

THE DEVELOPMENT OF TRAINING CURRICULUM TO ENHANCE COMPETENCY OF DHARMA TEACHING BASED ON ACTIVE LEARNING FOR MONKS TEACHING MORAL IN ELEMENTARY SCHOOLS

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ABSTRACT

The objectives of this research were 1) to develop the curriculum 2) to implement the curriculum, and 3) to evaluate the effectiveness of the curriculum. The theoretical and practical sections targeted 15 and 6 monks respectively, through a voluntary selection process. The instruments of the research were 1) knowledge and understanding test 2) evaluation form of designing learning and teaching activities ability 3) evaluation form of teaching ability 4) evaluation form of satisfaction towards the training curriculum. The statistics used to analyze the data were content analysis, percentage, mean, and standard deviation.

The research findings were as follows: (1)According to developing the training curriculum, the training curriculum consisted of 7 components; 1) principle 2) objectives 3) content 4) structure 5) learning and teaching activities 6) instruction media, and 7) measurement and evaluation. The training curriculum consisted of 8 units; 1) knowing active learning 2) applying dharma 3) measurement and evaluation 4) media for teaching dharma 5) creative designing 6) teaching for happy learning 7) designing learning and teaching activities, and 8) teaching. The quality of the training curriculum was at the highest level. (2)According to implementing the training curriculum, it was held for 3 days. Pre-test was conducted to evaluate knowledge and understanding before training. After training, evaluating satisfaction towards the training curriculum, doing Post-Test, supervising for 3 times, 5-7 days apart for each time were conducted to collect the data. Teachers were supervisor helpers evaluating teaching of monks teaching moral and evaluating students' satisfaction. (3)According to the effectiveness of the training curriculum, the results were as follows: 3.1) knowledge and understanding after training was higher than before training 3.2) the progress of designing learning and teaching activities ability was higher in all aspects 3.3) The progress of teaching ability was higher in all aspects 3.4) satisfaction towards the training curriculum was at the highest level.

Introduction

The Morality Teaching Project began in 2003 in which the Ministry of Culture encouraged monks to teach the subject in schools (Department of Religious Affairs, 2010)¹. However, several schools were not yet ready in several aspects. The pre-requisite stated that the minimum qualification of the monks would have to attain the advanced dhamma scholar level, but contrarily, these monks did not possess teaching². Ever since the project was implemented up to the present day, these monks still lack the necessary knowledge and qualification with regards to morality in educational institutions. This is consistent with Phra Manit Chotithammo's (Akkachat)³ research on the problems and solutions of monks teaching morality in schools in Sisaket province. The study revealed that monks teaching morality lacked knowledge, understanding, and management skills with regards to teaching, and that they should be trained to enhance their teaching competence. The result of the study is also in accordance with Phra Kru Samuwiroj Woramongkhalo (Jaiseusomboon)⁴ which also found that monks teaching morality lacked the necessary knowledge with regards to establishing a learning management plan, produce and utilize various media, teach, or conduct evaluations. Thus, the entire dhamma teaching process was unable to encourage students to truly understand the teachings of Buddhism.⁵

From the various researches on the development of proactive learning management competency, most of them reflected that proactive learning management can actually develop competency in teaching, for example, the research on developing teachers' proactive learning management competency at Ban Khok Kung School, revealed that the teachers' ability on active learning management increased after their development. The ability to manage active learning was found to be at the highest level, and the overall satisfaction with the active learning management development model was also found to be at the highest level⁶. This is also consistent with Pannee Phudket⁷, who studied the model of developing teaching potential

¹ Department of Religious Affairs, *The Manual for Implementing Morality Teachings by Monk Teachers in Schools*, (The Moral and Ethical Development Office: The Religion Printing House, 2010).

² Department of Religious Affairs, *The Report on the Study Research Project Reviewing the Morality Teachings by Monk Teachers in Schools*, (Department of Religious Affairs: The Agricultural Cooperative Society of Thailand Publishing House, 2011).

³ Phramanit Chotithammo, *A Study of Problems and Solutions for the Practice of Monks Teaching Morality in Schools in Sisaket Province*, (Ayutthaya: Mahachulalongkornrajavidyalaya University, 2009).

⁴ Phrakrusamuwiroj Woramongkhalo, *Problems of Teaching Morality Teaching Monks in Educational Institutions under the Office of the Primary Education Service Area, Ratchaburi District 2*, (Ayutthaya: Mahachulalongkornrajavidyalaya University, 2011).

⁵ Phramanit Chotithammo, *A Study of Problems and Solutions for the Practice of Monks Teaching Morality in Schools in Sisaket Province*, 2009.

⁶ Supak Somsa, *A Model for Developing Teachers' Proactive Learning Management Competency at Baan Khok Kung School, Maha Sarakham Primary Educational Service Area Office District 1*, (Mahasarakham: Mahasarakham University, 2018).

⁷ Pannee Phudket, *A model of developing teaching potential of monks teaching morality in schools in Songkhla Province*, (Nakhon Si Thammarat: Nakhon Si Thammarat Rajabhat University, 2012).

of monks teaching morality in schools in Songkhla Province, which discovered that teaching potential based on competence, knowledge, and understanding of the teacher's profession according to the model's development aspects were found to be higher than before the development. In terms of practical skills, it was found that the overall efficiency in drawing up a learning management plan according to the specified competence was at a good level, where the most practical competency skill is the ability to apply the various subjects into an effective learning management plan. Presently, the reform on teaching focuses on encouraging learners to play a greater role in learning, where teachers are expected to reduce their teaching roles from educating students directly which results in a learning process that will make the learners become more enthusiastic in learning and participate in a variety of learning activities, most of which lends more emphasis on activities that encourage the learners in wanting to learn constantly, or in other words, known as active learning⁸.

From the study, it was found that teachings according to the Buddhist principles by integrating active learning management can encourage learners to possess characteristics that are in accordance with the current times⁹, by using a variety of teaching techniques to design lesson plans and activities to encourage students to actively participate in the classroom, promote interaction between the learners themselves, and learners and their teachers, encourage teachers and students to share knowledge, think critically, express opinions, and possess diversity to suit the different learners, encourage exploration, seeking knowledge, present opinions, and provide them with the opportunity to practice assessment skills, practice problem solving skills, as an individual, in pairs, or in groups, in which learners collaborate and share to work on projects¹⁰. The research findings on learning management based on Buddhist principles by Aniyarin Rajawongse¹¹, conducted a research on the results of learning management on religion, morality, and ethics, according to the Four Noble Truths teaching method, found that the students' knowledge increased by 61.48%. The students' satisfaction with the learning management of religion, morality, and ethics, according to the Four Noble Truths was also found to be at a high level, which is consistent with Komsin Tonsinont¹², and his study on the learning management according to the Yonisomanasikara principle in Buddhism, found that 1) learners were able to learn effectively within and between groups with

⁸ Office of the Basic Education, *Commission, Supervision Guidelines to Develop and Promote Active Learning Management*, (Supervisory Education Unit: Ministry of Education, 2019).

⁹ Silpakorn University, *Active Learning Activities to Promote Learners in the Thailand 4.0 Era*, (Thailand: Faculty of Education, Silpakorn University, 2018).

¹⁰ Chaowarit Chongkejkorn, *Development of Active Learning Activities for New Generation Learners According to the Policy to Reduce Study time and Increase Learning Time*, (Chanthaburi: Laem Sing Wittayakhom School, 2019).

¹¹ Aniyarin Rajawongse, *Results of Learning Management On Religion, Morality, and Ethics, According to the Four Noble Truths Teaching Method For Mathayom 3 Students*, (Chiang Rai: Chiang Rai Rajabhat University, 2015).

¹² Komsin Tonsinont, *Learning Management According to the Yonisomanasikan Principle in Buddhism of Mathayom Suksa 2 Students at Horwang School, Pathum Thani, Suan Phrik Sub-district, Mueang Pathum Thani District, Pathum Thani Province*, (Ayutthaya: Mahachulalongkornrajavidyalaya University, 2018).

reason, resulting in their developing systematic analytical thinking, thinking in the right way, thinking in a charitable way, that benefits oneself and the others and apply the correct thinking methods in their daily lives, 2) learning achievement, where the post-study was .05 statistically significantly higher than the pre-study, which is consistent with Waree Soaktia¹³ who conducted a research on teaching social studies according to the Trisikkha principles. It was found that students had a higher learning achievement in social subjects, and consistent with Phatthanan Sangkharom¹⁴ who conducted a research on the development of learning activities in Buddhism subjects according to the Benjakhan teaching method with graphic layouts. It was found that the students' learning achievement was significantly higher than before and had a statistical level of .01, and a high satisfaction level with regards to learning activities in Buddhism subjects according to the Benjakhan teaching method with graphic layouts.

The researcher is well-aware and realizes the importance of applying the principles of Buddhism to cultivate children and youth to possess morals and ethics that are comprehensive and result in being quality Thai citizens, where it will result in a peaceful and sustainable society. Therefore, a training course has been set up to strengthen teaching competency of Dharma according to the active learning concept for monks teaching elementary school morality.

Research Objectives

1. To develop a training course to enhance teaching competency of Dharma according to the active learning concept for monks teaching elementary school morality.
2. To test the training course to enhance the teaching competency of Dharma according to the active learning concept for monks teaching elementary school morality.
3. To assess the effectiveness of the developed training course to enhance the teaching competency of Dharma according to the active learning concept for monks teaching elementary school morality, which consist of; 3.1) comparing knowledge and understanding of Dharma education through the active learning concept, 3.2) studying the development of the ability to design teaching Dharma education according to the active learning concept, and 3.4) study the satisfaction level of training curriculum to enhance teaching competency of Dharma according to the active learning concept.

¹³ Waree Soaktia, *A Study of the Achievement of Social Studies Teachings According to the Trisikkha Principle. Level 2, Ban Non-Hua Na School Chaiyaphum Province*, (Ayutthaya: Mahachulalongkornrajavidyalaya University, 2019).

¹⁴ Phatthanan Sangkharom, *Development of Learning Activities in Buddhism Subjects According to the Benjakhantha Teaching Method with Graphic Layouts. Buddhist Teachings Learning Unit Mathayom Suksa 4*, (Sakonkakhon: Sakonkakhon Rajabhat University, 2013).

Research Tools

1. Training curriculum to enhance the teaching competency of Dharma according to the active learning concept for monks teaching elementary school morality.
2. A test of knowledge and understanding about teaching based on the active learning concept.
3. Assessment Form for the design of teaching Dharma studies based on the active learning concept.
4. Assessment Form to assess the ability to teach Dharma according to the active learning concept.
5. Satisfaction Level Assessment Form of the training course to enhance the teaching competency of Dharma according to the active learning concept for monks teaching elementary school morality.

The Target Group, consists of 15 monks in the **theoretical section**, and 6 monks in the **practical section**, chosen through a voluntary selection process.

Research Methodology

1st Step (Development: D) Develop training curriculum to enhance teaching competency of Dharma according to the active learning concept for monks teaching elementary school morality, based on the following details;

1. Develop a training course by utilizing the results from the synthesis of theoretical concepts related to the training course development to create a group discussion course with 7 experts chosen through a purposive selection process. The content validation obtained from the group discussion was examined by 5 experts yielded a conformance index of 1.00. The training course was also evaluated by 5 experts based on the 5-level rating scale and found that it was rated at the highest level ($\bar{x} = 4.69$, $SD = 0.45$).

2. Develop a learning unit from the training course by using the results of the synthesis of theoretical concepts related to the training course development to create a learning unit that discusses issues with a group of 7 experts chosen through a purposive selection process. The content validation obtained from the group discussion was examined by 5 experts yielded a conformance index of 1.00. The training course was also evaluated by 5 experts based on the 5-level rating scale and found that it was rated at the highest level ($\bar{x} = 5.00$, $SD = 0.00$).

3. Develop a tool that can be used to assess the effectiveness of the training course to enhance the teaching competency of Dharma according to the active learning concept for monks teaching elementary school morality, consisting of; 1) a cognitive test, 2) a design assessment form for teaching abilities, 3) a assessment form for teaching abilities, and 4) a satisfaction assessment form for the training course. The established tool was verified for its content accuracy by 5 experts, which achieved a consistency index of 1.00.

2nd Step (Research: R) Conduct a trial of the training curriculum to enhance the teaching competency of Dharma based on the active learning concept for monks teaching elementary school morality, consisting of a two-stage experimental scheme, as follows:

1. Theoretical Section: Apply the Phase 1 experimental model as a one-group pre-/post-test design, on 15 monks, to work on 30 pre-test questions, and attend a theoretical training course on 6 learning topics (at 3 hours per topic), which resulted in the total theoretical session of 18 hours. Thereafter, the participants were assessed for the satisfaction of the training course and were again given a post-test after 7 days of training.

2. Practical Section: Apply the Phase 2 experimental model as a one-group time-series design, on 6 monks, which consisted of 2 learning topics. Three supervision and follow-up sessions were jointly conducted by the researcher and the supervisory assistant in evaluating the ability to design and manage teachings.

3rd Step (Development: D) Assessing the effectiveness of the training course for enhancing the teaching competency of Dharma based on the active learning concept for monks teaching elementary school morality, which consists of the following details;

1. Test the knowledge and understanding about teaching Dharma according to the active learning concept for monks teaching morality before and after the training.

2. Evaluate the development of the ability to design teaching based on the active learning concept for monks teaching morality, 3 times after the training.

3. Assess the development of the ability to manage teaching Dharma according to the active learning concept for monks teaching morality, 3 times after the training.

4. The satisfaction assessment form of the training course for monks teaching morality after the training.

Results of the Study

1. The results of the curriculum development to enhance the teaching competency of Dharma according to the active learning concept for monks teaching elementary school morality.

The results of the development of training curriculum to enhance the teaching competency of Dharma based on the active learning concept for monks teaching elementary school morality, consists of the following 7 components: 1) principle, 2) objective, 3) content, 4) structure, 5) learning activities, 6) teaching materials, and 7) measurement and evaluation. It also comprises a total of 8 learning topics, consisting of 6 theory topics, namely 1) proactive knowledge of principles, 2) applied dharma principles, 3) measurement and evaluation, 4) teaching media, 5) design creativity, and 6) teaching to create happiness, as well as, 2 practical

learning topics, which are; 7) design of proactive teaching that applies Dharma principles, and 8) the proactive teaching that applies Dharma principles. There were 5 tools that were used to assess the effectiveness of the post-training regimen, where the results of the content validity check were found to be at the highest level.

2. The results of the trial of the training course to enhance teaching competency of Dharma based on the active learning concept for monks teaching elementary school morality, revealed that;

2.1 Theoretical Section, consists of 6 learning topics: Topic 1, proactive knowledge of principles. Topic 2, application of dharma principles. Topic 3, measurement and evaluation. Topic 4, media for teaching Dharma. Topic 5, creative design. Topic 6, teaching happiness. Each topic required 3 hours per topic, giving a total of 18 hours. 15 monks were designated to teach morality, spanning 3 days, between December 22-24, 2021, at Somwang Temple, Mueang Surat Thani District, Surat Thani Province. Prior to the training, there was a 30-minute, 30 questions pre-test on their knowledge and understanding about teaching based on the active learning concept through the Google Form online system. Thereafter, the training was conducted on each topic where learning behaviors and their work were assessed. After the training, the monks were assessed for their satisfaction level towards the curriculum to enhance teaching competency according to the active learning concept (22 questions), and after 7 days of taking the training, the monks were again requested to take the test on Google Form through a link sent via the Line application. The test was the same as the previous one but the questions were alternated.

2.2 The practical section, consists of 2 learning topics: namely Topic 7, design of proactive teaching that applies Dharma principles, and Topic 8, the proactive teaching that applies Dharma principles, taught by 6 monks in the actual school, 3 times each lasting 1 hour, 7 days apart. The monks were supervised and evaluated by teachers. The follow-up was conducted through online meetings. The monks teaching morality in schools were required to create 3 lesson plans for any of the following topics; Dharma-related essays, Dharmawipak topics, the Lord Buddha's history, Winai-Benjasila-Benchadham, as well as, conduct teachings based on the active learning concept.

3. Results of the evaluation of the effectiveness of the training course to enhance the teaching competency Dharma according to the active learning concept for monks teaching elementary school morality.

3.1 The results of the test of knowledge and understanding in the teaching of Dharma according to the active learning concept, is shown in Table 1.

Table 1. Results of the test of knowledge and understanding in the teaching of Dharma according to the active learning concept.

15 Monks	Pre-Test (30)	%	Post-Test (30)	%	Diff.
\bar{X}	9.13	30.44	18.20	60.67	30.22
SD	3.50		2.96		

From Table 1, it can be seen that the results of the test on the knowledge and understanding in the teaching of Dharma according to the active learning concept of all 15 monks teaching morality, revealed that results obtained after the training were found to be higher than before the training with a difference of 30.22%.

3.2 The results of the development of the ability to design teaching activities based on the active learning concept, is shown in Table 2.

Table 2. Results of the development of the ability to design teaching activities based on the active learning concept.

6 Monks	Learning Activities						Use of Technology						Measurement & Evaluation					
	1 st Time	Quality	2 nd Time	Quality	3 rd Time	Quality	1 st Time	Quality	2 nd Time	Quality	3 rd Time	Quality	1 st Time	Quality	2 nd Time	Quality	3 rd Time	Quality
	1.47	Fair	1.94	Good	2.62	Very Good	1.41	Fair	2.10	Good	2.57	Very Good	1.47	Fair	2.06	Good	2.53	Very Good
\bar{X}	0.14		0.22		0.17		0.19		0.36		0.26		0.32		0.31		0.13	
SD	$\bar{X} = 2.01, SD = 0.18$						$\bar{X} = 2.03, SD = 0.27$						$\bar{X} = 2.02, SD = 0.25$					
	Total						Total						Total					
	Sequence						Sequence						Sequence					
	3						1						2					
Mean (\bar{X}), on every aspect	2.02																	
Standard Deviation (SD), on every aspect	0.23																	
Quality Level	Good						Good						Good					

From Table 2, it can be seen that overall, the results of the development of the ability to design Dharma teachings based on the active learning concept for monks teaching morality were found to be at a Good level ($\bar{X} = 2.02, SD = 0.23$). When considering each aspect, it was found that the 6 monks showed a higher improvement in their ability to design Dharma teachings according to the active learning concept on all aspects.

3.3 The results of the development of the ability to manage Dharma teachings based on the active learning concept, are shown in Table 3.

Table 3. Results of the development of the ability to manage Dharma teachings based on the active learning concept.

6 Monks	Learning Activities						Use of Technology						Measurement & Evaluation					
	1 st Time	Quality	2 nd Time	Quality	3 rd Time	Quality	1 st Time	Quality	2 nd Time	Quality	3 rd Time	Quality	1 st Time	Quality	2 nd Time	Quality	3 rd Time	Quality
	1.39	Fair	1.73	Good	2.54	Very Good	1.07	Fair	1.64	Fair	2.36	Very Good	1.28	Fair	1.72	Good	2.22	Good
\bar{X}	0.23		0.23		0.22		0.12		0.30		0.37		0.37		0.33		0.20	
SD	$\bar{X} = 1.89, SD = 0.23$						$\bar{X} = 1.69, SD = 0.26$						$\bar{X} = 1.74, SD = 0.30$					
	Total						Total						Total					
	Sequence						Sequence						Sequence					
	1						3						2					
Mean (\bar{X}), on every aspect	1.77																	
Standard Deviation (SD), on every aspect	0.26																	
Quality Level	Good						Good						Good					

From Table 3, it can be seen that the results of the development of the ability to manage Dharma teachings education according to the active learning concept for monks teaching morality were found to be at a Good level ($\bar{X} = 1.77, SD = 0.23$). When considering all the aspects, the 6 monks showed a higher improvement in their ability to manage Dharma teachings according to the active learning concept.

3.4 The results of the satisfaction level on the training course for enhancing the teaching competency of Dharma based on the active learning concept for monks teaching elementary school morality, are shown in Table 4.

Table 4. Results of the satisfaction level on the training course for enhancing the teaching competency of Dharma based on the active learning concept for monks teaching elementary school morality.

No.	Issues	Opinions		Interpretation	Sequence
		\bar{X}	SD		
1	Knowledge	2.46	0.66	High	6
2	Applicability	2.55	0.59	High	5
3	Learning activities	2.58	0.49	High	4
4	Training materials	2.67	0.49	High	1
5	Measurement and evaluation	2.64	0.50	High	2
6	Effects on monks teaching morality	2.59	0.51	High	3
	Total	2.55	0.56	High	

From Table 4, it can be seen that the overall satisfaction level on the training course to enhance the teaching competency of Dharma according to the active learning concept for monks teaching elementary school morality was found to be at a High level ($\bar{X} = 2.55$, $SD = 0.66$). When considering each aspect, it was found that all 15 monks had a High satisfaction level with the training course to enhance Dharma teaching competency according to the active learning concept for monks teaching elementary school morality after receiving training on all aspects.

Discussion

The evaluation of the effectiveness of the training course to enhance the teaching competency of Dharma based on the active learning concept for monks teaching elementary school morality.

1) Knowledge and understanding in teaching Dharma according to the active learning concept for monks teaching morality after their training was found to be higher. This may be due to the training course having undergone a step-by-step research and development process which has made the monks teaching morality to possess a higher level of understanding after the training. This is in line with Supak Somsa¹⁵ who had conducted research on a model for developing teachers' active learning competency at Baan Khok Kung School, under the jurisdiction of The Office of Maha Sarakham Primary Educational Service Area 1. Results of the study found that teachers had an increased knowledge about active learning, and the Office of the Education Council Secretariat¹⁶ found that teachers who attended the training were able

¹⁵ Supak Somsa, *A Model for Developing Teachers' Active Learning Management Competency at Baan Khok Kung School*, (Sakonkakhon: Sakonkakhon Rajabhat University, 2017).

¹⁶ Office of the Education Council Secretariat, *Curriculum Research and Development Model and Competency-based Teaching Management According to the National Qualifications Framework*, (Bangkok: Office of the Education Council Secretariat, 2017), XX

to use the newly-acquired knowledge and skills to apply to the development of the competency-based curriculum

2) The development of the ability to design Dharma teachings according to the active learning concept of monks teaching morality was found to be at a higher level after the development. This may be due to the training course having undergone a step-by-step research and development which has given the monks teaching morality a higher ability to design teaching after the training. This is in line with Supak Somsa¹⁷ who had conducted research on a model for developing teachers' active learning competency at Baan Khok Kung School, under the jurisdiction of The Office of Maha Sarakham Primary Educational Service Area 1. Results of the study found that teachers had an increased knowledge about active learning, and the Office of the Education Council Secretariat¹⁸ found that the preparation of teaching plans for the competency-based curriculum through the evaluation criteria for curriculum development, the competency-based instructional was defined at 75% in all aspects.

3) The development of the ability to manage teaching Dharma according to the active learning concept for monks teaching morality was found to be at a higher level. This may be due to the training course has undergone a step-by-step research and development process which has enhanced the monks' capabilities to a higher capacity after the training. This in line with Supak Somsa¹⁹ who had conducted research on a model for developing teachers' active learning competency at Baan Khok Kung School, under the jurisdiction of The Office of Maha Sarakham Primary Educational Service Area 1. Results of the study found that the overall active learning competency from the assessment made by educational institution administrators, self-assessed, and from students, at the highest level. The Office of the Education Council Secretariat²⁰, also found that 75% of the teaching practices according to the teaching plan of the competency-based curriculum passed the specified teaching criteria.

4) The satisfaction level on the training course to enhance the teaching competency of Dharma according to the active learning concept for monks teaching elementary school morality was found to be at a High level. This may be due to the training course was developed through the inquiry of the needs of the monks teaching morality thus making their satisfaction being at a High level. This is consistent with Supak Somsa²¹ who had conducted research on a model for developing teachers' active learning competency at Baan Khok Kung School, under the jurisdiction of The Office of Maha Sarakham Primary Educational Service Area 1, and the

¹⁷ Supak Somsa, *A Model for Developing Teachers' Active Learning Management Competency at Baan Khok Kung School*, 2017.

¹⁸ Office of the Education Council Secretariat, *Curriculum Research and Development Model and Competency-based Teaching Management According to the National Qualifications Framework*, 2017.

¹⁹ Ibid.

²⁰ Ibid.

²¹ Ibid., (2018).

overall satisfaction level with the model for developing competency in active learning, which was also found to be at the highest level. Amornsri Sangsongfah²² found that the teachers agreed that the curriculum was appropriate in terms of inputs, process, and productivity. In addition, Peeraphan Thongsoon²³ had also conducted research and a development of teacher training curriculum for the development of local wisdom knowledge curriculum in the southern Northeastern region regarding cultural tourism. It was found that teachers were able to apply their knowledge to design learning plans which were both timely and useful in receiving training.

Suggestions for applying the research results

1. Results of the development of the ability to design teaching of Dharma according to the active learning concept for monks teaching morality, revealed that, in terms of organizing learning activities displayed the least developmental results. Therefore, training time for Topic 5, Creative Design, should be increased.

2. Results of the development of the ability to manage teaching of Dharma according to the active learning concept for monks teaching morality, revealed that the use of technology displayed the least developmental results. Therefore, the training time for Topic 4, Teaching Media, should be increased.

3. The process of training participants should possess the ability to use various technological media. Therefore, a test on the use of media and technology should also be conducted to obtain a suitable sample for competence development.

Suggestions for future researches

1. Training curriculum should be developed to enhance the teaching competency of Dharma education to the active learning concept for monks teaching morality at the secondary school level.

2. Training curriculum should be developed to enhance the teaching competency of Dharma according to the active learning concept for monks teaching morality, where monks should also develop competency on other matters.

3. Online training curriculum should be developed to enhance the capacity of monks teaching morality.

²² Amornsri Sangsongfah, *The Creation and Development of Training Courses on Testing English as a Foreign Language for the Purpose of Promoting Knowledge and Skills in Performing Tests and Assessments of English in the Classroom of Secondary School Teachers*, (Bangkok: Silpakorn University, 2014), 171.

²³ Peeraphan Thongsoon, *Developing a Teacher Training Course to Develop a Curriculum for Local Wisdom Knowledge Management in the Southern Northeastern Region regarding Cultural Tourism*, (Bangkok: Silpakorn University, 2013).

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