

# A Model of Mobilizing Sufficiency Economy Philosophy to Educational Institutions under Samutprakan Local Government Organization

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## Abstract

The objectives of this research were 1) to study the Sufficiency Economy Philosophy drive in Educational Institutions, 2) to develop a model of Sufficiency Economy Philosophy Driven in accordance with Buddhist principles, and 3) to propose a model of mobilizing sufficiency economy philosophy to educational institutions under Samutprakan Local Government Organization. Mixed methods research was used by integrating between documentary research, quantitative research and qualitative research. Data were collected related to strategies for driving the philosophy of sufficiency economy to educational institutions in 5 aspects by asking for opinions of secondary school students. Affiliated with local organizations Samutprakan Province from 331 samples including interview and focus group discussion of 10 experts from secondary school administrators who in driving the Sufficiency Economy Philosophy to educational institutions qualified in Buddhism and qualified in educational institution administration. Quantitative data was analyzed by using percentage, mean, standard deviation whereas qualitative data was analyzed by content analysis. The results of the research revealed that: 1) Driving the Sufficiency Economy Philosophy in Educational Institutions under Local Administrative Organizations Samutprakan Province overall in 5 aspects of students' opinions were at a high level. 2) A model of Sufficiency Economy Philosophy Driven in accordance with Buddhist principles was developed which consisted of 4parts: Part 1, introduction which are the environment, principles, and objectives; Part 2, the model that are work system, and management process; Part 3, implementation process, which are structure, decision-making, assessment guidelines; and Part 4, conditions for success.3) A model of mobilizing sufficiency economy philosophy to educational institutions under Samutprakan Local Government Organization was divided into 4 parts, namely the first part, the introduction which are the environment inside and outside the school, new principles and methods which are Royal initiatives with 9 Great Ideas. The objective is the expected success of applying Sufficiency Economy Philosophy to educational institutions that will happen to stakeholders. Part 2 The model are the work system, which is the strategy of driving the philosophy of sufficiency economy to educational institutions in 5 areas: 1) development of educational management guidelines according to the philosophy of sufficiency economy, 2) personnel development, 3) expansion and network development, 4) public relations, 5) development of monitoring and evaluation processes. The management process, which is a ten-step process. Part 3, the implementation process, which is the conceptual structure of sufficiency economy of 3rings and 2 conditions, and 4 dimensions of linkage; decision making in applying the steps to drive the Sufficiency Economy Philosophy. According to the Buddhist teachings to be used in educational institutions with 9steps, assessment guidelines according to the sufficiency economy learning

standards for each grade level was used. Part 4, conditions for success depend on the context of the educational institutions under Local government organizations, namely the curriculum, vision, mission and policy of the school administrators in driving the Sufficiency Economy Philosophy in accordance with the Buddhist principles.

**Keywords**— Model of Mobilizing, Sufficiency Economy Philosophy, Buddhist Principles

## I. INTRODUCTION

The concept of management according to the sufficiency economy in the community is important as a result of external factors of Thailand especially Economists' ideas on human capital and the global economy of Western countries such as the United States that emphasize capitalist, liberal or consumerist economies. The focus is on objects, money, efficiency, profit, speed, competitive advantage as well as focusing on advancement, market expansion and economic expansion by using more and more modern information and technology development guidelines and management guidelines in the country and in the Thai community in the past [1] National Economic and Social Development Plan No. 12 2017-2021 has led the main “Sufficiency Economy Philosophy” has become a guiding philosophy for continuous national development from the National Economic and Social Development Plan Vol. 9-11, and the National Society (NESDB) has been prepared on the basis of the 20-year National Strategy Framework (2017-2036), which is the main plan of national development, and Sustainable Development Goals (SDGs), including the restructuring of Thailand towards Thailand 4.0, as well as national reform issues In addition, it has given importance to the participation of all development partners 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 in order to “Prosperity, Prosperity and Sustainability” [2].

As for the people, some people are still greedy lavish consumption Falling into debt that cannot be withdrawn and lack of basic principles to maintain a stable life causing it to be led to more easily encroaching actions insolvency problem The ups and downs of the country's economy unfavorable weather problems for entrepreneurs problems of nursing care and

maintenance of pig farming and tilapia raising. All of these are risks to management in terms of the overall and the minority for the sustainable development of farmers and entrepreneurs. This cause is complementary to domestic factors between the people and the community increased as well combined with the development of the country or the management approach in the country and in the past, it has not been as successful as it should be. The causes are caused by external factors and related domestic factors has caused damage and trouble to the nation and the community above. has led to the emergence or presentation of concepts and management approaches according to the “Sufficiency Economy Philosophy” for here is called Sufficiency Economy Management by His Majesty King Bhumibol Adulyadej Maha Bhumibol Adulyadej the Great had the initiative to see the creation of a sufficiency economy to be used in the administration manage or develop the nation. Thai community with the expectation that people will adhere to the management and lifestyle according to this approach as the basis which will lead to an important destination, which is the country and the people to be at peace. The country has stable and sustainable progress, as well as people at all levels of the nation have a better quality of life and live happily together.

In driving the philosophy of sufficiency economy in the education sector must focus on the teacher's development first Because teachers are considered important resources in transferring knowledge and instilling things for children, so teachers should be encouraged to have knowledge a thorough understanding of the principles of sufficiency economy first because when teachers understand. Teachers will be able to be a good role model for children. Teachers will teach children to know enough. Teachers must first know enough by

living sufficiently and learning together with children. They must be conscious in choosing to receive various information that comes in, know how to choose to receive and know how to extend the body of knowledge step by step no leap in choosing to receive that information. It must be recognized step by step, know how to solve problems step by step assess your knowledge and situation at all times, so you know and be prepared to deal with the condition, and the result of changes in resolutions carefully and cautiously.

The main goal of the movement is to make children aware of sufficiency, to cultivate, train and nurture children to have a balanced economic, social, environmental and cultural balance by incorporating the Sufficiency Economy Philosophy into the curriculum in various learning materials to teach children how to live a balanced life according to the sufficiency economy see the value of various resources know how to live with others know how to be generous and share have a conscience to protect the environment and see the value of culture, values, and Thainess amid various changes recognize that you are an integral part of the global environment and culture. One's actions have an effect and are connected to the environment in the world in which he is a member which to achieve the above goals. It is important for teachers to be aware of the integration of teaching and learning for children and youth to see the connection in various dimensions. Both the environment, culture, society and economy, where this holistic nature can occur. Teachers must use knowledge and morality as a driving factor [3]. From the background and importance of the aforementioned problems, the researcher of the model of driving the Sufficiency Economy Philosophy to educational institutions under the local government organization Samut Prakan Province to propose as a process for driving the Sufficiency Economy Philosophy to educational institutions. It will result in learners sufficiency, instilling in them a training and cultivating students to have a balance in economy, society, environment and culture, and economic Sufficiency activities to be part of the

curriculum various learning materials to teach children how to live a balanced life according to the sufficiency economy see the value of various resources know how to live with others know how to be generous and share Have a conscience to protect the environment and see the value of culture and values Thainess in the midst of a changing society in the 21st century.

## II. Research Objectives

The objectives of this research were 1) to study the Sufficiency Economy Philosophy drive in Educational Institutions, 2) to develop a model of Sufficiency Economy Philosophy Driven in accordance with Buddhist principles, and 3) to propose a model of mobilizing sufficiency economy philosophy to educational institutions under Samutprakan Local Government Organization.

## III. Research Methods

Mixed methods research was used by integrating between documentary research, quantitative research and qualitative research. Data were collected related to strategies for driving the philosophy of sufficiency economy to educational institutions in 5 aspects by asking for opinions of secondary school students. Affiliated with local organizations Samutprakan Province from 331 samples including interview and focus group discussion of 10 experts from secondary school administrators who in driving the Sufficiency Economy Philosophy to educational institutions qualified in Buddhism and qualified in educational institution administration. Quantitative data was analyzed by using percentage, mean, standard deviation whereas qualitative data was analyzed by content analysis.

## IV. Research Results

The results of the research revealed that: 1) Driving the Sufficiency Economy Philosophy in Educational Institutions under Local Administrative Organizations Samutprakan Province overall in 5 aspects of students' opinions were at a high level. 2) A model of Sufficiency Economy Philosophy Driven in

accordance with Buddhist principles was developed which consisted of 4 parts: Part 1, introduction which are the environment, principles, and objectives; Part 2, the model that are work system, and management process; Part 3, implementation process, which are structure, decision-making, assessment guidelines; and Part 4, conditions for success.<sup>3)</sup> A model of mobilizing sufficiency economy philosophy to educational institutions under Samutprakan Local Government Organization was divided into 4 parts, namely the first part, the introduction which are the environment inside and outside the school, new principles and methods which are Royal initiatives with 9 Great Ideas. The objective is the expected success of applying Sufficiency Economy Philosophy to educational institutions that will happen to stakeholders. Part 2 The model are the work system, which is the strategy of driving the philosophy of sufficiency economy to educational institutions in 5 areas: 1) development of educational management guidelines according to the philosophy of sufficiency economy, 2) personnel development, 3) expansion and network development, 4) public relations, 5) development of monitoring and evaluation processes. The management process, which is a ten-step process. Part 3, the implementation process, which is the conceptual structure of sufficiency economy of 3 rings and 2 conditions, and 4 dimensions of linkage; decision making in applying the steps to drive the Sufficiency Economy Philosophy. According to the Buddhist teachings to be used in educational institutions with 9 steps, assessment guidelines according to the sufficiency economy learning standards for each grade level was used. Part 4, conditions for success depend on the context of the educational institutions under Local government organizations, namely the curriculum, vision, mission and policy of the school administrators in driving the Sufficiency Economy Philosophy in accordance with the Buddhist principles.

## V. Discussions

1. The results of a study on the drive of the Sufficiency Economy Philosophy in educational institutions under the local government organization Samut Prakan Province. The results showed that Driving the Sufficiency Economy Philosophy in Educational Institutions Under Local Administrative Organizations Samut Prakan Province in all 5 aspects. Overall, the students had opinions on the drive of the Sufficiency Economy Philosophy in educational institutions under the local government organization, Samut Prakan Province. It is on a large scale, in descending order. development of educational management guidelines according to the philosophy of sufficiency economy development of monitoring and evaluation processes in terms of expanding results and developing networks Public relations and personnel development respectively. The results of such research may be due to the fact that educational institutions have established guidelines for organizing the management system of educational institutions according to the philosophy of sufficiency economy. Assessment of the development of personnel and students regarding the Sufficiency Economy Philosophy Apply the philosophy of sufficiency economy in teaching and learning management and administration. The application of the philosophy of sufficiency economy is published through community radio stations. Clearly define monitoring and evaluation tools. The results of the above research are consistent with the research of Sawitree Rangsipat and Pakitkom Saengtripetchkla have researched "The Driving Philosophy of Sufficiency Economy at Individual and Family Levels of Students of the Faculty of Agriculture, Kasetsart University in the subject of 01001311, the beginning of the academic year 2014", is to start from one's own mind, having knowledge in the philosophy of sufficiency economy and activities to drive the sufficiency economy concept. 2) The drive of the sufficiency economy philosophy at the family level is Family members help drive Using a variety of tools to drive and expanding

the drive to the community[4]. It is related to Kanda Taekhanmak researched on “Factors related to lifestyle behavior according to the Sufficiency Economy Philosophy of Phranakhon Si Ayutthaya Rajabhat University students”. The overall lifestyle behaviors according to the Sufficiency Economy Philosophy were almost always at the level. When considering each aspect, it was found that it was at almost every level in all aspects (food, dress, Residential health care and economic and expenditure) factors related to business behavior live according to the Sufficiency Economy Philosophy of Students at Phranakhon Si Ayutthaya Rajabhat University consisted of 3 factors: 1) Number of household members (There was a very low correlation with the evidence), 2) The amount received compared to the monthly expenditure, and 3) Knowledge of Sufficiency Economy Philosophy (There is a very low degree of correlation) [5].

2. The results of the development of the model for driving the Sufficiency Economy Philosophy in accordance with the Buddhist Dharma principles in the educational institutions under Local Administrative Organization, Samut Prakan Province with the relevant environment by introducing new principles and methods apply according to the strategic plan to drive the philosophy of sufficiency economy to educational institutions in 5 areas under the project activities, 7 activities to be in accordance with the 3 loops, 2 conditions, and 4 dimensions of linkage according to the learning material for each level assessment. The results of this research are consistent with the research of Phra Somsak Suchitto (Tomasap) conducted a research on “Organization of activities to promote sufficiency economy in secondary schools Sai Noi School, Sai Noi District Nonthaburi Province”. The results of the research found that Students have the knowledge to make informed decisions about their level of sufficiency. It is based on the accuracy of immunity. Students are immune to preparation for daily life, and students have enough self-immunity to cope with the changes in the

school as well. Measurement and evaluation students have opinions understanding of measurement and evaluating learning outcomes and can use the results to be useful to develop learners to suit learning and living, ways to promote and develop activities to promote sufficiency economy that is, teachers should have an annual activity plan. or per semester, including having to plan activities with clear goals It is appropriate for each student in each class, and should include a plan to promote sufficiency economy activities in the teaching and learning plans of the educational institutions. The activities are organized by the school must teach students how to spend or living a life that does not interfere with others and themselves. In addition, schools should organize activities for students to participate and have used their knowledge and ability to organize activities to promote the sufficiency economy in order to build immunity for the school [6].

3. Propose a model for driving the Sufficiency Economy Philosophy in accordance with Buddhist principles in the educational institutions under Local administrative organizations in Samut Prakan Province in five areas under the implementation of the strategy of driving the Sufficiency Economy Philosophy to educational institutions, namely, the development of educational management guidelines according to the Sufficiency Economy Philosophy; Personnel Development in terms of expanding results and developing networks public relations development of monitoring and evaluation processes. There are projects to drive the Sufficiency Economy Philosophy into practice such as sufficiency agriculture activities, waste-free school activities, student council activities white classroom activities Buddhist activities, girl scouts activities and anti-drug sports activities are in line with the MSEA Model. This research result is consistent with the research conducted by Surin Phusing. “Development of an educational management model by integrating the philosophy of sufficiency economy in secondary schools Office of Ubon Ratchathani Educational Service Area”. School

administrators must have knowledge of the ability to manage and manage education with the utmost benefit that students and giving importance to the community in a nutshell Educational Management by Integrating Sufficiency Economy Philosophy in secondary schools. It is suitable for use in school education because there are components and actions appropriate to the context of each school. As a result, students have the characteristics of sustainable self-sufficiency, moderate, reasonable, and have a good immune system under the condition of knowledge and morality [7] and consistent with research by Blatchford E. conducted a collaborative research for community economic development in rural Alaskan communities. The best course of action is to create jobs, however. The practice should maintain the traditional culture of the community subsistence by hunting and fishing of the people in the community, but creating jobs alone is not enough to make the community sustainable Supporting other factors such as clean water for consumption, sanitation, education, quality building for children in the community. having a training program and providing health services to people in the community [8].

## VI. Body of knowledge

The researcher has presented a new body of knowledge from the model of driving the Sufficiency

Economy Philosophy in accordance with the Buddhist Dhamma in Educational institutions under the Samut Prakan Provincial Local Administrative Organization as shown in Figure 1.

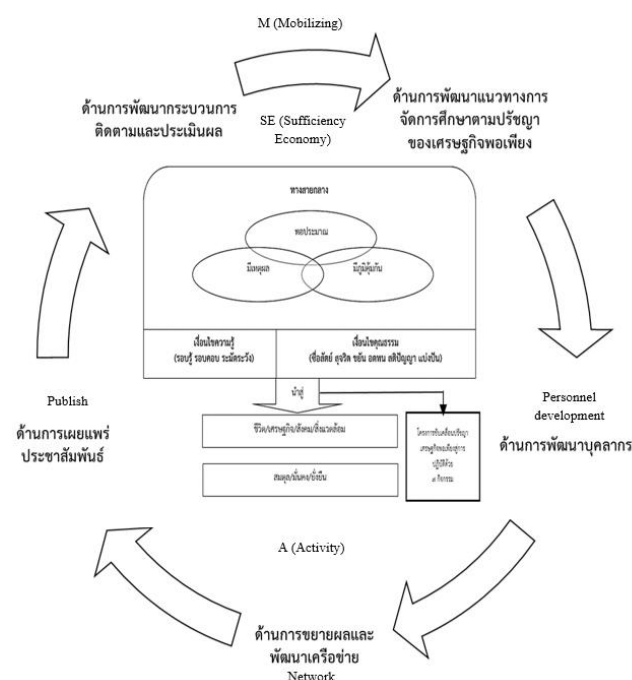


Figure 1 Knowledge gained from research “MSEA Model” (in Thai)

Source:

Phramaha Boriboon Pārisuddho (Adison), 2021.

## Symbol Description

Figure 1 shows the body of knowledge obtained from research on “The model of driving the Sufficiency Economy Philosophy in accordance with Buddhist Dharma in educational institutions under the Samut Prakan Provincial Local Administrative Organization” by the researcher can be summarized as the “MSEA Model” as follows:

M (Mobilizing) means driving according to the strategy of driving the Sufficiency Economy Philosophy towards educational institutions 2007 – 2011 in 5 areas: 1) development of educational management guidelines according to the philosophy of sufficiency economy, 2) on human resource development, 3) network expansion and network development, 4) public relations publicity, and 5) development of monitoring and evaluation processes

SE (Sufficiency Economy) refers to the concept of sufficiency economy with 3 rings, 2 conditions, and 4 dimensions of connectivity. Reasonable consumption means that decisions about the level of sufficiency must be rational, taking into account the relevant factors as well

as taking into account the expected consequences of such actions carefully. Having good immunity means preparing yourself for the impacts and changes to occur taking into account the possibility of various situations expected to occur in the future, both near and far; related all around. The due diligence to be taken into account is linked in the planning process and caution in the implementation process moral conditions which must be strengthened, consisting of an awareness of morality and honesty and have patience, perseverance, use wisdom in life, not greedy and not stingy. Connectivity to 4 dimensions, namely society, effective academic administration, enabling. Thai society to have knowledgeable youths. The ability to grow up to be citizens that contribute to social development in all sectors. Economics, effective academic administration can be the basis for growth. The economy is good and people with good education can make good money as well. Culture Education makes people see the importance of culture, and able to carry on more traditions by using education as a tool. Environment, academic knowledge and ability enable people to see the importance of preserving the environment. They can use their knowledge to campaign for environmental sustainability.

A (Activity) means a project that drives the Sufficiency Economy Philosophy into practice. There are activities under the project such as sufficiency agriculture activities, waste-free school activities student council activities white classroom activities Buddhist activities, girl scouting activities and anti-drug sports activities.

## **VII. Recommendations**

### **A. Recommendations for Practices**

1. The relevant organizations should promote the analysis of the sufficiency economy philosophy in educational institutions.
2. The relevant organizations should promote the development of teachers and students together with the community on the Sufficiency Economy Philosophy.

3. Relevant organizations should encourage the coordination of network operations.
4. Relevant organizations should promote the creation of a better understanding in the community about the application of the Sufficiency Economy Philosophy.
5. Relevant organizations should encourage reporting on regional and educational performance overall.

### **B. Recommendations for Further Research**

1. The process of driving the Sufficiency Economy Philosophy should be studied in educational institutions under the local government organization, Samut Prakan Province
2. Should study the development of sufficiency economy network according to Buddhist principles in educational institutions under Local Administrative Organization, Samut Prakan Province.
3. Should study strategies for driving sufficiency economy philosophy in accordance with Buddhist principles in educational institutions under Local Administrative Organization, Samut Prakan Province.

## **CONCLUSION**

This paper studies about a Model of Mobilizing Sufficiency Economy Philosophy to Educational Institutions under Samutprakan Local Government Organization, results showed that 1) Driving the Sufficiency Economy Philosophy in Educational Institutions under Local Administrative Organizations Samutprakan Province overall in 5 aspects of students' opinions were at a high level. 2) A model of Sufficiency Economy Philosophy Driven in accordance with Buddhist principles was developed which consisted of 4 parts: Part 1, introduction which are the environment, principles, and objectives; Part 2, the model that are work system, and management process; Part 3, implementation process, which are structure, decision-making, assessment guidelines; and Part 4, conditions for success. 3) A model of mobilizing sufficiency economy philosophy to educational

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