

Model of Teaching Management on Yonisomanasikara Thinking Skills for Primary Education Students by DLTV

Phairot Chamnongphon¹, Phramaha Yannawat Thitavaddhano^{2*},

³ Somsak Boonpoo, Phra Surachai Surachayo⁴

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

¹ Silk5556@gmail.com, ² yannawat.bud@mcu.ac.th, ³ boonpoo999@hotmail.com

*Corresponding Author e-mail: yannawat.bud@mcu.ac.th

Abstract

This research article aimed to propose a model of teaching management on Yonisomanasikara thinking skills for primary education students by Distance Learning Television (DLTV). Mixed methods research with three research steps was designed: Step 1: Study the condition of teaching and learning management by using questionnaires to collected data from 217 administrators and teachers in primary schools. The data were analyzed using statistics such as percentage, mean and standard deviation. Step 2 develop model by interview 10 key informants using semi-structured interview form. The third step was to propose a model using focus group discussion of 8 experts. Data were analyzed by content analysis. Results of the study showed that a model of teaching management on Yonisomanasikara thinking skills for primary education students by Distance Learning Television (DLTV) consists of 1) principles, 2) objectives, 3) management process which were (1) teaching and learning through Distance Learning Television 3 aspects which were management, teaching management, and quality of learners, (2) Teaching and learning of Yonisomanasikara thinking skills for primary school students, it is a thought that relies on an intellectual process. The main principle is to use consciousness to work with intelligence in the thinking process, and 4) evaluation.

Keywords— Teaching Management, Yonisomanasikara Thinking Skills, Primary Education Students, Distance Learning Television (DLTV)

I. INTRODUCTION

The teaching and learning context in schools has changed dramatically. School teachers need to adjust and develop teaching and learning to keep up with the current situation. At the same time, the focus must be on developing learners to have the knowledge and skills necessary to prepare them for the future world. Analytical thinking skills are one of the key skills of 21st century learners who are faced with many digital technologies in their daily lives, both in teaching and learning in educational institutions, natural resource management, travel using of information for administration and management, work, information technology is involved in all aspects of daily life.

Therefore, the new generation of youth should learn and understand about digital technology in order to be up-to-date and apply it for the benefit of oneself, society and the country in the future [1] that schools at all levels should cultivate so that students have the ability to analytical thinking, especially at the elementary level because studying in elementary school requires an important foundation for development analytical thinking skills for learners. It is also a learning tool that learners can apply to learn and develop critical thinking skills on their own. It is also a tool in assessing students' understanding of learning in a concrete manner. The current educational policy of Thailand has given importance to the

development of the ability to analytical thinking of learners from the basic educational level as promulgated in educational standards. The basics that have set indicators of educational standards. The basis in Standard 4 is that learners think and act, that is, learners have ability to think critically, to think synthetically, to think creatively, to think critically, and to be able to adapt to society [2]. Learning is the result of using cognitive processes that occur in the human brain to create meanings of information and stimuli sensory inputs develop into cognition, skills, attitudes, feelings and behaviors [3]. The learning process is a potential that exists in everyone, including children, adults, and the elderly, to be used in a variety of situations. leading to learning and development self continually which need to be developed from birth and at all ages. Learning can occur in many ways, such as learning from another person, learning through thinking, reflection, reviewing experiences learning too action both formal and informal where learning can occur at any time and place [4].

Learning in the doctrine of Buddhism is the principle of Yonisomanasikara (reasoned attention). It is a consistent Buddhist principle and can promote the development of a learning organization in terms of having a thought pattern which is a Buddhist principle that has been tested for the possibility of putting it into practice. There are two elements: Paratoghosa (hearing or learning from others), which is the sound of others or external persuasion: receiving, listening to advice and teaching, learning, seeking knowledge, discussing and asking questions, listening to other people's persuasion. especially listening to the true dhamma from Kalyāṇamitta (good friend) and Yonisomanasikara (reasoned attention) is the right way of thinking. Knowing and thinking is doing it in the mind carefully.[5] look at things with contemplation know how to investigate and find reasons to distinguish such things and problems as to see according to the condition and the relationship of causes and factors, for example; the Yonisomanasikara recommended by the Lord Buddha to lead to the process of cultivating wisdom as a way of thinking,

determining to look at things as valuable as they are, to reach the truth that enables them to solve problems and to know how to properly initiate actions on their own because it is a systematic and analytical way of thinking which is an important method for creating pure wisdom [6] according to research of Kansinee Chanwiphadilok said that Yonisomanasikara can be used in life, in solving problems, and applying them to achieve liberation. It is a way of thinking that is unique to Buddhism because it is a method that contains Buddhist principles [7]. It is a concept that reflects the way of reality. It is the thinking that leads to the creation of wisdom, to being independent and to break free from the attachment of the five aggregates. or the obsession with the six senses, namely eye, ear, nose, tongue, body, and mind of this Yonisomanasikara thinking will lead to the development of a complete life, teaching and learning with Yonisomanasikara thinking skills. It is a learning method that has an integrated nature of the principle, learning psychology, guidance principles, and teaching principles in harmony aiming for teachers to be friends of students. Teachers and students have a good relationship with each other. Emphasis on critical thinking uses the method of wisdom in learning, thinking, acting and solving problems. In the essence of knowledge that has been taught, suffering, and ready to face situations in life like those who are aware is a person who can truly develop digital revolution. The transformation to Industry 4.0 and the country's transition to Thailand 4.0 will drive the people to have access to information and unlimited learning resources to develop a body of knowledge and create wisdom that increases exponentially. Communication technology is used and mobile learning systems are increasingly used. Therefore, Thai education management needs to set human resource development goals. development plan and prepare manpower to enter the job market upon graduation at different levels, adjust courses and methods. Flexible , diverse teaching, learning to develop, the potential capability of human resources skills, knowledge, and performance that are ready for change, free and

borderless competition in the 4.0 economic and social era[8]. As the population continues to face more and more severe epidemics and emerging diseases such as the coronavirus 2019 (Covid-19), the education system needs to improve its model and methods of educational management that allow people to access learning resources and continuously seeking knowledge by oneself throughout life through an education system that is flexible, diverse, with unlimited access distance learning via satellite (Distance Learning Television: DLTV) also helps to solve the problem of teacher shortage. Teacher actually not complete. Teachers are not in the branch of small schools in remote areas. There are small schools and located in remote rural areas such as schools under the Office of the Basic Education Commission Child Development Center under the Local Administrative Organization (Local Administration), Border Patrol Police Headquarters. The National Office of Buddhism (B.E.) gives teachers and students more opportunities to access quality education universally and equitably. The ability to perform teaching correctly and with quality has helped to reduce inequality in education that has been successful for more than 20 years by emphasizing students to be up-to-date with technology and learning. Thai at the same time until able to grow up to be a perfect. Thai person can help develop the country further [9]. Teaching and Learning with Yonisomanasikarn Thinking Skills by using information technology and appropriate tools for teaching and learning as a tool to help teachers from long-Distance Satellite Television (DLTV) is very important for the development of learners to be effective image in teaching and effective for learners. It is a teaching that requires learners to learn how to think properly and systematically, leading to an understanding of things as they really are. Not attached to external appearance or looking at one side is important and conclude that what is learned will be what is seen and will not deviate from the truth which is the principle of thinking in the right way. It affects the learners in the way of thinking about living properly. Therefore, the

researcher is interested in studying the subject. Teaching and learning management model of Yonisomanasikan thinking skills for primary school students by Satellite Distance Education (DLTV).

II. Research Objectives

This research article aimed to propose a model of teaching management on Yonisomanasikara thinking skills for primary education students by Distance Learning Television (DLTV).

III. Research Methods

Mixed methods research with three research steps was designed: Step1: Study the condition of teaching and learning management by using questionnaire to collected data from 217 administrators and teachers in primary schools. The data were analyzed using statistics such as percentage, mean and standard deviation. Step 2: develop model by interviewing 10 key informants that used semi-structured interview form. The third step was to propose a model using Focus Group Discussion of 8 experts. Data were analyzed by content analysis.

IV. Research Results

Results of the study showed that a model of teaching management on Yonisomanasikara thinking skills for primary education students by Distance Learning Television (DLTV) consists of 1) principles, 2) objectives, 3) management process which were (1) teaching and learning through Distance Learning Television 3 aspects which were management, teaching management, and quality of learners, (2) Yonisomanasikan Teaching and learning of thinking skills for primary school students, it is a thought that relies on an intellectual process. The main principle is to use consciousness to work with intelligence in the thinking process, and 4) evaluation.

V. Discussions

1. Conditions of teaching and learning management via Satellite Distance Education (DLTV) of primary school students in terms of teaching and learning management as a whole at the highest level in all aspects. They are

arranged in descending order as follows: prepare classrooms to facilitate teaching and to monitor teaching broadcasting signals of the origin school so that teaching and learning management can be carried out. Individual student data is analyzed, supervised, assisted and encouraged students interact with learning activities consistent with their school of origin. It is measured and assessed in real-world conditions through a variety of methods review the work and suggest to the students for improvements to make students learn faster. Measurement results were analyzed and evaluated to be used to improve and develop teaching and learning management. Summarize knowledge with students after lessons and work assignments for the next hour. Organize teaching and learning processes that are conducive to learning according to the school environment provide opportunities for students to practice and participate in specified activities, prepare materials, equipment, worksheets, teaching methods, and measurement and evaluation tools that are consistent with their origin schools appropriately for the age of the students. The school organizes an additional learning process to provide students with 21st century skills. The research findings are consistent with the concept of Phrakru Suttatnophas (Chusak Chandadhammo) for the development of educational institutions, administrators and teachers having a plan, preparation of course structure, consistent with vision, mission, goals and desirable characteristics in the development of learning processes. Administrators and teachers organize activities in accordance with the students' aptitudes and interests in terms of evaluation of academic performance. The administrators and teachers are assessed continuously and bring the results to improve in the next semester media development, educational innovation and technology. Administrators and teachers developed media technology and assessed the use of media after teaching, and teaching supervision. Administrators and teachers have discussions and exchange of opinions, problems and obstacles in academic work between teachers

[10] which is consistent with Sumon Amornwiwat's idea that the teacher has good friendliness, then can build faith, incentives for learners to study lessons, then add a way to develop ideas and cultivating wisdom through Yonisomanasikara thinking. There are also activities to encourage and encourage students to practice thinking constantly. Challenge students to gain knowledge understanding of things which are clearly connected factors until one can develop one's own thinking and wisdom [11] and is consistent with Phra Dhammapitaka (P.A.Payutto) that mentions the value and benefits of Yonisomanasikara thinking in Buddhism is the water that challenges initial education or as the core of intellectual development [12]. In addition, Sethiaphong Wannapok said that learning management according to Yonisomanasikara is an effective teaching model. Learning management that focuses on the thinking process that allows students to solve problems in various situations correctly and appropriately is a practice of thinking in the right way and can be used in daily life. As a result, learners will be good citizens of the nation. [13] This is in line with the concept of Somsak Boonpu, who said the concept of educational administration that Educational administrators play an important role in making education management effective, it is necessary to integrate Buddhism with modern sciences to be a creative power in the management of a new era of educational institutions. Therefore, there should be an integration of Buddhist principles with general administration principles, namely self-management, with an approach to integrate Buddhism with general administration principles, namely self-management. Educational administrators should manage themselves with intelligence, working with honesty in body, speech and mind that will enable proper self-management and educational institution administrators should know how to treat their own bodies known to eat nutritious food get enough rest and know how to exercise regularly, etc. [14] In accordance with the research of Nattakarn Laokaew has studied the organization of the learning process by applying

faith and Yonisomanasikara teaching with responsibility and the ability to think and solve math problems of Mathayom Suksa 1 students found that students who through the learning process, satisfaction with the curriculum was at the highest level[15], probably due to the importance of Yonisomanasikara thinking skills. It is a necessary principle by administrators, teachers and students to influence the success and failure of educational administration and teacher performance and educational personnel with sustainable efficiency and effectiveness.

2. In the teaching and learning management model of Yonisomanasikara thinking skills for primary school students, the study of distance via satellite (DLTV) consists of 4 components: 1) Principle 2) Objective 3) Management process 4) Evaluation found that it was appropriate and feasible to apply the model. This is because the results of this research are a complete model development process according to the model development guidelines using an integrated research process. There are 3 research steps as follows: Step 1: study the condition of teaching and learning by distance learning via satellite (DLTV) of primary school students. A questionnaire was used for a sample group of 217 administrators and teachers to analyze the data by statistical analysis, i.e., percentage, mean and standard deviation, content according to the interview form. The third step was to propose a model with a group discussion of 8 experts. Data were analyzed by content analysis based on questions for group discussion. This is consistent with what Thawatchai Rattanyu said that model development is the process of creating or developing a model. It consists of the study of relevant knowledge, model drafting, feasibility, and feasibility checks or model trials [16].

VI. Body of Knowledge

Knowledge from this research is a model for teaching and learning thinking skills in the Yonisomanasikara style for primary school students. The study by distance via satellite (DLTV) is summarized as a picture of research knowledge as shown in Figure 1.



Figure 1 Body of knowledge from Research (in Thai)

Source : Phairot Chamnongphon (2021)

Knowledge from this research is a model for teaching and learning thinking skills in the Yonisomanasikara style for primary school students by distance learning via satellite (DLTV) is described as follows:

1. Teaching and learning of Yonisomanasikara thinking skills Management;

The Yonisomanasikara method of thinking is a four-step approach to solving problems, namely Dukkha (Suffering), Samudaya (the cause of suffering), Nirodha (the cessation of suffering), and Magga (the path leading to the cessation of suffering). It is a method of solving problems in which humans, using reason and ethics, come up with a systematic approach to solving problems. to achieve the objective.

2. Teaching and learning of Yonisomanasikara thinking skills in teaching and learning management;

The Yonisomanasikara method of thinking is a four-step approach: Dukkha (Suffering), Samudaya (the cause of suffering), Nirodha (the cessation of suffering) , and Magga (the path leading to the cessation of suffering) is a method of solving a problem in which humans, using reason and ethics, come up with a systematic approach to solving problems, learn to teach in order to achieve the objectives.

3. Teaching and learning of Yonisomanasikara thinking skills quality of learners;

The Yonisomanasikara method of thinking is a four-step approach to solving problems, namely Dukkha (Suffering), Samudaya (the cause of suffering), Nirodha (the cessation of suffering), and Magga (the path leading to the cessation of suffering) is a method for solving problems in which humans use reason and ethics, come up with a systematic approach to solving problems to study for achieving the objectives.

VII. Recommendations

A. Recommendations for Practices

1. Implementation of the Yonisomanasikara teaching and learning management model for primary school students by distance education via satellite (DLTV) to be used in the development of executives a detailed and clear user manual should be provided for the benefit of effective implementation.
2. Implementation of the Yonisomanasikara teaching and learning management model for primary school students by satellite distance education (DLTV) to put into practice. They should learn more about the limitations of different agencies, organizations, and locations so that the pattern can be used to fulfill the purpose of the format.
3. Implementation of the Yonisomanasikara teaching and learning management model for primary school students by satellite distance education (DLTV) to put into practice. They should study the context of each educational institution that is different.

B. Recommendations for Further Research

1. Research should be carried out on the model of teaching and learning in Yonisomanasikara thinking skills for primary school students by remote study via satellite (DLTV) with quantitative research using advanced statistics.
2. Research should be done on the model of teaching and learning management for primary school students by distance learning via satellite (DLTV) with other Buddhist principles.

CONCLUSION

A model of teaching management on Yonisomanasikara thinking skills for primary

education students by Distance Learning Television (DLTV) was conducted by using mixed methods research. Results of the study showed that a model of teaching management on Yonisomanasikara thinking skills for primary education students by Distance Learning Television (DLTV) consists of 1) principles, 2) objectives, 3) management process which were : (1) teaching and learning through Distance Learning Television (DLTV) in 3 aspects which were management, teaching management, and quality of learners, (2) Teaching and learning of Yonisomanasikara thinking skills for primary school students, it is a thought that relies on an intellectual process. The main principle is to use consciousness to work with intelligence in the thinking process, and 4) evaluation. This research results can be applied in primary schools that using Distance Learning Television (DLTV) as the part of teaching and instruction.

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