



Development of a Learning Management Model with the 7Cs Concept to Enhance Self-Management Competence for Pre-service Teachers, Faculty of Education, Nakhon Ratchasima Rajabhat University

การพัฒนารูปแบบการจัดการเรียนรู้ด้วยแนวคิด 7Cs เพื่อส่งเสริมสมรรถนะ
การจัดการตนเองสำหรับนักศึกษาฝึกประสบการณ์วิชาชีพครู
คณะครุศาสตร์ มหาวิทยาลัยราชภัฏนครราชสีมา

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Abstract

The objectives of this research were 1) to develop a learning management model based on the 7Cs concept to promote self - management competency among pre-service teachers and 2) to study the results of using the learning management model based on the 7Cs concept to enhance self-management competency of pre-service teachers in the Faculty of Education, Nakhon Ratchasima Rajabhat University. The sample used in this research consisted of students enrolled in the Bachelor of Education Program in Buddhism during the first semester of 2024, who were studying in the teacher professional subject group at the Faculty of Education, Nakhon Ratchasima Rajabhat University. The participants were selected using purposive sampling.

The results of finding were found that:

1. After the experimental implementation, the pre-service teachers who participated in the teacher professional experience showed higher scores in the self-management competency assessment. This indicates that the learning management activities based on the contemplative education concept, consisting of seven processes, effectively enhanced students' self-management competencies. The students developed a better understanding of the knowledge gained from teaching and learning, such as teaching with love, kindness, care, and attentive listening. They also demonstrated rational



thinking and awareness of their emotions, thoughts, beliefs, and understanding of themselves and others. Teaching techniques, including discussion, questioning, and the use of positive language for communication between learners and instructors, reflected teaching behaviors that demonstrated self-management competency and supported continuous self-development.

2. The results of the learning activities indicated that the pre-service teachers who participated in the teacher professional experience engaged in activities based on contemplative education to strengthen self-management competency. These activities consisted of: 1) Contemplative Mind, 2) Deep in Heart, 3) Storytelling and Sharing, 4) Practical Thinking, and 5) Presentation of Work (Production). All activities contributed to positive changes in various aspects, such as teachers and students having clearer life goals, increased self-esteem, greater awareness of emotions, thoughts, and feelings, and improved ability to manage self-stress more effectively.

Keywords: Contemplative Education, Pre-service Teachers, Self-management Competency

บทคัดย่อ

การวิจัยครั้งนี้มีความมุ่งหมายเพื่อ 1) รูปแบบการจัดการเรียนรู้ด้วยแนวคิด 7Cs เพื่อส่งเสริมสมรรถนะการจัดการตนเองสำหรับนักศึกษาฝึกประสบการณ์วิชาชีพครู และ 2) ศึกษาผลการใช้รูปแบบการจัดการเรียนรู้ด้วยแนวคิด 7Cs เพื่อส่งเสริมสมรรถนะการจัดการตนเองสำหรับนักศึกษาฝึกประสบการณ์วิชาชีพครู คณะครุศาสตร์ มหาวิทยาลัยราชภัฏนครราชสีมา กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ คือ นักศึกษาหลักสูตรครุศาสตรบัณฑิตสาขาพระพุทธศาสนาภาคเรียนที่ 1/2567 ที่ลงทะเบียนเรียนในกลุ่มวิชาชีพครู คณะครุศาสตร์ มหาวิทยาลัยราชภัฏนครราชสีมาซึ่งได้มาโดยการเลือกแบบเจาะจง (Purposive Sampling)

ผลการวิจัยพบว่า

1. หลังการทดลองกลุ่มทดลองนักศึกษาฝึกประสบการณ์วิชาชีพครูมีคะแนนผลแบบประเมินด้านสมรรถนะการจัดการตนเองสูงขึ้น แสดงให้เห็นว่าการจัดกิจกรรมรูปแบบการจัดการเรียนรู้ด้วยแนวคิดจิตตปัญญาศึกษามีกระบวนการ 7 แนวทางสามารถช่วยเสริมสร้างสมรรถนะการจัดการตนเองของนักศึกษาฝึกประสบการณ์วิชาชีพครูดังกล่าวเพื่อให้มีความเข้าใจด้านความรู้ที่ได้จากการเรียนการสอน เช่น การสอนนักเรียนด้วยความรัก ความเมตตา ความเอาใจใส่ รับฟังนักเรียน มีเหตุมีผลและตระหนักรู้ความรู้สึก ความคิด ความเชื่อ ความเข้าใจตนเองและผู้อื่น เช่น เทคนิควิธีการสอน การอภิปรายซักถาม การเลือกใช้ถ้อยคำเพื่อการสื่อสารเชิงบวกระหว่างผู้เรียนกับผู้สอน พฤติกรรมการสอนของ



นักศึกษาวิชาชีพครูแสดงออกซึ่งการมีสมรรถนะการจัดการตนเองในแต่ละด้านที่ทำให้เกิดการพัฒนาตนเองต่อไป

2. ผลจากการจัดกิจกรรมในครั้งนี้ โดยนักศึกษาฝึกประสบการณ์วิชาชีพครู ได้ทำกิจกรรมตามแนวคิดปัญญาศึกษา เพื่อเสริมสร้างสมรรถการจัดการตนเอง คือ 1) น้อมนำสู่ใจอย่างใคร่ครวญ (Contemplative Mind) 2) ฟังด้วยใจ (Deep in Heart) 3) เล่าเรื่องแบ่งปัน (Storytelling & Share) 4) ฝึกคิดพิชิตปัญหา (Practical of Thinking) 5) นำเสนอผลงาน (Production) ซึ่งทุกกิจกรรมทำให้เกิดการเปลี่ยนแปลงที่ดีในแต่ละด้าน เช่น ครูและนักเรียนมีการตั้งเป้าหมายในชีวิตที่ชัดเจนมากขึ้น เกิดความภาคภูมิใจในตนเอง รู้เท่าทันอารมณ์ ความคิด ความรู้สึกและรู้จักวิธีการจัดการความเครียดของตนเองได้ดียิ่งขึ้น

คำสำคัญ: จิตปัญญาศึกษา, ฝึกประสบการณ์วิชาชีพครู, สมรรถนะการจัดการตนเอง

1. Introduction

The ability to manage oneself is important if we are in a situation where everything is going well. As a result, they show good behavior, such as working enthusiastically, talking politely to others, and encouraging others. This is not self-management. Self-management is when we encounter an incident or are in a state where everything does not go as we want. We can still manage ourselves. Managing stress, anger, Knowing, and appreciating oneself and others is a positive energy, even in a bad situation. Set goals in life and direct yourself. Managing emotions and stress, including managing problems and crises, can restore resilience to achieve life goals. Have good health and good relationships with others, including: 1) Emotional control during bad moods, the ability to control oneself or stop oneself from expressing inappropriate behavior. 2) Adaptability: When faced with an unexpected situation, Able to adapt quickly. 3) Achievement orientation (focusing on the goal). No matter what event you face, you will still be focused on the goal. 4) Positive outlook: You can see the positive side of what you have learned, even if you encounter a bad event.

Contemplative education combines contemplative exploration and experiential learning with education in the form of self-understanding, society, and connection with the world. Wisdom education will see and realize the imbalance of learning in a form that focuses only on academic knowledge, ignoring the importance of the meaning of life Learn who you are, and seeing each other's humanity with your classmates. Therefore, intellectual education



is called by many names, such as Transformative Education, Contemplative Learning, Awakening Learning, and Holistic Learning awareness and understanding of the connection between human beings and the community, society, and the world. The process or concept of the mind can be compared to a tree. Although the leaves are formed from branches and the branches are formed from the trunk, these three things are important parts of the tree and can be practiced (Thana Nilchaikovit, 2008; Chollada Thongtawee et al., 2008)

Development of a learning management model with the concept of 7Cs to promote self-management competency for students in teacher professional experience training. that the researcher developed from studies, documents, textbooks, and related research in the development of the model has a concept. The relevant theories are as follows: 1) The concept of intellectual education, 2) The concept of 3) Concept of learning for fundamental change, 4) The concept of cooperative learning to ensure that the learning management model is complete and beneficial to learners. The Faculty of Education has prepared guidelines for experiential training in educational institutions every semester. Basic Learning Management concept, the above theories are an important part of making learners experience learning effectively. Has developed the results of a study on teaching and learning models along the lines of mental intelligence education to develop the teaching profession, or a model called mental intelligence education. Synthesis is a tool that researchers can use to develop innovative learning management innovations. Learning Management, Teaching Techniques, Holistic learning science, so that research can be continuously developed from the study and synthesis of the conditions of learning management problems in the past school year. It was found that learners lacked confidence in learning management. When encountering the situation of teacher professional experience training. Internship in educational institutions for 1 semester. Interviewees who are administrators of educational institutions Mentor Students who are in their final year of studying the teaching profession. Provide group discussion information and summarize the information that the researcher has interviewed himself. In the 1st academic year of 2023, it was found that the development of learning management ability, which researchers want to promote, includes self-management competencies. It is consistent with self-confidence. Organizing Learning Activities, Building self-confidence, for example.



The researcher analyzed the descriptive data and concluded that classroom learning. It is extremely important to design teaching and learning activities that promote self-management competencies for teacher students before going out to practice teacher professional experience in educational institutions. In addition, there are other activities, such as learning management with new and innovative learning that is in line with the context and learner development activities that are not mentioned here, which does not mean that those activities or practices do not lead to an understanding of self-management competencies in any way. However, it is to strengthen the confidence of learners, but it also promotes a good image and organizes the learning process through activities or practical exercises, to cultivate the seeds of wisdom and awareness. It is all a process of practice as an institution that produces quality teachers.

2. Objectives of the research

1. To develop a learning management model with the concept of 7Cs to promote self-management competencies for students in teacher professional experience, Faculty of Education, Nakhon Ratchasima Rajabhat University
2. To study the results of using the learning management model with the 7Cs concept to promote self-management competencies for teacher professional experience trainees, Faculty of Education, Nakhon Ratchasima Rajabhat University.

3. Research Methodology

The population used in the research is the teaching students in the Faculty of Education, Nakhon Ratchasima Rajabhat University.

The target group is students of the Bachelor of Education Program in Buddhism, first semester of 2024, who are enrolled in the Teacher Professional Group. Faculty of Education, Nakhon Ratchasima Rajabhat University Duration of the research Semester 1 Academic Year 2024 Research Period October 2023 - September 2024.

3.1 Conceptual framework

Conceptual framework for research: A study on the concept of learning management for this contemporary learning management activity. It is developed from the study of synthesizing relevant research papers and practicing through



activities from the same and fresh experience while choosing to think. There are elements of a fairly clear pattern in the concept and theory of learning, which emphasize proactive learning management, the importance of driving activities so that learners learn from the forces of the inner world, and the learning process. Self-management competencies can be strengthened with the 7Cs concept by choosing concepts that are in line with the age and nature of learners, as follows: Tree of Contemplative Practices. The practice, process, or concept of contemplative practices can be compared to a tree. Although the leaves are formed from the branches and the branches are formed from the trunk, these three things are the important things of the tree and can be practiced (Thana Nilchaikovit, 2008; Chollada Thongtawee, et al., 2008) 1) Stillness practice is to focus on calm and steadiness of the body and mind, which can be practiced through processes such as experiencing silence, meditation, or calming the mind, 2) Generative practices are training to achieve love and compassion, or to have a pure mind, which can be practiced through processes such as prayer, love and compassion practice, praying, and thong Len. Introspective observation and the development of intuition and subtlety can be practiced through processes such as drawing. 4) Activist practice is to experience, learn and reflect on the connection between the causes and factors of happiness and suffering in real life, which can be practiced through processes such as volunteer activities, work, 5) Relational practice, which is the practice of mindfulness, observing the inner state, reflecting on oneself, relying on the relationship of friends, reflecting on each other. Consultation in the form of a discussion circle. 6) Movement practice is the practice of observing and being mindful of physical movements that can be practiced through processes such as yoga, zigging, tai chi, etc. Meditation, dancing, 7) Ritual/cyclical practice is to experience the power/spirit of nature and experience self-learning to develop inner peace and refinement. Nature Retreat. Zajonc, A (2009). Meditation as Contemplative.

Learning Management Model with the 7Cs Concept
to promote self-management competencies
(CDSPP Model)

Step 1: Contemplative Mind

Step 2: Listen with your heart (Deep in Heart)

Step 3: Story telling & Share

Step 4: Practice thinking Practical of Thinking

Step 5: Production

Capability



This research is the development of a conceptual learning management 7Cs model to promote self-management competencies for teacher professional experience trainees. The Faculty of Education, Nakhon Ratchasima Rajabhat University, is a research and development (R&D) and mixed-method research with 5 steps to develop a learning management model. There are tools used in research and statistics used in data analysis, which are divided into 3 phases. The details are as follows.

3.3 The Research Design and Methodology

Phase 1 Research: Contextual Study: Current Conditions and Theoretical Concepts and Research Related to Model Development The steps to study are as follows: Step 1: Problem Condition Study Survey of Needs Assessment of Teacher Production Units and Teacher Users School Administrators Teachers on the learning management model with the concept of 7Cs to promote the self-management competency of students in teacher professional experience training through interviews and surveys.

The sample used to collect data included school administrators. Provincial Teachers Nakhon Ratchasima by selecting specific data obtained from the study. Problems, Problems, and Needs of Graduate Producers and Teacher Users. The tools used in the research are interviews and surveys of the needs of School Administrators, Teachers, faculty members in teacher production institutions, and teacher users towards the development of learning management models with the concept of 7Cs to promote the self-management competency of teacher professional experience trainees.

Step 2: Study the concept, theories, textbooks, and research related to the development of a learning management model with the 7Cs concept to promote the self-management competency of teacher professional experience trainees. Faculty of Education, Nakhon Ratchasima Rajabhat University, by studying and analyzing documents. From the information collected. Find conclusions to use as basic information for developing learning management models. as follows.

Learning management model refers to the state of teaching and learning that aims to allow learners to interact by organizing it in a systematic and orderly manner according to the philosophy and theory



related to the development of the learning management model. The principal concept, theories and beliefs to help the teaching and learning management conditions are based on basic theoretical concepts. Objective Teaching Procedure, Social System Response principles, and support systems to allow teachers to see the teaching and learning process in a step-by-step manner, with important elements of the learning management model developed by the researcher. There are 6 elements (Joyce & Weil, 2011) which have been studied from research papers and textbooks, and the main elements are synthesized: 1) the basic concepts and theories of the model, 2) the purpose of the model, 3) the learning management process, 4) the social system or teaching method, 5) the response principle, 6) the support system or teaching environment that will help achieve the desired objectives.

Step 3: Study the concept, theories, documents, textbooks, and research related to learning management to promote self-management competencies of teacher professional experience trainees. The learning management process is based on 1) the concept of intellectual education, 2) the concept of learning for fundamental change, 3) the theory of Buddhist intelligence, and 4) self-management competence. From the collected data, we can use it to draw conclusions to be used as information. Basis for Developing Learning Management Model with the 7Cs Concept to Promote Self-Management Competency of Teacher Professional Experience Training Students, Faculty of Education, Nakhon Ratchasima Rajabhat University.

Phase 2 Research: Creating a Tentative Model for Teaching and Learning to Promote Self-Management Competency for Teacher Professional Experience Training Students. By using the data obtained from studying, analyzing, synthesizing, and applying various principles and theories related to teaching and learning styles, one can to promote self-management competence. For teacher professional students, the results of the research in Phase 1 were drafted to develop a learning management model with the 7Cs concept to promote the self-management competency of teacher professional experience trainees. Faculty of Education, Nakhon Ratchasima Rajabhat University, which has details of the development of the presentation model according to the procedure. (Linda Darling, Hammond and John Bransford, 2005)



Step 1: Define a conceptual framework. Development of a Learning Management Model with the 7Cs Concept to Promote Self-Management Competency of Teacher Professional Experience Training Students, Faculty of Education, Nakhon Ratchasima Rajabhat University, by using the information obtained from studying, analyzing, synthesizing, and related theories, such as the concept of ethical reasoning theory. Ethical Tree Theory. The concept of intellectual education is defined as the principle of creating the development of a learning management model with the concept of 7cs to promote self-management competency of teacher professional experience trainees in the Faculty of Education, Nakhon Ratchasima Rajabhat University.

Step 2: Drafting a prototype for the development of a learning management model with the concept of 7Cs to promote the self-management competencies of teacher professional experience trainees. Faculty of Education, Nakhon Ratchasima Rajabhat University. The researcher analyzed documents, books, textbooks, and research related to teaching styles, as well as the ideas on the development of the model that had been presented in step 1. There is a sequence of steps in the development.

Step 3: Quality Inspection of Learning Management Model with the 7Cs Concept to promote the self-management competency of teacher professional experience trainees in the Faculty of Education, Nakhon Ratchasima Rajabhat University, is in the process of evaluating the draft of the teaching model that has been developed. The researcher examined the prototype by means of a focus group discussion based on issues related to and content related to the promotion of self-management competencies.

Appropriateness assessment and consistency of the assessment appropriateness and consistency of the learning management model by qualified persons. The purpose of the assessment is to examine the appropriateness and consistency of the learning management model to find various shortcomings with the purpose of the assessment in two characteristics:

Assessing the suitability of the model is an evaluation of each of the different elements. The result is a prototype model of a learning management model with the concept of 7Cs to promote self-management competence. Assessment of the consistency of the learning management model is an



assessment that: The result is a prototype model of a learning management model with the 7Cs concept to promote self-management performance.

The creation of learning activity tools and the development of tools based on the 7Cs concepts and approaches, the wisdom of education.

Step 4: Trial of the learning management model with the concept of 7Cs to transmit self-management performance. 7Cs to transmit self-management competencies that were synthesized after that were then used to arrange the teaching content. Teaching activities are organized by experts to check the correctness of the model created by the researcher.

3.4 The Research Results

The researcher analyzed the data collected through the instrument, which presents both quantitative and qualitative data, following the objectives.

1. Quantitative Data Analysis: Use the data obtained from the self-management performance measurement form. Before and after the study, the mean values of two independent groups were compared using the t-test for dependent Samples at a statistical significance level of 0.05.

2. Qualitative data analysis is the data from the feedback of using the Teaching that reflects the teaching and learning practices of both learners and instructors, and then analyzes and discusses solutions to improve teaching procedures using data from observation of behavior during activities. A record form reflecting learning results, the content is analyzed to evaluate the results and use the information to improve teaching and learning.

Therefore, a development of a learning management model with the concept of 7Cs to promote self-management competency for teacher professional experience trainees, based on the above actions. The researcher collected all the data. From the experiment and self-management competency assessment in 4 areas, namely 1. self-esteem, 2. having goals in life, 3. managing emotions and stress, and 4. problem and crisis management.

1. Evaluation Results of the Experimental Group on Self-Management Competency of Trainees. Professional experience of teachers showed that the results of the self-management competency assessment in terms of self-esteem, the average score of the experimental group ($\bar{x}$ = 4.71, S.D. = 0.49). When considering each component, it was found that all elements were suitable at the highest level. Experiment in self-management and self-esteem. It was found that



the results of the self-management competency assessment in terms of self-esteem, the average score of the experimental group ($\bar{x} = 4.71$, S.D. = 0.49), When considered individually, showed that all elements were suitable at the highest level. The terms of having a goal in life. It was found that the results of the self-management competency assessment in terms of having a goal in life were the average score of the experimental group. 4) Evaluation results of the self-management competency experiment group. Emotional and stress management. It was found that the results of the self-management competency assessment in terms of problem management and crisis, the average score of the experimental group was the highest ($\bar{x} = 4.32$, S.D. = 0.51).

2. Experiment in self-management and self-esteem. It was found that the results of the self-management competency assessment in terms of self-esteem, the average score of the experimental group ($\bar{x} = 4.71$, S.D. = 0.49), When considered individually, showed that all elements were suitable at the highest level. The terms of having a goal in life. It was found that the results of the self-management competency assessment in terms of having a goal in life were the average score of the experimental group. 4) Evaluation results of the self-management competency experiment group. In emotional and stress management, it was found that the results of the self-management competency assessment in terms of problem management and crisis, the average score of the experimental group was the highest ($\bar{x} = 4.32$, S.D. = 0.51).

4. Research Results

The results of the research (developed a learning management model with the 7Cs). Summary: The results of the research are summarized as follows:

1. After the experiment, students were trained in teacher professional experience, and developed a learning management model with the 7Cs concept, which has the highest level of self-management competency assessment.

2. After the experiment, students were trained in teacher professional experience. The results of the use of the learning management model with the 7Cs concept were studied, and the results of the self-management competency assessment were at the highest level.

The objectives of this research are 1) to develop a learning management model with the 7Cs concept to promote self-management competencies for students of teacher professional experience training, Faculty of Education, Nakhon



Ratchasima Rajabhat University, and 2) to study the results of the use of the learning management model with the 7Cs concept. To promote self-management competencies for students to train for teacher professional experience, Faculty of Education, Nakhon Ratchasima Rajabhat University.

The sample used in the experiment was a teacher professional experience trainee. A group sample was randomly selected from students enrolled in the Teacher Professional Experience Training Course in the 2024 academic year.

The tools used in research for organizing learning activities are the development of tools based on the 7Cs concepts, approaches to Wisdom Education according to the Wisdom Education Tree, with 8 learning management plans.

5. Discussion of Results Research

Discussion of Results Research on Learning Management Models with the 7Cs Concept to Promote Self-Management Competency for Teacher Professional Experience Training Students, Faculty of Education, Nakhon Ratchasima Rajabhat University. The results of the research can be discussed in the following details.

5.1 After the experiment, the experimental group of students practiced the teacher's professional experience. There are score results. Higher self-management competency assessment. It shows that there are 7 processes for organizing learning management activities with the concept of intellectual education, Including by Nakin. S. (2017). It can help strengthen students' self-management competencies and practice teacher professional experience. In order to have an understanding of the knowledge gained from teaching and learning, such as teaching students with love, kindness, care, and listening to students. Be rational and aware of feelings, thoughts, beliefs, and understanding of oneself and others, such as teaching techniques. Discussion and questioning. Choosing words for positive communication between learners and instructors, the teaching behavior of the teaching students of the teaching profession expresses the ability to self-manage in each aspect, which opens up further self-development. Including although the leaves are formed from the branches and the branches are formed from the trunk, these three things are the important things of the tree and can be practiced including of research by Thana Nilchaikovit (2008); Chollada Thongtawee, et al. (2008) and including the improve model by Linda Darling, Hammond and John Bransford (2005).



5.2 Results from this activity by students training in teacher professional experience. Activities along the line of intellectual education to strengthen self-management competencies are: 1) Contemplative Mind, 2) Deep in Heart, 3) Storytelling & Share, 4) Thinking practice. Practical of Thinking 5) Presentation (Production) All activities bring good changes in each aspect, for example, teachers and students have set clearer goals in life. Develop self-esteem, be aware of emotions, thoughts, feelings, and know how to manage self-stress better.

According to the researcher's observations, during the experiment, Participants have changed. From the expression of thinking. Speech the practice of students and colleagues, has a positive attitude towards themselves and students. Have a good relationship with students. Intellectual learning activities can clearly reflect that the people who participate in the activities have higher self-management ability. Thana Nilchaikowit and Adisorn Chantarasuk (2009).

In conclusion, the results of the use of the 7Cs concept of mental intelligence activities are presented this time. Affecting the self-management performance of teacher professional experience trainees. In conclusion, the participants of this research activity had a higher self-management ability in each area, namely 1) self-esteem, 2) goal in life, 3) emotional and stress management, and 4) problem and crisis management. Teaching makes you have a better understanding of yourself. Have self-esteem. Seeing virtues and having a good attitude towards oneself. Have a clear goal. Knowing how to manage stress and solve problems for yourself better, Wisdom Education has 7 processes. It can help strengthen students' self-management competencies and practice teacher professional experience. In order to have an understanding of the knowledge gained from teaching and learning, such as teaching students with love, kindness, care, and listening to students. Be rational and aware of feelings, thoughts, beliefs, and understanding of oneself and others, such as teaching techniques. Discussion and questioning. Choosing words for positive communication between learners and instructors, the teaching behavior of the teaching students of the teaching profession expresses the ability to self-manage in each aspect, which opens up further self-development. Sirirat Nakin (2023) by research MEPA model a Contemplative Education of Theory and consist of syntax 4 steps is based on the design from the learning management process that has been analyzed and developed from the 7 guidelines.



6. Suggestion

suggestion based on the study of the results of the use of intellectual education activities that affect the self-management performance of teacher professional experience trainees. The researcher observed the behavior of participants in the psycho-intellectual education activity. It was found that students practicing teacher professional experience who participated in the activity had a positive impact on their self-management performance. Such activities can be applied to a sample group in other departments or organizations as well.

6.1. Suggestions from this research

1. According to the results of this research, students who participated in intellectual education activities had self-management skills. Having higher self-esteem, one set goals in life more clearly. They can manage stress and emotions and be able to solve problems when they face crises with themselves. Therefore, intellectual education activities can be used as a guideline for participating in further activities.

2. Those who will lead intellectual education activities on self-management competence. Educational institutions should formulate policies or frameworks for students in all classes to participate in activities to strengthen their self-management capacity and have a process to develop teachers and students. There are 7 processes in intellectual education. It can help strengthen students' self-management competencies and practice teacher professional experience. In order to have an understanding of the knowledge gained from teaching and learning, such as teaching students with love, kindness, care, and listening to students. Be rational and aware of feelings, thoughts, beliefs, and understanding of oneself and others, such as teaching techniques. Discussion and questioning. Choosing words for positive communication between learners and instructors, the teaching behavior of the teaching students of the teaching profession expresses the ability to self-manage in each aspect, which opens up further self-development.

6.2 Suggestions for future research

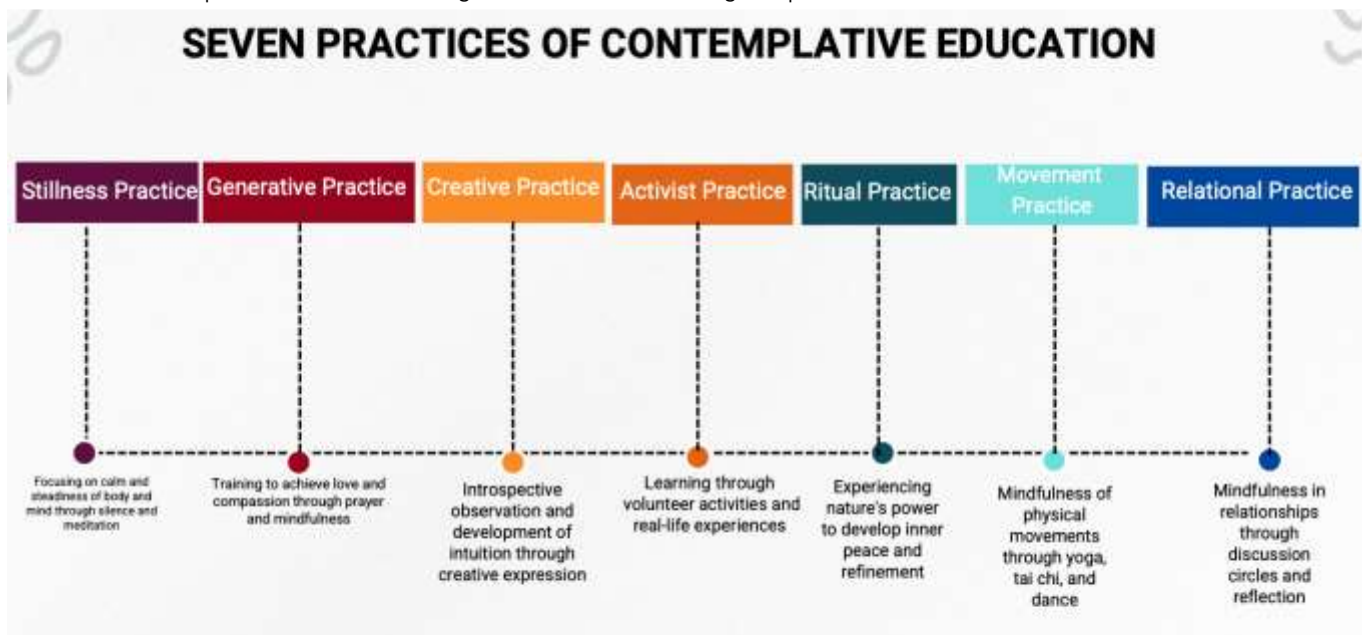
To lead cognitive education activities towards self-management competence. Educational institutions should establish policies or frameworks for students in all classes to participate in activities to strengthen their self-



management capacity and have a process to develop teachers and continue to develop students. Mental intelligence education has 7 processes. It can help strengthen the self-management capacity of students. In order to have an understanding of the knowledge gained from teaching and learning, such as teaching students with love, kindness, care, and listening to students. Be rational and aware of feelings, thoughts, beliefs, and understanding of oneself and others, such as teaching techniques. Discussion and questioning. Choosing words for positive communication between learners and instructors, the teaching behavior of teacher students is expressed by having self-management competencies in each area, which opens up further self-development.

7. Knowledge Received

The model was developed by the researcher from the synthesis of concepts. The learning theories related to learning and related theories in the development of learning management models are as follows: 1) Concept of intellectual education. The theory of learning for fundamental change is synthesized and developed into a learning management process from the 7 guidelines for following the wisdom tree of education. Step 1: Contemplative Mind Step 2: Listen with your heart (Deep in Heart) Step 3: Storytelling & Share Step 4: Practice thinking Practical of Thinking Step 5: Production



Picture 1 Learning Management Model of 7Cs by Contemplative Education



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