

## The Development Model Of Supervision To Enhance The Learning Skills Of The Students In The Study Filled The Charity School Of Buddhist Temples

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### *Abstract*

This research aims to study the current and desirable state, the development of a supervision model, and the trial and evaluation of supervision to enhance the learning skills of elementary school students in Buddhist temples' charitable schools. To report the research findings for the development process, qualified experts evaluated and inspected the APMER (Analyzing- Planning Supervision – Management – Evaluating – Supervision) Model. This model includes analyzing fundamental data, planning supervision, knowledge management with sub-steps, evaluating supervision results, and reinforcement. The components of model evaluation and success conditions were also included in the process. Overall, the APMER Model was deemed effective in guiding the development process. Based on the research findings, a supervision model was developed and evaluated to enhance elementary school students learning skills in Buddhist temples' charitable schools. The current and desirable states of supervision were moderate. The highest average for current conditions was in supervision operation, meeting to provide feedback after observing teaching, supervision planning, and supervision operations data analysis from teaching observations. The highest average for desirable conditions was in the supervision operation, meeting before teaching observation, meeting to provide feedback after observing teaching, and supervision planning. The supervision model consists of five components and 56 indicators. Using the supervision model showed that teachers had higher knowledge and abilities in learning management, and students' learning, innovation, and life skills were more developed. The satisfaction of teachers and students with the supervision model was at the highest level, and the evaluation results showed that the supervision model was highly suitable and valuable.

Keywords: Model, Educational Supervision, Learning Skills

### **Derivation**

Educational supervision in the 4.0 era is an important process for introducing and helping teachers to organize effective learning activities.

Educational innovations can be used as aids in the teaching and learning process to effectively meet the needs of learners that the supervision system will help to tell the various benefits of the education system step by step because the supervision system is based on democratic principles, including mutual respect between supervisors and supervision recipients. Educational supervision is organized to improve the organization of learning activities. It will depend on the skills and abilities of the educator who works with the teacher, as well as various techniques and methods used by educational supervisors in educational supervision. By giving teachers the opportunity to research tasks that must be done by themselves in order to grow. when learning and prospering inevitably, they will know how to improve teaching and learning for better and more effective results and supervision within the school in the 4.0 era is a process of working and conducting joint activities between administrators and personnel within the school in advising and helping morale promote teaching and development of school operations in accordance with school standards to improve and develop the quality of education to be effective and acceptable to all school beneficiaries in accordance with the objectives and goals of educational management (Kittisak Angkanawin, B.E.2561: 205).

Buddhist monasteries' charitable schools were considered an alternative and were permitted to be established as schools under the Private Schools Act. B.E. 2488, which has taught and taught in the same way as a general school. At the same time, there is an emphasis on wanting students to have morals and ethics with the aim of enhancing knowledge understanding of principles which leads to the correct conduct of Dhamma principles and Buddhist activities by controlling the body, speech and mind to be within the framework of morality, ethics and good culture without harming oneself and others.

It is important to report some concerning education-related issues that have brought attention. It appears that there are some schools established by Buddhist temples or temple foundations that are intended to help poor children and youths, but some of these schools only have male or female students while others have monk and novice students studying together. While these schools provide welfare education for children and youth, it seems that there are still issues with academic performance and learning skills (Wilailak Petiam. B.E. 2558: 4). For instance, it has been found that the overall academic achievement of grade 6 students is less than 50%, and

some students in grade 3 and grade 6 lack learning skills like reading, writing, thinking skills, life skills, and communication. Furthermore, supervision over basic education institutions in general is not satisfactory, and there are many urgent problems that need to be addressed. As someone involved in teaching and learning, it is important to raise awareness of these issues and work towards solutions that will benefit both individuals and society as a whole (Office of the Private Education Commission. B.E. 2560: 20-23).

Therefore, there is a need for research on the development of a supervision model to enhance primary school students' learning skills in Buddhist temple charitable schools. Supervision is an important process in improving the quality of education. To help promote and support teachers' cooperation in the development of teaching and learning management. This includes the identification of a suitable form for developing a supervision model. to understand the current and desirable conditions of supervision in educational institutions and is used as a guideline for educational institutions. Affiliations and relevant agencies are used to develop and improve teaching supervision to achieve effectiveness, and it will be concrete to bring research results to benefit educational institutions in the future. The questions for this research are as follows: 1) What is the current and desirable state of supervision for enhancing the learning skills of elementary school students in Buddhist temples' charitable schools? 2) How should a form of supervision to enhance the learning skills of elementary school students in Buddhist temples be developed and examined? 3) The trial results and model evaluations are appropriate. possibility, and what is the usefulness of the supervision model in enhancing the learning skills of elementary school students in Buddhist temple charity schools?

#### Objectives

1. To study the current condition and the desirable condition of supervision for enhancing learning skills of elementary school students in the temple's charitable schools. in Buddhism.
2. To create and examine a supervision model to enhance the learning skills of students at elementary school in the Buddhist temple's charitable school.
3. To try and evaluate the supervision model for enhancing learning skills of elementary school students in Buddhist temples' charitable schools.

#### Research methods

The population consisted of school administrators, academic teachers and teachers from 116 charitable schools of Buddhist temples across the country, totaling 3,531 people, being a sample group of 136 people, 9 qualified experts.

### **Data collection**

1. Collect information about the components of the supervision model to enhance learning skills of elementary school students in Buddhist temples' charitable schools. by studying documents, concepts, theories and related research
2. Analyze current conditions and the desirable condition of supervision for enhancing learning skills of elementary school students in charitable schools of Buddhist temples. from a sample of 136 people.
3. Data were collected from interviews with administrators, academic teachers, and school teachers with best practice in supervision model to enhance learning skills of elementary school students in Buddhist temple charity schools. by interview Mathayom Watmai Krongthong Under the Royal Patronage of His Majesty the King Phayuha Wittaya School (Wat Khao Kaeo) and Wat Ban Pong School "Unity Khunupatham"
4. Assessment and confirmation of the supervision style from qualified experts by focus group discussion of 9 people.
5. Collecting experimental data to use a supervision model to enhance learning skills of elementary school students in Buddhist temples' charitable schools by knowledge test The understanding of supervised teachers in teaching and learning management. assessment form for the ability to design a learning management plan The satisfaction assessment form of the supervised teachers towards the supervision model and suitability assessment form possibility and the usefulness of the model.

### **Data analysis**

1. Analyze and synthesize information about the components of the supervision model for enhancing learning skills of elementary school students in charitable schools of Buddhist temples by studying relevant documents, concepts, theories and research.
2. Analyze and synthesize qualitative data from open-ended questions. and interview form.
3. Analyze the evaluation data of the model components by inputting the scores into the computer program. To analyze the mean (Mean) and standard deviation (Standard Deviation).
4. Analyze the experimental data to use the supervision model to enhance the learning skills of elementary school students in Buddhist temples' charitable schools. by using a ready-made computer program To analyze the mean (Mean), standard deviation (Standard Deviation) and t-test (Dependent Samples).

### **Results**

The results of the development of a supervision model for enhancing learning skills of elementary school students in Buddhist temples' charitable schools.

1. The results of the study of the current state and the desirable state of supervision for enhancing learning skills of elementary school students in charitable schools of Buddhist temples were found that the current state of practice was at a moderate level.

The desirable state of supervision found that the desirable state was at the highest level and the results of the study of components and indicators of supervision for enhancing learning skills of elementary school students in charitable schools of Buddhist temples, it was found that there were 5 components of supervision for enhancing learning skills of students 56 indicator.

2. The results of the development of a supervision model for enhancing learning skills of elementary school students in charitable schools of Buddhist temples that were evaluated and examined by experts were: 1) Principles of patterns. 2) Purpose of the model. 3) Supervision process (APMER Model) consisting of, Step 1) Study and analyze fundamental data (Analyzing : A).

Step 2) Planning supervision (Planning : P). Step 3) Knowledge management (Management : M) has 4 steps as: Pre-class observation meeting, Class observation, Data analysis from observing the class and Meeting to provide feedback after class observations. Step 4) Evaluate the supervision results (Evaluating : E). Step 5) Reinforcing : R. 4) Evaluation of the model and 5) Success Conditions.

3. Assessment results to confirm the supervision model for enhancing learning skills of elementary school students in Buddhist temples' charitable schools. suitability possibility and usefulness by experts The results are shown in Table 1.

**Table 1.** presents the evaluation results of the supervision model for enhancing learning skills of elementary school students in Buddhist temple charity schools in terms of suitability possibility and usefulness.

Components	Appropriation			Possibilities			Beneficial		
	X	S.D.	Level	X	S.D.	Level	X	S.D.	Level
1 .Model Principles	4.95	0.39	highest	4.89	0.42	highest	4.90	0.52	highest
2 .Model Objectives	4.97	0.44	highest	4.79	0.48	highest	4.93	0.49	highest
3 . Supervision Process (APMER MedoM(	4.96	0.65	highest	4.86	0.51	highest	4.84	0.60	highest

4. Supervision Model Assessments	4.77	0.44	highest	4.87	0.28	highest	4.85	0.38	highest
5. Success Conditions	4.79	0.48	highest	4.85	0.38	highest	4.90	0.42	highest
<b>Total average</b>	<b>4.89</b>	<b>0.48</b>	<b>highest</b>	<b>4.85</b>	<b>0.41</b>	<b>highest</b>	<b>4.88</b>	<b>0.48</b>	<b>highest</b>

From Table 1, the results of the evaluation of the use of the supervision model to enhance learning skills of elementary school students in charity schools of Buddhist temples showed that the evaluation results of the developed model is appropriate possibility and usefulness at the highest level.

And there are details of supervision patterns for enhancing learning skills of elementary school students in charity schools of Buddhist temples as follows:

Supervision model for enhancing learning skills of primary school students in Buddhist temples' charitable schools.

**1. Principles of patterns** Supervision that focuses on teaching, promoting, supporting, and having two-way communication (Two Way Communication) to exchange knowledge between the supervisors, administrators, academic heads, and teachers to be able to "Enhance learning skills" of students Both under normal circumstances and/or under the epidemic of the Coronavirus 2019 with full potential and professional progress.

## **2. Purpose of the model**

1) to develop knowledge An understanding of the supervision model for enhancing the learning management competency of primary school teachers in charitable schools of Buddhist temples. 2) for administrators and teachers to apply the model to supervision to enhance learning management competencies for elementary school teachers in charitable schools of Buddhist temples and 3) To aim at developing teachers' competencies in learning management to promote learning skills of primary school students.

**3. The supervision process (APMER Model)** that promotes learning management competencies for primary school teachers. in the Buddhist temple's charitable school There are steps as follows: **Step**

**1: (Analyzing: A)** Analyze the current situation. Problems and supervision needs to enhance students' learning skills. Search for strengths, strengths, weaknesses, or things that may be important problems in operating to the desired condition in the future by using SWOT (SWOT Analysis) principles.

**Step 2: Supervision planning (Planning: P)** consists of planning meetings, setting policies, action plans. design supervision tools for

teaching and learning activities Set appropriate supervision styles.  
and set a supervision calendar for teaching and learning activities.

**Step 3: Teaching and Learning Supervision Management (Managing: M)** has 4 steps: 1) Pre-class observation meeting. 2) class observation. 3) Data analysis from class observations. 4) Meeting to provide feedback after class observations.

However, in normal situations, it is carried out in the form of On Site/or the situation of the spread of the Coronavirus 2019 through the Video Conference system from various online meeting programs as appropriate.

Teaching and learning supervision management (Managing: M) has details for each step as follows:

1. Before conducting a class observation, it is important to have a pre-observation meeting where teachers present their learning management plan and receive feedback from school administrators, education supervisors, and school academic heads. During this meeting, roles and responsibilities for observing the class should be defined. School administrators will take a leadership role in reflecting on the observation, study supervisors will act as experts, and school academic heads will observe and reflect on teaching and learning management. Rules for observing the class should also be set, such as not disturbing teachers and students while observing, muting communication tools, recording images and sounds as appropriate, and refraining from asking questions or guiding the teacher during the observation. Class observers should record their observations in an observation record form and teachers should also observe and record students' ideas and behaviors during the teaching and learning activities. These observations will be organized in order to reflect on the results and improve teaching and learning activities.

2. To observe a class, it is important to pay attention to the teacher's lesson plan and behavior during the revision meeting with the supervisor. During the observation, record any events that occur and take note of the teacher's teaching and learning behaviors, as well as the behavior of the students and atmosphere of the classroom. This may also use video recordings to capture the teacher's teaching behavior. After the observation, identify both the strengths and development points of the teacher. If observing classes during the COVID-19 epidemic, one can modify the online observation method using Tele-supervision and follow the specified roles and supervision tools.

3. Analysis of data from class observations. 1) Teachers analyze their own teaching and learning activities. 2) The class observer analyzes the information in the record according to the issues to communicate and reflect on the results.

4. The purpose of meeting is to provide feedback and reflection after class observation. This meeting should take into account the role and order of participants in the discussion. The results of the reflection

should focus on issues that are different from those discussed in previous reflection meetings. This meeting can be conducted both on-site or online, depending on the circumstances. Please follow the PLC process outlined below: 1) The administrators should lead the conduct of the reflection meeting after class observation. 2) Teachers should present the results of their own teaching and learning activities, as well as identify strengths and areas that need improvement in their teaching and learning management. 3) The school academic head should present and reflect on the results of class observations based on issues from the record form. 4) The school administrators should present and reflect on the results of class observations based on issues from the record form. 5) Supervisors should study, analyze, reflect, and draw conclusions based on issues from supervision tools.

**Step 4: Supervision evaluation (Evaluating: E),** Before evaluation, follow-up is used to monitor operations by tracking through online social networks (Social online, Line group) and document-based assessment. 1) Follow up and assess knowledge about learning management, consisting of knowledge and understanding about the characteristics of students' learning skills. teaching techniques Development and use of learning materials and measuring and evaluating learning. 2) Follow up and assess learning management skills, consisting of learning design abilities, including the preparation of learning management plans. learning management. The use of student learning skills skills in using media, technology, and measurement and evaluation skills in learning management. 3) Monitoring and evaluating attitudes toward learning management, i.e., primary school teachers' feelings towards learning management reflecting their appreciation, importance, satisfaction, and behavioral trends in learning management. 4) Follow up supervision during operation and assessment after operation. using various assessment methods consistent with supervision objectives and activities.

**Step 5 Reinforcement (Reinforcing : R)** is a presentation, exchange of knowledge (Show & Share). Innovations/Good practices in teaching and learning to promote students' learning skills in analytical thinking and develop into learning innovations in the 21<sup>st</sup> century.

#### **4. Model evaluation.**

In applying the supervision model to enhance the learning skills of elementary school students to use in schools Assessment guidelines should be established. Proceeding in the order of the following steps: 1) Meeting to clarify to create a clear understanding between school administrators. Academic leaders and teachers on the implementation of the supervision model to enhance the learning skills of primary school students. 2) Agreed to assign an assessment of the implementation of the supervision model to enhance learning skills of primary school students. 3) Evaluate the results of the implementation of the supervision model for enhancing learning



skills of elementary school students whether they meet the objectives of the model or not as follows: Assess knowledge management understanding Academic leaders and teachers who receive supervision on conducting supervision to enhance learning skills of primary school students by testing, Assess the ability to design a learning management plan of the supervision recipients to enhance learning skills of primary school students by using a learning management plan assessment form or performance check. Follow up operations through Line Groups and online meetings, Assess the learning management skills of the supervising recipients to enhance learning skills of elementary school students in Buddhist temples' charitable schools, To assess the satisfaction of teachers receiving supervision according to the supervision model for enhancing learning skills of primary school students in charity schools of Buddhist temples, Assess suitability Possibilities and Benefits of Supervision Model for Enhance Learning Skills of Elementary School Students in Charity School of Buddhist Temples.

4) Summarize and report the results of the assessment of the supervision of learning skill enhancement of elementary school students in Buddhist temples' charitable schools. 5) Analyze and synthesize assessment results to obtain feedback to improve or develop a supervision model to enhance learning skills of elementary school students in charity schools.

## 5. Success Conditions

Conditions for success refer to factors, conditions, or key practices that will enable the implementation of the supervision model to enhance students' learning skills to achieve the specified objectives. are as follows: 1) School administrators and supervising teachers have developed and are ready or confident in conducting supervision to enhance teacher competencies in learning management to enhance students' learning skills. 2) There is media budget support. Teaching equipment Sufficient practice and teaching materials. 3) School administrators, supervised teachers and supervised teachers Receiving morale boosting in various ways as appropriate. 4)Teamwork, unity or unity of persons.

**Figure 1.** Supervision model for enhancing learning skills of elementary school students in school Charity of Buddhist temples.



4. Assessment results of using supervision model to enhance learning skills of primary school students in the Buddhist temple's charitable school Details are as follows:

1) The results of the comprehension test of the supervised teachers in the teaching and learning management of primary school teachers in charity schools of Buddhist temples. Supervised teachers have higher knowledge than before supervising. The results are shown in Table 2.

**Table 2.** Presents the comparative results of the scores on the cognitive test in the form of supervision for enhancing learning skills of elementary school students in Buddhist temples' charity schools before and after the training.

noitaEimaxE	N	mioatat Scores	$\bar{X}$	S.D.	df	t
eoeeeotraining	3	20	12.00	2.00	2	4.914*
Aoroe re tftfA			16.00	1.53		

\*Statistical significance at the .05 level

From Table 2, it shows that Teachers who receive supervision before being supervised Teachers have knowledge and understanding about learning management. had a knowledge level mean of 12.00, a standard deviation of 2.00 and after being supervised with a mean of 16.00 with a standard deviation of 1.53 and when comparing between the scores before and after the study, it was found that the test scores after supervising to develop learning management competency. Supervised teachers have higher knowledge than before the training. Statistically significant at the .05 level.

2) Show the results of the assessment of teaching and learning management skills of supervised teachers. After being supervised with a supervision model to enhance the learning skills of elementary school students in Buddhist temples' charitable schools. The results are shown in Table 3.

**Table 3.** shows the results of teacher learning management skills assessment in supervision to enhance learning skills of primary school students in charity schools of Buddhist temples.

Supervision recipients	Time	Aspect 1 Teachers		Aspect2 Activities		Aspect 3 Media Used		Aspect4 Evaluation		Aspect 5 Classroom Atmospheres		Total Average	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Person 1	1	3.22	0.51	3.30	0.61	3.90	0.88	3.11	0.64	3.19	0.56	3.34	0.64
	2	3.74	0.45	3.85	0.53	4.30	0.67	3.78	0.51	3.74	0.53	3.88	0.54
	3	4.67	0.48	4.70	0.47	4.80	0.42	4.63	0.49	4.70	0.47	4.70	0.47
Person 2	1	3.15	0.60	3.19	0.56	3.80	0.92	3.26	0.45	3.44	0.51	3.37	0.61
	2	3.67	0.55	3.81	0.56	4.70	0.48	3.96	0.44	4.22	0.51	4.07	0.51
	3	4.70	0.47	4.74	0.45	4.80	0.42	4.67	0.48	4.67	0.48	4.72	0.46
Person 3	1	3.33	0.48	3.38	0.51	3.80	0.92	3.08	0.49	3.23	0.60	3.36	0.60
	2	4.04	0.52	4.23	0.73	4.60	0.52	4.23	0.73	4.31	0.63	4.28	0.63
	3	4.70	0.47	4.69	0.48	4.80	0.42	4.77	0.44	4.62	0.65	4.72	0.49

From Table 3 it shows that,

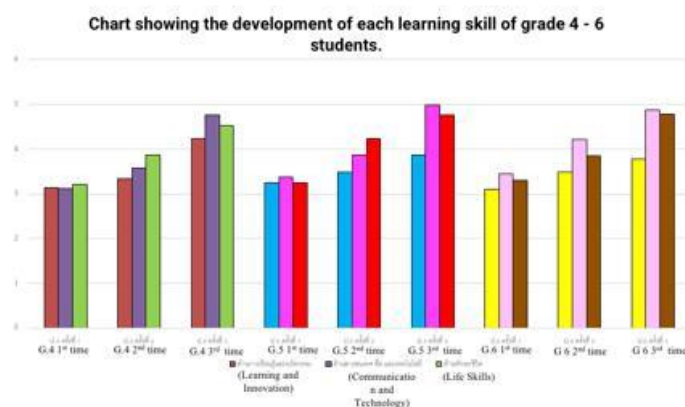
The results of the evaluation of learning management skills of the 1<sup>st</sup> supervised teachers, 1<sup>st</sup> time was in moderate level, 2<sup>nd</sup> time was in high level, 3<sup>rd</sup> time was in the highest level.

The 2<sup>nd</sup> teacher who received the supervision, the 1<sup>st</sup> time was moderate, the 2<sup>nd</sup> time was high, and the 3<sup>rd</sup> time was the highest level.

The 3<sup>rd</sup> teacher who received the supervision, the 1<sup>st</sup> time was moderate, the 2<sup>nd</sup> time was high, and the 3<sup>rd</sup> time was the highest level.

When comparing all 3 supervision sessions, it can be seen that the average score of all teachers who receive supervision is higher. It showed that all teachers who received the supervision had higher learning management skills after receiving the learning management supervision.

3) Assessment results of enhancing learning skills of primary school students in charity schools of Buddhist temples shown in chart 1.



**Chart 1.** Development in each learning skill of grade 4 – 6 students.

Chart 1 shows that, development in each learning skill of grade 4–6 students

After learning along the lines of mathematics, students have progressively increased in every learning skill.

4) The results of the evaluation of the satisfaction of supervised teachers on the form of supervision for skill enhancement. The learning of elementary school students in the charitable school of Buddhist temples The results are shown in Table 4.

**Table 4.** The satisfaction of supervised teachers towards the supervision model for enhancing learning skills of elementary school students in Buddhist temples' charitable schools.

Number	Evaluation Items	Satisfaction Level		Interpret
		X	S.D.	
1	Satisfaction to the model/Supervision Process.	4.87	0.40	htAhoir
2	Satisfaction to the supervisors.	4.92	0.33	htAhoir
3	Satisfaction to the utilities	4.96	0.34	htAhoir
4	Satisfaction to the quality/The result of supervision.	4.98	0.32	htAhoir
	<b>Total average.</b>	<b>4.93</b>	<b>0.35</b>	htAhoir

From Table 4, it was found that the satisfaction of the supervising teachers towards the supervision model for enhancing learning skills of elementary school students in Buddhist temples' charitable schools. Overall, the satisfaction level was the highest (  $\bar{X} = 4.93$ , S.D.= 0.35).

When considering each aspect, it was found that aspect 4 satisfaction with the quality/results of supervision had the highest average, followed by aspect 3 satisfaction with facilities, aspect 2 satisfaction with staff personnel. providing supervision and side 1 satisfaction with the supervision model/process.

**Table 5.** Satisfaction of students towards the supervision model for enhancing learning skills of primary school students in Buddhist temples' charitable schools.

Number	Evaluation Items	Satisfaction Level		Interpret
		$\bar{X}$	S.D.	
1	Satisfaction with the learning management process.	4.89	0.32	htAhoir
2	Satisfaction to teachers.	4.86	0.40	htAhoir
3	Satisfaction with teaching materials.	4.86	0.36	htAhoir
4	Satisfaction with measurement and evaluation.	4.85	0.48	htAhoir
5	Satisfaction with learning quality.	4.90	0.37	htAhoir
	<b>Total average.</b>	<b>4.87</b>	<b>0.39</b>	<b>haehgim</b>

From Table 5, it was found that the satisfaction of the students towards the supervision model for enhancing learning skills of primary school students in charity schools of Buddhist temples. Overall, it was at the highest level of satisfaction (  $\bar{X} = 4.87$ , S.D. = 0.39).

When considering each aspect, it was found that aspect 5 satisfaction with learning quality had the highest average, followed by aspect 1 satisfaction with the learning management process, aspect 3 satisfaction with instructional media. aspect 2 satisfaction with teachers and aspect 4 satisfaction with measurement and evaluation.

#### **Recommendations and guidelines for implementing the supervision model in other schools or educational settings**

The development model of supervision has been successfully implemented at the study-filled charity School of Buddhist Temples, proving to be an effective tool for enhancing students' learning skills.

For other schools or educational settings looking to implement this supervision model, several recommendations and guidelines can aid its successful integration. First, it is essential to establish clear objectives and goals for the supervision model and communicate them effectively to all stakeholders involved, including teachers, students, and parents. This will help to create a shared understanding of the purpose and benefits of the model, resulting in increased buy-in and support. Second, training sessions should be provided to all staff members to ensure that they have a thorough understanding of the supervision model and are equipped with the necessary skills to carry out supervisory tasks effectively. This training should be ongoing and tailored to the needs of different staff members. Third, continuous monitoring and evaluation of the supervision model should be conducted to assess its impact on students' learning skills. This will allow adjustments to be made to the model as needed, improving its effectiveness over time. Finally, it is crucial to involve students in the supervision model and encourage them to take ownership of their learning. This can be achieved through regular feedback and student-led conferences, where students play an active role in reflecting on their progress and setting goals for the future. Implementing the development model of supervision in other educational settings can significantly enhance students' learning skills and promote a culture of continuous improvement. By following these recommendations and guidelines, schools and educational institutions can successfully implement this supervision model and create more effective learning environments for their students.

#### **Strategies implemented for the supervision model during the trial and evaluation process**

The supervision model designed to enhance students' learning skills at the study-filled Charity School of Buddhist Temples underwent significant changes during the trial and evaluation processes. The initial model was based on a mentorship system that involved assigning experienced teachers to guide and supervise a group of students. However, this system proved inadequate, as it needed to account for individual differences in learning capabilities and needs. Consequently, the supervision model was modified to incorporate technology in e-learning platforms and personalized learning plans. This allowed the students to receive tailored support and instruction based on their strengths and weaknesses. Additionally, the inclusion of peer-to-peer interaction and collaborative learning activities helped create a more dynamic and engaging learning environment. The trial and evaluation processes also revealed the importance of ongoing teacher training and professional development. This ensured that the teachers were equipped with the necessary skills and

knowledge to implement the new supervision model effectively. Ultimately, the changes made to the supervision model proved successful in enhancing students' learning skills at the Charity School of Buddhist Temples.

### **Discussion**

According to research findings, the current state of supervision for enhancing elementary school students' learning skills in charitable Buddhist temple schools is moderate. However, the most desirable conditions for supervision are at the highest level. The study found that supervision operations, including meetings to provide feedback after teaching observations, supervision planning, and analysis of teaching observation data, were the highest-rated aspects. To foster critical thinking skills for science teachers in schools to expand educational opportunities, a supervision model is needed in the following order: principles of supervision, evaluation and improvement of work, and knowledge and learning methods. Similarly, for teachers' competency in English language learning management in secondary schools in the northeastern region, the current condition was at a moderate level, while the desirable condition was at the highest level. The study concluded that supervision is an important process that can improve the quality of learners' acquisition of life skills in the 21st century. Therefore, tools or patterns for supervising teaching and learning in a systematic manner are necessary, with quality indicators for monitoring and evaluating clear performance.

The study of the components and indicators of supervision to enhance learning skills in Buddhist temples' charitable schools showed that there were five components and 56 indicators. These components include data analysis, supervision planning, supervision operations, supervision evaluation, and reinforcement. Overall, the assessment of these components and indicators was appropriate at the highest level. When considering each aspect, it was found that supervision evaluation, supervision operations component 3.4 (meeting to provide feedback after teaching observations) and supervision operations component 3.3 (data analysis from teaching observations) had the highest average values. This indicates that these aspects were the most effective in enhancing learning skills. The supervision model for enhancing the learning skills of elementary school students in Buddhist temple charitable schools has five main components. These include the principle of supervision, purpose of the model, supervision process, model evaluation, and success conditions. The model passed the quality check by experts and was found to be effective in developing administrators and supervising teachers to have knowledge and understanding of teacher learning management competencies. Overall, the supervision model focuses

on teaching, promoting, supporting, and exchanging knowledge among student supervisors, administrators, academic heads, and teachers to enhance elementary school students' learning skills. The application of this model was successful in improving teacher satisfaction, appropriateness, possibility, and usefulness. Additionally, the model provided a framework for summarizing and reporting the results of the supervision assessment to obtain feedback to improve or develop a supervision model to enhance the learning skills of primary school students.

The research involved the development of a supervision model aimed at enhancing primary school students' learning skills in charitable Buddhist temple schools. This model was created through a research and development process that synthesized various theoretical concepts and validated through expert criticism, trial, improvement, development, and presentation. This model is consistent with previous research on model development and appraisal, which highlights the importance of creating concrete models that are consistent with research hypotheses and conceptual frameworks. The findings of this research underscored the need for teaching supervision to promote the development of thinking skills among learners at the basic education level. The research also found that teaching supervision activities were the most practical aspect of the model, whereas technical and teaching supervision methods were the most demanding. These findings have important implications for school administrators and teachers seeking to enhance their own teaching and learning skills.

As for the teaching supervision model to promote the ability to develop thinking skills of learners at the basic education level, there are three components, as follows:

- 1) The concept of a pattern following the National Education Act. of B.E 2542 and its amendment (2nd edition) of B.E 2545. Provide education to promote thinking skills, according to the B. E. 2551 Basic Education Core Curriculum and the current government's Thailand 4.0 and Education 4.0.
- 2) The model includes four principles: quality, participation, integration and continuity, modern technology, and accurate information.
- 3) Teaching supervision consists of a 5-step process: information preparation and supervision plan using media, tools, and technology. We organized teaching supervision activities and evaluated the results of teaching supervision and mechanisms to support teaching supervision, consisting of three aspects. Use teaching supervision techniques and methods; participation in teaching supervision and research to develop teaching supervision. In addition, the teacher's opinion was that this model was appropriate for promoting the ability of teachers to develop their thinking skills at the level of



primary education and education. This is in line with the research of Ekkasit Kobkam (B.E. 2560), who found activity supervision and reading assessment patterns. The analytical thinking and writing of schoolteachers expanding educational opportunities in the upper northern region is called the APICE Model.

Providing quality education is theoretically reasonable and consistent; therefore, educational supervision is essential. The educational supervision process is a systematic and continuous development and improvement of the quality of education through collaboration between supervisors. The main goal is to develop an efficient teaching and learning process that will enable learners to develop in every aspect and achieve the aims of the course as follows: Weyne (1980) researched the learning role of the educational supervision of elementary school principals in the state of Virginia, USA.

The teaching-supervision model consists of three main components. First, a pattern in accordance with the National Education Act promotes thinking skills and aligns with the Basic Education Core Curriculum and Thailand's government policy. Second, the four principles of the model are quality, participation, integration and continuity, modern technology, and accurate information. Finally, a five-step supervision process involves information preparation, planning, organizing, evaluating, and mechanisms to support teaching supervision. This model has been found to be effective in promoting the development of thinking skills among learners at the basic education level, as noted by teacher feedback and research studies. It is important to have systematic and continuous development and improvement of the quality of education through educational supervision, which can enable learners to develop in every aspect and achieve the aims of the course.

1. Responsibilities and scope of work with high priority, such as curriculum and teaching work, guidance work, administrative work, and academic work. and supervision work within the school.
2. Regarding supervision within the school, principals and assistant principals were the most responsible. Teachers do very little work.
3. Regarding the time spent on the job, material work is the work on which the principal spends the least time. Supervision department within the school course work Teaching and mentoring are the most time-consuming jobs for principals.

4. Effective supervision techniques included class visits. meeting with teachers, ss for the method of using documents, it is less effective.
3. The results of using the supervision model to enhance the learning skills of elementary school students in charity schools of Buddhist temples revealed that 1) the supervised teachers had higher knowledge than before receiving training on learning management to enhance the learning skills of primary school students. 2) Teachers who received supervision had higher learning management abilities after being supervised. 3) Learning Skills Learning and innovation information, media and technology, and the life skills of students in grades 4-6 have developed more.

This research focused on enhancing the learning skills of primary school students through the APMER Model process. The model consisted of analyzing fundamental data (A), planning supervision (P), managing knowledge (M), evaluating supervision (E), and reinforcing learning (R). The researcher utilized the concept of Wijarn Panich (B.E.2555) as it was deemed suitable for the current education system in Thailand. The aforementioned skills are divided into three components: learning and innovation skills, information skills, media and technology skills, and life and career skills. Additionally, the research aligned with Wiroj Sararatana's (B.E.2556) study on the new paradigm of case study perspectives on education in the 21st century. This study found that society is transitioning into the knowledge age of the 21st century with the driving force of technology, which is rapidly changing the digital landscape. This change is related to changes in education, and this study identified the factors driving this change.

To promote learning skills in the 21st century, it is important for teachers to focus on digital skills, teacher skills, teacher roles, tools, and teacher characteristics as well as learning management, teaching skills, and learning styles. Additionally, executive/leadership skills for leaders 'success and attitudes in the 21st century should be considered. The school environment in the 21st century and the new curriculum design aspect of the 21st century should also be prioritized (Khuna & Khuna, B.E. 2562). It has been found that choosing a learning management style that is clear and suitable for learners will help them develop their full potential. Students should focus on practicing thinking process skills and self-learning skills from a variety of learning sources, and apply knowledge to real practice. Teachers can use different learning styles to help students achieve their objectives by considering the local context and learning.

To foster better learning skills, it is important to follow a comprehensive and thought-out approach. Drawing from various

theories and models, we developed a six-step process that includes preparation, stimulation, action, summary, application, and checking. This process can be used to promote learning skills in all areas, including thinking and problem-solving skills as well as information and communication skills. Through consistent practice and encouragement, learners can build their knowledge and understanding, and become better equipped to achieve their goals. One way to promote learning skills in the 21st century is to follow a six-step model known as PEAPAC. This model includes preparation, engagement, action, pack, ply, and checking stages. The first step is the preparation stage, during which you are ready for the learning process. The second stage is engagement, which stimulates interest in the topic. The third step is action, in which you actively engage with the material. The fourth stage is Pack, which summarizes what you have learned. The fifth stage is Apply, where you apply what you have learned in real-life situations. Finally, the sixth stage is checking, where the effectiveness of the learning process is evaluated. By following this model, learning skills can be promoted in all three areas, including thinking and problem-solving skills as well as information and communication skills.

When it comes to reporting research findings, it is important to consider the development of teaching and learning for the maximum benefit to students. Research has shown that learners greatly benefit from being engaged and intellectually stimulated, particularly when they can connect knowledge with real life and learn meaningfully. This is why skills such as interpersonal skills and self-direction have become valuable in the 21st century. In fact, foreign research, such as R. Higgins Meagan's (2008) study on global learning in urban middle schools has demonstrated just how important it is to integrate 21st century skills into the curriculum. Ultimately, the success of any learning model depends on the satisfaction of both teachers and students; therefore, it is encouraging to see that the supervision model for enhancing the learning skills of elementary school students in Buddhist temples' charitable schools was rated at the highest satisfaction level.

The evaluation results of the use of the supervision model to enhance the learning skills of elementary school students in charity schools in Buddhist temples were found to be highly helpful and suitable. Users of assessment forms conducted research to assess the consistency, accuracy, and feasibility of the model as well as its usefulness and satisfaction with its use. Boonchom Srisa-at, Suwimon Phoklin (B.E.2552), and Preecha Samakkee emphasized the importance of creating and developing an assessment model based on appraisal concepts and theories. The development process involved designing a model that was consistent and suitable for assessment according to

the researcher's hypothesis. Depending on the conceptual framework and research hypotheses, various methods and procedures can be employed. Critique and suggestions from experts are crucial to improving and developing the model to make it effective. Jesada Kittisoontorn's (B.E.2560) research on the Big Five Learning model found that student satisfaction with learning skills was higher after using the model, while Sirawit Watcharakan's (B.E.2562) research on coaching skill development for school administrators showed that the developed model achieved high accuracy and usefulness in terms of content coverage and format appropriateness.

### **Conclusion**

Supervision is an effective tool to enhance students' learning skills. In the development model of supervision, techniques are used to guide learners in achieving their utmost potential. The study filled the charity School of Buddhist Temples greatly benefits from this model as students develop a greater understanding of themselves and their learning preferences. One technique used in the supervision model is reflective practice, which encourages students to ponder their learning experiences. By reflecting on past successes and failures, students can gain invaluable insights into how they can enhance their learning skills and performance. Another technique used was feedback. Supervisors offer constructive feedback that enables students to increase their self-awareness and work towards improving their skills. Goal-setting is a critical aspect of the supervision model. Students work with their supervisors to set attainable and measurable learning targets. This helps them develop a sense of direction and motivation to pursue academic goals. Additionally, supportive relationships between supervisors and learners create a conducive learning environment. The development model of supervision offers a unique approach to enhancing the learning skills of students in the study, which filled the charity schools of Buddhist temples. Through reflective practice, feedback, goal setting, and supportive relationships, students are empowered to take ownership of their learning and develop skills that will serve them throughout their lives.

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