

# **Dissemination of Sufficiency Economic Principle in the Instruction of a course entitled, “Way of Life in the Sufficiency Economy” Department of General Education, Khon Kaen University**

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## **Abstract**

This research was based on an instruction of a course entitled, “Way of Life in the Sufficiency Economy”. The data obtained from the reviewing of related research document and fieldwork information were investigated by means of descriptive analysis. Since this research was conducted as a part of the instruction of the Way of Life in the Sufficiency Economy Course, the objectives of the research were to; 1) investigate learning achievements of the course, 2) investigate the course’ efficiency of the teaching materials, 3) evaluate the students’ satisfaction with the course instruction, and 4) study the course efficiency in transmitting the principles of the sufficiency economy.

Based on a comparison of the pretest and the posttest scores, the students’ achievement, based on their knowledge of the content of sufficiency economy, in the posttest score was 25 percent higher than the score evaluated in the pretest. On average, the five areas of the students’ behavior and qualification was found to be 20 percent higher in the posttest. The result gauged from the assessment form and learning record showed the average learning achievement in all of the five learning areas was at 90 percent, which was an excellent learning level. The efficiency of the learning medium ( $E_1 / E_2$ ) was rated at 89/90 which was higher than the estimated standard of 75/75.

The participating students reported to have a high level of average satisfaction with the course instruction. The students’ learning achievement tested after community fieldwork was found to have positive change in all of the five learning areas. The students reported to be competent in applying the sufficiency economy into their daily basis. Additionally, the students reported to have a better attitude toward the course, while gaining a positive attitude toward and awareness of life and community.

With regard to the course management and the dissemination of the sufficiency economy, it was found that the course bridged collaboration

between the Department of General Education and Rakkaew Foundation throughout the course of the project. The two organizations specifically worked together in; planning the target area, appointing prototype agriculturists, doing course planning (TQF 3), cohering the class activities with the goals set in TQF 3, planning the students' public presentation, evaluating the five areas of learning achievement, and giving back information to the community. Post orientation was conducted in order to obtain students' feedback on the management of the class which would lead to the better administration of the course in the future. This research project was well-founded based on various learning principles including; Project Based Instruction, Community Based learning, and Area Based Development Approach.

**Keywords:** Dissemination, Sufficiency Economic Principle, Instruction of a course entitled, Way of Life in the Sufficiency Economy, General Education, Khon Kaen University

## 1. Introduction

Driving the philosophy of sufficiency economy in education is to emphasize the importance of educating the children and youth of the country to have the thinking principles of living sufficiently; to maintain a balance of life and to be able to adopt it in any changing situation. The Ministry of Education has put in place the philosophy of sufficiency economy in the 15-year longitudinal study plan, No. 2 (2008-2022), to achieve a systematic long-term drive for higher education (The Office of the National Economic and Social Development Board, 2015: 52) in conjunction with the government's strategic plan for integrating development into the philosophy of sufficiency economy (2014 - 2017) with importantly appointing the educational institutions to drive the philosophy of sufficiency economy to the practices by bringing knowledge in educational institutions to support the development in the area together with all relevant departments to improve people's quality of life and self-reliance. The Rakkaew Foundation (affiliated with the foundation 'Pid Tong Lang Phra' in the Royal Initiative) has nationwide experience in student development and in community development for more than 10 years and was appointed as a sub-committee for promoting the development of the philosophy of sufficiency economy in education (Strategy 2). The foundation therefore created the "Sufficiency Economy Philosophy Project by Student Power" which has been developed by introducing the basic concepts of driving the development according to the strategic plan to integrate the driving force of development according to the philosophy of sufficiency economy into the spatial development (Rakkaew foundation, M.P.P: 4-5). Khon Kaen University is one of the four pilot universities, following the signing of a

Memorandum of Cooperation to drive the spatial development project based on the philosophy of sufficiency economy. This encourages the university to bring the knowledge and power of the students to solve the problem according to the real needs of the community in accordance with the 23 principles of work of the king in the article "Blast from the inside" with real action to provide students with knowledge and understanding of the development process in accordance with the philosophy of sufficiency economy and to apply it to their everyday life. This leads to the formulation of a network of students to benefit the community and society.

For this reason, the Department of General Education, Khon Kaen University, has recognized this importance to help disseminate the philosophy of sufficiency economy to occur in the students live. With the cooperation of Rakkaew Foundation and Pid Tong Lang Phra Foundation in the Royal Initiate, the university has designed and taught the course 'Way of Life in the Sufficiency Economy' offered in the undergraduate degree program as one subject in the general education section. This course offers both teaching and lecturing styles in classrooms and outside classroom learning (participation of the community) in the form of community-based learning process that is "Understanding, Accessing, Developing" to provide students with the knowledge and understanding of the philosophy of sufficiency economy both in the community and its application in daily life.

This study was to explore, search for the lesson learned, transfer knowledge and manage the instruction of the philosophy of sufficiency economy through the course to analyze and propose ways to improve effectiveness of the course. It is also a guideline for other educational institutions to apply in further study and teaching.

## **2. Objectives**

1. To compare learning achievement through teaching in the course 'Way of Life in the Sufficiency Economy'.
2. To study the effectiveness of instructional media in the course 'Way of Life in the Sufficiency Economy'.
3. To survey the satisfaction and opinions of students on teaching and learning in the course 'Way of Life in the Sufficiency Economy'.
4. To study the management, teaching and transfer of philosophy of sufficiency economy in the course 'Way of Life in the Sufficiency Economy'.

## **3. Methods**

This study was a survey research that collected both qualitative and quantitative data throughout the course 'Way of Life in the Sufficiency Economy', GE803901, Special Education Semester, Academic Year 2016 (June - July 2017) from 30 students in 8 faculties. The target area is in the

classroom of Khon Kaen University and the community of Thung Pong District, Ubonrat District, Khon Kaen Province. The data were collected by using the teaching and collecting tools such as surveys, questionnaires and surveys, etc.

#### **4. Results and Discussions**

1. The results of comparing the learning achievement through teaching in the course 'Way of Life in the Sufficiency Economy' are as follows:

1.1 Students have academic achievement in academic knowledge increased by 25% compared with the pre-study period. It can be discussed that increasing knowledge achievement does not see much difference and the post-study achievement of two students was less than the pre-test due to the shorter duration of the regular semester causing inadequateness of the lecture hours in philosophy of sufficiency economy and sciences.

1.2 Comparison of the characteristics and behavior of the learners showed that the characteristics and behavior of the learners had the average score increase in the learning outcomes of all 5 aspects and the average assessment increased by 20%, compared with the pre-study session. It was found that intellectual skills have changed to the maximum of 29%. This is due to the teaching system in this course focuses on sufficiency economy, King's science, international science (Academic Knowledge) and local science (local wisdom) by integrating all aspects in connection, students "understand" the basics and the reality of the community, create communication and participation with the community to "reach" the problems of the community and let the community take part in the analysis to find the problems and find solutions together. When successful, it will be able to motivate other villagers to participate in the project so that the "development" occurs.

The teaching and learning process is the development of learning outcomes of students in all five areas, i.e. the students must be moral and responsible (D1), know the reality, obtain knowledge of both the philosophy of sufficiency economy and local wisdom (D2), take all data from all aspects to analyze, separate issues and integrate the connection to get the problems in the area and must be able to relay information that represents the link of the problem, to exchange comments and to solve problems tangibly. This is the development of intellectual skills (D3) and interpersonal relationships and responsibilities (D4), as well as to transfer the information to society and the community which is the development of skills in numerical analysis, communication and information technology (D5).

1.3 Based on the evaluation form and the logbook according to the 5 learning outcomes, it is found that the evaluation form and the logbook

used to measure the learning outcomes in all 5 aspects had the average score of 82-97 and the average overall learning result was 90% (excellent level). The results of the assessment of 5 learning outcomes in accordance with 1.2, the assessment of student characteristics and behavior were the same reasons as mentioned in 1.2.

2. The study of the efficiency of instructional media in 'Way of Life in the Sufficiency Economy' course by using E1 / E2 efficiency test (Chaiyong Promvong, 2013: 10) showed that the efficiency of E1 / E2 = 89 / 90 is higher than the set target at E1 / E2 = 75/75 (Santiphap, Mongkol, 2008: 26). This means the teaching and learning process allows the students to learn the real situation by using the community as a base. It is a way to gain better understanding than to study in the classroom alone. This makes the teaching more effective.

3. The satisfaction survey and opinion of students on teaching in the course showed that the overall satisfaction was at high level. Instructional processes that evaluated interpersonal skills and social responsibility (D4) had the highest levels of satisfaction while four other learning outcomes have a high level of satisfaction. The opinions of the students toward the teaching in practice in the community showed the positive changes in both attitudes and behavior. The philosophy of sufficiency economy is applied in everyday life after the study of community fieldwork. As for the five learning outcomes, students think they have practiced honesty, patience and ethics (Moral and Ethics: D 1), obtain better understanding of the philosophy of sufficiency economy and other related sciences (Knowledge: D2), practiced data analysis (intelligence: D3), practiced human relations with farmers, friends in group and others involved (Relationship Skills: D4), as well as showed courage and presentation (Numerical analysis skills: D5). They have also changed their attitudes in planning and self-improvement and have cultivated a sense of self-sufficiency and systematic work. At the end, students suggested that this course should be open every year because they have learned many learning aspects that are not in the classroom. The course should be improved on the allocation of time to suit the issues such as the area, worksheet and the project work, etc. The teacher should have the same teaching approach. The teaching materials are good but they must be adjusted in accordance with the time. This can be discussed that the conclusion of item 3 is consistent with the conclusions in items 1 and 2 in every point.

4. The study of teaching management and transfer of the philosophy of sufficiency economy in the course in the cooperation between the Department of General Education, Khon Kaen University and Rakkaew Foundation was conducted by starting with the planning of the target area, finding the prototype farmers to conduct the learning process in consistence with TQF 3, then creating the preparation and presentation of student work to the public, measurement and evaluation of learning outcomes in all 5 aspects

as well as transferring knowledge to farmers and communities. At the end of the course, a meeting was organized for monitoring and evaluating the lessons, listening to the feedbacks of the students to find the conclusions and guidelines for developing the course to be more effective. The teaching and learning of the course focuses on the project-based learning (Project-Based Instruction) community-based learning, and area-based development approach which is a way to provide students with a clear understanding of the philosophy of sufficiency economy. Good learning activities will raise awareness of the importance and value of the philosophy and can motivate students to have the need in bringing the philosophy to practice in daily life.

The guidelines in driving the Philosophy of Sufficiency Economy to the educational institutions, all the parties are committed to promoting learning and living in accordance with the philosophy of sufficiency economy in the academic year 2016. Khon Kaen University has cooperated with Rakkaew Foundation for teaching and learning by inserting the course in the undergraduate program taught in both the classroom and in the community. This is an opportunity for students to learn and gain experience directly from learning the sufficiency economy from the prototype farmers. Students are able to understand, access and apply knowledge to improve the quality of life of farmers and communities. It is important that students develop their own views, attitudes, and habits by applying knowledge to their everyday life based on the philosophy of sufficiency economy. As shown in the results, in consistency with Tissana Khammani (2015), it can be concluded that applying the philosophy of sufficiency economy to integration in education curriculum is a way to help students learn the philosophy of sufficiency economy and to apply and develop the students' sense of well-being and the spirit of the philosophy of sufficiency economy, to create acceptance and willingness to adopt philosophy in life, to develop it as the self-value and practice as their characteristics and habits in the end (Tissana Khammani, 2015: 111).

## **5. Suggestions**

The suggestions for the next research are as follows: there should be a study of a change of attitudes and behaviors of students who have passed through this course; how much does the philosophy of sufficiency economy applied to their everyday life and how is their self-improvement? Also, the results of the study should be followed up by focusing on problem solutions and life changes of the prototype farmers.

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