

A Model of School Well-Being Promotion based on Buddhism for Schools under Office of Samutprakan Primary Educational Service Area 2

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Abstract

This research article aimed to propose a model of school well-being promotion based on Buddhism for schools under Office of Samutprakan Primary Educational Service Area 2. There are three research steps: Step 1: Study the current state of health promotion in educational institutions. A questionnaire was used for 317 primary school administrators and teachers. The data were analyzed by statistical analysis including percentage, mean and standard deviation. The second step was a model development by using interview with 10 key informants using semi-structure interview form. The third step was to propose a model using a focus group discussion of 8 experts and data were analyzed by content analysis. Resultsof the study showed that a model of school well-being promotion based on Buddhism for schools under Office of Samutprakan Primary Educational Service Area 2 consisted of 1) Principles, 2) Objectives, 3) Promotion process consisted of (1) Promoting school health in educational institutions in 5 aspects: happy learners; happy school, happy environment, happy family, and happy community, (2) promoting a school of well-being according to the Buddhist Dharma which called Bhavana IV (physical, social, mental, and intellectual), and 4) model assessment.

Keywords— Model, School Well- Being Promotion, Buddhism, Schools.

I. INTRODUCTION

The educational intent that we want to create citizens who are happy physically, mentally, socially and spiritually, have a way of life that is connected and interrelated in human beings and in relation to the physical and social environment, and is competitive in the arena, the world with dignity development of educational management to develop children and youth to be a complete person who can develop in all aspects school development towards health. It is a health school with a new management process that takes the state of health as a stand to make students happy organization, happy environment, happy family,

and the community is happy in both the physical, mental, social and spiritual dimensions, there is a path that is connected and interrelated in the human being and with the environment both physically and socially and have the ability to perfectly cope with the challenges and changes of the 21st century. The school in general that aims to develop students to have academic excellence aiming at creating competitive children and striving for a successful education system. Learning is a measure of school quality and teacher quality at present school. Most of them lack important dimensions, family and community. Because of the country's educational management, both the

nature of the operation. Management is centralized power passed down to the educational area, acting as a supervisory authority following the school's operations. Parents, guardians and the community will throw the burden on the school. When there are various results what happened would be to blame the school, blame the teachers, which in fact everyone has to take part. On target, we want to see a reduction in collecting. Centralized powers have been reduced to give schools the freedom to develop, work together by drawing cooperation from parents, guardians and the community to help each other in planning helping to work with more schools. The school has to be returned to the community, which will cause a lot of problems for children and youth today.

The research also found many problems that Thai society today school administrators have behaviors that are not as accurate as they should be based on moral and ethical principles. It was found that some of them were inappropriate behavior of government officials under the Ministry of Education. From the aforementioned reality, there are still a number of educational institution administrators who perform their duties or act accordingly lack of ethics, not meeting the expectations of society, irresponsible having an inappropriate presence as an administrator of an educational institution. As a result, the relationship between within the educational institution and the relationship between the educational institution and the external environment is unreliable. Including the lack of acceptance made the management of educational institutions ineffective affect work behavior and efficiency of work in the organization, which sometimes may be ineffective and the research of Phra Somphon Kittisopano (Phosuwat) [1] found that the administration of the school had major problems and obstacles that made the job unsuccessful. Some tasks are difficult for some who do not know how to assess their abilities. Difficult work creates problems with job abandonment and job departures become disillusioned requires a lot of time to work, lack of expertise, lack of good experience causing

problems at work, lack of morale particularly complex, difficult, time-consuming tasks require support and encouragement to be accomplished, lack of readiness. The team is not ready to fail, lack of equipment keeps the work going. You don't have to create readiness for yourself and your colleagues before working every time, lack of continuity did not meet the specified period too early or too late will result in bad results. Dissatisfied with himself and the people evaluating the work, lack of mobility due to slow thinking, worry, or lack of physical strength, lack of facilities, colleagues do not cooperate, lack of will. It is a very important problem in every business because of the lack of intention. The output will not be good. Therefore, in the work, one must consider using the right person for the job is the most important thing because if a person gets a job that he or she does not have knowledge and aptitude for the overall work system will also fail. Therefore, there must be the art of choosing the right people for the job and increasing the consciousness to feel all ready for the job [2].

The construction of a health school covers the development of the quality of education for learners and related people in all aspects with emphasis on development and application according to the context of each school under the same goal is to develop learners to be healthy. The country's youngsters were nurtured when they grew up to be perfectly healthy individuals. Therefore, capacity building and development schools to be able to manage and organize learning processes that create well-being for learners is therefore crucial for building a healthy society to be more clearly and concretely successful. If we are brave and determined enough to create a miracle of transformation educational prosperity for Thai society. Health schools are the most obvious answer to creating that miracle. In particular, integration with the four principles of meditation is the development of both Samatha and introspection in order to have results such as having a better personality, external image, and internal morality, which in this sense divides the results [3]. It appears to

be divided into four aspects, namely: 1) body meditation or physical development, which is having a supportive relationship with the physical environment. physically or physically to know “eat, live, see, listen” as being able to consume those things in a way that is not harmful; to control the creation of unnecessarily extravagant needs; 2) precepts, or the development of precepts, which is a mutually supportive relationship with the social environment, that is, human beings set rules in order to meet their own needs; harassing or causing trouble and damage to others, able to coexist with others and support each other well complete with health, joyful, bright, and peaceful; and 4) wisdom, or development of wisdom, which is to enhance knowledge, understanding, mastery, thoughts and insight into the truth, being aware of the world and life according to the actual state [4].

From the background and importance of the above problems, therefore, the researcher is interested in conducting research on model for promoting health schools according to Buddhist principles for educational institutions under the Samut Prakan Primary Educational Service Area Office 2 for the benefit of promoting health schools according to Buddhist principles. This will be useful for further application in the development of educational institution administration.

II. Research Objectives

This research article aimed to propose a model of school well-being promotion based on Buddhism for schools under Office of Samut Prakan Primary Educational Service Area 2.

III. Research Methods

Mixed methods research was used for research design. There are three research steps: Step 1; study the current state of health promotion in educational institutions. A questionnaire was used for 317 primary school administrators and teachers. The data were analyzed by statistical analysis including percentage, mean and standard deviation. The second step was a model development by using interview with 10 key informants using semi-structure interview

form the third step was to propose a model using a focus group discussion of 8 experts and data were analyzed by content analysis.

IV. Research Results

1. The condition of promoting health schools in educational establishments under the Samut Prakan Primary Educational Service Area Office 2, in general, has the highest level of practice, i.e., the environment is happy school. The community is happy family and the students are happy.

2. Development of a model for promoting health schools according to Buddhist principles for educational institutions under the Samut Prakan Primary Educational Service Area Office 2 consists of : Buddha Dhamma (Bhavana 4) (2) Government sector, Ministry of Education and relevant agencies can apply the model for promoting health schools according to Buddhist principles for educational institutions under the Samut Prakan Primary Educational Service Area Office 2 to effectively promote school health for primary schools efficiency 2) Objectives: (1) to be a guideline for educational institution administrators to develop a model for promoting health by applying it to the administration of educational institutions in the 21st century; Ministry of Education and related to agencies have developed a model to promote health in education which will result in academic achievement as set resulting in teaching and learning that is active learning; 3) promoting processes as follows: (1) promoting school health in educational institutions, namely, on the aspect of happy learners; happy school, happy environment, happy family, and for the community to be happy (2) to promote the school's health according to the Buddhist teachings, which are: Bhavana 4; 1) body development, 2) development, 3) mental development, 4) wisdom development.

3. The results of proposing a model for promoting health schools according to Buddhist principles for educational institutions under the Samut Prakan Primary Educational Service Area Office 2, the results showed that the model for promoting health schools according to Buddhist principles for educational

establishments under Samut Prakan Primary Educational Service Area Office 2 consists of 4 components: 1) Principle, 2) Objectives, 3) Administrative process, 4) Assessment. There is a possibility to apply the model.

V. Discussions

1. A study on the condition of promoting health schools according to Buddhist principles for educational institutions under Samut Prakan Primary Educational Service Area Office 2.

The results showed that Promoting health schools according to Buddhist principles for educational institutions under the Samut Prakan Primary Educational Service Area Office 2 in all 5 aspects: happy learners, happy school, happy environment, happy family, and the community is happy. Overall, there is a level of practice. at the highest level when considering each aspect from the aspect with the practice from descending, it was found that the environment was happy. The practice level was rank 1, the school happiness was the practice level was rank 2, the community happiness was the practice level was rank 3, the happy family was the practice level was the 4 and the student was happy had the practice level, ranked 5th for happy students. The item with the lowest mean is the students reduced their intake of soft drinks and snacks, which is consistent with the research of Dao Chamchuen [5] and in accordance with the research of Bodin Intachak (cited in Dao Chamchuen) to study the behavior of beverage consumption. Soft drinks of junior high school students at Satriwittaya School 2 found that the students' knowledge about soft drinks was at a good level. This may be because students have attitudes about their decision to buy soft drinks, moderate the influence of advertising and the sale of soft drinks in and around the school has resulted in penalties for today's students. It is expedient that all parties involved must take action to reduce students' soft drink consumption behavior in order to promote good health [6]. The item with the lowest mean is parents and guardians cooperate with schools to promote the health of learners. This is consistent with the research of Phra Chanon Chakchai (cited in Dao Chamchuen) to

study the participation of parents in the education management of Ban Tham School under the Office of Chiang Rai Primary Educational Service Area 3, it was found that the participation of parents of students in the education management of Ban Ton Rat Damrongwit School, Office of Sakon Nakhon Primary Educational Service Area 1, as a whole, the overall level is at a low level. This may be because the school still lacks public relations and gives parents the opportunity to take part in educational management, school administrators and teachers should review their roles, especially on issues that parents suggested in each aspect in involvement with parents in educational management to develop students together and in the same direction. 2. Developing a model for promoting health schools according to Buddhist principles for educational institutions under the Samut Prakan Primary Educational Service Area Office 2.

A model for promoting health schools according to Buddhist principles for educational institutions under the Samut Prakan Primary Educational Service Area Office 2, the model was developed by synthesizing documents, and interviews with 10 qualified persons/person, and then drafted a model for promoting health schools according to Buddhist principles for educational institutions under the Samut Prakan Primary Educational Service Area Office 2, it consists of 4 components as follows: 1) Principles (1) Educational institution administrators having a model for promoting schools for health according to Buddhist principles (Bhavana 4) (2) Government sector, Ministry of Education and relevant agencies can apply the model for promoting health schools according to Buddhist principles for educational institutions under the Samut Prakan Primary Educational Service Area Office 2 to effectively promote school health for primary schools efficiency 2) objectives 1) to be a guideline for educational institution administrators to have a model for promoting health by applying it to the administration of educational institutions in the 21st century. 2) to be a guideline for the government, Ministry of Education and related agencies have developed a model to promote

health in education which will result in academic achievement as set resulting in teaching and learning that is active learning; 3) promoting processes as follows: (1) promoting school health in educational institutions, i.e., on the aspect of happy learners; happy school, happy environment, happy family, and for the community to be happy (2) to promote health schools according to the Buddhist teachings, which are: Bhavana 4, 1) body development, 2. Moral development, 3. mental development, and 4) wisdom development, which is consistent with the concept of Phra Brahmakunabhorn. (P.A. Payutto) spoke about the principle of Buddha Dharma. In Buddhism, holistic health is Bhavana 4, which is development (development) in 4 areas as follows: 1) Kayabhanana; body development (physical development, development in relation to the physical environment - physical development) is the relationship with the physical environment in a way that is supportive and has good results by knowing well-being and happiness in harmony with nature and to treat things consciously, so as not to cause harm, but to be of benefit, to be especially helpful: a) knowing how to use the organic matter such as eyes, ears, hearing, etc., mindfully, seeing, listening, and gaining wisdom, and 8) eating and using with wisdom, consuming things 4 and equipment as well as smart technology, to be fit to achieve full results according to the true value not obsessed. Do not underestimate the lack of consciousness 2 Silabhavana (developing precepts, developing social relations ;social development) is having a supportive relationship with the social environment having good behavior in relationships with fellow human beings in the discipline coexist well with others and have honest occupation not verbal and occupation in a way that encroaches or causes catastrophic damage but use it as a tool to improve one's life and support each other create society promote peace; 3) Cittabhavana; mental development (mental development - emotional development; psychological development) is to make the mind grow in virtue, goodness, strength and stability. and radiance and serenity complete

with mental qualities, that is, to grow with virtues such as being kind, benevolent, generous, faithful, respectful, gentle, honest, grateful, etc.; complete with mental performance, i.e. having a strong mind, stable, diligent, persevering, courageous, patient, responsible, mindful, and concentrated, etc. complete with mental health, i.e. having a cheerful mind, cheerful, fresh, full, clear, bright, and peaceful; 4) Pannabhavana; wisdom development (cognitive development; mental development; intellectual development) is the training of intellectual development, enhance knowledge, ideas, understanding, to know how to think, know how to consider, know how to diagnose, know how to solve problems, and know how to perform various actions with pure wisdom which looks and understands the causes and factors see things as it really is or as it is free from bias and ulterior motives. He is a person who possesses passion, cannot command, allows his wisdom to develop until he knows and understands the truth, living with wisdom, seeing the world and life according to the conditions attain purity, free from all desires having a free mind, happiness and no suffering [7] which is consistent with the concept of Phra Sutheerattana Bundit who said about the promotion of health according to Buddhist principles that the four indicators of happiness and social health development index criteria, if considered from Buddhist principles, will be found. They have similar parts as follows: 1) Physical health index, for example, having good health and seeking the right assets. Do not encroach on others to cause trouble spending money for knowledge and intellectual development knowing proper consumption have a good environment, etc. 2) Social health index, such as the safety of life to live in a society where there is no persecution against each other. Mutual assistance society has fairness, equality, fairness, honor and not taking advantage of others, etc. 3) Mental health index such as having inner goodness, compassion, diligence, patience, concentration, bright, fresh, cheerful, happy, not clouded by emotions that will affect the daily life including having a state of mind that is blissful, joyful, not clouded by

the power of greed, anger, and delusion which is the cause of misery or unhappiness; a true understanding of life and the world able to live with the reality of the world and life normally see and understand things that are happening as they really are; have reasons; are able to consider various factors which is the cause of happiness and suffering in life [8].

The results showed that the model for promoting health schools according to Buddhist principles for educational establishments under Samut Prakan Primary Educational Service Area Office 2 consists of 4 components: 1) Principle 2) Objectives 3) Administrative process 4) Assessment. There is a possibility to apply the pattern. This is because the results of this research are a complete model development process according to the model development guidelines using an integrated research process. There were three research steps, namely, Step 1: conditions for promoting health schools according to Buddhist principles for educational institutions under the Samut Prakan Elementary Education Service Area Office 2, using a sample group questionnaire conducted by 310 administrators and teachers. Data were analyzed by statistical methods, i.e. percentage, mean and standard deviation. Step 2: develop a model by interviewing 10 key informants/person. Data were analyzed by content analysis according to the interview form, and the third step was to propose a model with a group discussion of 8 experts. Data were analyzed by content analysis based on questions for group discussion. This is consistent with what Thawatchai Rattanyu said that model development is the process of creating or developing a model. It consists of the study of relevant knowledge, model drafting and feasibility and feasibility checks or model trials.

VI. Body of knowledge

Knowledge from this research is a model for promoting health schools according to Buddhist principles for educational institutions under Samut Prakan Primary Educational Service Area Office 2, summarized as a body of research knowledge, as shown in Figure 1.

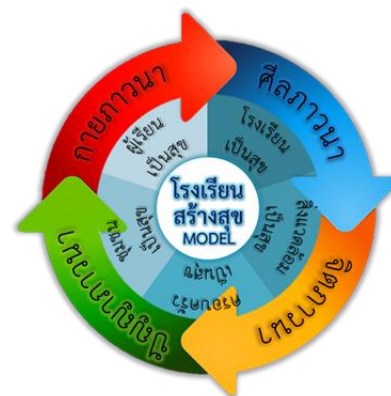


Figure 1 Knowledge from research “Sang Suk School Model” (in Thai) Source: Mrs. Chanpen Lapmakphon, 2021

From the figure of research knowledge, it is explained as follows:

1. Happy students

Students are in good health, cheerful, have the ability to deny yourself from danger live together happily having discipline, know responsibility, have public mind, conserve resources, environment, and are enthusiastic about learning.

2. Happy school

The school has a management that is conducive to enhancing the health of learners. The school integrates learning processes to enhance students' well-being in accordance with the context within the school and the locality. The school has a learning exchange process. Continuous monitoring and evaluation within the school. The school has learning resources that are conducive to enhancing students' well-being.

3. Happy environment

The school integrates holistic environmental management. Develop a security system and make sure to check regularly, create a clean, safe, non-violent atmosphere that is conducive to learning. Systematic nutrition management.

4. Happy family

Family can build understanding about the concept of school and family health, develop good relationships between school and family, encourage families to participate in learning management, such as volunteering as local

speakers caring for learning and behavior in a positive way.

5. Happy community

The community has a place to promote learning management and use it to enhance the health of the learners, providing opportunities for people in the community to exchange knowledge about learners' health information. The community participates in organizing the learning process to enhance the health of the learners. The community and school have a good relationship with each other.

Buddhist principles: Buddhist principles that have a consistent relationship and promote schools that have a new management process model based on well-being as the foundation, to make students happy organization, happy environment, happy family, and the community is happy in the dimensions of body, mind, society, and spirit, namely, the Bhavana 4, which is the development of all aspects of physical, social, mental, and intellectual development, namely:

1. Kayabhavana, Physical development is having a supportive relationship with the physical environment. physically or physically to be able to "eat, live, see, listen" to be able to consume those things in a way that is not harmful; Controlling the need for extravagance
2. Silabhavana, moral development, the development of morality is having good conduct, discipline coexist with others not interfere support each other.
3. Cittabhavana, mind development: mental development is training the mind to be strong and stable, growing up with virtues such as kindness, compassion, diligence, and perseverance, willing to study, concentrate, cheerful and cheerful.
4. Pannabhavana, wisdom development: the development of wisdom is to enhance knowledge, thoughts, understanding like a master of thoughts and insight into the truth, knowing the world and life according to the actual state.

VII. Recommendations.

A. Recommendations for Practices

1. Implementation of the model for promoting health schools according to Buddhist principles for educational institutions under the Samut Prakan Primary Educational Service Area Office 2 to implement in the development of administrators. A detailed and clear user manual should be provided for the benefit of effective implementation.
2. Implementing a model for promoting health schools according to Buddhist principles for educational institutions under the Samut Prakan Primary Educational Service Area Office to put into practice. You should learn more about the limitations of different agencies, organizations, and locations. so that the model of educational administration according to the principles of mindfulness can achieve the objectives of the executive development model.
3. The implementation of the model for promoting health schools according to Buddhist principles for educational institutions under the Samut Prakan Primary Educational Service Area Office 2 is put into practice. There may be a form of promotion of educational institutions according to the principle of prayer, which can be developed into 4 important areas which are 1) physical development (Kayabhavana), 2) behavior development (Silabhavana), 3) mental development (Cittabhavana), and 4) wisdom, intellectual development (Pannabhavana).

B. Recommendations for Further Research

1. Research on the model of promoting health schools according to Buddhist principles for educational institutions under the Samut Prakan Primary Educational Service Area Office 2 should be conducted by using quantitative research using advanced statistics.
2. Research should be done on the model of promoting health schools according to other Buddhist principles and in other educational institutions such as secondary and higher education levels and in other affiliations such as the Department of Vocational Education Local administrative organizations, etc.

CONCLUSION

A Model of school well-being promotion based on Buddhism for schools under Office of Samutprakan Primary Educational Service Area 2 was conducted. Results of the study showed that model of school well-being promotion based on Buddhism for schools under Office of Samut Prakan Primary Educational Service Area 2 consisted of: 1) Principles, 2) Objectives, 3) Promotion processconsisted of (1) Promoting school health in educational institutions in 5 aspects: happy learners; happy school, happy environment, happy family, and happy community, (2) promoting a school of well-being according to the Buddhist Dharma which called Bhavana 4 (physical, social, mental, and intellectual) and 4)model assessment. Results of the study can be applied in Buddhist school context for developing school well-being.

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