

The Development of an Excellent Buddhist Vocational Education Management Model for Learning in the New Normal

¹Phrakhrusangharak Chakkit Bhuripaño ²Phratherdsak Sattindharo ³Peravat Chaisuk
⁴Phrakhrukittiyanawisit ⁵Phrasitisinghaseni and ⁶Kasem Saengnon

¹⁻⁶Faculty of Education, Mahachulalongkornrajavidyalaya University, Thailand

¹E-mail: dew2511@gmail.com, ²E-mail: mawo919@gmail.com, ³E-mail: peravat.cha@mcu.ac.th,

⁴E-mail: kitti_12@gmail.com, ⁵E-mail: phrasitisinghaseni_11@gmail.com, ⁶E-mail: kasem_saeng@gmail.com.

Received June 25, 2023 **Revised** July 29, 2023; **Accepted** April 28, 2023

Abstract

The objectives of the research were 1) to study the status of development of an excellent Buddhist vocational education management model for learning in the new normal 2) to develop of an excellent Buddhist vocational education management model for learning in the new normal 3) to present and to use an excellent Buddhist vocational education management model for learning in the new normal. This is the qualitative research by using the action research and the research area was 1) Vocational Education Institution in the north 2) Vocational Education Institution in the central part 3) Vocational Education Institution in the Northeast. The sample group was 16 people including administrators, teachers, and Buddhist Vocational Education students. There are two kinds of research tools 1) in-depth interview 2) focus group. The research results were found that

1. The objectives to develop the students were behavior development (bodily practice), mental development (mental meditation, intelligence development (insight meditation), and evaluation.

2. Development of learning model based on the achievement to strategies, promotion of learning innovation (Active Learning) and development of the profession skills in future.

3. promotion of the Buddhist vocational education policy. The process of teaching through workshops, learning management using the Trisikkha to develop the students' competency and occupation and development of living in the new normal situation.

The new knowledges were 1) characteristics of the institute, 2) profession skills 3) living skills 4) morality and development of Buddhist Vocational Education to be expert.

Keyword: Vocational Education; Buddhist way; Learning in a new normal

Introduction

According to the 20-year national strategy (2017 - 2036) has given importance to develop and improve the competency of the human beings namely 1) developing people's competency through all ages, 2) developing advanced education and learning to have the quality standard, 3) cultivating rules, morality, ethics and values, 4) promoting good health, 5) developing Thai families' peacefulness a long with the government policies related to the Ministry of Education. The main government policies on education were: the 4th policy of Education and Learning, preservation of religion, art and culture: 4.1 to reform education and learning, 4.2 to support the finance for education, 4.3 to organize the civil society organizations, the private sector, local government organizations and the general public to corporate of education, 4.4 to develop people of all ages by promoting lifelong learning, 4.5 to promote vocational education and community college, 4.6 to develop quality teachers, 4.7 to preserve and patronize Buddhism and other religions. 4.8 to conserve, restore and disseminate cultural heritage of Thai and dialects language, local wisdom including the diversity of Thai arts and cultures, 4.9 to support learning foreign languages, cultures of neighboring countries and international culture, 4.10 to cultivate good values and conscience.

Vocational education administrators must manage the system of education to have effectiveness. This study focus on the current problems and the vocational education system by taking other vocational institutes' effectiveness the abroad such as Japan, Republic of Korea, Hong Kong, Singapore, Australia, Israel, France, Germany, Canada, USA and Brazil which are related to the National Education Commission "Educational administration and management achieving the goals of education must collaborate the best professional administrators of vocational education institutions such as having wide vision, competence, morality, ethics, intelligence, morality and the professional teacher. Educational administrator should take them to follow for getting the educational achievement. Wijarn Panich (2012: 16 - 21)

The education in 21st Century, the learners must know the changing of society which there is effect for living. So, the teachers should have plan for learning management to develop the skill of the for living in the society namely learning skills. Core Subjects consist of mother, world languages, art, mathematics, government and civics, economics, science, geography, and history. This core subjects are considered to further the conceptual frameworks and strategies. The learning management of interdisciplinary contents or topics of the 21st century by promoting to understand the core subjects and the 21st century skills: Global Awareness, Financial, Economics, Business and Entrepreneurial Literacy, Civic Literacy and Health Literacy.

The skills of learning and innovation will be determined the skill of students to work in complicated situation: creativity, innovation, critical thinking, solving, communication and cooperation.



The skills of information, media and technology, the information is spread through the mass media and technology. So the learners are able to have the critical thinking skills and practice a variety of tasks.

The skills of life and occupation, living and work in the present day to be success, students must develop the skills living such as flexibility, adaptability, creativity, the social self-confidence and cross-cultural society, the productivity, accountability, leadership and responsibility.

The skill of the people in the 21st century, the people should study for long live namely learning of 3r x 7c, 3r means reading, writing and rethemetics and 7c means critical Thinking and problem solving, creativity and innovation, cross-cultural Understanding, collaboration, teamwork and Leadership, communications, Information, and Media literacy, computing and ICT literacy, and career and learning skills.

From the data above with the new way of life, the best education for the new way of life must change the interesting and emphasizing of teaching. It should emphasize learning; both the learner and the teacher have to study and improve the learning system to the learner. The teacher should change the role from the teacher to be the coach or learning facilitator, he must learn the skills of working, change the learning goal of students from focusing on learning to develop skills that are important for new life, learning a new way of life must have skill in the 21st century. Teacher's duty focuses on "teaching" or stimulate the students to learning by Doing and learning skills for the 21st century from their practice as a team, focusing on developing skills and learning more than knowledge. Teachers need to change the way of working by alone to teamwork and learning as a team.

Therefore, the study of the development of Buddhist vocational education model that is excellent for learning in the new way of life, it is a guideline to increase teaching and learning efficiency and develop professional skills by combining both theory and practice. Educational reform is more complex and accelerating the development of vocational education towards "vocational education in the digital age", to create a system for developing education in vocational fields for sustainable national development.

Research objectives

1. To study the condition of developing an excellent vocational education management model in Buddhism for learning in the new normal.
2. To develop an excellent vocational education innovation model in Buddhism for learning the new norm.
3. To transfer and apply the benefit for an excellent vocational education innovation model in Buddhism for learning the new norm.

Literature review

Concepts, Theories of learning management

Education or learning is important for all human beings and a tool to develop their knowledge, ability, morality, ethics, health and a happy social life and it is the process that makes human beings to be prosperity. Aristotle was an educational philosopher who gave meaning to education or studying that is for moral and moral from the knowledge and training the mind to have morality called Character Development, Wichai Tansiri (2007: 8.) said that training the mind to have morality must practice not just teaching morality in theory according to the concept of Phra Rajaworamuni (P.D.Ayutthaya) (1987: 70) who defined education or learning as developing people into perfect human beings. He also said that it means learning, training, developing people to be wise to do the right thing. There must be an education called Sikkha that means learning, developing without neglecting the practice, correct, and improve onerself. So learning is always to develop the mental, physical, social and intellectual self in order to be a good person in the organization. Having human life, one needs to learn from nature, mountains, trees, environmental events or even his/her inner thoughts in order to develop awareness and practice the world.

Conceptual framework

This research is qualitative research. The researchers must set a framework for theoretical research and research related to the development of an excellent Buddhist vocational education management model for learning a new way of life. It can be synthesized as follows:

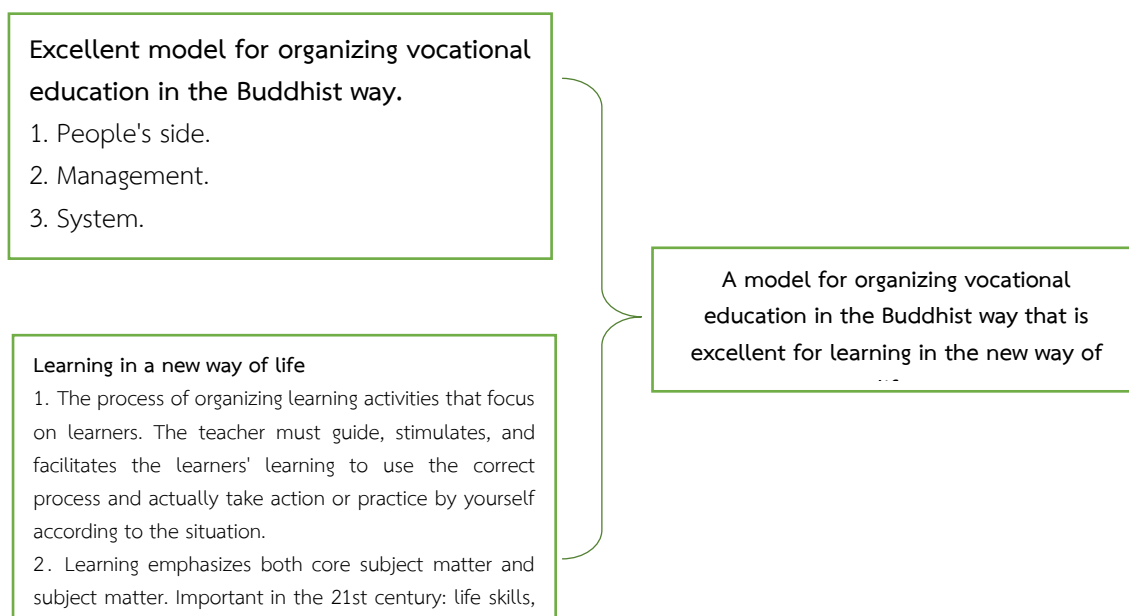


Fig. 1 Research framework



Research methodology

This research is a Qualitative Research using action research focusing on spatial and target analysis studies. The process is conducted by removing lessons and integrating information obtained from interviews, observations and collaborative practices in the study area. The PDCA is a tool for conducting participatory research in all stages: 1) to study the development of an excellent Buddhist vocational education management model for learning new ways of life; 2) to develop an innovative Buddhist vocational education management model for the new way of life, 3) to transmit and utilize excellent Buddhist vocational education management for learning the new way of life. The key information consists of 5 executives, 4 teachers and 7 group conversations. Research tools are 1) survey of excellent Buddhist vocational education management, 2) interviews, 3) holding a forum to express opinions of executives, Buddhist vocational teachers, 4) photography tools and recording equipment.

Data collection method

1. Collect documents, knowledge sets and history on the concept, principles, innovative forms of vocational education for learning new ways of life. From learning process, learning process, Buddhist economic practice, local culture/ethnicity, outstanding innovation and positive creativity.

2. Integration of innovative forms of vocational education management with excellent Buddhist way for learning new ways of life and transferring and utilizing them.

3. The creation of an innovative model to provide excellent Buddhist vocational education for learning new ways of life.

4. Conducting data collection by interviewing sample groups, group discussions, and organizing a forum for ideas at the Faculty of Education, Mahachulalongkornrajavidyalaya University.

5. To conclude from research and to process knowledge and ideas on the development of innovative Buddhist vocational education management for learning new ways of life.

Documentary research and empirical data from interviews, sub-group meetings are a qualitative research process in which researchers conduct an analysis. The information is focused on analysis derived from the content material summarized by the Content Analysis methodology, based on the following topics:

1. Conducts a spatial context study focusing on the participation process of those involved in conducting the research.

2. Summarize and present the results of the study in document and field from interviews with executives, teachers, Buddhist vocational students and group discussions at the Faculty of Education, Mahachulalongkornrajavidyalaya University as important as possible, activities to network, drive and integrate innovative Buddhist vocational education management areas for learning the new way of life will focus on disseminating analysis results to society, both public and private sectors and stakeholders at various levels.

3. Analysis of Innovative Form of Vocational Education Management of the Best Buddhist Way for Calling Know the new way of life Use related theoretical principles leading to the creation of an innovative space for vocational education of the excellent Buddhist way for learning the new way of life.

4. Summary of research results and recommendations.

Research results

1. Excellent Buddhist vocational education management style for learning new life. The conditions are based on 4 factors: 1) Management elements including curriculum, media, physical environment and learners; 2) Buddhist vocational education with learning experience and academic evaluation; 3) teaching style of teachers, Dharma Trisikha includes Silas, Meditation, Technology Integration and 4) Learning a new way of life on the "Metaverse Platform" in accordance with the new life environment to create learning skills. Students experience innovative learning skills, life or work skills, media and technology.

2. Development of innovative Buddhist vocational education management for learning the new way of life found that there is a content integration in teaching curriculum by applying the Trisikha principle (Saint: Meditation: Wisdom) to provide integrated Buddhist teaching to set the learning goal of the course. The scope of the content, creative learning activities and evaluation process should therefore be implemented in accordance with the principles of education.

1) In terms of Buddhist vocational management with the aim of studying Buddhist vocational education, learning experience and evaluating academic performance.

2) Teachers' teaching style Ideas according to the principles of Buddhism Trisikha include morality, meditation, wisdom, and technology.

3) Learning a new way of life on the "Metatraveler Platform" is in line with the new life environment. Students experience learning, innovative learning, life or work skills and media and technology skills.

Development of Innovative Model for Vocational Education Management of the Excellent Buddhist Way for Life-Learning. The new way, there are also factors or components that hinder the development of Buddhist vocational institutions into problems, lack of preparation for personnel who specialize in Buddhist way and lack experience in operation and problem solving.

3. To transfer and utilize the best Buddhist vocational education management for learning new ways of life. Transmission and utilization Providing excellent Buddhist vocational education for learning a new way of life, also known as the process of sharing knowledge, which is transferred from one organization to another. Educational organizations are also important in developing the country by developing young people with quality and efficiency education. The collaborative work of educational institutions from interviews, sub-group discussions and seminars in Buddhist



vocational schools and the analysis of connections using documents summarizing how to learn and utilize 4 points as follows:

Issue one: Transfer policy knowledge. In strategic driving through policy-level mechanisms at school, it is important to support the driving of learning management in a trisic format integrated with subjects.

Second, policy and knowledge transfer at educational institutions to drive the development of excellent Buddhist vocational skills in the new era. Management must implement policies for personnel development and curriculum development.

Third issue: Knowledge transfer at the educational level through the development of teaching competencies, promoting and supporting teachers through practical training in learning management, Excellent Buddhist biological.

Fourth, to transfer practical knowledge through the development of learners' abilities through the management process and the teacher has prepared a curriculum plan and training. Learning and vocational skills are used as the core of learning and student development.

Discussions

1. Excellent Buddhist vocational education management style for learning new life, the condition is based on 4 factors: 1) Management elements are curriculum, media, physical environment and learners; 2) Buddhist vocational management with educational goals in Buddhism, learning experience and academic evaluation; 3) teaching style. The conceptual concepts of Buddhism Trisikha include ethics, wisdom, technology integration and 4) learning a new way of life on the "Mettraveler platform" in accordance with the new life environment. Students can experience learning, innovative learning, life or work skills and media and technology skills to learn in harmony. The research report, Sangthong Ruangsilp, (2005) has researched the operation condition of Buddhist schools under Khon Kaen Educational Service Area Office 4: Thai Rattawittaya 34 (Ban Kut Ngong)," according to the Ministry of Education's guidelines as follows:

1) The administration has prepared a study from various documents and consulted with competent monks, prepared personnel, students, and parents to prepare the building in a pleasant manner suitable for the Buddhist way. The guidelines were followed by collecting information, evaluating performance, and publicizing it.

2) As for the setting of the Buddhist way to learn, there are activities to interpose the Buddhist way into teaching activities. Teachers practice themselves as role models by teaching them to see, make them see, and let students practice eating and listening.

3) As for the activities of Buddhist schools, daily, monthly, and annual Buddhist activities emphasizing that students practice true practices in Buddhism, meditation, and practice Dharma on important days of Buddhism.

4) In terms of personnel development and staff characteristics, personnel were given training/self-development practices to set a good example for students.

5) As for the relationship between Buddhist and community schools, educational institutions have joined hands with temples and communities to be good friends. Organize activities together on important Buddhist days.

The report on the operation of the Sangthong Ruangsilp Buddhist Institute has summarized the preparatory management from document study, preparation, ceremony to Buddhist way, activities and personnel development. Kukul is associated with educational institutions, which is a form of education administration to excellence in the Buddhist way. According to research report, Jung Sukkasem (2007) has researched "Basic educational institution management model under the Suphanburi Educational Service Area Office" by summarizing research on important academic management issues such as school curriculum management. Furthermore, in the vision of the school curriculum, learning development and learning management plan has been established to interject students mainly in various subjects, focusing on developing students. Using trisikha principles through learning management and lifestyle (eating, watching, listening to), teaching communication and general procedures are implemented.

2. Development of innovative Buddhist vocational education management for learning a new way of life found that there is an integration of contents in teaching curriculum by applying the Trisikha principle (Saint: Meditation: Wisdom) to provide integrated Buddhist teaching to set the learning goal of the course. The scope of the content, creative learning activities and evaluation process should therefore be implemented in accordance with the principles of education.

1) In terms of Buddhist vocational management with the aim of studying Buddhist vocational education, learning experience and evaluating academic performance.

2) Teachers' teaching style Ideas according to the principles of Buddhism Trisikha include morality, meditation, wisdom, and technology.

3) Learning a new way of life on the "Mettraveler Platform" is in line with the new life environment. Students experience learning, innovative learning, life or work skills and media and technology skills.

The development of innovative Buddhist vocational education management for learning new ways of life also has factors or components that hinder the development of Buddhist vocational institutions into problems such as lack of preparation for human resources specializing in Buddhism and lack experience in action and problem solving according to Sali Tha Lek Research Report. "A study on the management of Buddhist-style educational institutions in basic educational institutions, 1st - 2nd floors under Suphanburi Educational Service Area Office" summarizes the research results.

The most common problems in each stage and solutions to the top three problems in the management of Buddhist educational institutions are those in the preparation stage. The related personnel still lack understanding, guidelines, and solutions. In order to solve problems, related agencies should provide training and documentation on how to operate Buddhist



educational institutions, study and exchange learning seminars. There are solutions to the problem in order that related agencies should inform, direct, follow and give advice or learn from the documents or guidelines. To achieve clear goals and operational principles, development evaluation should be conducted 6 times per year to analyze strengths, weaknesses and effects on trajectory education management. In accordance with the research report, Phra Rapiwat Hanasopha studied "Evaluation of Buddhist Institute under the Office of Secondary Education 25" using a picture. The CIPP Model evaluation model is an Evaluation Research (Evaluation Research) divided into two stages: Phase 1, using group conversations, Phase 2, exploratory research. The results of the study found that overall,

The impact of the operation of Buddhist educational institutions on the temple and educational institutions is very high. The highest average aspect is the impact on schools, renovation of buildings to be shady, clean and tidy. Parents/communities are more satisfied with school management. Management and teachers have developed themselves to set a good example for students and communities. The lowest average area is the impact on temples, i.e., temples participate and play a role in promoting educational management for students.

3. To transfer and utilize the best Buddhist vocational education management for learning new ways of life.

The transfer and utilization of excellent Buddhist vocational education for learning a new way of life, also known as the knowledge sharing process, which is transferred from one organization to another. And educational organizations play an important role in the country's development by developing young people with quality education and efficiency. Work Skills Living is a collaborative work of educational institutions. From interviews, sub-group discussions and seminars in Buddhist vocational schools and analysis of connections with documents summarizing how to learn and utilize 4 points as follows:

The first issue is to convey the policy knowledge in strategic terms to drive through the policy-level mechanisms of educational institutions. It is important to support learning management in a trisikkha, integrated with subject. According to the research report, Wassana Takabko from the study of the operation of the Buddhist School Project under Lamphun Educational Service Area Office 1 presented examples of strategies for developing Buddhist schools in accordance with policies and knowledge transfer. Educational institutions participating in the Buddhist Way Educational Institute Project. Teaching that integrates trisikha, meditation, atmosphere and interaction as a friendly way of life. Basic activities in productivity include development of body, mind and intelligence among learners. And impact areas include homes, communities, temples and educational institutions. study the Buddhist way.

Second, establish policies and knowledge transfer at educational institutions to drive the development of excellent Buddhist vocational skills in the new era. Executives must implement policies to develop human resources and curriculum in accordance with the research report. Nattawut Arunpanich under Kamphaeng Phet Educational Service Area Office 1". However, the

survey on the internal and external environment, development of Buddhism through various methods, development of human resources by faith building and understanding in appropriate ways and establishing a policy to develop curriculum according to Buddhist school guidelines based on trisikkha in accordance with the Ministry of Education's policies and core curriculum.

Third, teacher-level knowledge transfer through the development of teaching competencies, supporting and encouraging teachers by providing excellent Buddhist vocational training according to Worathep Wianggae Research Report. "Teacher's attitude toward the operation of Buddhist schools: Nong Ruea District under Khon Kaen Educational Service Area Office 5 Phol. Research has concluded that Educator-level knowledge transfer through the development of teaching competencies, promoting and supporting instructors by providing excellent Buddhist vocational learning training "and research report Theerasak Bueng corner "Management of Buddhist Institute in Basic Education Office" Research results concluded that Buddhist Institute. General strategies that apply development principles focus on the development framework according to the principles of integrated trisikha which consists of basic lifestyle activities such as daily activities, important day activities, various students' atmosphere and interaction with each other. Between teachers and students, students or teachers and teachers, etc.

Fourth, transfer practical knowledge through student competency development. It is to use learners through executive and teacher's process. The curriculum, learning management and vocational skills are used as the core of learning and student development according to the research report Somkid Phojumphon has researched on "Education Management in Buddhist Education: The study of Ban Nong Phue Educational Institute under Nong Khai Educational Service Area Office 1" found that educational management in Buddhist-style educational institutions will be efficiently achieved through the process of executives, teachers, curriculum planning and development. Every class of the day, use learning materials that promote self-learning both inside and outside the school.

Somkid Phojumphon also mentioned the implementation process. Various real-world evaluation methods allow students and communities to participate in evaluating desirable characteristics of students, as well as promoting cordial relationships. Performing Buddhist activities with monks and communities continuously. Students have been involved in evaluating activities, awareness of problems and work with wisdom. Students have physical development, social development, mental development and Intellectual development. Overall, students have expressive characteristics and have the skills to think logically, understand and know the true value of all things.

Knowledge from the Research

The body of the research can be explained as follow:

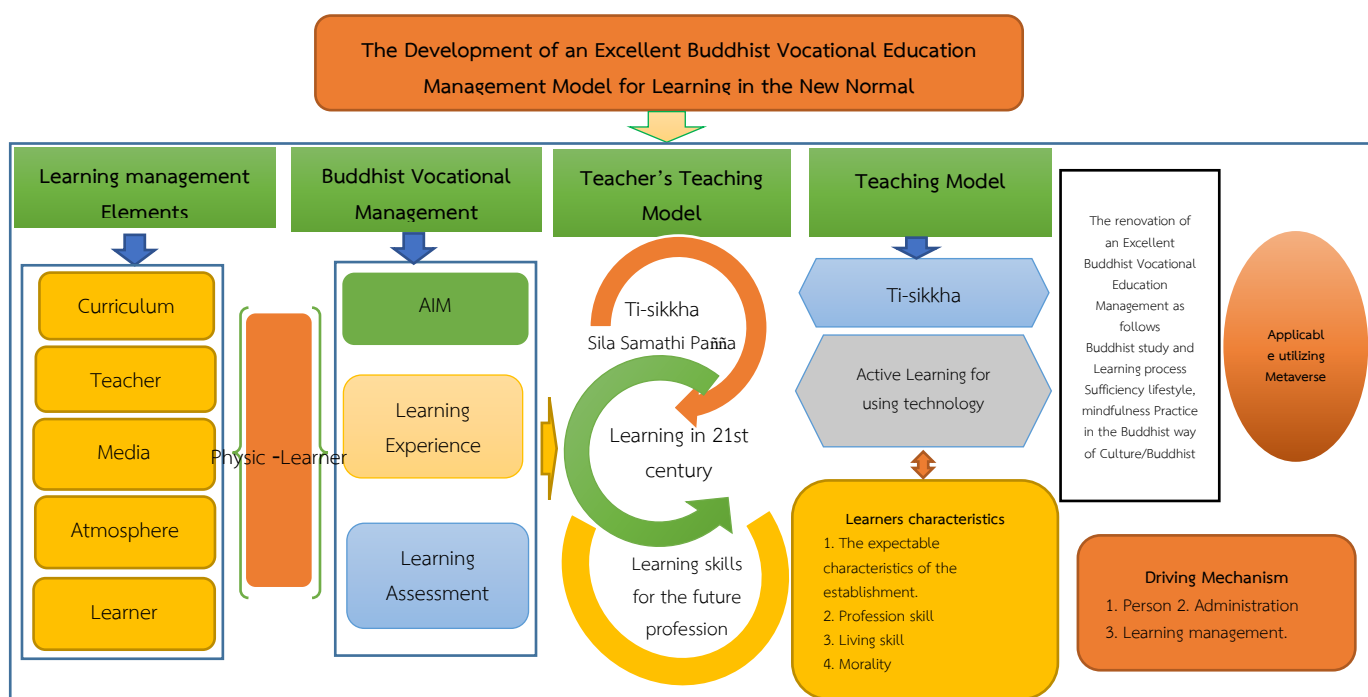


Fig. 2 Show Knowledge from Research

Today's society is an educational society. It can be learned throughout the globalization or the era where there are no borders. It is possible to communicate quickly and thoroughly. Teachers need to always learn more from various sources to have knowledge of teaching subjects. Therefore, the important teacher's characteristics can integrate teaching subjects with trisikkh. New learning and integrated Buddhist teaching are characteristics such as "Preparing a plan to teach well, teach well, be responsible, have vision, technology and Trisikha principles until Jane trains his students. Have faith as a teacher exists with "Society Wisdom" to strengthen 1) desirable skills of the establishment 2) Professional Skills 3) Quality of Life 4) Virtue and drive the Buddhist way.be perfected by a mechanism driving is 1) people, 2) administration and 3) learning management.

Conclusion

The four characteristics of learners are career skills in the future, skills that students can effectively work in their own fields to achieve their goals, as well as being able to learn new things to improve their work efficiency. Life skills are learning together through various activities. Discussion, discussion, exchange ideas and experiences with each other, reflecting their thoughts and perspectives to create new knowledge and adapt to life. They also learn to live sufficiently on the basis of Buddhism, meditation, prayer and etiquette. Good manners and habits pride and maintain the identity of Thailand. Respect the law, respect other people's rights. Responsible for their own democratic roles with the King as head of state, public mind and a consciousness of

environment and desirable characteristics of business institutions. Vocational education graduates have knowledge about facts, principles, theories and practices. Subjects related to the field of study or work, focusing on theoretical knowledge and facts that are in accordance with the standard. Vocational qualifications at each level of education can be innovative, creative inventions.

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