

Challenges of Educational Management that Promotes Peace in the Digital Age Social Studies Classroom According to the Concept of Buddhadasa Bhikkhu

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ABSTRACT

This article aims to propose an educational management guideline that promotes peace in the digital age social studies classroom according to the concept of Buddhadasa Bhikkhu. Three wishes in his life brought to design learning activities comprise 1) to help Buddhists of followers of any religion attain the heart of their religion, 2) to develop good understanding among religions, 3) to usher fellow human beings out of the influence of materialism so as to encourage students to learn about and understand differences among religions. The goal of peaceful means is the appearance of peace passing through listening, accepting and living together in a peaceful manner. Therefore, in the digital age social studies classroom, it is very necessary that teachers must design content that promotes peace including designing creative learning activities, encouraging students to have creative thinking and responsibility for themselves and public in the classroom context and online learning.

Keywords

Peace, Educational Management, Social Studies Classroom, Digital Age, Concept of Buddhadasa Bhikkhu.

Introduction

Educational systems in many countries have been implemented project roadmaps and programs promoting peace education and peace in various components of the education systems including the curriculum of teacher education, life in school, culture and teaching and learning in everyday life. These are projects and activities that promote various components covering peace education such as children's rights education, human rights education, development education, multicultural education, international education, sex education, global education, life skill education, awareness of problem status and psychosocial rehabilitation. These are action including violence prevention, conflict resolution, mediation between friends and creating a peaceful classroom (Girard, 1995, p.1). In general, the main idea behind these creative thinking is a part of the concept of peace education, the important component of the 20th and 21st centuries for education development in many countries. Peace education and various programs become a part of school curriculum expecting to enhance positive relationship between groups being in conflict (Yablon, 2008, p.1). The UN (United Nations) sustainable development goal is about peace, justice and strong institutions. It aims to promote peaceful

and inclusive societies for sustainable development, provide access to justice for all and build effective accountable and inclusive institutions at all levels. People are living in the world with increasing separation. Some regions receive the rights to enjoy peace, security maintenance, prosperity substantially and continuously while other regions are in the cycle of conflict and violence that seem endless. These things can be avoidable and need to be addressed (United Nations- Thailand Global Goals for Sustainable Development, 2015). In this regard, Harris proposed a conceptual framework about teaching and learning peace that "it is a school curriculum that teachers teach knowledge about peace, obstacles and methods to achieve peaceful ways to students including different techniques such as developing non-violent skills and promoting peaceful attitudes". (I. M. Harris, 2007, p.6).

The goal of peace education is to prepare students' readiness for democratic participation inside and outside schools. However, in the age of violence and conflict, necessity of peace education and peace become an important issue in many countries but not all. Violence and conflict still exist in many countries from internal society like cultural, political and ethnic reasons or from external society like politics, security, patience

across cultures and economics (Mohammad Sayel Al-Zyoud, Eleanor J. Brown, W. John Morgan, 2013, p. 214). The conference of the education for democratic citizenship and development of a whole society under the Education 2030 Framework for Action determined competencies of democratic citizenship as follow: 1) Values – 1.1 Values are given to human dignity and human rights. 1.2) Value assessment of cultural diversity. 1.3) Importance is given to democracy, justice, equality and the rule of law. 2) Attitudes – 2.1) Openness to the otherness of cultures and beliefs, points of view towards the world and actions. 2.2) Citizen participation. 2.3) Responsibility. 2.4) Self-efficacy. 2.5) Patience with ambiguity. 3) Skills – 3.1) Self-study skills. 3.2) Analytical skills and analytical thinking skills. 3.3) Listening and observing skills. 3.4) Attention. 3.5) Flexibility and adjustment and multi-language speaking skills. 3.6) Collaboration skills. 3.7) Conflict resolution skills. 4) Knowledge and critical understanding – 4.1) Self-knowledge and self-critical understanding. 4.2) Knowledge and critical understanding of languages and communication. 4.3) Knowledge and critical understanding of politics, laws, human rights, cultures, religions, history, media, economy, environment, sustainable development (UNESCO, 2018, p.3-4).

Education aims to develop students to be good, intelligent, happy persons and have potential in further study and earning a living. Therefore, the goals are set for students to achieve, namely, to possess morality, ethics, desired values, self-esteem, self-discipline, and follow Buddhist teachings or teachings of their religions, to adhere to the philosophy of sufficiency economy, possess universal knowledge, keep pace with changes and advancement in academic world, have skills and potential for communication and technology management, have quality life skills, take pride in being a Thai and have consciousness in being Thai citizen and global citizen, strictly observe democratic ways of life, under a regime of constitutional monarchy, love and dedicate to the country and community, and contribute to the society's prosperity (Ministry of Education, 2008). The revolution in digital media is a significant situation that encourages the world to turn its social and economic structures

continuously. Computers have become powerful tools that all people, agencies and organizations use to implement their activities in a more convenient manner. New things are invented, giving rise to the distribution of economic activities widely. Meanwhile, the government sector has modified methods to provide services to people with more quality and efficiency. In addition, openness in publicizing information independently is giving more pressure in today's society. Monitoring things that urgently push such technological changes will lead to an employment situation and being employed seems to be more difficult. Skilled workers are going to be replaced by technologies and an employment model is turned into outsource that offers less expenses. Types of work that require expertise or workmanship still survive in such social structure (Tapscott, 2015:13). Therefore, preparedness of digital natives to be good citizen growing among various advanced technologies like internet technology, technologies of modern communication devices, media or considerable data in the digital world refers to teaching them to be digital citizenship with responsibility and ability to use those things in interaction and utilize information in a safe and responsible manner with changing learning environment (Nittaya Wongyai, 2017:1640). In this regard, Thailand education management for the 21st century will be successful requires changes in conceptual frameworks, theories and methods that aim to develop necessary skills for students of the 21st century. It is very challenging since students have been influenced by digital technology and social media. Students in the digital age need to be capable persons who can produce knowledge and create innovation for solving their own problems and developing the country (Suttipong, 2017, p.346). It is consistent with Rujroad and Charochinee saying about learning management in the 21st century that when the world enters into the digital age, learning of students is not limited within a classroom but students can access sources of data and knowledge in the digital form. Students' knowledge searching process is changed from knowledge transfer from teachers to students to a process that teachers arrange experiences for students so that they can create learning environment by themselves. Learning

opportunities and channels are open for students to access information and experiences from learning activities (Rujroad and Charochinee, 2019, p.366).

Peace education is determined to be a process that promotes necessary knowledge, skills, attitudes and values enabling children, youth and adults to have behavioral changes that can prevent both disclosed and structural violence successfully among conflicts so as to promote conflict resolution by peaceful means and build conditions supporting peace regardless of within individuals, relationship between individuals, relationship between groups at national or international levels (Fountain, 1999, p.6) as Buddhadasa Bhikkhu said that the real education for human beings was to enable human beings to receive the best things they should do. The education was for the highest teachings (Boromdhamma) not survival. Education was not for career or democracy but it serves correctness and meritocracy and let Dhamma rule the world. Moreover, education was for eliminating animal instinct not for survival of life, Buddhadasa Bhikkhu (1978:65). This is consistent with what Charin (Charin Mangkhang, 2018) said that when qualifications of students of each levels were determined in the curriculum, content strands of each subject in the teaching and learning process should be taken into consideration to ensure students will achieve the required qualifications. To put the curriculum into practice or activities, which model teaching and learning management should be carried out and how outcome measurement should be implemented to be in line with the curriculum goals. The main objective of social studies is preparing youth to be ready for citizen ability (Levstik & Tyson, 2008:110) and teachers must use learning management strategies to encourage students to have concentration and participate in skill development and appropriate management necessary for citizenship (James Shiveley, 2014:86). It is also in harmony with what Charin (Charin Mangkhang, 2018:13) mentioned that social studies was significant learning management of learning experiences in order to develop strong citizenship possessing desired characteristics of future society purposefully and to promote knowledge, skills, affective domain

beneficial to building reconciliation and living peacefully.

Consequently, the role of Buddhadasa Bhikkhu is highly important for studying as a role model of monks and general people in promoting peace in the society (Buddhadasa Bhikkhu, 1988: 12-13). Based on the review of related literature, the researcher found that educational activity management was a part in promoting students to achieve universal potential and a high level of thinking skills, rational thinking, analytical thinking, criticism, synthesis, and evaluation. It supported students to be assertive in proposing their creative thinking in a different way, students were able to adjust themselves to various situations well including solving problems by peaceful means including being able to make understanding of cultures and managing complexity. Therefore, the researcher viewed the importance of challenges of educational management that promotes peace in the digital age social studies classroom according to the concept of Buddhadasa Bhikkhu because educational activity management is a part in developing students and the quality of students and being a guideline for living a life in the society through the subject content. Meanwhile, teachers perform their duty in promoting moral and ethical development and problem solution by peaceful means using the principles of peace that bring peace in the society including enhancing important competencies and desired characteristics of students in being aware of their self-responsibility, responsibility for the society and the country as well as being good citizens to the country and the global society.

Research objectives

1. To study and review the educational concept of Buddhadasa Bhikkhu that promotes peace.
2. To propose a guideline for educational management that promotes peace in the digital age social studies classroom according to the concept of Buddhadasa Bhikkhu.

Methods

Research Scope

Population included 1) Primary data included Buddhadasa Bhikkhu's written educational works that

promote peace. 2) Secondary data included research papers or articles related to educational management that promotes peace in the digital age social studies classroom according to the concept of Buddhadasa Bhikkhu.

Samples

- 1) Primary data included Buddhadasa Bhikkhu's written educational works that promote peace.
- 2) Secondary data included research papers or articles related to educational management that promotes peace in the digital age social studies classroom according to the concept of Buddhadasa Bhikkhu.

Methodology

For qualitative research, documents consisting of primary and secondary data were studied. The collected data were analyzed, synthesized, separated by content criticism and interpretation (Content Analysis), and concluded using qualitative synthesis. Details are as follow:

- 1) Primary data included Buddhadasa Bhikkhu's written educational works that promote peace.
- 2) Secondary data included research papers or articles related to educational management that promotes peace in the digital age social studies classroom according to the concept of Buddhadasa Bhikkhu.
- 3) Results obtained from the study on promoting peace according to the concept of Buddhadasa Bhikkhu were concluded and analyzed.

Data collection

Data from the content analysis form about the educational concept of Buddhadasa Bhikkhu that promotes peace, the synthesis form about educational management that promotes peace in the digital age social studies classroom according to the concept of Buddhadasa Bhikkhu, and Buddhadasa Bhikkhu's written works were collected. Data from the content analysis were concluded using qualitative synthesis.

Data Analysis

Qualitative data analysis

Qualitative synthesis based on explanatory research method was used and results were concluded according to the determined objectives,

then explain and summarize the results of the interpretation (Chai Phothisita, 2007; Supang Chantavanich, 2007).

Results

- 1) Educational concept of Buddhadasa Bhikkhu that promotes peace – The findings from the study revealed that Buddhadasa Bhikkhu had a point of view about peace promotion. Though the concept started from an individual level but it was powerful to help promote peace at a society level. He expressed his point of view about peace in the world peace book that peace is important in itself and necessary for life. Every life needs peace with regard to individual peace, social peace, or peace for groups. When peace occurs in groups, everyone will live happily. It is peace of everyone, peace of the world (Buddhadasa Bhikkhu, 1988): 1-2). Buddhadasa Bhikkhu gave a point of thought that the world seems to be without peace more and more. It is a crucial time and direct duty of Buddhists to be aware of this matter and persuade each other to practice. It is Buddhists' responsibility in helping each other to save the world, worthy of being followers of the Buddha, namely, the enlightened one, the awakened one, the blessed one, who do good things to other people. As soon as humans have peace, the world will enjoy peace (Buddhadasa Bhikkhu, 1988 : 22-23).

With regard to the above mentioned concept, Buddhadasa Bhikkhu had strong commitment and wish to disseminate Dhamma through the dimension of Dhamma study that he concluded from a path of learning and practices that he studied and made an experiment by himself, concluded to be his major 3 wishes which are considered to be the concept and practice method that actually lead the world to enjoy peace and people who have different beliefs and religions can live peacefully without destroying each other. If people in the society follow his 3 wishes, i.e. 1) to make an attempt to attain the heart of their religions – each religion has the heart known as the important goal; that is for peace of the world using unselfishness as the tool. Every religion aims to eliminate selfishness (Buddhadasa Bhikkhu, 2006: 15-16), 2) to make understanding of each religion is to solve conflict

problems (Buddhadasa Bhikkhu, 2006: 100-101), and 3) to usher fellow human beings out of the influence of materialism (Buddhadasa Bhikkhu, 2006:152-153).

2) To propose an educational management guideline that promotes peace in the digital age social studies classroom according to the concept of Buddhadasa Bhikkhu.

Study results found that the educational management guideline that promotes peace in the digital age social studies classroom according to the concept of Buddhadasa Bhikkhu has teachers who play an important role in designing content and learning activities. To design content and activities, teachers need to take the following elements into consideration: Content design – 1) Design content that promotes peace in students so as to promote creative thinking in students and encourage them to achieve self-learning. Emphasis is placed on knowledge exchange and sharing to make understanding of cultures and religions. 2) Use up-to-date content – Points for learning to promote peace should be modern and up-to-date at all times to enable students to increase their knowledge and keep pace with new knowledge. 3) To divide a period for using content- Periods for using content should be taken into consideration to ensure it meets ages and genders and is consistent with peace promotion in students. 4) Content-based communication – Use language or messages that are easy to understand, not prolonged and suitable for promoting peace in students. 5) Flexibility of content – Use proper content, not to be so serious for peace promotion. Various choices should be given to students in questioning or giving their points of view. Pictures should be shown to make it more interesting. 6) Assessment of actual learning outcomes should be consistent with the context of students.

Design of activities – 1) Behaviorist learning – Design of learning activities should consider age ranges or characteristics of students, being important things to reflect activities or content. 2) Constructivist learning – Design of learning activities should be full of creativity, encouraging students to think and be responsible for themselves and public increasingly. Furthermore, students should have an opportunity

to practice the threefold training: higher virtue (morality), higher mind (concentration), higher Wisdom (insight).

Discussions

The study on challenges of educational management that promotes peace in the digital age social studies classroom according to the concept of Buddhadasa Bhikkhu found that 1) the educational concept of Buddhadasa Bhikkhu that promotes peace is his major 3 wishes, i.e. 1) to help Buddhists of followers of any religion attain the heart of their religion, 2) to develop good understanding among religions, 3) to usher fellow human beings out of the influence of materialism. These 3 wishes are consistent with the work of Phrakrumaha Jathiyarak khemnak, Phra Pramote Vadakovido and Phramaha Hansa Dhammahaso, 2020: S336 who studied methods to build peace of Buddhadasa Bhikkhu; that is teaching moral principle and virtue to students. The way to build peace by Buddhadasa Bhikkhu is his 3 wishes in his life, i.e. 1) to help Buddhists of followers of any religion attain the heart of their religion, 2) to develop good understanding among religions, 3) to usher fellow human beings out of the influence of materialism. Buddhadasa Bhikkhu built peace from inside not outside. It is also consistent with Tassanee Choikittipan, 2016: 164 who studied the 3 wishes. It is the conceptual framework that will lead the society to truly enjoy peace and happiness and people who have different beliefs and religions can live together peacefully. People will not destroy each other if they follow the 3 wishes,

2) the educational management that promotes peace in the digital age social studies classroom according to the concept of Buddhadasa Bhikkhu is very challenging for teachers of social studies in designing content that promotes peace in students and creative thinking in students as well as self-learning through knowledge sharing and exchange for making understanding of different cultures and religions, modern and up-to-date points of learning about peace promotion to ensure students gain more knowledge and keep pace with new knowledge. A period for using content is taken into consideration to ensure it meets ages and genders and is consistent with peace promotion in

students. Language or messages, easy to understand, not prolonged and suitable for promoting peace in students should be used. Proper content, not to be so serious for peace promotion should be used. Various choices should be given to students in questioning or giving their points of view. Pictures should be shown to make it more interesting. Finally, assessment of actual learning outcomes consistent with the context of students should be provided. This is consistent with the work of (I. M. Harris, 2007, p. 6) who gave a hypothesis of a study on peace in a new era. "Peace Studies" refer to teachers who teach about peace: what and why it does not really exist and how it is achieved, including teaching about how to achieve peace, development of non-violence skills, and promotion of peaceful attitude. Peace studies contain 5 principles: the first one describes the root of violence; the second one alternatives to violence; the third one violence in various forms; the fourth one is different processes depending on context, and the last one is conflict exists in every society.

In the digital age social studies classroom, teachers need to design learning activities by considering behaviorist learning. Therefore, age ranges or characteristics of students, the important traits reflecting activities or content in classroom context and online class, as well as learning creativity must be taken into consideration for designing learning activities. Besides, in designing learning activities, students should have an opportunity to practice the threefold training: higher virtue (morality), higher mind (concentration), higher wisdom (insight). It is in line with the work of (Thanin Intharawiset, Thanawat Phulketnakhon, Thanawat Charoensa, Nittaya Nak-in and Passakorn Reaung-Rong, 2019: 478-479) mentioning various changes in terms of changes in characteristics of students resulted from digital technology including digital technology that has an effect on teaching and learning management at present and in the future. Teaching and learning models including teachers must be adjusted to be in line with learning models of students and new innovation. Meanwhile, teachers should be aware of teaching morals and ethics and enhancing students to have life skills so that they can apply to how they live their lives and survive in the digital age.

Conclusion

Therefore, it can be seen that the challenge of providing education promoting peace in the digital age social studies classroom based on the concept of Buddhadasa Bhikkhu Social studies teachers are essential to want to design learning activities that promote peace. Emphasize the learner's understanding of the things surrounding the student and take into account the appropriateness of the student's age range so that the student can make the most of his abilities and teaching methods of social studies teachers should open up areas for students in both classroom learning and study through online media It will be truly educational management in the digital age.

Suggestions

1. Suggestion for application

1) Training should be provided for educational personnel and general people to have knowledge and understanding of peace and educational management that promotes peace suitable for age ranges of students.

2) Educational service areas should develop an online curriculum to enhance learning in the digital age and educational management to promote peace in classrooms according to the concept of Buddhadasa Bhikkhu.

2. Recommendations for further research

1) A learning management model that promotes peace in classrooms according to the concept of Buddhadasa Bhikkhu should be developed.

2) Violence behavior in classrooms of teachers and students should be studied.

3) Innovation and instructional media that promote peace in classrooms should be developed.

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