Skill for Social Teaching on 21st Century by Problem-Based Learning of Buddhist Monks in Mahachulalongkornrajavidayalaya University

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Abstract - The research was skill for Social Teaching on 21st Century by Problem-Based Learning of Buddhist Monks in Mahachulalongkornrajavidayalaya University. There were objectives as follow, 1) to study skill for Social Teaching on 21st Century by Problem-Based Learning of Buddhist Monks, 2) To develop guideline of study skill for Social Teaching on 21st Century by Problem-Based Learning of Buddhist Monks, 3) To propose the method for Social Teaching on 21st Century by Problem-Based Learning of Buddhist Monks. According to variables data base had got from online accept questionnaires for monks’ numbers 80 persons and key performance from interview for 9 persons as researcher was set. The researchers found that; 1) It must have been method teaching by Children Center. 2) It must have been the Buddha’s style or manner of teaching namely verification, inspiration, encouragement, and joy. 3) It must have been format teaching then motivate students how to get how to know not only remember. 4) It must have been applying new normal great and nearly theories for management studies. 5) It must have been teaching social studies system in Mahachulalongkornrajavidayalaya University has core value for Buddhist Tipitaka studies then students have to integrate other subjects as interesting. 6) It must have been the Buddha’s style all Buddhist Monks in Mahachulalongkornrajavidayalaya University must be gotten cultivate about Buddha’s style or manner of teaching, 7) It must have been form for moral pedagogy or process for teaching, 8) It must have been an apply moral pedagogy and instrument teaching for environment person natural as the Buddha was teaching and theory for teaching. 9) It must concern with MCU Mahachula Navalak as follow, M = Morality, A = Awareness, H = Helpfulness, A = Ability, C = Curiosity, H =Hospitality, U = Universality, L = Leadership, A = Aspiration. The applying some theory for teaching social studies should have integrated for absolutely with theory system teaching Buddha’s style system for pedagogy significant namely teachers’ students’ instruments and environment and resource as have an impact in school and society for Social Teaching on 21st Century and so on.

Keywords: Skill for Social Teaching, on 21st Century, Problem-Based Learning
I. Introduction

Teaching social studies exactly should be by paradigm process within new “learning process important than knowledge” and “Teacher not only giving knowledge”. But they were designed process for leaners for children and teenagers”. The goal for learning was not only for knowledge at all. Because of knowledge has more meaning for students in each year. Therefore, students in new century can search knowledge from all direction from environment and internet. There was Thai still be with old paradigm process for giving knowledge for subject. Then, they cannot overtake world crisis. So that, they should be created new paradigm process to develop children and teenage for long-life learning. They will get some new knowledge for each one. Because all of them have ability to learn and developing for continue and long life.

Social development must be more changing especially for 21 centuries. It was globalization for all progressive and all direction by quickly too. There were have different between century 19 and 20 at all for economics. Because they were replaced by economics and service by innovation technology and knowledge. It was reflected for successful by using complex skill. The appliance or course to help for success that mean education. For this reason, creation concept must be having for education for using technology. Education for Buddhism should have for new as suitable for 21 centuries. There were matters consist of life skills and then knowledge skill and innovation and skill for information and technology.

Teaching social studies were have been teachers’ duty. The important thing means to develop Thai learners to wreathy and success according to 5 core curriculums base on B.E. 2551. There were have for 1) having desirable moral ethical and value emphasize for one-self disciplinary then follow by Buddhism or other religions as respect then a long be sufficiency economy too. 2) Having knowledge and ability for information then thinking for solving by using technology and lives skills. 3) Having good for physical and mental then habit for exercise. 4) Having care for nation and conscious mind for good civil. 5) Having conscious mind for conservative cultural Thai wisdom and then environment conservative. There were have service mind doing for advantage the creating good thing for social and remain by happily. These purposes still be modern up to nowadays. Then, it accorded with skill for learning in 21 centuries and national strategy 20 yeas then Thailand model for 4.0.

Skill for Social Teaching on 21st Century by mean teacher should be consider and the across subject matters for knowing. Then, there where been concerned problem answer for social development by properly. Monks or teachers should not be still old for teaching cannot be one way also. Because, they must be let learners to know by themselves. By mean monks or teachers must be desired lesson plans like Coaching and facilities for Facilitator too. So that, Problem-Based Learning, PBL for students or pupils which be helping monks who where been teachers for management societies or for Professional Learning Communities: PLC. There were took place because of condensation between monks and teachers to change experience for doing good duties by themselves.

The outstanding of management according to Problem-Based Learning, PBL. It was be process learning management from beginning. There were problems took place by working group to solve problems and situation as happened for lifestyle then important for learners too. The cause of problems for Project-based Learning: PBL mean activities as learners’ studies by themselves. They were studied with handing by themselves by using science process or others to support with cause and effect according to their process. So that, for all techniques concerning for developing learners to know all for solving problems by themselves.
Network for social, it was integrated experience and knowledge as concern between human or education for good civil. Because of social and education consist of geography history sociology anthropology economy political psychology. Then group of social subjects emphasize for organization and system by ordering of structure. There were consist of fundamental process or searching for knowledge matters.

Group of social subjects were very important by mean of concerning development skills and way of lifestyle in social then live with other by happily. Although, we can take knowledge and understanding to adjust with social condition by balance suitable and sustainability. On the other hand, they were emphasized learners to have more skillful and for all parts as for problems solving. There where been subjects for developing learners to be good civil of social since family up to the world. So that, social learning management or nowadays called substance for learning religion and culture must be for support learners’ experience have wisdom knowledge and all abilities with fulminant and suitable with their maturity. Then, they were participated and develop learning by themselves.

World social had change rapidly and all time then group of social learning for religion and culture will help learners have knowledge understanding that how to be both individual and social population. The adjustable by environment and limit resources management must be help changing according to development by period cause and effect. Individual understanding and others must be having patient tolerant by moral deafferenting. So that, they could be taken for using with lifestyle then have been good population for nation and the world.

Teaching social studies in Buddhism by using problem base learning. It was taking palace since Buddha was teaching for 5 disciples at Isitatana near Benares as concern about cause and effect matters in the world. At the same time, Phra Assachi has taken his words to teach for Sariputta as flow, those were taking place by cause the Buddha said the end of suffering all matters then he was teaching accordance with these cases too. Then Sariputta was got, I see your eye, then because of this he got enlighten without particle and fault. Therefore, those things were taken place the they must be died by commonly according to cause and effect as Saripuuta has known. So that, Buddhist principle must have been Problem-Based Learning, PBL. Although, condition as support to learn and self-development such as the four Noble truth were knowledge to solve life problems. The principle of conditioned arising Pat ICCasamuppada was be for Problem-Based Learning, PBL, for progressive working too. There were consist of cause of suffering and others moral teaching which promote way of life as concern with social family society and nation.

Monks in Mahachulalongkornrajavidlayala University should have more role in social by more duties. Example they were been administrator teacher officer dean who rule over and governor for all class. They were been still with social societies a long time. On this case researcher mean monks in Mahachulalongkornrajavidlayala University only. They were responded for teaching in schools for basic and vocational education. Therefore, to continue project teaching social in schools to have effective as expectation. Students have got cultivation about moral and ethical from monks according to set planning for them by system then cooperative with institute of education administrator personnel and concern organization. They manage and cultivate moral all over country to set quality and then were recognized. They were expected for cultivating moral ethical wisdom and understanding with correctly and modern absolutory with 21 centuries by using Problem-Based Learning, PBL. Then, they were having gentle behavior by system and by quality.

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1 See more detail in Vi, Maha, (Thai) 4/1.65.

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They emphasized by cooperative working. Then university support education according to directly of the Act of National Education B.E. 2542 by object and continued.

So that, from the derivation important as mention. Researcher interest to do the item for Skill for Social Teaching on 21st Century by Problem-Based Learning of Buddhist Monks in Mahachulalongkornrajavidlayala University. Then for taking this result to apply for teaching development in school by more effectively.

II. Research Objectives

1) To study skill for teaching social studies in 21st Century by Problem-Based Learning of Buddhist Monks in Mahachulalongkornrajavidlayala University.

2) To develop guideline for teaching social studies in 21st Century by Problem-Based Learning of Buddhist Monks in Mahachulalongkornrajavidlayala University.

3) To suggestion guideline for teaching social studies in 21st Century by Problem-Based Learning of Buddhist Monks in Mahachulalongkornrajavidlayala University.

III. Research Methods

Research item Skill for Social Teaching on 21st Century by Problem-Based Learning of Buddhist Monks in Mahachulalongkornrajavidlayala University. There were 80 persons who answer by online then interview 9 persons. Researcher take data to analyze by using finish program to analysis frequency percentage mean by respectively as follow.

Part 1. It was question about independent variable by analysis frequency percentage mean then meaning of percentage.

Part 2. There were questions for measuring level overview about Skill for Social Teaching on 21st Century by Problem-Based Learning of Buddhist Monks in Mahachulalongkornrajavidlayala University 80 persons who answer by online. It was analysis by frequency percentage then meaning of percentage.

Part 3. It was analyzed for collect interview expert monks according to question as setting. Studies for Skill for Social Teaching on 21st Century by Problem-Based Learning of Buddhist Monks in Mahachulalongkornrajavidlayala University. There were classified by individual persons then statistic for research such as Frequency Percent as setting.

A. Research Design

1) Theory for teaching social studies in 21st century

2) Problem-Based Learning, PBL

3) Teaching social studies according to all theories

4) Teaching social studies by integration

According to Scope for key information

1) The key information using for research as follow, monks who studies for teaching social studies in 21st Century by Problem-Based Learning of Buddhist Monks in Mahachula long kornraja vidlayala University as number 80 persons.

2) Persons who were given interview as follow, experts specialist both monks and layman who expert for teaching social studies and principle of ethical accordance with Buddhist by Purposive Selection number 9 persons.

3) The experts from Mahachulalongkornrajavidlayala University 5 persons. There were for to know by interview about teaching system Buddha’s method form for teaching and then apply theory.
4) The experts for teaching social studies moral words education administration and Buddhist Scriptures number 4 persons. There were for to know There were for to know teaching system Buddha’s method form for teaching and then apply theory.

B. Research Process

Step 1, to get guideline skill for Social Teaching on 21st Century by Problem-Based Learning of Buddhist Monks in Mahachulalongkornrajavidayalaya University.

Step 2, to get concept about theory Dhamma principle words and for Social Teaching on 21st Century by Problem-Based Learning of Buddhist Monks on Social Teaching.

Step 3, to get integration for Social Teaching on 21st Century by Problem-Based Learning of personal development for social and nation.

Step 4, to bring result from this research present Mahachulalongkornrajavidayalaya University to apply for using teaching in all education institutes.

IV. Results

Part 1. Result from analysis from answers. There were classified by status age level for Dhamma and period for teaching as follow,

1) Classify by status found that, monks were 60 persons conceive as 75 percent and then for senior monks as number 20 persons then conceive as 25 percent.

2) Classify by age found that age level 25-35 have number 23 persons then conceive as 4 percent, next below age level 36 years up number 33 persons, then conceive as 75 percent conceive as 41 percent, and then the least answer age below 25-year number 4 persons, then conceive as 5 percent.

3) Classify by monk’s year found that they were 5-15 years number 70 persons. Then conceive as 87 percent, next below who have year below 5-year number 6 persons, then conceive as 8 percent. Then the least answers who have 25 year up number 4 persons, then conceive as 5 percent,

4) Classify by Dhamma education found that Dhamma level 3rd number 71 persons, then conceive as 89 percent. Then they were 2nd number 9 persons, then conceive as 11 percent.

5) Classify by period of teaching found that teaching 1-5-years number 54 persons, then conceive as 67 percent, next during period for teaching 6-10 years number 20 persons, then conceive as 25 percent. The least answer and teaching 11 years up number 6 persons, then conceive as 8 percent.

V. Discussions

The result from data analysis about skills concept for teaching social in 21st centuries by using Problem-Based (PBL) for Learning of Buddhist Monks in Mahachulalongkornrajavidayalaya University number 80 persons. Therefore, who answer by online. It was analysis by frequency percentage then meaning of percentage as follow,

1) Question No, 1, for physical want of learners found that the most answerers have more level number 37 persons. Then conceive as 46.25 percent, next the most level number 34 persons, then conceive as 42.50 percent. The least for middle concept as number 9 persons, then conceive as 11.25 percent.

2) Question No, 2, for wanted in social of learners found that the answerers all the most level as number 58 persons. Then conceive as 72.50 percent. Next there were more level as number 19
persons. Then conceive as 23.75 percent. The least for middle level concept as number 3 persons, then conceive as 3.75 percent.

3) Question No, 3, for wanted mental of learners found that the answerers all the most level as number 50 persons. Then conceive as 62.50 percent. Next there were more level as number 28 persons. Then conceive as 35.00 percent. The least for middle level concept as number 2 persons, then conceive as 2.50 percent.

4) Question No, 4, for wanted wisdom of learners found that the answerers all the most level as number 41 persons. Then conceive as 51.25 percent. Next there were more level as number 35 persons. Then conceive as 43.75 percent. The least for middle level concept as number 4 persons, then conceive as 5.00 percent.

5) Question No, 5, for learners’ learners found that the answerers all the most level as number 54 persons. Then conceive as 67.50 percent. Next there were more level as number 22 persons. Then conceive as 27.50 percent. The least for middle level concept as number 4 persons, then conceive as 5.00 percent.

6) Question No, 6, it has for general information found that the answerers all the most level as number 29 persons. Then conceive as 36.25 percent. Next there were more level as number 25 persons. Then conceive as 31.25 percent. The least for middle level concept as number 6 persons, then conceive as 7.50 percent.

7) Question No, 7, for the appropriate with learners all level found that the answerers all the most level as number 29 persons. Then conceive as 35.00 percent. Next there were more level as number 25 persons. Then conceive as 31.25 percent. The least for middle level concept as number 2 persons, then conceive as 2.50 percent.

8) Question No, 8, it was continuing for practicing found that the answerers all the most level as number 38 persons. Then conceive as 47.50 percent. Next there were more level as number 32 persons. Then conceive as 40.00 percent. The least for middle level concept as number 10 persons, then conceive as 12.50 percent.

9) Question No, 9, it was continuing for practicing as concern by more harmony found that the answerers all the most level as number 43 persons. Then conceive as 53.75 percent. Next there were more level as number 30 persons. Then conceive as 37.50 percent. The least for middle level concept as number 7 persons, then conceive as 8.75 percent.

10) Question No, 10, learners were thinking for advantage found that the answerers all the most level as number 21 persons. Then conceive as 26.25 percent. Next there were more level as number 18 persons. Then conceive as 22.50 percent. The least for middle level concept as number 11 persons, then conceive as 13.75 percent.

11) Question No, 11, Learners were not giving attention for Social Teaching on 21st Century by Problem-Based Learning. It was found that the answerers all the most level as number 25 persons. Then conceive as 31.25 percent. Next there were more level as number 19 persons. Then conceive as 23.75 percent. The least for middle level concept as number 9 persons, then conceive as 11.25 percent.

12) Question No,12, the sequent of skill for teaching have complex and late found that the answerers all most were middle level as number 31 persons. Then conceive as 38.75 percent. Next there were more level as number 27 persons. Then conceive as 33.75 percent. The least for concept level concept as number 5 persons, then conceive as 6.25 percent.

13) Question No,13, many organizations cannot cooperate for Social Teaching on 21st Century by Problem-Based Learning. It was found that the answerers all the most level as number
30 persons. Then conceive as 37.50 percent. Next there were more level as number 27 persons. Then conceive as 33.75 percent. The least for middle level concept as number 4 persons, then conceive as 5.00 percent

6) Question No, 6, it has for general information found that the answerers all the most level as number 29 persons. Then conceive as 36.25 percent. Next there were more level as number 25 persons. Then conceive as 31.25 percent. 
The least for middle level concept as number 6 persons, then conceive as 7.50 percent.

14) Question No,14, skill for Social Teaching on 21st Century by Problem-Based Learning have stable for lives. It was found that the answerers all the most level as number 38 persons. Then conceive as 47.50 percent. Next there were more level as number 31 persons. Then conceive as 38.75 percent. 
The least for middle level concept as number 2 persons, then conceive as 2.50 percent.

15) Question No,15, there were plans control care to get success found that, the most level as number 42 persons. Then conceive as 52.50 percent. Next there were more level as number 34 persons. Then conceive as 42.50 percent. 
The least for middle level concept as number 4 persons, then conceive as 5.00 percent.

16) Question No,16, there was applied for life style. It was found that, the most level as number 47 persons. Then conceive as 28.75 percent. Next there were more level as number 23 persons. Then conceive as 42.50 percent. 
The least for middle level concept as number 10 persons, then conceive as 12.50 percent.

17) Question No,17, administrators have planned control care for Social Teaching on 21st Century by Problem-Based Learning to get success found that, the most level as number 39 persons. Then conceive as 48.75 percent. Next there were more level as number 33 persons. Then conceive as 41.25 percent. 
The least for middle level concept as number 2 persons, then conceive as 2.50 percent.

18) Question No,18, monks giving for consulting guiding about for Social Teaching on 21st Century by Problem-Based Learning. It was found that the most level as number 28 persons. Then conceive as 35.00 percent. Next there were middle level as number 25 persons. Then conceive as 31.25 percent. 
The least for middle level concept as number 3 persons, then conceive as 3.75 percent.

19) Question No,19, University have been for information by emphasize for Social Teaching on 21st Century by Problem-Based Learning. It was found that the most level as number 37 persons. Then conceive as 46.25 percent. Next there were middle level as number 25 persons. Then conceive as 16.25 percent. 
The least for middle level concept as number 3 persons, then conceive as 3.75 percent.

20) Question No,20, University have been supporting personal using their ability for skill in social. It was found that the most level as number 38 persons. Then conceive as 47.50 percent. Next there were middle level as number 31 persons. Then conceive as 38.75 percent. 
The least for middle level concept as number 4 persons, then conceive as 5.00 percent.

21) Question No,21, University have been supporting material for skill in social. It was found that the most level as number 32 persons. Then conceive as 40.00 percent. Next there were middle level as number 30 persons. Then conceive as 37.50 percent. 
The least for middle level concept as number 4 persons, then conceive as 5.00 percent.

22) Question No,22, teaching social studies was cared from committee responds official. It was found that the most level as number 35 persons. Then conceive as 43.75 percent. Next there were middle level as number 24 persons. Then conceive as 30.00 percent. 
The least for middle level concept as number 5 persons, then conceive as 6.25 percent.
23) Question No.23, teaching social studies was concerning with learners’ occupation and society. It was found that the most level as number 34 persons. Then conceive as 42.50 percent. Next there were middle level as number 29 persons. Then conceive as 36.50 percent. The least for middle level concept as number 8 persons, then conceive as 10.00 percent.

24) Question No.24, there were suitable with local people. It was found that the most level as number 36 persons. Then conceive as 45.00 percent. Next there were middle level as number 34 persons. Then conceive as 42.50 percent. The least for middle level concept as number 6 persons, then conceive as 7.50 percent.

25) Question No.25, there were abilities to guide about teaching social for learners. It was found that the most level as number 39 persons. Then conceive as 48.75 percent. Next there were middle level as number 31 persons. Then conceive as 38.75 percent. The least for middle level concept as number 4 persons, then conceive as 5.00 percent.

VI. Recommendations

A. Recommendations for Practices

1) Teaching social studies for moral teacher must be made understanding for all matters both by policy and administration by radically.

2) Monks who teach social studies in Teaching on 21st Century by Problem-Based Learning (PBL). They should have faithful disciplinary behavior which make learners have interested for learning.

3) Agencies or Organization that respond for original affiliation of monks who teaching social should have been meeting to know and to solve problems according to original affiliation should be controlled.

B. Recommendations for Future Research

1) Suggestion for next research should be combined new theory and strategy for learning in Teaching on 21st Century by Problem-Based Learning (PBL). There were have both by policy and administration with clearly. Example they should have integration and teaching by Problem-Based Learning (PBL) and (QBL) to accord with government policy of Thailand 4.0 too.

Concussion

The analysis to evaluate data from interview for condition “physical social mental and wisdom” for Social Teaching on 21st Century by Problem-Based Learning (PBL) Of monks in Mahachulalongkornrajavidlayala University conclusion as follow,

Advantage, by the physical mean awaken arrangement according to the truth condition as suitable for social widely both news and close condition. For mental it must be accepting news thing about innovation for teaching especially for IT and AI. For wisdom it must be accepted to know new knowledge and can be taking continue by absolutely.

Disadvantage, by the physical mean lost and solving conflict problems for ended. There were cultivate for socials not have any bias participate in social. For the mental mean not have to aggravate and overbear any classes. For wisdom mean not to do any unfair or forced any forfeit cases.

Problem and obstacles, by the physical mean not adjust oneself for absolutely with environment by fact. There were social classes doing by obstacles or accept and admiring to each other by equality. For mental mean accept depth emphasis then ready for face the truth. For wisdom mean entered refined cultivate then choosing motivate for learning.
Approach for skill supporting, by the physical mean ready freedom and doing supporting by equality for all cases. For social mean must be support members to get knowledge by equality for all cases. For mental mean emphasize satisfying for happiness and integrations both internal and external along by pretty good. For wisdom mean support then face the truth by thinking and doing for solving problems by handle for form part method and then by happily.

REFERENCES