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DEVELOPING GUIDELINES FOR UPGRADING GENERAL EDUCATION COURSES ON APPLYING THE SUFFICIENCY ECONOMY PHILOSOPHY IN REAL LIFE

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Abstract

The objectives of this research were 1) To study the basic information for knowledge development and enhancement of Understanding of applying Sufficiency Economy Philosophy in real life among students of Muban Chom Bueng Rajabhat University. 2) To develop guidelines for upgrading general education courses on applying the Sufficiency Economy Philosophy in real life. The results of the research were as follows: 1) The results of the study found that students develop and enhance their knowledge and understanding of how to apply Sufficiency Economy Philosophy in real life without advice or instruction in moral behavior and being thrifty and self-aware. and applying the Sufficiency Economy Philosophy in real life by following orders or orders in self-reliance behavior Knowledge and use of intelligence Unity and public consciousness, reasonableness, and conservation of the environment and natural resources. 2) Developing guidelines for upgrading general education courses. The topic of applying the Sufficiency Economy Philosophy in real life is divided into 3 steps: the course design process; the process of designing learning activities and the design process for measuring and evaluating learning outcomes. This research will be a guideline to raise the level of general education subjects. and as a guideline for further developing skills in the 21st century for undergraduate students.

Keywords

General Education Courses, Sufficiency Economy Philosophy, Learning Skill, Undergraduate Students, Real Life

1. Introduction

Nowadays, the world is changing due to events such as the COVID-19 crisis causing change. The circumstances of human life require adaptation to the situation that arises. whether the economy Socio-cultural, education, politics, government, or public health of the country. affect the well-being of economic recession. From the events mentioned above, one approach that can be used to solve the problem is the practice guidelines of the "Sufficiency Economy Philosophy" for self-development. Develop life work, perform duties and responsibilities with knowledge according to the King's science to be virtuous to bring knowledge to the immune system. The reign of King Rama IX gave the definition "Philosophy of Sufficiency Economy" to the Office of the National Economic and Social Development Board (NESDB, 1999). for dissemination to the Thai

people at all levels. The Sufficiency Economy Philosophy consists of three conditions, two conditions: 1) Moderation means having a low level of fitness or not too little without encroaching on others. 2) Rationality is a rational decision. raising the level of sufficiency with careful consideration of the causes and consequences; and 3) Immunity, which is the readiness to cope with changes at all times. and able to adapt to that change well. There are 2 conditions: 1) Knowledge condition, which is to be well-versed in various academic works and prudently. to be linked together for careful operational planning, and 2) moral conditions. is to realize integrity, honesty, and patience, perseverance, use wisdom in life. The lifestyle of the new generation before the COVID-19 crisis. They tend to focus on trends such as unnecessary materialism, extravagance, and insatiable needs. spoke about the large number of youths who have lavish shopping and inappropriate consumption values and adhere to material consumption (Jidapa, 2015). Part of children and youth are stimulated by the consumption trend through various strategies, such as Facebook, Instagram, Twitter, and importantly from the television media with persuasive advertising. causing children and youth to unknowingly become trapped in excessive consumption values. Consistent with the research of Manpower Group (Manpower Group, 2021). a leading workforce innovation consultant in more than 80 countries around the world and Thailand has conducted research results on spending behavior Lifestyles and opinions on the work of the new generation 4.0 and found that most people have extravagant spending (Thapakorn, 2020). Buying according to the trend is too much. regardless of income, as a result, incurring debts from a young age.

Developing guidelines for upgrading general education courses Applying Sufficiency Economy Philosophy in real life this time will be a guideline for upgrading general education courses at Muban Chom Bueng Rajabhat University. To lay the foundation for the development of learning skills in the 21st century and provide students with knowledge and understanding of King's science. The results of this research will be useful in laying out guidelines for the development of manpower to restore the basic economy in the future.

2. Research Questions

This research will be a guideline to raise the level of general education subjects. To lay a foundation for developing learning skills in the 21st century and to provide students with an understanding of King's Philosophy. Sufficiency Economy Philosophy can apply the philosophy

of sufficiency economy in real life from the time of study until graduation is aware of the importance of living self-sufficiently and being self-reliant as well as knowing and being able to adapt to a changing world by this research There are research questions as follows:

- 2.1.** How can develop guidelines for upgrading general education courses on applying the Sufficiency Economy Philosophy in real life?
- 2.2.** What will be the development of guidelines for upgrading general education courses this time?
- 2.3.** Raising the level of general education courses to lay the foundation for the development of learning skills in the 21st century, how should it be done?

3. Objectives

Developing guidelines for upgrading general education courses Applying Sufficiency Economy Philosophy in real life has the following objectives:

- 3.1.** To study basic information for developing and enhancing knowledge and understanding of applying Sufficiency Economy Philosophy in real life among students of Muban Chom Bueng Rajabhat University.
- 3.2.** To develop guidelines for upgrading general education courses on applying the Sufficiency Economy Philosophy in real life.

4. Terminology Definition

- 4.1.** Guidelines for upgrading general education courses mean basic information from the study of development and knowledge enhancement. Understanding of applying Sufficiency Economy Philosophy in real life among students of Muban Chom Bueng Rajabhat University for the development of general education courses.
- 4.2.** Applying Sufficiency Economy Philosophy in real life means development and knowledge enhancement. Understanding of applying Sufficiency Economy Philosophy in real life among students of Muban Chom Bueng Rajabhat University.

5. Benefit

5.1. The university has guidelines for raising the level of general education courses. on the application of Sufficiency Economy Philosophy in real-life development of general education courses.

5.2. Instructors can use the research results to support learning that emphasizes thinking processes and problem-solving. through real situations according to the Sufficiency Economy Philosophy and can be extended by adjusting the learning and changing teaching methods in the King's Science program sustainably.

6. Methodology

6.1. Procedure

Developing guidelines for upgrading general education courses on applying Sufficiency Economy Philosophy in real life This time was carried out in the form of qualitative research methodology development and application. There are steps for researching as follows:

6.1.1. The study of basic information to develop and enhance knowledge. Understanding of applying Sufficiency Economy Philosophy in real life among students of Muban Chom Bueng Rajabhat University.

6.1.2. Developing guidelines for upgrading general education courses on applying the Sufficiency Economy Philosophy in real life.

6.2. Population/Sample

This research divided the research process into 2 phases: the process of studying basic information for developing and enhancing knowledge; Understanding the application of sufficiency economy philosophy to real life among students at Muban Chom Bueng Rajabhat University and the process of studying the guidelines for improving general education subjects on applying the sufficiency economy philosophy to real life The researcher has defined the population and sample group in the research as follows:

- Population: used in the study They are students of Ban Chom Bueng Rajabhat University, grades 1-4, semester 2, the academic year 2021, who have been enrolled in the King's Science course of the university. Total number 3,665 people.

- Sample Group: It was obtained from a simple random sampling of students from Muban Chom Bueng Rajabhat University, grades 1-4 in the second semester of the academic year 2021

who had been enrolled in the King's Science course at the university. A total of 256 people (from the Taro Yamane sampling table at a discrepancy of not more than 10%, 95% confidence level)

6.3. Research Instrument

The tools used in this research consisted of

6.3.1. Questionnaire for development and knowledge enhancement Understanding of applying Sufficiency Economy Philosophy in real life among students of Muban Chom Bueng Rajabhat University.

6.3.2. Minutes form for subgroup meetings, development of guidelines for upgrading general education courses on applying the Sufficiency Economy Philosophy in real life.

Tool Creation and Research Tool Development

6.4. Questionnaire

a) The questionnaire was prepared into 3 parts:

1) was a questionnaire on current conditions.

2) was a questionnaire on applying Sufficiency Economy Philosophy in real life.

3) was an open-ended question with questions to write and answer.

b) IOC determination by 5 experts.

c) Record Form

Bring a small group meeting recording form to consult with experts and experts. To edit the interview form to be accurate and accurate in content (Content Validity), then modify the minutes of the meeting for small groups according to the recommendations before being put into practice.

7. Findings

7.1. Study development and enhance knowledge and understanding of applying Sufficiency Economy Philosophy in real life among students of Muban Chom Bueng Rajabhat University From a survey of 256 students using a questionnaire divided into 2 parts. A survey was conducted for students in Years 1–4 who had been enrolled in the King's College of Science which is a general education course. with questionnaires to develop and enhance knowledge and understanding of applying Sufficiency Economy Philosophy in real life among students of Muban Chom Bueng Rajabhat University The level of behavioral behavior according to philosophy is divided into 5 levels as follows:

Table 1: *Description of the Behavioral Level of Sufficiency Economy Philosophical Behavior*

Behavior level	Means
Level 0	That the Sufficiency Economy Philosophy cannot be applied in real life.
Level 1	Being able to imitate or follow others.
Level 2	Being able to follow instructions or orders to do.
Level 3	It can be done without guidance or instruction.
Level 4	To do it actively. or can be done naturally

(Source: Self)

The table can be summarized as follows:

Table 2: *The Results of The Study Development and Enhance Knowledge and Understanding of Applying Sufficiency Economy Philosophy in Real Life Among Students of Muban Chom Bueng Rajabhat University*

Item	Average	SD	Interpret
1) Knowledge and use of intelligence	2.84	0.43	Follow orders or orders to do
2) Self-Sufficiency	2.96	0.43	Follow orders or orders to do
3) Unity and public consciousness	2.82	0.40	Follow orders or orders to do
4) Rationality	2.82	0.40	Follow orders or orders to do
5) Adherence to Morality	3.02	0.40	Do it without instructions or instructions
6) Conservation of the environment and natural resources	2.65	0.36	Follow orders or orders to do
7) Savings and Self-sufficiency	3.00	0.41	Do it without instructions or instructions

(Source: Self)

7.2. Developing guidelines for upgrading general education courses on applying the Sufficiency Economy Philosophy in real life.

7.2.1. The first time to analyze the guidelines for upgrading general education courses. on applying the Sufficiency Economy Philosophy in real life and record meeting information Minutes form for

subgroup meetings, development of guidelines for upgrading general education courses on the application of Sufficiency Economy Philosophy in real life in 4 issues as follows:

- Teaching and learning in general education subjects in applying the Sufficiency Economy Philosophy in real life.
- Approaches to developing and enhancing knowledge. understanding for students or learners in applying the Sufficiency Economy Philosophy in real life.
- Agencies, learning resources, study visits to study learning, activities, or practice.
- Guidelines for promoting learning resources of the King for students, youths, local communities, and agencies interested in studying and learning.

7.2.2. Second small group meeting to synthesize guidelines for upgrading general education courses on applying Sufficiency Economy Philosophy in life The results of the meeting can be formally summarized as elevating general education courses. on applying the Sufficiency Economy Philosophy in real life:

- Determine the key competencies and consider the sufficiency economy philosophy that can develop the key competencies of learners in general education courses.
- Determine the course descriptions that use the Sufficiency Economy Philosophy to develop important competency in the course of learning management. General Education
- Determine learning objectives that combine both knowledge Essential skills and a holistic attitude that promotes the application of the Sufficiency Economy Philosophy.

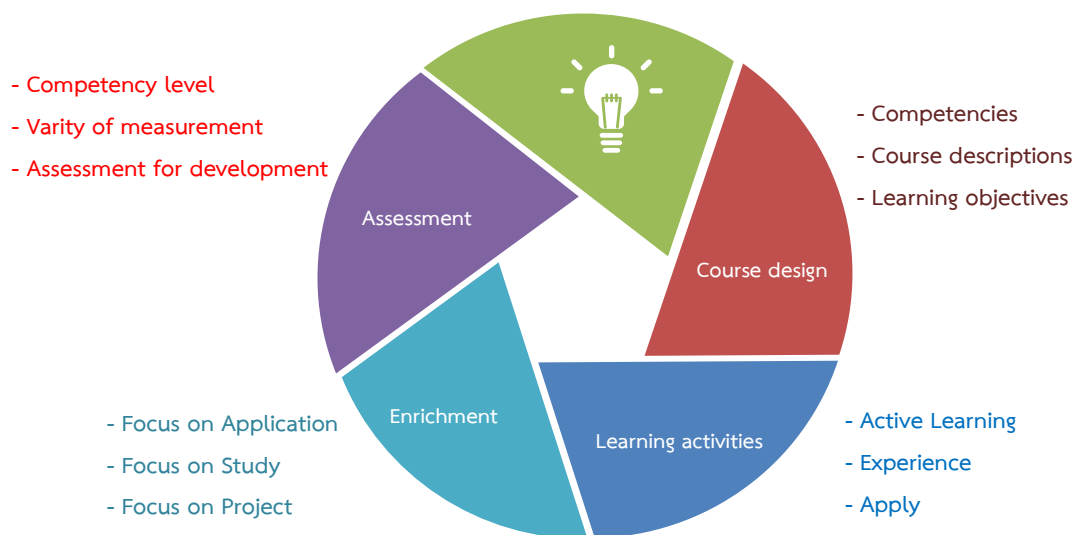


Figure 1: Guidelines for Upgrading General Education Courses on Applying

The Sufficiency Economy Philosophy in Real Life

7.3. Scope of Future Research

7.3.1. The results of curriculum development in general education should be studied after the guidelines have been obtained.

7.3.2. The outcomes of student development should be studied after implementing the study guideline.

7.4. Research Limitations

This study does not cover all the 21st-century skills that general education subjects must provide to learners. Therefore, I should continue to study various skills. also missing.

8. Discussion

Developing guidelines for upgrading general education courses on applying the Sufficiency Economy Philosophy in real life in which the researcher can discuss the results on various issues according to the research steps as follows:

8.1. A study of basic information for developing and enhancing knowledge of the understanding of applying Sufficiency Economy Philosophy in real life among students of Muban Chom Bueng Rajabhat University found that the behavioral levels at which students can apply Sufficiency Economy Philosophy in real life without advice or instruction are: adherence to morality and being thrifty and self-aware.

In addition, in the part of applying the Sufficiency Economy Philosophy in real life in self-sufficiency Knowledge and use of intelligence Unity and public consciousness, reasonableness, and conservation of the environment and natural resources. Students were able to level their behavior by following orders or orders, in line with (Mongkol, & Chayanit, 2007). who researched the subject. A model for enhancing self-sufficiency living behavior according to the royal initiative of students of Nakhon Sawan Rajabhat University. It was found that the students of Nakhon Sawan Rajabhat University had a moderate level of economic sufficiency living behavior. which is the level of competence that students should be able to perform. And correlated with (Nuanlaw, 2010). who researched Public Consciousness in Youth: A Case Study of Ramkhamhaeng University Students. It was found that the students who studied at different grade levels There are people who are influential in participating in activities that are of different social benefits. There are different public consciousness behaviors. The behavior applying the

Sufficiency Economy Philosophy in real-life students is a behavior that mimics the example or does not follow one another and cannot be practiced without being told by anyone. This may be because during the study, the understanding of applying the Sufficiency Economy Philosophy, the activities did not focus on practice, just learning the theory of the Sufficiency Economy Philosophy, thus the students were unable to apply the Sufficiency Economy Philosophy. Naturally used in real life No one has to tell or force them to act.

8.2. Developing guidelines for upgrading general education courses on applying the Sufficiency Economy Philosophy in real life the curriculum should be improved to focus on student outcomes. Emphasis on practicality and the competence of learners should be defined as a guideline for the design of learning activities.

Learning activities should be promoted to apply the Sufficiency Economy Philosophy in real life so that learners can practice fluently or can be done naturally allowing learners to create a body of knowledge on their own, such as organizing activities to reduce and stop vices organizing activities to help the underprivileged organizing youth development camps. Establishment of a learning center within the community. Waste recycling for reuse. Promoting the use of energy-saving products and the use of leftovers to bring benefits, etc.

Preeyanuch (2008) and Wichai & Marut (2020) have suggested that during the learning activities, extra-curricular activities should be organized so that students can study the philosophy of sufficiency economy from various learning sources (Mongkol & Chayanit, 2007). said that the model for enhancing self-sufficiency living behaviors according to the Royal Initiative of students has 3 components:

- 1) The external environment includes the roles of community leaders, mass media, temples, government organizations, and private sectors.
- 2) The university is out of mission, management, and atmosphere.
- 3) Teaching management in the family aspect is to be a role model for parents. teaching and internal environment.

As for the measurements and evaluations for applying the Sufficiency Economy Philosophy in real life, there should be an evaluation to develop learners during the course, so that learners at their behavioral level can develop their competency will be higher. The results of the assessment should be used in the design of supplementary activities to provide learners with the desired competency. In addition, the development of teachers to be able to organize learning

activities according to the prescribed guidelines is in line with the guest of Khaek (2021) who said that the development of instructors on learning management using a learning management model based on the Sufficiency Economy Philosophy. This will enable teachers to manage their learning according to the learning management model according to the Sufficiency Economy Philosophy. (Chaturong & Napadech, 2021). teaching methods are used and teaching techniques are used in learning activities.

9. Suggestions

Guidelines for upgrading general education courses on the subject of applying Sufficiency Economy Philosophy in real life is a study approach from the context of teaching and learning management of Muban Chom Bueng Rajabhat University. If applicable, the context of each site should be reviewed to make learning management as effective as possible.

9.1. Development of Sufficiency Economy Courses in General Education Courses Curricula should be improved according to the curriculum guidelines that emphasize learner outcomes from real practice (Outcome-based Education).

9.2. There should be a project to develop teachers to be able to organize learning activities according to the designed guidelines.

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