



Buddhism to Promote Learning Behaviors in Social Studies of High School Students as Sanghasamakhiwitthaya School, Nakhon Phanom Province

YiKaew Somngam¹, Rinda Prakobboon², and Phra Khwanchai Noret³

Faculty of Education, Major in Social Studies, Mahachulalongkornrajavidyalaya University, Khon Kean Campus, Thailand

¹E-mail: yikaew359somngam@gmail.com, ORCID: <https://orcid.org/0000-0003-3281-9398>

²Corresponding author e-mail: rinda-prakobboon@hotmail.com, ORCID: <https://orcid.org/0000-0001-5875-0857>

³E-mail: noresk18@gmail.com, ORCID: <https://orcid.org/0000-0001-7998-7917>

Received 20/02/2022

Revised 24/02/2022

Accepted 25/02/2022

Abstract:- Organizing social, religious, and cultural learning activities are an important course of fostering good behaviors in the students. The objectives of this study are to the current conditions, comparisons, and guidelines suggestion of Buddhism to promote a learning behavior in social studies of high school students as Sanghasamakhiwitthaya School, Nakhon Phanom Province. The collection to survey by the questionnaire with 103 samples of the high school students to the data. Data analysis is to be analyzed by descriptive statistical analysis including frequency, percentage, mean, standard deviation, t-test, f-test, and Scheffe's method. The study revealed that the current conditions of Buddhism promoted a learning behavior in social studies at the level of high levels, such as curriculum, learning management, and learning media. The comparisons in the students' attitude on Buddhism to promote a learning behavior to instructional was a difference at significant levels of 0.05. Guideline's suggestion of Buddhism to promote a learning behavior were as follows: (1) the curriculum should contain up-to-date contents; 2) teachers should inform students about learning objectives and goals before learning; 3) teachers should use a variety of technology materials; 4) teachers should organize field trips; 5) teachers should have measurements and assessments based on real conditions.

Keywords: Buddhism, Learning Behaviors, Social Studies, High School Students

Introduction

In the master plan under the national strategy, it is the development of the country that has been announced in the Government Gazette. It came into force on 18 April 2019 and is considered an important part. In transferring the goals and strategic issues of the national strategy into different levels of plans including the plan at the ministry level, the master plan is divided into 4 periods of 5 years each. The national strategy focuses on creating a balance between stability, economic, social, and environmental development by the participation of all sectors in the form of a civil state, therefore, under the vision "Ministry of Education to set up a system to provide learners with knowledge-skills and have the right attitude towards the country. have a solid foundation of life have morality, have a job, have a career, and be a strong citizen" of the Ministry of Education Strategic Plan (2020 – 2022) Strategy 1, Curriculum Development Strategies learning management process measurement and evaluation to raise the quality of educational arrangements Strategy 2 Strategies for developing teachers and educational personnel that aims to improve the quality of education in Thailand Teachers are competent according to professional standards. There are professional ethics know and being professional can use a potential teaching student to the fullest. Strategy 3 Strategies to produce and develop manpower. Including research that meets the needs of the country intending to build capacity for learners to gain additional knowledge. Occupational skills Strategy 4: Strategies to increase opportunities for people of all ages to access educational services continuously throughout their lives. The goal is to reduce disparities so that students can receive a quality education at all levels. Strategy 5 Strategies to promote and develop digital technology systems for education Strategy 6 Strategies for developing management systems and encouraging all sectors to participate (Office of Policy and Strategy, 2019: 1).

The Core Curriculum of Basic Education, 2008 has set out the objectives of the curriculum to develop learners to be good, intelligent, happy human beings with balance in body, knowledge, morals, and consciousness of being a Thai citizen and Citizens adhere to a democratic regime with a monarch as head of state. have the knowledge and basic skills and attitudes necessary to continue their studies



Career and lifelong education by focusing on learners based on the belief that everyone can learn and develop themselves to their full potential (Department of Academic Affairs, Ministry of Education, 2009: 2). Learning management in social studies or social studies, religion, and culture must use learning methods to help enhance the experience for learners to use intelligence. Knowledge abilities, skills, values, and attitudes, as well as must be appropriate for the age and maturity of the learners. Let learners participate in managing their learning. Develop and expand one's ideas from the knowledge learned, skills, values, and attitudes, as well as to be appropriate for the age and maturity of the learners. Let learners participate in managing their learning. Develop and expand one's ideas from the knowledge learned (Phinla, W., 2017: 3).

Buddhist teaching methods it is taught from things that are easily understood or seen and understood for things that are difficult to understand or do not know, do not understand. A clear example is the Noble Truth, which He began to teach from suffering. Trouble Problems in life that people see and experience are common. Knowing each other already subsequently, she found a profound difficult cause. And the next solution teaches a story that is gradually getting deeper and more difficult in a hierarchical way. And the continuity of the line is called Teaching as Anupubikatha, for example, Anupubikatha, Trisikkha, Buddha's teachings 3, etc. (Worametheesrisakul, U., et al, 2018: 4). From the research study of Phra Ditawat Apiwatthanathammo (Tiphakhun) on Buddhism, methods of teaching and learning Social Studies, Religion and Culture Learning Subject Group at the Secondary Level of schools under Khon Kaen Municipality It was found that the comparative analysis of students' opinions towards Buddhist teaching methods Social Studies religion and culture Secondary of schools under Khon Kaen Municipality Classified by grade level school size and the parent's occupation The students had opinions on Buddhism, methods of teaching and learning in social studies, religion and culture groups at the secondary level. Of schools under Khon Kaen Municipality, There was a statistically significant difference at the 0.05 level, which was in line with the hypothesis (Thipkun, D., 2019: 5).

Objectives

1. To study the current conditions of Buddhism to promote a learning behavior in the social studies course of high school students' Sanghasamakkhiwitthaya School, Nakhon Phanom Province.
2. To compare Buddhism to promote a learning behavior in social studies courses of high school students' Sanghasamakkhiwitthaya School, Nakhon Phanom Province.
3. To suggest guidelines for developing Buddhism to promote a learning behavior in social studies subjects of high school students' Sanghasamakkhiwitthaya School, Nakhon Phanom Province.

Methodology

It is quantitative research. The sample used in this research consisted of 103 people. As a questionnaire (Questionnaire), which the researcher created again. From the review of documents and research related to Buddhism to promote a learning behavior in the Social Studies course. This is a rating scale that is divided into 3 parts. Part 1 is general information of the respondents about the status of the respondents. It is in the form of a Check List. Part 2 is about Buddhism to promote a learning behavior in social studies course of high school students' Sanghasamakkhiwitthaya School, Nakhon Phanom Province It is a rating scale questionnaire, divided into 9 methods with 5 levels, including 9 items, 5 aspects, and part 3 is information about feedback about Buddhism to promote a learning behavior in social studies course of high school students' Sanghasamakkhiwitthaya School, Nakhon Phanom Province. The statistics used in the data analysis were frequency, percentage, mean, standard deviation. The t-test, the One-way analysis of variance (F-test), and the pairwise difference test were performed using Scheffe's method.

Results



From analysis “Buddhism to promote a learning behavior in social studies of high school students’ Sanghasamakhiwitthaya School, Nakhon Phanom Province” can summarize the key findings of the research as follows:

1. Information about the status of the respondents by classification by status and grade, found that the respondents were male students of 38 people, representing 36.90%, and 65 female students, representing 63.10%. Classified by grade level, it was found that 33 students in Mathayom 4, representing 32.00%, 35 students in Mathayom 5, accounting for 34.00%, and 35 Mathayom 6 students. People accounted for 34.00%.

2. The results of the study of Buddhism to promote a learning behavior in the Social Studies course of high school students’ Sanghasamakhiwitthaya School, Nakhon Phanom Province found that overall, it was at a high level. When considering each aspect, it was found that 3 aspects were at a high level, arranged in order of average score from highest to lowest, namely curriculum, teaching, and learning management. The use of teaching media was at the moderate level in 2 aspects, in descending order, namely the aspect of student development activities and the aspect of measurement and evaluation.

3. Comparative results of Buddhism to promote a learning behavior in the social studies course of high school students’ Sanghasamakhiwitthaya School, Nakhon Phanom Province Classified by status and class level, it was found that students with different status and grades had different opinions on Buddhism to promote a learning behavior. No difference which is not following the assumptions set when considering each aspect, it was found that the measurement and evaluation aspect there was a statistically significant difference at the 0.05 level.

4. The results of the analysis comparing differences in pairs found that Mathayom Suksa 5 students had opinions on Buddhism to promote a learning behavior in the social studies course of high school students Classified by class Measurement and Evaluation There were 2 pairs of statistically significant differences at the 0.05 level: Mathayom Suksa 5 students had fewer opinions than Mathayomsuksa 4 and Mathayom 6 students.

5. Buddhist development guidelines, methods of teaching and learning for social studies, religion and culture groups Sanghasamakhiwitthaya School, it was found that teachers should have teaching that integrates with the environment, society, culture and with local wisdom, up-to-date, consistent with the current social situation. Can be applied in life Teachers should use a variety of teaching methods. Use modern technology and equipment suitable for learning management. Media development and creation innovations for students to study have analytical thinking and self-learning in real space they should also encourage students to demonstrate their abilities, aptitudes, and interests. Teachers should have real-world measurements and assessments. And the results of the assessment were used to improve teaching methods. To develop students to their full potential, Have knowledge and ability to be able to apply in life and careers in the modern era to be successful.

Discussions

1. Buddhism to promote learning behaviors in social studies subjects of upper secondary school students’ Sanghasamakhiwitthaya School, Nakhon Phanom Province in 5 aspects: 1. Curriculum 2. Instructional Management 3. Instructional Media Use 4. Learner Development Activities 5. Measurement and Evaluation Overall, the level of Students' opinions on Buddhism to promote a learning behavior in social studies course of high school students’ Sanghasamakhiwitthaya School, Nakhon Phanom Province as a whole is at a high level. When considering each aspect, it was found that it was in the high level of 3 aspects, arranged in order of average score from highest to lowest, namely curriculum, teaching, and learning management. The use of teaching media and at the moderate level in 2 aspects, arranged in descending order, namely the aspect of student development activities; and in terms of measurement and evaluation, possibly because Teachers use a variety of media. and not modern in teaching and learning or technology media in the course may be few and insufficient for teaching and learning which is consistent with the research of Wapagpheet, K. (2018) have researched on Teaching and learning management of social studies, religion and culture subject groups in promoting



morality and ethics for high school students. In Udon Thani Municipality the objectives of this research were to study the general condition, compare and recommend the teaching and learning management of social studies, religion, and culture subject groups. Is a high school student In Udon Thani municipality, a total of 360 people were used to survey and collect data. Then analyze the characteristics of teaching and learning management in all 4 areas, which consist of Learning management, Media and technology, Measurement and evaluation, and Student development activities. Thus, the results showed that teaching management promotes morality and ethics for high school students in Udon Thani Municipality overall, it is at a high level.

2. The overall curriculum is at a high level. When considering each item, it was found that 6 items were at a high level, in order from highest to lowest, 3 numbers were: having a clear objective in developing students to be good people; smart and happy Flexibility is suitable for the environment, society, culture and can be integrated with local wisdom. The content in learning is suitable for the class level, at the moderate level, number 2, in descending order, i.e., the content is up-to-date; to keep up with the changes in the present era Is appropriate to the basics, abilities, continuous self-learning. Keeping up with current events and changes in the world maybe because the curriculum has clear objectives to develop students into good people. Smart and happy the teaching curriculum has content for learning appropriate to the class level. Each level of the curriculum aims to develop students to be able to think critically and solve problems. The curriculum has content that builds desirable qualities that students learn about initiative, self-direction, leadership, responsibility. In living an adequate life which is consistent with the research of Kanbut, P. (2017) studied and researched on Buddhist teaching methods in learning Buddhism Secondary School, Sathorn District, Bangkok research subject Buddhist teaching methods in learning Buddhism. Secondary school, Sathorn District, Bangkok found Buddhist teaching methods in learning Buddhism. Secondary School, Sathorn District Bangkok 1) Curriculum, learning media at the highest-level Teaching management and the measurement aspect at a high-level Comparison of Buddhist teaching methods in learning Buddhism. Secondary school, Sathorn District, Bangkok, classified by gender, grade level, and school size. Overall, it was found that the students' opinions on Buddhist teaching methods in learning Buddhism were not significantly different. Statistical significance at 0.05 Suggestions for Buddhist teaching methods in learning Buddhism Secondary school, Sathorn District, Bangkok, found that teachers must provide students with practice. Pali reads Buddhist proverbs regularly for students to absorb the Dharma principles from the Pali language that is the teachings of the Buddha directly, having both knowledge and ability enough to answer questions for students to relieve doubts. And then be able to understand clearly that issue the important thing is that Buddhist teachers should have experience in dharma practice as well. Teachers must understand and care for students. at every level, whether it is a student's problem that will result in poor student learning or what they are experiencing teachers can bring those problems or issues to teach students how to solve problems by themselves and students must be assessed by observing the behavior of learning management following the context of each student as well.

3. Teaching and learning management as a whole is at a high level. When considering each item, it was found that 4 items were at a high level, in order from highest to lowest, 3 items were: the teacher informed the students of the objectives and goals of learning before learning, and the teacher gave examples and current events. To bring into the lesson and teachers manage to learn by inserting moral ethics. Develop students to always have a conscience to be good citizens of society. And at the moderate level, 3 items were arranged in descending order. Teachers manage learning by using a variety of teaching methods for students to understand the content they are learning. And teachers manage learning by emphasizing students' participation in learning both in the classroom and outside the classroom. This may be because Teachers allow students to ask questions. Comment and express it in the classroom Teachers have examples and current events. To bring into the lesson Teachers manage learning by inserting morals and ethics. Develop students to always have a conscience to be good citizens of society. And teachers manage learning by emphasizing students' participation in learning both in the classroom and outside the classroom. which is consistent with the research of Wongsaya, T. (2011) have researched on The teaching according to the Buddhist way of Secondary 1 at Nam Dib



Wittayakom School, Pa Sang District, Lamphun Province, found that from the questionnaire responses of teachers and students towards Organize teaching and learning activities following the Buddhist way of life in all 4 areas: teaching and learning activities; Media use and technological innovation Organizing extra-curricular activities and evaluation results based on actual conditions It was consistent, that it was seen that it was at a high level, the mean was 4.00.

4. The use of teaching media as a whole is at a high level. When considering item-by-item, it was found that 6 items were at a high level, in order from highest to lowest, as follows: teachers used a variety of technology media in learning management such as website, PowerPoint, and YouTube. can teach and apply in real life and teachers have suggested sources of learning management, subjects for teaching a variety of items, and are at a moderate level; make students develop and gain a greater understanding of the lesson and the teacher brought the media in the environment and local wisdom to teach appropriately This may be because Teachers use things close to students. It is a medium that is easy to understand and not complicated. Encourage students to be interested in learning Learners can apply knowledge from teaching materials to real-life applications. Teachers have suggested sources of learning management for various courses to support teaching. Teachers allow students to participate in the production and use of teaching materials. Teachers develop media and create innovations all the time, enabling students to develop and gain more understanding of the lesson. Consistent with Bright's research, it examines the characteristics of successful co-educational programs. The questionnaire was divided into two parts. The first part asked about the characteristics of the successful project. It included six important characteristics: 1) co-learning preparation 2) a positive attitude towards co-learning 3) providing experiences for children to be familiarized with 4) proportion of the number of teachers and students who 5) the provision of supplementary services to support joint learning and 6) the earliest assessment of the child. and follow-up control The second part is a questionnaire about Attitudes towards the joint learning project, it was found that the successful educational project There are three general characteristics: 1) a good attitude towards co-learning, 2) providing experiences for familiarization, and 3) providing supplementary services to support joint learning. And besides found that the experience arrangements to be trained to become a familiar teacher to number ratio suitable students (which are no different from regular classes) and the fastest assessment of children and the follow-up controls used in the project are still below the set standards.

5. The overall student development activities were at a moderate level. When considering each item, it was found that 3 items were at a high level, in descending order. Teachers encouraged students to participate in important religious activities. In continuous learning and teachers have encouraged students to participate in activities to cultivate good values. and in the moderate level, the amount of 5 items, in order from highest to lowest, amounted to 3; in the classroom, teachers provide opportunities for students to participate in planning important activities, and teachers organize activities for students to show students' abilities, aptitudes, and interests. This may be because teachers have encouraged students to participate in activities to cultivate good values. Teachers encouraged students to participate in volunteer activities to benefit society. And teachers encouraged students to participate in important religious activities. Continuous learning which is consistent with the research of Phrakhruphiphitthammaporn (Srithong) (2013) has researched on Application of Buddhist teaching methods of Buddhist monks teaching morality in schools in Phichit Province This research study is the application of Buddhist teaching methods of Buddhist monks teaching morality in schools. Phichit Province as a guideline to be used in teaching and learning of the present Thai society has set three objectives: 1) to study the concept Theories related to general teaching; 2) to study the use of the Buddha's teaching methods as appeared in the Buddhist scriptures; 3) to study the application of Buddhist teaching methods of moral teachings in schools. Phichit Province the results of the study of theories and concepts.

6. Measurement and Evaluation moderate When considering each item, it was found that 3 items were at a high level, in descending order. Learning management and teaching methods to develop students to their full potential Teachers encourage students to use the assessment results to improve their learning. Continuously and teachers have to measure and evaluate according to real conditions. Consistent with the lesson plan and at the moderate level, 5 items were arranged in order from highest



to lowest, 3 numbers were: both before and after every class Teachers measure and evaluate students' learning based on the objectives and desirable characteristics of the curriculum. And teachers have a variety of methods or methods of measurement and evaluation. Use the right tools this may be because Teachers have periodic assessments during learning. By asking to comment Teachers are constantly measuring and evaluating in parallel with each instruction. Teachers have measurements and assessments of courses. Both before and after every class Teachers encourage students to use the assessment results to improve their learning. Continuously Consistent with the research done by Davenport and Prusak (1998) study of factors affecting the efficiency of knowledge management found that the following components were found: (1) A culture conducive to knowledge management was the most important condition. And it's also the hardest factor to create. This is because there are several elements: (a) there must be a positive inclination towards knowledge (b) no obstruction to knowledge, (c) knowledge management must fit into a positive culture of knowledge. (2) The technical infrastructure is the easiest thing to create. Because it is about the technology used for knowledge management, especially in the pursuit of knowledge. Knowledge building knowledge exchange Knowledge collection and application of knowledge such as Lotus, Notes and the World Wide Web, etc., which will allow them to be useful. And a new position must be appointed to take care of it as well. 3. Top management provides full support for the development of knowledge management and learning. Therefore, people in the organization must be encouraged to create knowledge. Share knowledge and use knowledge the incentives to be rewarded must be extraordinary. There must be enough value for the employee's feelings. The process of motivating cognitive behavior should be rewarding in the long run, or in the form that is visible to the general public, such as awarding outstanding knowledge creators In other words, knowledge is a mixture of experiences, values, information, and environment. And a framework for evaluating and consolidating experiences. And new information.

7. Results of a comparative analysis of students' opinions towards Buddhism to promote learning behaviors Social studies course for high school students' Sanghasamakhiwitthaya School, Nakhon Phanom Province Classified by status, it was found that students with different status had different opinions on Buddhism to promote learning behavior. no different which is not following the assumptions set which are consistent with the research of Tanho, S. (2014) have researched on "An Analysis of Buddhist Methods of Teaching Rahula" The study found that Teaching in Buddhism has 3 characteristics: verse, prose, and prose mixed with verse. Teaching has 3 aspects, namely behavior, mind, and wisdom, which are important things: morality, concentration, and wisdom. happiness to the naughty and contributing to the world Buddhist methods of teaching Rahula can be summarized as follows: 1. Teaching and learning activities Basic adjustments are required. In teaching from the elementary level to see the importance and interest in studying Buddhism and students are irresponsible Therefore, teaching management must be stimulated all the time. 2. The use of media and technological innovations Media is not conducive to teaching and learning activities, media has to be produced because of a lack of budget for procurement. 3. Regarding extra-curricular activities, it was found that due to special activities, there was not enough time to organize extra-curricular activities according to the Buddhist way. In terms of measuring and evaluating results according to actual conditions, the results could not be achieved because of the content and time constraints. Issue 3 Suggestions for improving the conditions of teaching and learning activities can be divided into 4 aspects. Learn by making students see the value of using it in their daily lives. Media use and technological innovation Promote dynamics so that learners can participate in media use and seek knowledge through media that Diversity leads to lifelong learning. 3. Organizing extra-curricular activities. Should encourage students to learn through activities such as field trips, camps on morality and ethics. Teachers should seek ways to develop and assessed according to the actual condition of the students through various media such as newspapers, television channels, teachers (Teacher channel), various learning manuals, etc. The actual measurement and evaluation should be consistent with the context of learners and schools. Teachers should seek ways to develop and assessed according to the actual condition of the students through various media such as newspapers, television channels, teachers (Teacher channel), various learning manuals, etc. The actual measurement and evaluation should be consistent with the context of learners



and schools. Teachers should seek ways to develop and assessed according to the actual conditions of the students through various media such as newspapers, television channels, teachers (Teacher channel), various learning manuals, etc.

8. The results of a comparative analysis of students' opinions towards Buddhism to promote learning behaviors in the social studies course of upper secondary school students' Sanghasamakkhiwitthaya School, Nakhon Phanom Province Classified by grade level, it was found that students who studied in Phrasongsamakkhi Wittaya School There were opinions on Buddhism to promote learning behaviors in social studies subjects of upper secondary school students. Sanghasamakkhiwitthaya School, Nakhon Phanom Province Classified by grade level, overall, no difference. which is inconsistent with the assumptions set When considering each aspect, it was found that the measurement and evaluation aspect There was a statistically significant difference at the 0.05 level which was consistent with the research of Kanbut, P. (2018) studied and researched on Buddhist teaching methods in learning Buddhism Secondary School, Sathorn District, Bangkok The results showed that Buddhist teaching methods in learning Buddhism. Secondary School, Sathorn District Bangkok 1) Curriculum, learning media at the highest level, teaching management and the measurement aspect at a high-level Comparison of Buddhist teaching methods in learning Buddhism. Secondary school level, Sathorn District, Bangkok, classified by gender, grade level, and school size. Overall, it was found that the students' opinions on Buddhist teaching methods in learning Buddhism were not significantly different. Statistical significance at 0.05. Suggestions for Buddhist teaching methods in learning Buddhism. Secondary School, Sathorn District, Bangkok it was found that teachers had to provide students with practice. Pali reads Buddhist proverbs regularly for students to absorb the Dharma principles from the Pali language that is the teachings of the Buddha directly, having both knowledge and ability enough to answer questions for students to relieve doubts. And then be able to understand and clarify that issue the important thing is that Buddhist teachers should have experience in dharma practice as well. Teachers must understand and care for students. at every level, whether it is a student's problem that will result in poor student learning or what they are experiencing teachers can bring those problems or issues to teach students how to solve problems by themselves and students must be assessed by observing the behavior of learning management following the context of each student as well.

Recommendations

Policy recommendations

1. Education curriculum should be adjusted to be appropriate based on the student's ability and keep up with current events and global change
2. The study should provide media equipment. Suitable modern technology in learning management Students at full capacity
3. Education should be organized in conjunction with a community for students to learn. Participate in activities and local culture Allow students to think critically and learn by themselves from real conditions.

Further research

1. Should study factors affecting Buddhist efficiency, methods of teaching and learning in social studies subject groups religion and culture Secondary level.
2. Should study the integration of Buddhism, methods of teaching and learning in social studies subject groups. Religion and culture and other subject groups for students to be able to apply in daily life.
3. Should study Buddhist methods of teaching and learning in social studies subject groups Religion and culture in other areas with other forms of research such as qualitative research, etc. For greater efficiency.



Acknowledgments

The research results, titled “Buddhism to promote a learning behavior in Social Studies Courses of high school students’ Sanghasamakhiwitthaya school” found that Students have opinions on Buddhist teaching methods. Social Studies Learning Group religion and culture the overall picture was at a high level in 3 aspects, namely curriculum, teaching, and learning management. And the use of teaching media, there are 2 aspects, namely the aspect of student development activities and measurement and evaluation. Therefore, teaching and learning management should focus on organizing activities to enhance skills. Experience and life following current social events Use a variety of teaching methods there are interesting modern teaching materials that are consistent with the content suitable for learning management. Ready to promote analytical thinking create new learning innovations ready to apply the knowledge and ability to be applied in the treatment daily life to be successful And teachers should measure and evaluate according to the content of teaching and learning. Throughout the assessment results were used to improve teaching methods. To develop students to their full potential in all aspects to keep up with the changes in the world today.

References

- Davenport, T.H., & Prusak, L. (1998). *Working Knowledge How Organizations Manage What They Know*. Boston: Harvard Business School Press.
- Department of Academic Affairs, Ministry of Education. (2009). *Basic Education Core Curriculum 2008*. Bangkok: Agricultural Cooperatives Association of Thailand.
- Kanbut, P. (2018). *Buddhist Teaching Method in Learning Buddhism Subject of Secondary School Sathorn District, Bangkok*. Master of Arts. (Teaching Social Studies): Mahachulalongkornrajavidyalaya University.
- Kanbut, P. (2017). *Buddhist Teaching Method in Learning Buddhism Subject of Secondary Schools Sathorn District, Bangkok*. Master of Arts (Teaching Social Studies): Mahachulalongkornrajavidyalaya University.
- Office of Policy and Strategy. (2019). *Strategic Plan, Ministry of Education*. Office of Policy and Strategy, Office of the Permanent Secretary, Ministry of Education.
- Phinla, W. (2017). “Guidelines for Learning Management in Social Studies in the Development of Critical Thinking Skills for the 21st Century Learners”, *Parichart Journal Thaksin University*, 30 (1), 14-34.
- Phrakhru Phiphitthammaporn (Srithong). (2013). *An Application of Buddha’s Style of Teaching of Moral Teaching Monks in Schools at Phichit Province*. Master of Arts (Buddhist Studies): Mahachulalongkornrajavidyalaya University.
- Tanho, S. (2014). *An Analytical Study of Rāhula’s Buddhist Teaching*. Doctor of Philosophy (Buddhist Studies): Mahachulalongkornrajavidyalaya University.
- Thipkun, D. (2019). Buddhist Methods for Learning Management on the Social Studies, Religion and Culture Studies Department of Secondary Schools under Khon Kaen Municipality. *Journal of Graduate MCU Khon Kaen Campus*, 6 (4), 153-165.
- Wapagphet, K. (2018). Learning and Teaching Management of Social Studies: Religions and Cultures for Promoting Students’ Morality in the Higher Secondary Schools Under UDonthani Municipality. *Journal of Educational Review Faculty of Education in MCU*, 5 (1), 1-14.
- Wongsaya, T. (2011). *Learning and Teaching by means of Buddhist Way of The Primary School of Naamdib Shool Lamphun Province*. Master of Arts (Buddhist Studies): Mahachulalongkornrajavidyalaya University.
- Worametheesrisakul, U., & et al, (2018). Buddhist Teaching Methods. *Journal of Graduate MCU Khon Kaen Campus*, 5 (1), 71-81.