

A Model for Developing Abhidhamma Learning Potential for Abhidhammachotika College Students Mahachulalongkornrajavidyalaya University

Phramaha Chainarong Kantadhammo (Limsomboon)¹, Suddhipong Srivichai²
Phramaha Yannawat Thitavaddhano^{3*}, Somsak Boonpoo⁴

^{1,2,3,4} Faculty of Education, Mahachulalongkornrajavidyalaya University, Thailand

¹ kantadhamma@gmail.com, ² suddhipong.sri@mcu.ac.th, ³ yannawat9@gmail.com,

⁴ boonpoo999@hotmail.com

*Corresponding Author e-mail: yannawat9@gmail.com

Abstract

The purposes of this research were to study the condition of Abhidhamma learning potential for Abhidhammachotika College students, to develop a model for developing Abhidhamma learning potential for Abhidhammachotika College students, and to propose a model for developing Abhidhamma learning potential for Abhidhammachotika College students Mahachulalongkornrajavidyalaya University. Mixed methods research was used for research design integrating documented research, quantitative research and qualitative research, which consisted of studying, analyzing and collecting learners' potential in 5 aspects, data were collected for opinions on the Abhidhamma learning potential for Abhidhammachotika College students from 327 students; interviewing and focus group discussion with 10 experts from a group of executives with qualifications in educational administration and in the field of Abhidhammachotika College Mahachulalongkornrajavidyalaya University. Quantitative data were analyzed by using percentage, mean, standard deviation and qualitative data was analyzed using content analysis. The results of the research showed that 1) the condition of the Abhidhamma learning potential for Abhidhammachotika College students Mahachulalongkornrajavidyalaya University, overall, in 5 aspects was at a high level. 2) A model for developing the Abhidhamma learning potential for Abhidhammachotika College students was developed which consisted of 4 parts. The first part is the leading part, which is the environment, principles, objectives. Part 2, the model is the work system, namely 5 aspects of 3 learner potential, 9 levels of Abhidhamma study course, and management process. Part 3, implementation process: structure, decision-making, assessment guidelines, and Part 4, conditions for success. 3) A model for developing Abhidhamma learning potential for Abhidhammachotika College students Mahachulalongkornrajavidyalaya University consisted of 4 parts. Part 1, the lead part, which are environment, principles, objectives; Part 2 is the model that consisted of work system which are the student's potential in 5 aspects, namely competence in communication, the ability to think, problem solving ability, ability to use life skills, and ability to use technology; and three learning aspects which consisted of cognitive domain, affective domain, and psychomotor domain. The Abhidhamma study course of 9 levels were set, namely: Level 1 is Chula Aphidhamikatri, Level 2 is Chula Aphidhamika Tho, Level 3 is Chula Aphidhamika Ek, Level 4 is Majjima Abhidhammika Tri, Level 5 is Majjima Abhidhammika Tho, Level 6 is Majjima Abhidhamma Mika Ek, Level 7 is Maha Abhidhammika Tri, Level 8 is Abhidhammika Tho, and Level 9 is Maha Abhidhammika Ek including learning management. Part 3 Implementation process consists of Structure, Decision Making, Assessment Guidelines; and Part 4 Success Conditions for Developing Abhidhamma Learning Potential for Abhidhammachotika College students.

Keywords— Model of Potential Development, Learning Abhidhamma, Abhidhammachotika College.

I. INTRODUCTION

At present, in the country and the world society that has developed a great step forward whether in terms of technological advancement, transportation, or transportation. They are all supporting factors that can cause changes in human society. Even education in the present era is constantly changing according to the way of human society and the limitless advances in technology. Thai education, although it has changed with the times and the way of changing the world society especially developed countries. The new curriculum and methods of learning management have failed to indicate to teachers that the learners have made a change in learning and raised their learning outcomes all over the country. At the same time, teachers are trying their best to find ways to make learners learn appropriate and bring it to elevate learning achievements to a higher level. Later, there was an opinion that Phra Dharmachotika and was revived to teach in this subject during the reign of Luang Por Chodok because Abhidhamma is valuable to learning to understanding the essence of Buddhism which will allow humans to find answers to life both daily life performing one's own work or creating value to their own lives by making the right knowledge-based decisions but the study of Abhidhamma in Thailand, although there are many teachings, is considered "very few" because of the profoundness of the Abhidhamma. One thing is hard to find, a textbook on the Abhidhamma short course that is enough to allow people who do not have much time to study for one thing and wasting a lot of time traveling. Study the Abhidhamma, one of which are all limitations to the propagation of the Abhidhamma.

Development of a study of the history of Abhidhamma in Buddhism, therefore, it can be traced from showing the meaning of the Lord Buddha through those two spirits. Interpretation is therefore based on these two laws that convey a message or meaning must be interpreted. to find meaning from both the spirit and the aforementioned words because the spirit or what he wanted to convey through his eyes and

ears requires interpretation to understand. The law is shown through various symbols is not something that has been announced only but it is something that should be known from the study found that the Lord Buddha used most of the means of verbal or verbal communication to convey the teachings of the Doctrine (Dhamma) and Discipline (Vinaya) that he had enlightened all beings to know and understand until attaining higher levels of Dhamma.

Abhidhammapitaka or in short, the Abhidhamma, is a category that compiles the words of the Buddha concerning academic principles concerning the matter of Paramattha dhamma (conditions) purely that person does not have only the confluence of mind, cetasika, form, the part called Naya is called by rhetoric only. Therefore, the Dhamma in this category does not contain the story of a person, event, or place that is a hypothetical thing to be involved in. There are 42,000 Dhammakhandha in total, divided into 7 scriptures, abbreviated as Sang, Vi, Dhā, Pu, Ka, Ya, Pa (heart of the Abhidhamma) [1] by studying the Abhidhamma. will reach the essence of Buddhism because of Abhidhamma born from the omniscience of the Buddha access to the Abhidhamma. Therefore, it is equal to access to your wisdom. of the Buddha's truth. Abhidhamma study is to study nature, the functioning of the body and mind, which is the nature that exists within us and animals to create understanding about the mind (spirit), about cetasika (mental factors), psychic powers, about spirituality, karma, and the effects of karma, reincarnation, beings in different worlds, and about the working mechanism of passion make us know that our life in this present life where did it come from and how did it come? What's the reason what's the factor when the answer is clear and well. Then, you will know where you are going and how you will go. What is the link? between this life and the next make no doubt is death and reborn? Is there really a heaven or hell, leading to an understanding of karma? and the effects of karma (karma) in depth and depth [2]. In the year 1972,

Abhidhammachotikavidyalaya was established at Wat Mahathat Yuwaratrangsarit, Bangkok to be the center of education Abhidhamma in the Patronage of the Patriarch. There is a Patriarch, the chairman of the study management with the patronage from the clergy (Thera), Wat Mahathat. Sathamachotika foundation and the general believers until the year 1981 with compassion and foresight of Somdej Phrabuddhachan hoping for progress of Abhidhammachotika College has announced. Abhidhammachotikavidyalaya is a unit of Mahachulalongkornrajavidyalaya University under the office promote Buddhism and social services. The objectives are as follows: 1) to provide the company of Buddhists with knowledge and understanding of the Abhidhammapitaka; 2) to maintain the scriptures on the part of the Abhidhamma pitaka; 3) To enable the learner to have an understanding of the Paramatthadhamma which is a supportive state for the practice of Vipassanā meditation; 4) to provide the learner with knowledge and understanding can link the content in the Abhidhammapitaka, Suttantapitaka, and the Vinayapitaka to be consistent and well related; and 5) to enable the students to apply the knowledge gained, used in life for benefit and happiness both for oneself and others as well. Studying Abhidhamma is currently receiving very little attention due to the decreasing number of students each year, indicating that learning Abhidhamma is Abhidhammachotika College must integrate curriculum and teaching-learning processes to keep pace with social changes.

Due to its preliminary importance, the researcher is therefore interested in studying the model for developing the Abhidhamma learning potential for Abhidhammachotika College students, Mahachulalongkornrajavidyalaya University as a guideline for promoting, supporting and developing the Abhidhamma learning potential of Abhidhammachotikavidyalaya students, Mahachulalongkornrajavidyalaya University to have higher potential and have a learning process to keep up with the changes in Thai society in the 21st century.

II. Research Objectives

The purposes of this research were to study the condition of Abhidhamma learning potential for Abhidhammachotika College students, to develop a model for developing Abhidhamma learning potential for Abhidhammachotika College students, and to propose a model for developing Abhidhamma learning potential for Abhidhammachotika College students, Mahachulalongkornrajavidyalaya University.

III. Research Methods

Mixed methods research was used for research design integrating documented research, quantitative research and qualitative research, which consisted of studying, analyzing and collecting learners' potential in 5 aspects, data were collected for opinions on the Abhidhamma learning potential for Abhidhammachotika College students from 327 students; interviewing and focus group discussion with 10 experts from a group of executives with qualifications in educational administration and in the field of Abhidhammachotika College, Mahachulalongkornrajavidyalaya University. Quantitative data were analyzed by using percentage, mean, standard deviation and qualitative data was analyzed using content analysis.

IV. Research Results

The results of the research showed that 1) the condition of the Abhidhamma learning potential for Abhidhammachotika College students, Mahachulalongkornrajavidyalaya University, overall in 5 aspects was at a high level. 2) A model for developing the Abhidhamma learning potential for Abhidhammachotika College students was developed which consisted of 4 parts. The first part is the leading part, which is the environment, principles, objectives. Part 2, the model is the work system, namely 5 aspects of 3 learner potential, 9 levels of Abhidhamma study course, and management process. Part 3, implementation process: structure, decision-making, assessment guidelines, and Part 4, conditions for success. 3) A model for developing Abhidhamma learning potential for Abhidhammachotika College students,

Mahachulalongkornrajavidyalaya University consisted of 4 parts. Part 1, the lead part, which are environment, principles, objectives; Part 2 is the model that consisted of work system which are the student's potential in 5 aspects, namely competence in communication, the ability to think, problem solving ability, ability to use life skills, and ability to use technology; and three learning aspects which consisted of cognitive domain, affective domain, and psychomotor domain. The Abhidhamma study course of 9 levels were set, namely: Level 1 is Chula Aphidhamika Tri, Level 2 is Chula Aphidhamika Tho, Level 3 is Chula Aphidhamika Ek, Level 4 is Majjima Abhidhamma Mika Tri, Level 5 is Majjima Abhidhamma Mika Tho, Level 6 is Majjima Abhidhammika Ek, Level 7 is Maha Abhidhammika Tri, Level 8 is Abhidhammika Tho, and Level 9 is Maha Abhidhammika Ek including learning management. Part 3 Implementation process consists of structure, decision making, assessment guidelines; and Part 4 success conditions for developing Abhidhamma learning potential for Abhidhammachotika College students.

V. Discussions

1. The results of a study on the condition of the Abhidhamma learning potential of Abhidhammachotikavidyalaya students, Mahachulalongkornrajavidyalaya University. The results showed that status of Abhidhamma learning potential of Abhidhammachotikavidyalaya students, Mahachulalongkorn rajavidyalaya University is at a high level in descending order, namely problem solving ability, the ability to use technology, the ability to use life skills ability to think and the ability to communicate. The results of this research reflect that the Abhidhamma learning potential of Abhidhammachotikavidyalaya students has the learning potential which must promote the necessary learning potential due to the change in social conditions that this makes students have to have more learning skills in all areas. Development of a model of knowledge management in educational institutions

summarizing the results of the research, it was found that the components of knowledge management in educational institutions consist of 9 components: 1) preparation according to the knowledge management process, 2) follow-up supervision, 3) sharing and exchanging knowledge, 4) knowledge storage, 5) change in values and work behavior of personnel, 6) Planning, 7) Communication, 8) Knowledge building, 9) Praise and reward. The knowledge management model of educational institutions is accurate and feasible to use which is consistent with the conceptual framework and theory of research [3] and also in accordance with the research of Anong Sabua studied research on "The causal relationship model of the knowledge management indicators of higher education institutions" summarizing the results of the research, it was found that elements of knowledge management indicators of higher education institutions which consists of 5 components: 1) knowledge management process, 2) learning, 3) competency, 4) technology, and 5) organizational structure. The causal relationship model of the knowledge management indicators of higher education institutions consists of 5 related components that are appropriate, and feasible. It can be utilized in accordance with the theoretical framework of the research [4].

2. Develop a model for developing the Abhidhamma learning potential for students of Abhidhammachotika vidyalaya, Mahachulalongkornrajavidyalaya University consists of 4 parts: part 1, leading part, which is internal and external environment. Principles that guide the selection of learning experiences. The objectives to be obtained from studying the Abhidhamma. Part 2 the model, are the work system, which is the learner's potential in five aspects, three aspects of learning, activities to promote learning potential, six activities, and related learning management processes. Part 3 Implementation process is the structure of the learner's learning success in 5 factors, decision-making on steps to implement the learning standard 5 aspects of assessment guidelines for the objectives of Abhidhammachotika College. Part 4 conditions

for success is the context of Abhidhammachotika College. The results of this research are consistent with the research of Patcharee Srisang, "Development of a learning management model in social psychology". The results of the research were summarized as follows: (1) the development of this learning management model has a development process in the form of joint knowledge creation research; The desirable graduate characteristics that occurred to the students after using the learning management model, in terms of intelligence, had a good grade point average. Emotions and feelings had a high average score. In terms of skills, all skills had a high mean score except for observation skills at the highest level, which was higher when compared to before using the learning management model. Intellectually, the mean scores were in the emotional improvement level. Feelings were moderate and all skills were modest except observation skills at a fair level. There was a statistically significant difference at the .05 level.

3. Propose a model for developing Abhidhamma learning potential for students of Abhidhammachotika vidyalaya, Mahachulalongkornrajavidyalaya University consists of 4 parts: part 1 leading, part 2 model, part 3, implementation process, and part 4 conditions for success. Consistent with the research of David and Morten (David & Leven Morten, 1998) presented the results of this research found that (1) the development of this learning management model has a development process in the form of research to create knowledge sharing (The Cogenerated Action Research), which are 1) problems and needs in learning management, 2) Principles of the learning management model, 3) Objectives of the learning management model, 4) Expected learning outcomes, 5) Subject matter, 6) Learning activities, and 7) model evaluation and 8) learning resources [5].

VI. Body of knowledge

The researcher has presented a new body of knowledge from the model for developing the Abhidhamma learning potential for

Abhidhammachotika College students. Mahachulalongkornrajavidyalaya University as shown in Figure 1.

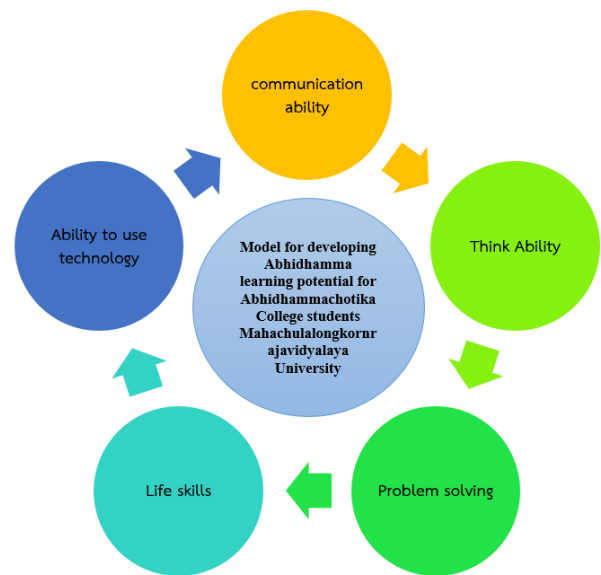


Figure 1 Knowledge gained from research
"CPL 2TT Model"

Source: Phramaha Chainarong Kantadhammo (Limsomboon), 2021.

Symbol Description

Figure 1 shows the body of knowledge obtained from research on "A model for developing Abhidhamma learning potential for students of Abhidhammachotika College Mahachulalongkornrajavidyalaya University" by the researcher can be summarized as the "CPL 2TT Model" as follows:

C refers to the ability to communicate i.e. learners are able to receive and send messages effectively and clearly. There is a culture of language use, exchange experiences from learning, choose effective communication methods, take into account the impact on yourself and society, listen to teachers to promote learning through activities to promote potential in Buddhist Activity name 1 word challenge puzzle game, name of the 2nd activity, group number fun.

P is the ability to solve problems. Problem solving is the ability to solve problems obstacles appropriately be used to prevent problems appropriately have the right decision, using logic to solve problems with information technology, check and improve troubleshooting with activities to promote the potential of

Buddhist Activity name 1 word challenge puzzle game, name of the 2nd activity, group number fun.

L refers to the ability to use life skills, such as daily life with learning skills adapting to changes in society and environment, continually developing learning skills, build human relations in the classroom, having the Buddhist principles in mind to develop learning skills through activities to promote mental potential activity name 1 gratitude to the benefactor activity and activities to bring students to Wat in Buddhist holy day (Wan Phra). 3) Activities to promote potential in range skills Activity name 1: sweeping the temple yard, name of the 2nd activity: word card of the Buddha's history. 2TT refers to the ability to think and the ability to use technology. Technology is the ability to think, i.e., to analyze content systematically synthesize learning content build a body of knowledge think differentiated teaching content, make decisions about yourself and society, practice Dhamma to promote thinking skills regularly. The ability to use technology is to choose technology that is suitable for teaching and learning. promote learning have technological process skills, continuously develop technology learning and apply technology to communicate appropriately, solve problems creatively, be ethical and ethical in the use of technology, develop yourself and society through activities. Activities to promote the potential of Buddhists activity, name 1 word challenge puzzle game, name of the 2nd activity, group number fun, activities to promote mental potential. Activity name 1; gratitude to the benefactor activity, name of the 2nd activity: the activity to bring students Buddhist holy day (Wan Phra) and activities to promote potential skills in the range. Activity name 1: Sweeping the temple yard, name of the 2nd activity: word card of the Buddha's history.

VII. Recommendations

A. Recommendations for Practices

1. Relevant organizations should encourage learners to have learning potential by having a culture of using language to convey ideas from the study of the Abhidhamma.

2. Relevant organizations should encourage learners to have potential and ability to think. systematically from teaching

3. Relevant organizations should promote the ability to use life skills to build interpersonal relationships within the classroom to promote social coexistence skills.

4. Relevant organizations should promote the ability of students to use technology of Abhidhammachotika Colledge to keep up with changes and promote learning.

B. Recommendations for Further Research

1. A systematic thought process should be studied for learning the Abhidhamma for students of Abhidhammachotika Colledge, Mahachulalongkornrajavidyalaya University.

2. Should study the process of building human relations to enhance the Abhidhamma learning potential for Abhidhammachotika Colledge students, Mahachulalongkornrajavidyalaya University.

3. Should study the guidelines for using technology to promote the learning potential of Abhidhamma for students of Abhidhammachotika College, Mahachulalongkorn rajavidyalaya University.

CONCLUSION

This paper studies about a Model for Developing Abhidhamma Learning Potential for Abhidhammachotika College Students Mahachulalongkornrajavidyalaya University, results showed that 1) the condition of the Abhidhamma learning potential for Abhidhammachotika College students, Mahachulalongkornrajavidyalaya University, overall in 5 aspects was at a high level. 2) A model for developing the Abhidhamma learning potential for Abhidhammachotika College students was developed which consisted of 4 parts. The first part is the leading part, which is the environment, principles, objectives. Part 2, the model is the work system, namely 5 aspects of 3 learner potential, 9 levels of Abhidhamma study course, and management process. Part 3, implementation process: structure, decision-making, assessment guidelines, and Part 4, conditions for success. 3) A model for

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