

Guideline for the Development of Teaching and Learning Management in the Disruptive Era of Teachers in Mahachulalongkornrajavidyalaya University

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Abstract

The objectives of this research are; 1) to study the state of teaching and learning management of teachers, 2) to study the teaching and learning management in the disruptive era of teachers, and 3) to propose guidelines of teaching and learning management in the disruptive era of teachers in Mahachulalongkornrajavidyalaya University. The mixed research methods were used in the study. The quantitative data were collected by using questionnaire from 159 samples and analyzed by mean and standard deviation. The qualitative data were collected by in-depth interviews with 5 experts and analyzed by content analysis. The results of the study showed that: 1. The state of teaching and learning management of teachers in Mahachulalongkornrajavidyalaya University in 5 aspects was at a high level overall. In aspects, the highest level was on learning support activity, followed by media using, measurement and evaluation, teaching and learning operating, and curriculum respectively. 2. The methods of teaching and learning management in the disruptive era of teachers in Mahachulalongkornrajavidyalaya University were as follows: 1) In curriculum, to analyze problems and to design curriculum structure in line with situations and social contexts; 2) In teaching and learning management, to transfer

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knowledge to students based on the course contents and to apply online teaching and learning for students; 3) In instructional media, to use information technology in teaching and learning; 4) In learning support activity, to arrange variety of activities for new experience encouragement; and 5) In measurement and evaluation, to report accumulative scores, summative scores, and grades through online system. 3. The guidelines of teaching and learning management in the disruptive era of teachers in Mahachulalongkornrajavidyalaya University are as follows: to design curriculum structure to encourage thinking skills relevant to vision, aim and requirement characteristics of present society; Teachers use many methods to transfer knowledge to students according to their backgrounds and use online media suitable to learning activities under the teachers' supervision; and to implement measurement and evaluation relevant to course objectives, to use online examination, to evaluate learning by using examination questions from the test bank, and to communicate and submit learning assignments through online system in order that students can learn new things and apply it in their real life.

Keywords : Development Guidelines, Teaching and Learning Management, Disruption Era

Introduction

Education is an important foundation of a nation. For the nation to develop and progress, people in the nation must receive a good quality education. When people in the nation have a good quality of education, that is, Knowledge, the ability to think, act, and solve problems which is essential in driving the country to progress. Therefore, education is the key to opening the door to success in every field, whether economically, socially, politically, or economically. Today's world is an era of continuous change or globalization

which is known as the "age without borders and the age of information". The competition in the global society will cause every society to change rapidly in terms of economy, politics, society, and technology. Education is a change that affects the way of life of people in the global society and Thai society sustainably. Education plays a vital role, and good education must be in line with every change. In the country, because education is an important foundation for building progress and solving problems (Anan Muthathakul, 2002). Curriculum is a written plan to drive teaching and evaluation in skills and consolidation to promote student success. (Schreiber, n.d.)

The curriculum is important for people's development in society to have the characteristics that society expects. The curriculum is a tool to enable educational management to achieve the goals set forth by the curriculum. It plays an important role in promoting the growth of individuals' morality. Laying a foundation of ideas that support and conform to the social, economic, political, and governance so that learners are good members of society, enabling learners to discover their abilities, interests, and aptitudes and develop to their full potential. Is also a roadmap project Requirements that guide teacher education administrators, lecturers, and those involved in implementing their work in a systematic and efficient manner? (Kanata Tatthong, 2007) There are four curriculum components as follows (Suthatsanee Sukprasert, 2001):

1. Objectives, which will be a guideline for teaching and to determine what kind of person you want the learners to be or what they will educate for.
2. Contents are selected and arrange the content of various knowledge and experiences to help learners develop towards the goals that have been defined.
3. Curriculum Implementation is the implementation of the curriculum to be effective.
4. Evaluation is to find out whether the course's implementation is under its objectives or not.

The process of learning will cause learners to change both behaviors and thoughts according to the desired objectives. Which such objectives can be achieved through the process of learning management of teachers that understands the process of learning that consists of steps of learning, such as learning through memory, learning by understanding applied learning and analytical learning synthesize, etc., and manage learning under the needs and abilities of the learners. (Prachaya Klapajon, 2011).

The rapid advancement in information and communication technology has made skills. The need for people in the 21st century has changed from the 21st century because the jobs that used to use people to work with machines are constantly changing. Because computers and telecommunication technologies have expanded their capabilities to be able to work in place of people. As a result, the proportion of labor is reduced in jobs that use routine perceptions and jobs that use bruises which is a task that commands the computer to do instead but a growing proportion of the national workforce is in jobs that focus on expert thinking and require complex communication. This is a task that computers cannot replace. People in the 21st century must be proficient in communication. Complex from the original era must have a flair for promptly answering immediate questions, and control the disputed negotiations and disputes smoothly. Or, if it's a teacher, it must be a teacher who specializes in communication and has a flair for organizing and control the busy classroom to be a classroom with systematic and smooth learning that can encourage learners to develop a clear body of knowledge and apply it in real life. Teaching in Buddhism from the past to the present has not been as successful as it should be because teachers still lack the skills to think critically and actively and use lecturing methods rather than using media to make learners interested in learning. Therefore, the learners become bored with the study visas (Chaiwat Suthirat, 2011).

Mahachulalongkornrajavidyalaya University is a monastic university of the Thai Sangha that aims to provide education according to the aspirations of His Majesty King Rama 5 "Study the Tripitaka and higher subjects for monks, novices and laypeople" as well as focusing on students to have good educational quality. That is to say knowledgeable, able to think, act, and able to solve problems which will be important in driving the nation to progress. Therefore, education is the key to opening the door to success in every field. "International Buddhist education center that creates good and talented people with efficiency. Providing quality education and research good quality academic service good management with efficiency." In addition, in the present era, various technological innovations have developed and changed rapidly.

From the above problem, the researcher is interested in studying "Guidelines for the development of teaching management in the disruptive era of teachers in Mahachulalongkornrajavidyalaya University" that there are problems and guidelines for developing teaching and learning management to be interesting. New techniques that keep up with the changing world can be learned in every situation and incentivize students to be more active in learning as information and a model for the development of teaching and learning management in the disruptive era of teachers in Mahachulalongkornrajavidyalaya University.

Objectives of Research

1. To study the teaching and learning conditions of teachers at Mahachulalongkornrajavidyalaya University
2. To study teaching management in the disruptive era of teachers at Mahachulalongkornrajavidyalaya University
3. To propose guidelines for the development of teaching and learning management in the disruptive era of teachers at Mahachulalongkornrajavidyalaya University

Research Methodology

The researcher used Mixed Methods Research using quantitative research in which data collection by using a questionnaire, qualitative research by collecting data by interview details as follows;

1. The population used in the research were program administrators, lecturers, and students of Mahachulalongkornrajavidyalaya University, Wang Noi District, Phra Nakhon Si Ayutthaya Province, totaling four faculties, totaling 279 persons, Wang Noi District, Phra Nakhon Si Ayutthaya Province. Using the Krejcie & Morgan (Songsri Chompoowong, 1995) sample size comparison table, the sample size was 159 persons, as shown in Table 1.

Table 1: shows the population and samples.

No.	Faculties	Administrator and Teacher	
		Populations (person)	Sample (person)
1.	Faculty of Buddhism	49	27
2.	Faculty of Education	74	43
3.	Faculty of Humanities	51	28
4.	Faculty of Social Science	105	61
Total		279	159

2. Research tools in this research, the researcher used a mixed-method research model, which used two types of data collection tools, namely a questionnaire and an interview form, for the study of guidelines for the development of teaching and learning management. Teacher's disruption era in Mahachulalongkornrajavidyalaya University they are in the form of a checklist, a rating scale, and an open-ended questionnaire, with details as follows:

2.1 Questionnaire about studying the guidelines for the development of teaching and learning management in the disruptive era of teachers In Mahachulalongkornrajavidyalaya University, there are three sections:

Part 1 about the general information of the respondents regarding their status, position, age, education level, and work experience was a checklist.

Part 2 about the teacher's approach to developing teaching and learning management in the disruptive era at Mahachulalongkornrajavidyalaya University is characterized as an estimation scale with five levels according to the Likert method (Likert, 1967).

Part 3 about the recommendation of teachers on the development of teaching and learning management in the disruptive era of teachers at Mahachulalongkornrajavidyalaya University is an open-ended questionnaire with five aspects according to the research conceptual framework which consisted of 1) curriculum, 2) instructional management, 3) instructional media, 4) learning promotion activities, and 5) measurement and evaluation.

2.2 Interview form about the recommendations of teachers' guidelines for the development of teaching and learning management in the disruptive era in Mahachulalongkornrajavidyalaya University was used for interviews with a target group of five persons. The interviews were conducted in five areas which are divided into two parts as follows:

Part 1 provides general information about the interviewees regarding their position, age, education level, and work experience was a checklist.

Part 2 about the teacher's recommendations and guidelines for the development of teaching and learning management in the disruptive era at Mahachulalongkornrajavidyalaya University. There were interviews in five aspects according to the research conceptual framework which consisted of 1) curriculum, 2) instructional management, 3) instructional media, 4) learning promotion activities, and 5) measurement and evaluation.

3. Data analysis: The researcher used the data obtained from the questionnaire distribution and interview. To use the data to analyze and create new knowledge, the researcher analyzed the data and processed the data by using the program to analyze the questionnaire data collected in steps. After checking

the completeness of the questionnaires, then bring the information that has been changed into a numeric code and record it. The statistical research program is as follows:

3.1 Quantitative findings are 1) All questionnaires were taken to check the completeness and correctness of the questionnaire responses, and the complete version was selected for analysis by recording the scores of each question in a coded form. 2) Data were analyzed by using a package for social science research. 3) Data analysis was 1) The information about the respondents' status consisted of status, age, educational level, and teaching experience. The analysis was done using frequency and percentage values. 2) The level of teachers' teaching management in the disruptive era in Mahachulalongkornrajavidyalaya University was analyzed by using the mean and the standard deviation of the scores from the questionnaire responses. 3) Interpret the mean values based on the following criteria (Boonchom Srisaat, 2000), organize teaching and learning in the disruptive era of teachers at Mahachulalongkornrajavidyalaya University, the researchers grouped them according to the issues identified in the open-ended questionnaire and then analyzed them using frequency distribution.

3.2 Qualitative research results information from the interview. The researcher will group the data according to the essence of the interview issue. Then, the content analysis was performed as follows: 1) In-depth interview data analysis, the researchers grouped the data from the given interviews, then the data was analyzed. 2) Analyze the data obtained from the interviews according to the research objectives by using content analysis techniques and processing together to see the overall and present it as an essay writing.

Results of Research

1. The development of teaching and learning management in the disruptive era of teachers at Mahachulalongkornrajavidyalaya University found that the overall of the five aspects was at a high level. When considering each aspect, it was at a high level in every aspect. Sorted from the highest to the

lowest level i.e., activities to promote learning. In the use of teaching media Measurement and Evaluation Teaching management in terms of teaching and learning courses, the mean was 4.21, and the standard deviation was 0.607, as shown in Table 2.

Table 2 Conditions of teaching and learning management in the disruptive era of teachers in Mahachulalongkornrajavidyalaya University in the overall picture of 5 aspects.

Conditions of teaching and learning management in the disruptive era of teachers in Mahachulalongkornrajavidyalaya University		Opinion Level			
		\bar{X}	S.D.	Level	No.
1	In terms of teaching and learning courses	4.11	0.674	High	5
2	In terms of teaching management	4.16	0.686	High	4
3	In terms of instruction media	4.28	0.617	High	2
4	In terms of activities to promote learning	4.32	0.635	High	1
5	In terms of Measurement and Evaluation	4.17	0.815	High	3
Total		4.21	0.607	High	

From Table 2, it was found that:

The respondents had opinions about the teaching and learning conditions of teachers at Mahachulalongkornrajavidyalaya University at a high level. The mean was 4.21, and the standard deviation was 0.607. When considering each side, it was found that activities to promote learning are at the highest comment level rating. The mean was 4.32, and the standard deviation was 0.635, followed by the use of instruction media. The mean was 4.28, the standard deviation was 0.617. Next was the measurement and evaluation aspect, the mean was 4.17, and the standard deviation was 0.815, respectively. In teaching management, the mean was 4.16, and the standard deviation was 0.686, and the item with the least opinion score was in terms of teaching and learning courses, the mean was 4.11, and the standard deviation was 0.674.

2. Study the guidelines for the development of teaching and learning management in the disruptive era of teachers at Mahachulalongkornrajavidyalaya University consisting of 1) Training instructors to be proficient in techniques of

teaching and learning processes to the changing situation of the current society; systematizing. There are questions or activities for students to think critically during the teaching. 3) Organize training sessions or practice teaching skills for teachers to develop themselves in the technique of using a variety of information technology media for teaching and learning. Organize seminars to exchange knowledge among the group of instructors to help mobilize new ideas and innovations. 5) Instructors must create learning activities for students to practice in learning about the disruption era to be able to apply it in real life.

3. Propose the guidelines for the development of teaching and learning management in the disruptive era of teachers at Mahachulalongkornrajavidyalaya University consisting of 1) preparation of the curriculum structure and various subject matter; set to have in educational institutions curriculum consistent with vision, goals, and desirable characteristics. 2) To transfer knowledge to learners who have a clear understanding of what is being studied and how to apply to teach and learning to suit the times and situations. 3) The media will help the teaching and learning process achieve the objectives according to the objectives. Help to teach and learn to be able to communicate effectively. Encourage students to understand more about the subject matter being taught. 4) Organizing learning activities help promote relationships between students and friends causing responsibility for the duties of the students Causing new learning and experiences. 5) The text encourages students to learn the content of their courses, take online exams using Google forms, assessments through online exam libraries, etc.

Conclusion and Discussion

The results of this research study. The researcher had important and interesting issues to discuss the results as follows:

1. The results of a study of the teaching and learning conditions of teachers in Mahachulalongkornrajavidyalaya University. The respondents had

their opinions at a high level, including activities to promote learning the use of educational media Measurement and Evaluation Teaching management and teaching and learning courses, respectively, are as follows:

1) In terms of teaching and learning courses, it was found that the respondents had a score of opinions at a high level, ranked from highest to lowest, three rankings are: the curriculum is flexible, suitable for students and their environment, followed by the curriculum at each grade level aims to develop students to think and solve life problems. And the item with the least opinion score was that the course had a lot of content, causing the students to not study in time.

2) In terms of teaching and learning management, it was found that the respondents had opinions at a high level in order from highest to lowest, three rankings were: teachers focused on learning management by allowing students to participate in learning, followed by students who were responsible for their duties in learning as well. And the item with the least opinion score was that the students had studied the contents of the textbook in every subject well.

3) Regarding the use of teaching media, it was found that the respondents had opinions at a high level in order from highest to lowest, three rankings were found that students were able to apply knowledge from teaching media to real-life applications, followed by instructors using a variety of media in their studies that made students easy to understand, such as newspapers, textbooks, and others. Online media and the item with the least opinion score was that the teacher had fewer media and equipment for teaching.

4) In terms of activities to promote learning, it was found that the respondents had a score of opinions at a high level ranked from highest to lowest, the teachers allowed students to ask questions and express their ideas

in the classroom, followed by the students learning well from the activities of each university has an average of and the item with the least opinion score was the teacher organized a variety of learning activities for the students to understand the content learned.

5) In terms of measurement and evaluation, it was found that the respondents had a score of opinions at a high level in order from highest to lowest, three rankings were as follows: the students were divided into group work to evaluate the teaching and learning outcomes, followed by the teachers assessing the learning activities. And the item with the least opinion score is the teacher informs the students of the assessment results every time.

2. The results of a study on the development of teaching and learning management in the disruptive era of teachers in Mahachulalongkornrajavidyalaya University.

1) Curriculum and Instruction Update the curriculum to be up-to-date as well as to suit the situation and social context by changing to a method of teaching using distance media, namely online. Courses need to be changed from textbooks to uploaded to websites or Wikipedia instead of traditional textbooks. There is an outline at the core wherein when an educational institution implements a curriculum, it has to be tailored to its educational institution.

2) Teaching and learning management is an instruction to pass on knowledge to learners who have a clear understanding of what they are learning or enable learners to develop their learning in various skills faster. The learners will be able to learn and understand completely what the teacher has conveyed. Including the need to adapt teaching and learning to suit the situation. Online teaching for higher education is quite effective. This allows teachers and students to continue teaching. Because you can learn anytime, anywhere without limitations.

3) Teaching media innovative technology in computer technology telecommunication network technology can be used as a teaching tool that is effective and interesting, such as Zoom, Google Meet, Google Classroom, and Google Drive. Google Form and e-book, etc.

4) Activities to promote learning Organizing learning activities creates new learning and experiences. Creating the ideas pretending to think and can fix the problem can be learned from a variety of sources which the training project knowledge enhancement activities and academic seminars via an online system.

5) Measurement and Evaluation, it is a criterion for measuring the quality of the course or teaching method. Reports were submitted, and score collection and evaluation results were obtained and graded via an online system the text encourages students to learn about the content of their courses. There is a time limit for students to submit reports. Take the exam on the day and time specified by the teacher causing more convenience.

3. Propose guidelines for the development of teaching and learning management in the disruptive era of teachers at Mahachulalongkornrajavidyalaya University.

Curriculum and Instruction from the results of the study, it was found that the overall level was at a high level. The curriculum structure promotes the development of students' thinking skills, using content appropriately for the course and each grade level. Increase efficiency and make students understand the course of teaching as well. consistent with vision, goals, and desirable characteristics including being up-to-date with the situation and social context the results of this research are consistent with the research of Phra Dao Panyatharo (Min Wan) who studied the subject "Guidelines for the development of teaching and learning management in international graduate programs Mahachulalongkorn

rajavidyalaya University Phra Nakhon Si Ayutthaya Province" (Phra Dao Panyatharo Min Wan, 2017) found that the results of the study found that teaching and learning management faculty members should use a variety of methods to make students more interested in learning.

New body of knowledge

New body of knowledge on Guidelines for developing teaching and learning management in the disruptive era of teachers In Mahachulalongkornrajavidyalaya University in all 5 areas, the researcher has applied the knowledge from the research results. It can be summarized as diagram 1 as follows:

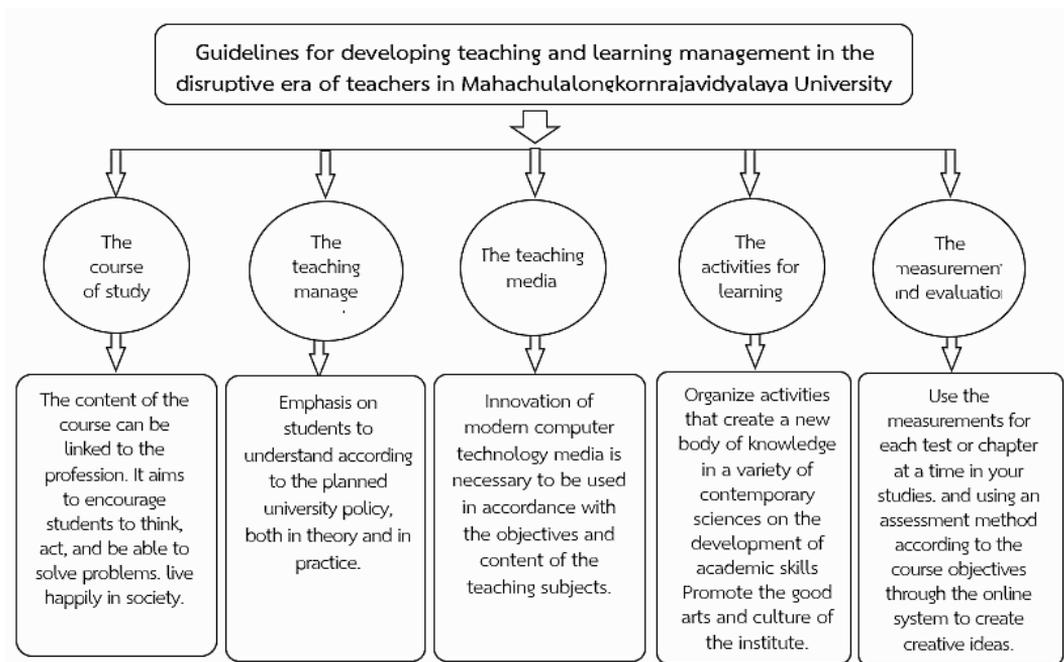


Diagram 1 Knowledge from research

From diagram 1, it can be concluded that teaching and learning management in the disruptive era of teachers in Mahachulalongkornrajavidyalaya University, there are important characteristics as follows:

1) Curriculum and instruction course content in teaching and learning by defining the curriculum to suit the content of each grade level and each subject in order to increase the efficiency and understanding of the learners. The content of the course can be linked to the profession. Focus on students to think, act and be able to solve problems, and to live happily in society.

2) Teaching and learning management and teaching style, both theory and practice emphasize that students understand according to the planned university policy. By allowing learners to participate in expressing opinions and defining activities as well as emphasizing learners to learn according to the specified objectives, thinking skills should be emphasized to create teaching styles. To encourage teachers to develop according to the patterns and processes of systematic thinking.

3) Teaching media and technology, there should be promotion and support for teaching materials that are up-to-date in the modern era to enable teachers to develop the use of technology media designing teaching innovations and creating works in order to be able to develop further in teaching in the classroom and applied in teaching to get the most benefit.

4) Activities to promote teaching and learning organize activities that are meaningful to teaching and everyday life. There is interaction between students and friends, student and teacher cause learning and new experiences.

5) Measurement and evaluation use individual assessments of each test or chapter in the course of study and used to assess according to the objectives of the course content to measure and evaluate both learners and instructors and bring the results into consideration for improvement to encourage instructors to develop themselves to have comprehensive knowledge to be a leader in learning to be a good role model in life for the disciples.

Suggestions for Research

Research subject “Guidelines for the development of teaching management in the disruptive era of teachers in Mahachulalongkornrajavidyalaya University”, the researcher has the following suggestions:

1. Policy recommendations

There are policy recommendations as follows:

1) Executives and faculty members at Mahachulalongkornrajavidyalaya University, all faculties, and all programs should build strength, knowledge, and ability in teaching and learning courses. Teaching management and the use of instruction media in terms of activities to promote teaching and learning and in terms of measurement and evaluation to students in Mahachulalongkornrajavidyalaya University to study and practice effectively in the transmission and bring true values from the teachers who have taught them to behave in daily life to be a good person of the community and society.

2) Executives and faculty members at Mahachulalongkornrajavidyalaya University should realize the importance of allocating time for the management of teaching and learning of the students to be sufficient and set a clear policy on the day and time of teaching practice.

3) Executives and faculty members at Mahachulalongkornrajavidyalaya University, those involved should support and encourage students to learn in various activities. The knowledge that is useful for developing academic skills, arts, and culture of Mahachulalongkornrajavidyalaya University.

2. Suggestions for applying the research results

1) Research results on “Guidelines for the development of teaching and learning management in the disruptive era of teachers at Mahachulalongkornrajavidyalaya University” at a high level in all aspects, but the administrators-faculty Mahachulalongkornrajavidyalaya University. The curriculum should be

revised to keep pace with the rapid changes in the disruption era and to match the current situation.

2) The results of research on “Guidelines for the development of teaching management in the disruptive era of teachers in Mahachulalongkornrajavidyalaya University” at a high level in all aspects, but the faculty administrators Mahachulalongkornrajavidyalaya University. Instruction media should be developed by bringing innovation and modern technology media to be applied in teaching and learning management including measurements and evaluations for further efficiency.

3. Suggestions for next research

The following research recommendations are made:

1) Should do research on study the effectiveness of teaching management in the digital disruption era of students in Mahachulalongkornrajavidyalaya University.

2) Should do research on innovation and digital technology in the teaching and learning management of teachers at Mahachulalongkornrajavidyalaya University.

3) Should do research on the subject factors affecting the teaching and learning management of teachers at Mahachulalongkornrajavidyalaya University.

4) Should do research study of students' satisfaction with teaching management in the New Normal era at Mahachulalongkornrajavidyalaya University.

5) Should do research study of teaching management strategies of administrators during the epidemic situation of the Covid-19 virus.

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