, and 2) Decision making is to arrange an organization or organization in an educational institution to be a learning organization in 8 items. 3) Assessment approach is to evaluate and report the results according to the plan and the presentation of the report to be a master learning organization; and Part 4 The conditions for success depend on the

context of the educational establishment to create a learning organization based on Sappaya Dharma principles.

Keywords— Model, Learning Organization Envelopment, Sappaya Dhamma

I. INTRODUCTION

The tide of change is something that one must face or change organization. The conversion that happened was fast and furious with the factors caused by the leap of information technology continually evolving and the complexity of the economy which affects the operations both inside and outside the organization.As a result, the competition stage that used to be limited in a narrow circle expand the scope to cover the world. In addition, modern management concepts, including Change Management, Quality Management, Supply Chain Management and Knowledge Management, make organizations and departments need to adjust the attitude to survive and have a stable immunity because the organization is an organism, not a machine, with people being the main driving force, which people are not the cost, but it is human capital because people have the skills and experiences that produce expertise, which is "Knowledge Capital", which is necessary to create corporate values and corporate culture. From the 12th National Economic and Social Development Plan (2016-2021), the key principle is to adhere to "people as the center of development" aiming to create quality of life and good health for Thai people, complete with discipline, curiosity, knowledge, skills, creativity have a good attitude social responsibility ethical and moral, develop people of all ages and prepare them for a quality aging society including creating people to use and live with the environment in a supportive way, conserve, restore, use natural resources and the environment appropriately and sustainable development goals Thailand's restructuring to Thailand 4.0, as well as national reform issues. In addition, it has given importance to the participation of development partners in all sectors, both at the professional level, at the regional level and at the national level in every step of the plan extensively and continuously to jointly define the vision and direction of the

country's development as well as jointly formulate the details of the strategy of the plan aiming for "security, prosperity and sustainability" [1].

A learning organization is an organization that has created a channel for internal knowledge transfer between personnel coupled with obtaining knowledge from outside. The main objective is to provide opportunities to find best practices that lead to development and build a strong knowledge base (core competence) of the organization to keep up with the changes in the global society that occur up all the time [2]. Developing a learning organization is a way to give personnel in the organization the opportunity to study and develop themselves and the agency to be prosperous from working together create unity among the faculty, create knowledge for themselves and transfer knowledge to colleagues. Management focuses and the development of human resources in the organization to be those who have knowledge, abilities, skills and attitudes that support the stability of the organization as well as helping the organization to have the ability to be flexible and adapting to the changing trends around including the concept of a global society that is a knowledge-based economy (Knowledge-Based Learning). Knowledge management is not a matter of using technology alone, but it is about managing people to learn and help them apply existing knowledge come to solve problems that occur in the organization [3] which is consistent with Nutthaphan Ketcharanan (2008: 278) said that the learning organization refers to principles or guidelines that will help the organization to be ready and have potential accept the changing environment which can be adapted to respond to creating new business opportunities and adjust the obstacles to be beneficial to the operation.

Educational institutions under the Office of Secondary Education Service Areas are educational establishments that rely on the organization of learning in which the school

environment is important and can help develop students' learning. In which in many schools the administrators do not pay much attention. It is often seen that providing an environment to promote student learning is not necessary. If doing so requires a large operating budget or when it has been prepared, maintenance requires a continuous budget. As a result, some schools seldom provide a good school environment and often focus only on academic subjects in the classroom or organizing activities to promote teaching and learning of students in various fields which is the main job in teaching and learning management only. As a result, the general environment of the school is still not standardized and is still not a good source of learning for students [4] which if the Buddhist principles in Buddhism are applied in relation to the environment, namely Sappaya 7, [5] may cause problems related to the environment in school is over or can be reduced.

Due to its preliminary importance, the researcher is therefore interested in studying the development of a learning organization model according to the principles of Educational institutes under the Office of Secondary Education Service Areas to encourage educational organizations to organize learning in accordance with the principles of sanity. It will help schools become truly learning organizations, helping to encourage learners to develop learning skills in the 21st century with stability and sustainability.

II. Research Objectives

This research aimed to study the state of being a learning organization for schools, to develop a model of learning organization development based on Sappaya Dhamma for schools under Office of Secondary Educational Service Area, and to propose a model of learning organization development based on Sappaya Dhamma for schools under Office of Secondary Educational Service Area.

III. Research Methods

Mixed methods research was used by integrating documentary research, quantitative

research, and a qualitative research which consisted of studying, analyzing and collecting 12 aspects of learning organization by asking for opinions on the learning organization status from secondary school teachers under the Office of Secondary Education Service Area 6, Samut Prakan Province, and 338 samples were collected. Interviewed and focus group discussion from 10 experts of high school administrators, expert in learning organization, experts in Buddhism and experts in educational institutes administration. Quantitative data were analyzed by using percentage, mean, standard deviation and content analysis.

IV. Research Results

The results showed that 1) the state of being a learning organization for schools under the Secondary Educational Service Area Office, overall in 5 aspects, was at a high level. 2) A model of learning organization development based on Sappaya Dhamma was developed which consists of part 1, which is the environment, principles, and objectives; part 2, the model, which is the work system, which consists of the 12 aspects of learning organizations and management processes; part 3, the implementation process: structure, decision-making, assessment guidelines, and part 4 is the condition for success in integrating the Sappaya Dhamma principle in an educational institution. 3) A model of learning organization development based on Sappaya Dhamma for schools under Office of Secondary Educational Service Area consists of 4 parts as follows: Part 1 The environment inside and outside of schools is the concept of learning organization and the concept of Sappaya Dhamma, and the objectives are learning management with Sappaya Dhamma. Part 2, the model consists of the work system, which is the 12 aspects of the learning organization, namely: (1) Strategy or vision, (2) Management, (3) Management operations, (4) Atmosphere, (5) Organizational structure or work, (6) Distribution of information, (7) Performance of individuals and teams, (8) Work processes, (9) Goals of work or information back, (10) Training or education, (11) Personnel or team

development, (12) Reward or recognition, 2) Management process. Part 3 Implementation process are 1) the structure of administration in educational institutions, and 2) Decision making is to arrange an organization or organization in an educational institution to be a learning organization in 8 items. 3) Assessment approach is to evaluate and report the results according to the plan and the presentation of the report to be a master learning organization; and Part 4 The conditions for success depend on the context of the educational establishment to create a learning organization based on Sappaya Dhamma principles.

V. Discussions

1. The results of a study on the state of learning organization of educational institutions under the Secondary Education Service Area Office. The results showed that the state of being a learning organization of educational institutions under the Office of Secondary Education Service Areas in all 5 aspects. The most in descending order is one's knowledge systematic thinking, creating a common vision conceptualization and learning together as a team respectively. The results of the above research reflect that the state of being a learning organization of educational institutions under the Secondary Education Service Area Office may be due to personnel who are eager to learn and eager to seek new knowledge, encourage personnel to attend seminars with other agencies or other institutions continuously. Teachers use the process of thinking, analyzing a variety of information. Teachers are committed to implementing the vision of the institution. There is a thought process for collecting, selecting, analyzing and synthesizing knowledge from research or creative work. The results of this research are consistent with the research of Malee Thammasiri conducted research on the development of a learning organization model through the Human Resources Development Unit as an extension of higher education. The researcher presented the model of the human resource development unit as a factor in the transformation into a learning organization which consists of three main

components that are related to each other, namely, 12 subsystems, namely leadership, work system structure; including performance and development including the characteristics that are conducive to and not conducive to being a learning organization, a development unit. It must create courses and teaching to develop personal abilities, systematic thinking team learning image in mind and shared vision and leadership by using 6 courses which are interpersonal communication skills Employee Empowerment creative thinking and problem solving Leadership Development for Change Developing thinking skills and finally leadership roles in stimulating, demonstrating, assisting and cultivating skills. The results of development revealed that the leadership for change was significantly improved at the .01 level.

2. Develop a model of an organization of learning according to the sophistication of educational establishments under the Office of Secondary Education Service Area, consisting of 4 parts: part 1 introduction, part 2 model, part 3implementation process, and part 4 success conditions. The results of this research are consistent with the research of Parichart Khunpluem who studied the development of the learning organization model of private universities in Thailand. The important issues that contribute to the five principles of learning consist of Principle 1: Mindfulness and mental training to be determined in learning and use of information facts and rationale every time in analytical thinking and decision making and the use of multiple sources of knowledge to inform decision-making. The third principle is recognition of the abilities of others and effective communication. Principle 4 is to have a process to evaluate the performance of team members and having a process to train team members. Principle 5 is understanding the priorities of work and structural system. The organization's policies and processes must be designed to be adaptable, flexibility and responsiveness to internal and external impacts [6].

3. Propose a model of an organization of learning in accordance with the supreme

principles of educational establishments under the Secondary Education Service Area Office. The results of this research are consistent with the research of Sayomphon Thongnuadee, study and research on the change management model of schools in Sarasas group to become a learning organization. The results showed that The process of changing to become a learning organization consists of 7 steps: 1) creating awareness of change (Awareness), 2) creating change leaders (Change Agents), 3) Setting a vision for change (vision), 4) communicating the vision in the organization (communication), 5) empowerment and competence (team), 6) Implementing strategies for change (adaptation), and 7) creating an organizational culture. Characteristics of a school as a learning organization consist of 1) personnel with potential, 2) diverse thinking styles, 3) joint vision, 4) learning and working together, and 5) systematic thinking [7] and in accordance with the research of Phramaha Prayoon Tikkapanyo (Changkarn) has researched on "A model of personnel development to strengthen the organization of learning in vocational colleges according to Buddhist educational administration principles". [8] The results of the research revealed that the personnel development model to strengthen the organization of learning in vocational colleges with the principles of physical education 5. It was found that faith is a Dhamma that helps to build confidence, persistence is a Dhamma that helps build perseverance, mindfulness is a Dhamma that helps to build one's consciousness and concentration is a principle that helps build one's self-righteousness, confidence of mind and wisdom is the principle that helps to strengthen the use of judgment in considering things rationally, think carefully and carefully about things for personnel in the organization to learn continuously and successfully integrate with their own knowledge learning together as a team conceptualization building a common vision and systematic thinking.

VI. Body of knowledge

The researcher presented a new body of knowledge from the model of an organization of learning in accordance with the principles of sanity of educational institutions under the Secondary Education Service Area Office as shown in Figure 1.
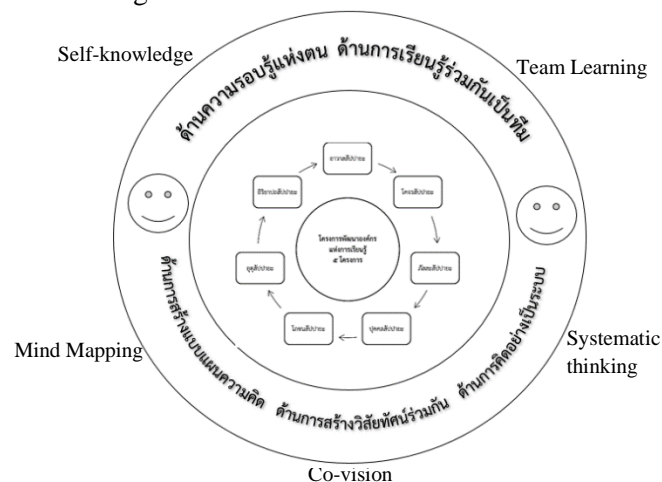

Figure 1 Knowledge gained from research "LODS Model" (in Thai)

Source: Phrasamu Winit Dhirajitto (Karaket), 2021.

Symbol Description

Figure 1 shows the body of knowledge obtained from research on "Development of a learning organization model according to the principles of Educational institutions under the Office of Secondary Education Service Areas" which the researcher can summarize as the "LODS Model" as follows:

LOD stands for Learning Organization Development. It is a component of a learning organization which consists of 5 elements, namely, self-knowledge, learning together as a team conceptualization creating a common vision systematic thinking by activities to promote organizations of learning by virtue of knowledge, namely self-knowledge, which is a project to develop teachers and educational personnel. The aspect of learning together as a team is a project to promote relationships and cooperation with the community. In terms of creating an idea model, it is a teaching and learning development project that focuses on thinking. The aspect of creating a common vision is the project to improve efficiency and effectiveness of educational institution

management. Systematic thinking is a project to develop a system to help support students.

S stands for Sappaya Dhamma, which is the seven principles of Sappaya: 1) Awasappaya, which is a comfortable and clean place to live; 2) Gocara Sappaya, which is a food source, and 4 factors; 3) Passasappaya, which is speaking and listening to good stories are beneficial; 4) Puggalasappaya is a person who is a teacher or friend who has practiced together well; 5) Bhojanasappaya; suitable food. Nutrition is sufficient, suitable for oneself, and is hygienic according to nutrition, complete all 5 groups; 6) Utusappaya is suitable climate, time, environment, atmosphere, temperature; and 7) Iriyapatasappaya is body movement such as sitting, lying, standing, walking with proper balance is a good activity.

VII. Recommendations
A. Recommendations for Practices

1. The relevant organizations should create an atmosphere and opportunity, so that personnel can access knowledge easily and quickly.

2. Relevant organizations should encourage personnel to work or carry out activities in a teamwork format.

3. Relevant organizations should encourage systematic data collection and can access information conveniently and quickly

4. Relevant organizations should encourage personnel to see the importance of the vision for the nation's society.

5. Relevant agencies should encourage personnel to use feedback to improve the next work.

B. Recommendations for Further Research

1. Should study the process of creating a learning organization of educational institutions under the Secondary Education Service Area Office.

2. Should study the learning organization development process of educational institutions under the Secondary Education Service Area Office.

3. Should study the form of learning organization of educational institutions under the Secondary Education Service Area Office.

CONCLUSION

This paper studied about a Model of Learning Organization Development based on Sappaya Dhamma for Schools under Office of Secondary Educational Service Area, results indicated that 1) the state of being a learning organization for schools under the Secondary Educational Service Area Office, overall in 5 aspects, was at a high level. 2) A model of learning organization development based on Sappaya Dhamma was developed which consists of part 1, which is the environment, principles, and objectives; part 2, the model, which is the work system, which consists of the 12 aspects of learning organizations and management processes; part 3, the implementation process: structure, decision-making, assessment guidelines, and part 4 is the condition for success in integrating the Sappaya Dhamma principle in an educational institution. 3) A model of learning organization development based on Sappaya Dhamma for schools under Office of Secondary Educational Service Area consists of 4 parts as follows: Part 1 The environment inside and outside of schools is the concept of learning organization and the concept of Sappaya Dhamma, and the objectives are learning management with Sappaya Dhamma. Part 2, the model consists of the work system, which is the 12 aspects of the learning organization, namely: (1) Strategy or vision, (2) Management, (3) Management operations, (4) Atmosphere, (5) Organizational structure or work, (6) Distribution of information, (7) Performance of individuals and teams, (8) Work processes, (9) Goals of work or information back, (10) Training or education, (11) Personnel or team development, (12) Reward or recognition, 2) Management process. Part 3 Implementation process are 1) the structure of administration in educational institutions, and 2) Decision making is to arrange an organization or organization in an educational institution to be a learning organization in 8 items. 3) Assessment approach is to evaluate and report the results according to the plan and the presentation of the report to be a master learning organization; and

Part 4 The conditions for success depend on the context of the educational establishment to create a learning organization based on Sappaya Dhamma principles. Results can apply for the development of schools in Thailand.

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