



The Effects of Integrating Contemplative Education Mentoring and Research-Based Learning on Changing Teacher Behavior and Development of Teaching Competencies of Thai Language Major Teacher Students

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ABSTRACT

This research has the following objectives 1) to study the effects of integrating the concept of Contemplative Education, Coaching and Mentoring and Research-Based Learning to change teaching behavior of the students and 2) to study the effects of integrating the concept of Contemplative Education, Coaching and Mentoring and Research-Based Learning to development of teaching competency of the students. The target group was twelve 4th year students of Bachelor of Faculty Education in Thai major, who have had Teaching Profession practice in schools of academic year 2022, using the method of purposive sampling. Research methods consist of analytical procedures follow objectives by qualitative and quantitative research methods. Research results according to objective 1 are; 1) the results revealed that the results of integrating the concept of Contemplative Education, Coaching and Mentoring and Research-Based Learning have an effect on changing teaching behavior of the students in 6 aspects: attitudes toward the learners, preparation for teaching, teaching, using media and learning resources, interaction with learners both inside and outside the classrooms, and measurement and evaluation. Research results according to objective 2 are; the results of integrating the concept of Contemplative Education, Coaching and Mentoring and Research-Based Learning to development of teaching competency of the students in 4 domains: defining learning objectives, instructional design, learning measurement and evaluation and using instructional media. Considering the evaluation results of the 1st monitoring supervision, the quality was a moderate level and the 2nd time of monitoring supervision reached a very good level, with an average of 4.25 and standard deviation 0.93.

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Introduction

Understanding that the Thai educational paradigm from more than a century ago was a limited paradigm Education management is teaching in order to communicate the topic knowledge found in textbooks, a method that has been ingrained in the minds and consciousness of Thai people. The result is that textbooks, rather than the actual world, serve as the foundation for education. (Dhedchawanagon, 2023) Thus, a new educational paradigm that emphasizes learning rather than teaching is suggested, and learning will no longer be dependent on textbooks but rather on real-world experiences and practical application, “teach less-learn more”. Textbooks will still be an important part of education, but their role will change from being the primary source of knowledge to being the primary source drawn from experience or practice. In contrast to teaching and transmitting narrow and limited subject matter, learning will be vast and unbounded since it is grounded in practice, or real life. It is the integration of living and learning together. (Wasi, 2007) Therefore, in order for learning to be really transformative, it needs to produce qualitative outcomes and cause the learner to undergo long-lasting change, that is, learning for fundamental change to development at an even higher level.

This is a result of a growing understanding of the significance of training and developing teacher graduates, particularly the enhancement of the learning and teaching competencies of students pursuing teaching careers in academic institutions. Throughout the aforementioned development process, a variety of innovative learning approaches have been employed. One particularly intriguing approach emerged from involvement in research and development projects aimed at creating systems and production processes as well as training teachers through the use of project-based research. Applying ideas from the intellectual cultivation and “Teacher Coaching” research projects, then connecting them to the learning management process, until arriving at the key ideas utilized in the research by incorporating the idea of contemplative education. In an attempt to adapt the findings to teaching professional practice in educational institutions, the knowledge set was synthesized and applied to the project's target groups using research-based projects (RBL) and coaching principles from the teacher coaching research. The curriculum, student preparation and development, teaching and

learning management, assessment and evaluation, experience training, and professional work for educators in educational institutions are among the other significant processes that are covered by the conceptual framework in this respect. Additionally, knowledge extraction and knowledge management (KM) are combined to concentrate on learning outcomes for tangible change.

Learning that transforms oneself by adding new meaning to things, affective qualities, cognitive qualities, and psychomotor qualities is known as transformative learning. However, Phanich (2015) it is suggested that there are six key components that help kids learn for change; 1) personal experience, 2) thoughtful contemplation, 3) artistic dialogue, 4) an all-encompassing viewpoint or approach, 5) the significance of context, and 6) connections founded on genuineness. This approach has the concept of contemplative education, which is learning from the mind that affects the body and brain, this style of learning through direct conscious understanding instead of intellectual thinking helps to govern the mind, extend awareness, quiet the mind, and improve the learner's attention, knowledge, and capacities. (Zajonc and Montessori, 2006) Another way to put it is that secondary education is another form of knowledge. (Triranopas, 2010). Supports learning methodologies based on actual research, cultivates awareness and comprehension, and assists individuals in connecting with their inner knowledge. It also aids in the development of a person's personality, neurology, and growth. Additionally, behavioral research has demonstrated that the practice of mindful contemplation has an impact on an individual's mental health, ability, self-control, attention, and awareness. The goal of contemplative education activities is to develop mental strength and awareness, which will influence the development of other areas of the mind and is a crucial component of efficient learning. There are seven categories of mental education exercises that can be used, like as 1) stillness practices, 2) activity practices, 3) government practices, 4) rituals/cyclical practices, creativity practices, 6) relations practices, and 7) generative practices. (Johannes, 2012) These kinds of diverse exercises can be used in the classroom to support different facets of student growth or the subject matter, which side Pengphan (2015) has investigated activity formats in accordance with the idea of contemplative education, by modifying different activities, the activities' outcomes demonstrated that the four areas indicated the desired learner qualities in accordance with the idea of contemplative education; the most accomplished then comes worldview, or how one views the world and life, behavioral, and mental components, which are positive changes

brought about by mental-capacity-based activities that lead to firsthand experience-based learning. The creation of a new consciousness of being a teacher is one of the intended features created by this element, and it will have an impact on the development and production of teacher graduates into fully realized human beings.

Since the ideas, procedures, or activities of research-based learning, coaching, counseling, mentoring, and contemplative education are varied and interwoven, they can be used to enhance teaching and learning in a variety of ways. This requires educators to develop a fresh conscience and awareness of the need to continuously work on their own professional development in order to help students grow. According to Sweeney (2013), structuring instruction by including important ideas such as research-based learning, coaching and mentoring, and contemplative education will foster positive traits and increase teacher competency. Including Whitmore (2009), who claimed that all learning management processes place a strong emphasis on the development of critical thinking abilities and other 21st-century skills. Crucially, it will serve as a learning management guideline that fosters knowledge and comprehension and helps create innovative teaching and learning methods. It also fosters collaborative learning within a professional learning community (PLC), which is particularly advantageous for student teachers who may use it in the future when they become teachers.

Since skills are defined as procedures or methods that may be utilized as instruments for learning, working, interacting with people, and making decisions about any action, skill development is also crucial for leading a fulfilling life in the twenty-first century. Therefore, in addition to directly teaching skills that are separate from content-free instruction, pupils must be developed by merging their abilities to learn academic content and other attributes. The definition of key ideas and methods for structuring learning in transdisciplinary material or learning themes, however, will be done through core subjects. Learning skills will continue to evolve and incorporate innovation skills by encouraging comprehension of the material covered in core subjects and incorporating 21st century skills into each core subject. It will assess students' preparedness for the more demanding workplace of today, which includes critical thinking and problem solving, creativity and invention, communication, and teamwork. (Khaemmanee, 2014) The teacher will create the learning and train to be a coach in addition to being able to assist learning. The teacher cannot be the lone instructor; they must let the pupils learn on their own, to improve students' ways of thinking, doing, and applying skills,

teachers should provide opportunities for students to apply integrated skills, have learning strategies that use technology as a support, and learn from employ research-based learning in conjunction with problem-based learning to develop sophisticated thinking abilities up to the learning level.

"Coaching" is considered a new role for teachers in the modern learning world, developed from the role of teaching, which is a one-way communication. Coaching goes beyond merely facilitating learning, where the teacher contributes by promoting dialogue and knowledge sharing, and it helps students reach their maximum potential. Including encouraging critical thinking and inquiry, facilitating two-way dialogue and interaction between educators and students, and organizing educational events to enable students to determine their own learning goals and paths, students should also be given the chance to help choose the learning activities and assessment standards for their education. Areesin (2016) developed the idea of coaching in Thai literature instruction, which involves switching from lecture to discussion to foster reading, thinking, and analyzing skills. In order to help students reach their maximum potential, coaching is defined as training or the process of developing each individual student, who has unique development needs. Consequently, coaching serves as a tool to help students build their higher-order thinking skills, understanding how to learn, and self-evaluation, it can also decide the course of one's own development, leading to introspection and self-analysis that, rather than explicit instruction, results in ongoing improvement. Instead, it makes use of a variety of strategies and tactics and emphasizes the learning objectives and process. (Wongyai and Phatphon, 2014)

In order to improve the teaching abilities of student teachers in the Thai language field, the researcher is interested in using the learning management process, the concept of contemplative education, coaching and mentoring systems, and research, or the acronym CCR model. The findings of content analysis and evaluation gleaned from the examination of learning management results make up the substance of this study. Applying the ideas and practices of contemplative education to learning management, learning coaches, and mentoring systems can help you develop critical learning abilities by using research as a foundation. During the course of study for students enrolled in the professional practice course on teaching Thai language in educational institutions. After that, evaluate the outcomes of the teaching practice, discuss the findings, and share knowledge in order to get ready for more study and advancement, this will be an important part of creating and

developing guidelines to become professional learning development (PLC). Additionally, it might be able to spread the results to learning at a more advanced level and build communities between schools or other agencies and organizations, which will be advantageous in a number of ways and support the development of Thai language teachers' excellence.

Objectives

1. To investigate learning management outcomes by using the ideas of coaching and mentoring programs, contemplative education, and research as a foundation to modify teaching practices and enhance the teaching proficiency of Thai language majors.

2. To study the results of learning management by integrating the concept of contemplative education, coaching and mentoring systems, and research as a basis for developing the teaching competencies of teacher students in Thai language major.

Research Methods

The target group is students in the Bachelor of Education program, Thai language major, who are in their 4th year studying and working as teachers in educational institutions in the academic year 2022, using the method of purposive sampling, of which the researcher is a teacher and a supervisory teacher, a total of 12 people.

The tools used in the research include;

The project was carried out using a learning management plan that combined research, coaching and mentoring methods, and contemplative instruction. The researcher used the research base project in the southern area to examine the content validity of the student teaching competency assessment form, which was modified from the system research and development tools and teacher production and development process from 3 experts.

The tools used to collect data include; 1) a form for documenting supervisory observations of students' instructional behavior, 2) a form for documenting students' thoughts on altering their teaching methods, and 3) student teaching competency assessment form. Which the researcher used in a research-based initiative in the southern region to produce and develop teachers using research and development tools, methods, and processes.

Data collection and analysis

The researcher gathers study data in accordance with the procedures for planning lessons and monitoring teachers' professional development in educational establishments, and then uses a qualitative approach to analyze the data, it consists of

participant observation, note-taking, and interviews, then the data was analyzed by content analysis. Together with considering the evaluation results from the student teaching competency assessment using quantitative methods. The research findings are then summarized and presented by comparing the first and second evaluation outcomes and analyzing the mean and standard deviation.

Conclusion

1. Results on learning management by integrating the concepts of contemplative education, coaching and mentoring systems, and research as a base to change teaching behavior and development of teaching competency of teacher students, they are as follows;

1.1 Perception of students are more motivated and determined to effectively manage their learning because they have a more positive attitude and a different view on other students. Ready to accept that every learner is unique, believe in their abilities, and keep in mind that they are human beings with room to grow.

1.2 Preparing to teach Pupils are more excited about getting ready to teach and organizing their lessons in a methodical manner. There is student analysis, knowledge can be linked, and learning objectives are examined using learning standard indicators, to prepare knowledge and experience content through more varied and pertinent learning activities, media, and assessment and measuring instruments.

1.3 Arranging instruction and learning, using student-centered learning management, and shifting from a knowledge-transmitting function to one of learning organizer, coach, facilitator, and supporter. The idea of contemplative education is used to plan learning-stimulating activities when learning management abilities and approaches have improved and become more varied, this involves educating children to enhance their critical thinking abilities and fortify their character. The foundation is research concepts, which are then used to arrange learning activities with real-world experience and to create student work through research-based projects. Including organizing a learning process for students to research knowledge and create knowledge on their own with principles, able to develop their own learning, able to solve problems, and able to be creative. In addition, the idea of coaching and mentorship programs is utilized to offer guidance to students in order to enhance their capacity for learning and critical thinking, maximize each student's potential.

1.4 Using learning resources and media, it was discovered that there is greater passion for providing a range of learning resources as well as for evaluating and creating

learning media, create innovative instructional materials and tools, and give students imaginative assignments to help them learn, more media that are local resources and knowledge that are relevant to the students are being used. Including the use of multimedia materials that support learning and encourage interaction in accordance with the idea of contemplative education in order to encourage students' thinking and learning.

1.5 Communicating with pupils both within and outside of the classroom, friendly connections with students, alertness, and self-control in contacts with students were shown to be more prevalent, both within and outside of the classroom.

1.6 Evaluation measurement revealed a better grasp of how to measure and assess learning in real-world circumstances. It also revealed a methodical shift in measurement and evaluation from evaluations conducted prior to, during, and after study. Measurement and evaluation techniques that let students assess their own learning as well as an assessment of their own work are available to track students' progress in learning, the evaluation criteria are more precisely defined.

2. Learning management outcomes through the integration of research as a foundation for the development of students' teaching competencies and the contemplative education coaching and mentoring system. Considering the 1st and 2nd follow-up supervision, it was found that the 1st time the students' teaching competencies were of a moderate quality (2.58) and the 2nd time the students' teaching competencies were of a very good quality (4.54), as the following table;

Table 1 Results of student teaching competency assessment from the 1st and 2st follow-up supervision

Assessment issues	First assessment			Second assessment		
	average	S.D.	level	average	S.D.	level
Objective setting						
1. Establishing learning goals in accordance with criteria and metrics.	2.83	0.71	Neutral	4.66	0.49	Excellent

Table 1 (continue)

Assessment issues	First assessment			Second assessment		
	average	S.D.	level	average	S.D.	level
2. According to the curriculum, certain learning objectives address the knowledge, abilities, and traits of learners by integrating the ideas of research, mentorship, and contemplative education as a foundation.	2.83	0.57	Neutral	4.58	0.70	Excellent
Instructional design						
3. Active learning is a type of activity that is used to get students ready.	2.91	0.51	Neutral	5.00	0	Excellent
4. Learning exercises are planned so that students can practice.	3.25	0.62	Neutral	4.83	0.38	Excellent
5. Learning activities are planned using cooperative group activities.	3.08	0.28	Neutral	4.91	0.28	Excellent
6. Through reflection, knowledge is shared in the classroom.	2.66	0.49	Neutral	4.75	0.45	Excellent
7. There are things that encourage ethics, morality, and positive traits.	2.58	0.51	Neutral	4.91	0.28	Excellent
8. Asking questions helps pupils think more deeply.	2.50	0.52	Neutral	5.00	0	Excellent
9. There are innovative presentations and communication exercises.	2.33	0.49	Fair	4.41	0.51	Good
10. Give students the chance to contribute to the summarization of what they have learned.	2.50	0.52	Neutral	4.25	0.45	Excellent

Table 1 (continue)

Assessment issues	First assessment			Second assessment		
	average	S.D.	level	average	S.D.	level
Measurement and evaluation						
11. Participatory assessment.	2.08	0.28	Fair	3.83	0.71	Good
12. The learning process is assessed.	2.00	0	Fair	3.33	0.49	Good
13. Assessments are given in class to monitor students' progress in learning.	2.75	0.45	Neutral	3.66	0.49	Excellent
14. The output or elements that come from learning are evaluated.	2.75	0.45	Neutral	4.91	0.28	Excellent
15. Encourage students to know how to develop themselves.	2.50	0.52	Neutral	4.91	0.28	Excellent
In terms of media use/learning resources						
16. Media/learning resources are used that promote interaction between teachers and students.	2.66	0.49	Neutral	4.75	0.45	Excellent
17. Media/learning resources are used to support learning that promotes interaction between learners and learners.	2.66	0.49	Neutral	4.75	0.45	Excellent
18. Media and educational resources are used to encourage logical thinking.	2.16	0.38	Fair	4.83	0.38	Good
19. Media and other learning resources are used to help people learn on their own.	2.50	0.52	Neutral	3.83	0.38	Excellent
20. Learning media/resources are used that inspire learning.	2.16	0.38	Fair	4.83	0.38	Excellent
	2.58	0.45	Neutral	4.54	0.93	Excellent

The assessment of students' teaching competencies from the first and second supervision sessions is shown in Table 1, where the first assessment's results, which had an average of 2.58 and a standard deviation of 0.45, were largely at the neutral level. Additionally, the majority scored at the excellent level on the second evaluation level, with a mean score of 4.54 and a standard deviation of 0.93.

Discussion

Learning management through combining the ideas of coaching, mentoring, and contemplative education and research-based, or CCR, can provide a solution to the challenge of how to help student instructors build new methodologies and paradigm shifts in learning. In order to enhance the knowledge management process in teaching professional practice in educational institutions in a high-quality way, students might employ thinking techniques and techniques. As a result, it is thought to be beneficial to use learning from real-world experience to prepare students before they enter the workforce.

According to study findings that align with the goals It demonstrates how self-transformation in performance behavior and internal learning behavior leads to genuine change and observable outcomes. It leads to awareness, education, and the understanding of how to continuously connect and enhance learning. This means that when students improve themselves, they can learn to improve others, this is in line with the idea that learning that can actually bring about change is long-lasting change in the learner, and the quality of developmental learning is the empirical outcome. In this regard, the research results can be discussed according to objectives 1 and 2 as follows;

1. Students' individual learning habits have an impact on how they teach concepts and behave as well as how well they are able to regulate their learning, including students to develop various skills in the 21st century and enhance continuous learning. The employment of activities based on the idea of contemplative education is a crucial supporting process that leads to the development of desirable traits, it most obviously encourages favorable behavioral traits. This is consistent with the research of Jeenawathana (2016) which found that; professional development is necessary for teachers to stay up to date with the constant developments, creating an environment that fosters good attitudes or feelings in response to change is one of the key change abilities. This is different from the research results of Pengphan (2015) which suggested that it helps develop skills the most, which may depend on the purpose or nature of the activities chosen. The study's findings demonstrate that skill

development can be accomplished through mentoring and coaching programs, with research serving as the foundation. These processes help students cultivate critical thinking abilities, which are crucial since they serve as the foundation for the development of other abilities. Additionally, utilizing a mentor system and friendship to support kids' learning throughout the process provides them hope, motivation to better themselves, and a highly positive perspective on the world, and encourage pupils to have a more positive attitude toward other students and to be committed to their own growth in order to benefit the growth of others. Consistent with Bunman et al. (2018) studied the results of CCR mentoring learning activities on polynomials on academic achievement, problem solving skills and attitude towards mathematics of Mathayom 1 students of Chakangrao Wittaya School (In-Chum Deesarn Utpatham) it was discovered that after completing the exercises, pupils were able to answer mathematical issues and had positive views regarding the subject. It was also found that the part of learning according to the concept of professional learning community and mentoring system in the CCR format was higher than the 70% threshold with statistical significance at the .05 level.

2. Furthermore, whether it is in teaching or learning troubleshooting, research-based learning supports teachers who have potential in a variety of areas. Through research to systematically increase student learning, students gain a wide range of skills and knowledge, particularly the ability to seek empirical truth, think analytically, synthesize, and create information for the benefit of others, which prepares them to carry out professional teaching tasks in educational institutions. It is consistent with the principle of changing the learning base and developing it towards concrete change. Samakhom (2016) said that the process of organizing science learning using research as a basis (Research-Based Instruction) is organized primarily in subject learning. In order to manage learning for students to think through the process, the instructor still has a role and the ability to organize learning about the research process. and use the research method and the research results are a supplemental process. As a result, weaker students who possess fundamental skills must engage in activities other than only listening to lectures from lecturers in order to learn. Accordingly, "competence" is defined by Udomphol (2020) as conduct that arises from knowledge, skills, abilities, and personal traits that allow an individual to carry out the teaching profession successfully. When considering learning management from the previous educational reform era, it was discovered that teachers' professional competencies still need to be developed significantly.

Consequently, it can be said that the research's concepts and findings can be applied to assist the growth of teaching and learning in a variety of ways because the processes or activities are varied and interwoven, this requires educators to develop a fresh conscience and awareness of the need to continuously work on their own professional development in order to help students grow. As a result, structuring instruction by including key ideas like research-based learning, coaching and mentorship programs, and contemplative education will foster positive traits and increase teacher competency. It is evident that every learning management method places a strong emphasis on the development of critical thinking abilities and other 21st century skills. Crucially, it will serve as a learning management guideline that promotes knowledge and comprehension and helps with the development of teaching innovations and collaborative learning in a professional learning environment (PLC), particularly for student teachers who may use it in their future teaching careers.

Suggestions

Suggestions for applying research results

1. In order to give teachers an alternate method of structuring learning activities, the learning management model ought to be presented. Teachers should prepare pupils by encouraging them to remain composed and adhering to critical studies after mastering the first step.

2. Preparation for teaching students should organize their lessons and prepare to teach more methodically. In particular, they should prepare media, learning activities, experiences, and knowledge content, as well as assessment and evaluation techniques that are relevant and consistent.

Suggestions for future research

1. The trial was a one-group investigation that included a variety of pre-, during-, and post-study outcomes. In the subsequent research, the effects of learning management should be investigated by integrating the concepts of coaching and mentoring programs, contemplative education, and research as a basis for changing students' teaching behaviors. Additionally, the results of learning management should be investigated by integrating the concepts of coaching and mentoring programs, contemplative education, and research as a basis for improving the teaching skills of other student groups.

2. Particularly for student teachers who may use it in the teaching profession in the future, research should be conducted on learning management strategies that foster

knowledge and comprehension that are helpful in creating innovative teaching practices and collaborative learning as part of a professional learning development.

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