

# Teaching and Learning Management Process in Social Studies, Religion and Culture Subject Groups based on the Buddha's Teaching Methods for Teacher-Monks in Schools under Office of Primary Educational Service Area

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## Abstract

The objectives of this research were to study the teaching and learning management conditions in Social Studies, Religion, and Culture subject group; to develop teaching and learning management in Social Studies, Religion and Culture subject group based on Buddha's teaching methods; and to propose the teaching and learning process in Social Studies, Religion, and Culture subject group based on the Buddha's teaching methods for teacher-monks in schools under Office of Primary Educational Service Area. Mixed methods research was designed by using documentary research, quantitative research and qualitative research. Data were collected in 5 aspects of teaching and learning management processes; Social Studies, Religion and Culture Subject Group from primary school teachers under the Samut Prakan Primary Educational Service Area Office Region 1, and from 327 samples. Interviewed and focus group discussion with the primary school administrators, expert in teaching and learning, expert in the subject group of social studies, religion and culture, moral teachings, and 10 Buddhist experts. The statistics used were the percentage, mean, and standard deviation whereas qualitative data was analyzed by content analysis. Results of the research found that 1) teaching and learning management conditions in Social studies, religion and culture subject group of monks teaching morality in schools, the teachers had overall opinions on 5 aspects at a high level. 2) Develop the teaching and learning management of social studies subjects, religions and cultures based on the Buddha's teaching methods, consisting of principles, aims, methods, and teaching and learning processes. 3) The teaching and learning process in Social Studies, Religion, and Culture subject group based on the Buddha's teaching methods for teacher-monks in schools under Office of Primary Educational Service Area consisted of: (1) principles, which are the process of teaching and learning in 5 aspects and teaching with the four Noble Truth. (2) The aim is the goal of developing skills in 3 areas, the importance of social studies subject groups, religion and culture; the duty of the monks to teach morality that society expects in the cultivation of morals and ethics. (3) The method is the teaching and learning process in the 21st century; and (4) the process is the teaching and learning process in 5 aspects, the 5 subject matter and standards of learning, and the process of teaching and learning with the four Noble Truths.

**Keywords**— Teaching and learning process, Social studies, religion and culture subject groups, Buddhist methods

## I. INTRODUCTION

The world society in the 21st century is very different from the past, and people are moving technology media and various resources from all over the world quickly and conveniently. There are economic, social, political and governance links between regions, countries, society and communities. The complexity and dynamics of knowledge and information change over time. Whitehead (1931) explains that in the past, a person's lifespan may have had little to change different from the present that during a person's life there are various events. In society, there are many way of life and work in the century 21 different from the past. Being open, accepting and giving importance to information, knowledge and a variety of news an exchange of knowledge is essential. The people of this century are therefore unable to use the knowledge and skills of the past to solve problems of the present. Management of education and learning in the 21st century is therefore not a process of transferring knowledge. It is about promoting lifelong learning skills for people.

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, have ethics and culture to live in balance have the necessary skills and be able to live happily with others. Lifelong continuous self-learning leadership is focusing on learning to inspire and live a meaningful life and 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 and lead a happy life. Curricula 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]. In line with the National Education Plan 2017 – 2036, the vision is, “All Thai people are educated and quality lifelong learning live happily related to the philosophy of sufficiency economy and the changes of the world in the 21st century” to increase the quality of education and reduce the burden of budget. Budget spending for education, which has been relatively high compared to other countries, but is spent on developing learners. Teaching and learning development and developing teachers are quite a bit developing a system of information and educational information. It 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].

Monk teachers teach morality in schools are a group of monks who serve as teachers and lecturers to provide knowledge and provide moral education, the ability to perform teaching effectively and effectiveness[3]. It was born and started operating since fiscal year 2003 by a cooperation agreement (MOU) between the Ministry of Culture and the Ministry of Education to encourage monks to teach in primary, primary and vocational schools. It participates in learning management for students in primary school elementary school and vocational level including providing students with knowledge and understanding of the principles of Buddhism and to instill in students, students, knowledge and virtue able to integrate knowledge and morality to develop the quality of life appropriately and to be happy

[4]. It can solve the problems of teaching and learning that have knowledge but lack of morality and ethics in schools from the origin and importance of the initial problem. The researcher is therefore interested in studying the process of teaching and learning in social studies, religion and culture subjects according to Buddhist methods for teaching morality in schools under the Office of Primary Education Service Areas to be the process of promoting teaching and learning in social studies, religion and culture subjects based on the Four Noble Truths. There are Buddhist methods of teaching by the Buddha by teaching morality to integrate in teaching students to create learning skills in 21st century, which is an important skill for living in a changing society can continue to live happily.

## II. Research Objectives

The objectives of this research were to study the teaching and learning management conditions in Social Studies, Religion, and Culture subject group; to develop teaching and learning management in Social Studies, Religion and Culture subject group based on Buddha's teaching methods; and to propose the teaching and learning process in Social Studies, Religion, and Culture subject group based on the Buddha's teaching methods for teacher-monks in schools under Office of Primary Educational Service Area.

## III. Research Methods

Mixed methods research was designed by using documentary research, quantitative research and qualitative research. Data were collected in 5 aspects of teaching and learning management processes; Social Studies, Religion and Culture Subject Group from primary school teachers under the Samut Prakan Primary Educational Service Area Office Region 1, and from 327 samples. Interviewed and focus group discussion with the primary school administrators, expert in teaching and learning, expert in the subject group of social studies, religion and culture, moral teachings, and 10 Buddhist experts. The statistics used were the percentage, mean, and standard deviation

whereas qualitative data was analyzed by content analysis.

## IV. Research Results

Results of the research found that 1) teaching and learning management conditions in Social studies, religion and culture subject group of monks teaching morality in schools, the teachers had overall opinions on 5 aspects at a high level. 2) Develop the teaching and learning management of social studies subjects, religions and cultures based on the Buddha's teaching methods, consisting of principles, aims, methods, and teaching and learning processes. 3) The teaching and learning process in Social Studies, Religion, and Culture subject group based on the Buddha's teaching methods for teacher-monks in schools under Office of Primary Educational Service Area consisted of: (1) principles, which are the process of teaching and learning in 5 aspects and teaching with the four Noble Truth. (2) The aim is the goal of developing skills in 3 areas, the importance of social studies subject groups, religion and culture; the duty of the monks to teach morality that society expects in the cultivation of morals and ethics. (3) The method is the teaching and learning process in the 21st century; and (4) the process is the teaching and learning process in 5 aspects, the 5 subject matter and standards of learning, and the process of teaching and learning with the four Noble Truths.

## V. Discussions

1. The results of a study on the condition of teaching and learning Social studies, religion and culture subject group of monks teaching morality in schools under the Primary Education Service Area Office. The results showed that teaching and learning conditions Social studies, religion and culture subject group of monks teaching morality in schools under the Office of Primary Education Service Areas in all 5 aspects. The subject group of social studies, religion and culture of monks teaching morality in schools was at a high level in descending order, namely learning activities, media, curricula, learning process, and measurement and evaluation. The results of this

research reflect that Course content is appropriate teaching and learning promote learning for learners with proper and appropriate practice. Teaching materials are up-to-date to keep up with social changes. The organization of learning activities is to be carried out effectively. It is a work-based assessment methodology that students express, focusing on learning processes, productivity, and portfolios. The results of this research are consistent with the research of Wiphaphan Pinla. Guidelines for learning management in social studies to develop critical thinking skills for learners in the 21st century[5]. Guidelines for learning management in social studies to develop critical thinking skills for learners in the 21st century plays an important role in learner development and educational development which is regarded as the heart of the country's development. This is an important foundation for human resource development to become knowledgeable and skilled people and a good attitude towards working and living with others happily And in accordance with the research of Siriwan Sripahon[6], research on the development of a distance training package on teaching and learning management of social studies, religion and culture subjects for teachers teaching at the secondary level of the Opportunity Expansion School. The results showed that the opinions of teachers teaching at the secondary school level of the school expanded the opportunity from answering the questionnaire about the problem of teaching management in the social studies subject group religion and culture. It was found that the opinions were at the most agreeable level, which was item 1, the present social condition with many social problems.

2. The results of the development of teaching and learning management in social studies, religion, and culture subjects based on Buddhist methods for teaching morality in schools under the Office of Primary Education Service Areas are as follows: 1) the teaching and learning process in 5 aspects; 2) the group Social Studies, Religion, and Culture 5 subjects. 3) The process of teaching and learning with the 4 Noble Truths, the objectives are: 1) the goal of

developing skills in 3 areas; 2) the importance of social studies, religion, and culture subject groups; The society expects to instill morals and ethics. The methods are: 1) the teaching and learning process in the 21st century, the processes as follows: 1) the teaching and learning process in 5 aspects; 2) the learning content and standards in 5 subjects; with the Four Noble Truths, which this research finding is consistent with the research of Monta Chumsukhon and his team[7]. Development of integrated teaching and learning in social studies courses Undergraduate degree that promotes student-centered teaching and learning. The results showed that the development of integrated teaching and learning that promotes student-centered teaching; Characterized as an interdisciplinary integration. (Multidiscipline) and the research process is carried out in the Deming Cycle with 4 steps: Step 1, Planning, where the instructors in the 2 courses jointly define the topics, ideas, concepts, content, problems, and judgment criteria. Develop an integrated teaching and learning plan, Step 2: Doing by developing an integrated teaching-learning plan and activities for experimentation in teaching-learning, Step 3: Checking Assessment of teaching and learning activities to find ways to improve and develop, and Step 4: Action: Teachers together consider the deficiencies that have been examined to improve and make plans for the next action.

3 Propose the process of teaching and learning, the subject group of social studies, religion and culture according to Buddhist method for teaching morality in schools under the Primary Education Service Area Office consists of 1) principles, 2) aims, 3) methods, and 4) teaching and learning process. The results of this research are consistent with the research of Sophida Nuengmek, who has studied the development of a plan for learning activities based on the Four Noble Truths to assemble a ready-made lesson on Buddhism to develop academic achievement and desirable characteristics of students Grade 5 Satisfaction of students studying with the 4 Noble Truths Learning Activity Plan, assembled ready-made

lessons. Buddhism to develop academic achievement and desirable characteristics of grade 5 students as a whole were at the highest level. When considering each aspect, it was found that 3 aspects were at the highest level and 3 aspects were at a high level. Illustration learning activities media and learning equipment Subject matter and language use and in terms of content accordingly [8] and in accordance with Rungpat Huatsamsen, has studied the guidelines for teaching and learning English for school teachers to expand opportunities according to the 4 Noble Truths. Overall, the average was at a very high level. There must be a variety of media to make students more interested. Use a variety of teaching techniques Guidelines for the development of English teachers. The practice of the Four Noble Truths is to provide knowledge and understanding in making lesson plans use of teaching materials techniques for cooperation in the organization and procurement of media and techniques for various activities for students happy to study and pay more attention to students [9].

**VI. Body of knowledge**

The researcher presented new knowledge from the teaching and learning process of social studies, religion and culture subjects according to Buddhist method for teaching morality in schools under the Office of Primary Education Service Area. as the following figure.

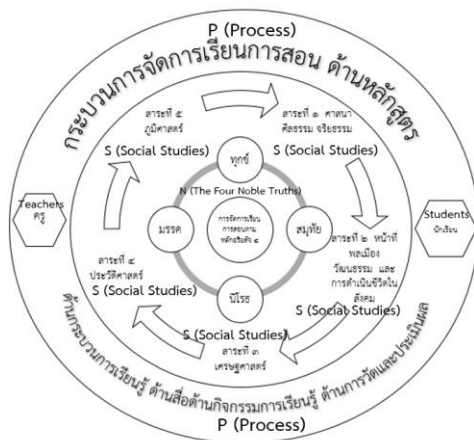


Figure 1 Knowledge gained from research “PSN Model” (in Thai)

Source: Phrakrupalad Methalak Thitasobhano (Hongsopa), 2021.

**Symbol Description**

Figure 1 showed the body of knowledge obtained from research on “Teaching and Learning Management Process in Social Studies, Religion and Culture Subject Groups based on the Buddha’s Teaching Methods for Teacher-Monks in Schools under Office of Primary Educational Service Area” by the researcher can be summarized as the “PSN Model” as follows:

P (Process) refers to the teaching and learning process in 5 areas: curriculum design, curriculum set by experience The content of the course promotes the development of students' thinking skills to meet learners' needs be appropriate and up-to-date with the current situation. The learning process changes the behavior of the learners learning in the content that promotes the experience. There is proper and proper practice enhance skills or abilities suitable for the learners in each class. Modern media to promote learning helps to present knowledge to learners, and let learners learn according to the objectives. It is suitable for the age of the learners and is up-to-date with social changes. In terms of learning activities, teachers and students participate in creating new learning and experiences. Learners can bring experiences from learning activities in the 21st century, suitable for learners of all levels. Measuring and evaluating aspects are meant instead of attributes or the quality of teaching. There are clear measurement and evaluation rules. Encourage students to be interested to enable students to meet individual needs.

S (Social Studies) means a group of social studies, religion, and culture of 5 subjects, which are: Subject 2 Religion, Morals and Ethics; Subject 1 Civil Duties, Culture, and Social Life; Subject 5 History, Subject 4 Economics; Subject 3 Geography.

N (The Four Noble Truths) refers to the process of teaching and learning based on the Four Noble Truths, namely 1) determining the problem (suffering stage), 2) hypothesising (samuthai stage), 3) experimenting and

collecting data (nirodha level), and 4) analyzing data and summarize the results (steps).

## VII. Recommendations

### A. Recommendations for Practices

1. Relevant agencies should encourage teachers to arrange for learners to learn all content with the school as a planner.
2. Relevant agencies should encourage teaching and learning activities to stimulate learners' learning.
3. Relevant agencies should encourage educational institutions and teachers to prepare teaching materials with an emphasis on the transfer of knowledge, understanding, feelings, as well as skills and experiences to learners.
4. Relevant agencies should encourage learning activities suitable for learners at all levels.
5. Relevant agencies should encourage measurement and evaluation of individual child growth at different times.

### B. Recommendations for

#### Further Research

1. Should study the teaching and learning process Social studies, religion and culture subject group of monks teaching morality in schools Under the Primary Education Service Area Office.
2. Should study the development process of teaching and learning management in social studies, religion and culture subjects according to Buddhist method for teaching morality in schools under the Office of Primary Education Service Area.
3. Should study the model of teaching and learning in social studies subjects, religion and culture according to Buddhist methods for teaching morality in schools under the Office of Primary Education Service Area.

## CONCLUSION

This paper interested in study about Teaching and Learning Management Process in Social Studies, Religion and Culture Subject Groups based on the Buddha's Teaching Methods for Teacher-Monks in Schools under Office of Primary Educational Service Area, and results showed that teaching and learning management

conditions in Social studies, religion and culture subject group of monks teaching morality in schools, the teachers had overall opinions at a high level. Develop the teaching and learning management of social studies subjects, religions and cultures based on the Buddha's teaching methods, consisting of principles, aims, methods, and teaching and learning processes. The teaching and learning process in Social Studies, Religion, and Culture subject group based on the Buddha's teaching methods for teacher-monks in schools under Office of Primary Educational Service Area consisted of: (1) principles, which are the process of teaching and learning in 5 aspects and teaching with the four Noble Truth. (2) The aim is the goal of developing skills in 3 areas, the importance of social studies subject groups, religion and culture; the duty of the monks to teach morality that society expects in the cultivation of morals and ethics. (3) The method is the teaching and learning process in the 21st century; and (4) the process is the teaching and learning process in 5 aspects, the 5 subject matter and standards of learning, and the process of teaching and learning with the four Noble Truths.

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