



Development Of Buddhist Learning Process Based On King's Philosophy Towards Sufficiency Agricultural Learning For Community Self-Reliance

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ABSTRACT

The purposes of this research were 1) to study the Buddhist learning package based on King's Philosophy towards sufficiency agricultural learning for community self-reliance, 2) to develop the process of Buddhist learning based on King's Philosophy towards sufficiency agricultural learning for community self-reliance, and 3) to experiment the process of Buddhist learning based on King's Philosophy towards sufficiency agricultural learning for community self-reliance. Action research was designed according to the PAOR process by dividing the research process into 4 steps, consisting of the planning stage (Plan: P), developing a land management experiment area with King's Philosophy integrated into Kok Nong Na R-Model in areas outside the irrigation area, practical steps (Act: A) in developing the experimental area according to the plan and learning lessons from land management with King's Philosophy integrated into the Kok Nong Na R-Model in community self-reliance according to the Sufficiency Agriculture method, Observe stage (Observe: O) by observing the results that arise from following up on practical work and the reflection stage (Reflect: R) from what happened after the creation of the community network, a case study of land management according to the Royal initiative of the King, integrated towards Kok Nong Na R-Model in community self-reliance according to sufficiency agriculture method. Results showed that 1) the results of the study of the Buddhist learning package based on King's Philosophy towards sufficiency agricultural learning for community self-reliance, it can be concluded that the knowledge set consists of 4 sciences of sharing happiness, namely the first science is the King's Philosophy regarding integrating a new theory of agriculture. The second science is religion, regarding the integration of Buddhist principles to use in setting goals for the implementation of the Middle Path model. According to the sufficiency path, the third science is the science of management by dividing the area into hump areas, swamp areas, and rice fields to fit perfectly into the available space. The fourth science is science, linked to research, create it into a hump, swamp, and rice field (Kok Nong Na R-model), meaning it is the management of land areas, water resources, and growing crops using research as a base for work. 2) The results of the process of Buddhist learning based on King's Philosophy towards sufficiency agricultural learning for community self-reliance, conducted in the form of an action research cycle (Action Research: PAOR), divided into 4 steps, consisting of the planning stage (Plan: P), developing a Buddhist learning package according to the King's Philosophy approach to learning about Sufficiency Agriculture for community self-reliance, practical step (Act: A) Organizing practical activities in the actual area according to the learning module, consisting of Module 1, visit Prasat Hin Thin Phanom Rung, Module 2, visit Prasat Mueang Tam, Module 3, language education seminar, Module 4 from Mahachula to Don Mai Fai, Module 5 creative activities to Kwan education, and Module 6

Mahachulalongkornrajavidyalaya university reforestation R-Model observation Stage (Observe: O); Observing results arising from following up on practical work from organizing spatial workshop activities and the reflection stage (Reflect: R) by recording learning results from participating in activities in Padlet. 3) The results of the experiment using the process of Buddhist learning based on King's Philosophy towards sufficiency agricultural learning for community self-reliance. It can be summarized into 4 learning processes, including the process of learning about Buddhist agriculture, learning process according to the King's Philosophy guidelines. The process of learning about sufficiency agriculture and the learning process for community self-reliance. The learning process is integrated with the historical areas of the community integrating the learning process into the classroom and the learning process into practice in the Sufficiency Agriculture area at the Kok Nong Na R-Model, Agricultural Demonstration Plot, Chaloe Phrakiat District, Buriram province.

Keywords: Buddhist Principles, King's Philosophy, Sufficiency Agricultural Learning, Community Self-Reliance

Introduction

The main problem that Thai farmers face is problems from changes in nature and the environment that naturally change by itself or as a result of human destruction, including disasters that occur such as drought problems, water disaster problems, soil quality problems, etc., which changes in nature have sent Impact on people's livelihoods and agricultural products until it becomes a problem of insecurity in the livelihood of people in the agricultural sector and related relationships affecting every system, every profession. This is a reflection of the stability of the country's overall economic system. At present, various agencies have given great importance to, therefore, there has been a brainstorming of knowledge and ideas as well as methods and methods for adapting to solve problems by solving the problem, it should be taken into account in accordance with the National Economic and Social Development Plan, which has resolved that important national development principles during the National Economic and Social Development Plan No. 9-13 are based on the "philosophy of the Sufficiency Economy", "Sustainable development", and "People are the center of development" which have been continued and adhere to the principles of economic growth that reduce inequality and drive growth by increasing production productivity based on the use of wisdom and innovation in operations. [1]

Aligned with the Sustainable Development Goals (SDGs), a set of post-2015 global development goals adopted by 193 member states of the United Nations on 25 September 2015, covering a period of must be achieved within 15 years. It has been a development direction that all countries have been working towards together since 2012 - 2016 until the year 2030. The document that all member countries sign as a commitment is called the 17 goals include: 1) end poverty; All forms, everywhere, 2) end hunger achieve food security and improve nutrition and promote sustainable agriculture, 3) ensuring good health and promote well-being for everyone at every age, 4) Ensure that everyone has comprehensive and equitable quality education. and support lifelong learning opportunities, 5) achieve gender equality and increase the role of all women and girls, 6) ensure water and sanitation, 7) ensure that everyone has access to affordable, reliable and sustainable modern energy, 8) promote continuous, inclusive and sustainable economic growth, full and productive employment and decent work for all, 9) build an infrastructure that is flexible to change, promote comprehensive and sustainable industrial development and promote innovation, 10) reduce inequality within and between countries, 11) make cities and human settlements It is inclusive, safe, resilient to change and sustainable, 12) Ensure sustainable production and consumption patterns, 13) Take urgent action to combat climate change and its impacts, 14) conserve and utilize from the ocean Sustainable seas and marine resources for sustainable development, 15) protect, restore and support the sustainable use of terrestrial ecosystems, sustainable forest management, fight desertification, stop land degradation and restore it, and stop the loss of biodiversity, 16) promote a peaceful and inclusive society for sustainable development, give everyone access to justice and build effective, accountable and inclusive institutions at all levels, and 17) strengthen the mechanisms for implementing and revitalizing the global partnership for sustainable development.

As the reality of the country agriculture according to the way that has been done in the past has water as a factor of production and uses the same land once a year as a factor of production, waiting for rain or natural water, including disasters that come from changes in climate and nature. One reflection is that such changes will affect the geographic system as a whole, including water, soil, air, and lack of rain, including in the agricultural sector, causing the yield to be produced only once per year. The result is that for more than half a year, farmers have to leave their land vacant, with no cultivation taking place in that area. It is an empty area that is not useful for cultivation. This may be called a problem of unprofitable land use or management. (Ratthapong Chantakhananurak et al., 2015) [2] Even though agriculture or farming is the main occupation of Thai people, over time the implementation of the old ways may not lead to a better living or self-reliance. Therefore, the application of various science approaches come integrate to develop the area for continuous

development and create connections in matters of water management, soil management, cultivation management with the selection of plants that are appropriate to the area in order to achieve maximum benefit in area management including making farmers' lives better than they used to be in the traditional way. The idea of developing areas from old production factors had taken place.

From the aforementioned problem integrating modern science with the science of sharing happiness according to the Royal Science of the philosophy of sufficiency economy is an approach that many people embrace came to experiment and practice, they were all successful and able to rely on themselves according to a sufficiency way of life, integrating the principles of Buddhism regarding the middle path and moderation in cultivating various plants to be able having enough food to eat throughout the year is a good thing in order to survive[3][4][5] by applying the principles of sustainable agriculture to reduce production costs for farmers, (Uthit Khamhom et al., 2019) [6] the situation of Thailand Every farmer will be able to manage his or her land as he or she wants to with several conditions such as experience in budget management, financial resources, and knowledge. And most importantly, there is a lack of opportunity to learn how to change the area for maximum benefit. Whether it is the matter of area management in the form of Kok Nong Na, as many groups of farmers have already begun to do. Some groups are successful because network partners have provided assistance, have sufficient knowledge and some groups were not successful, probably due to lack of experience, lack of practical knowledge and understanding and lack of network to help drive continuously.[7]

The Royal Science that His Majesty King Bhumibol Adulyadej, King Rama IX, bestowed upon the people on various occasions is a body of knowledge both in terms of science and art. His Majesty's methods for solving problems and development processes are simple and take advantage of nature. So that people can be self-reliant and have a self-sufficient way of life. The philosophy of Sufficiency Economy is a way of life for people at all levels. To live in the middle way by adhering to the principles of morality and honesty as important bases for individuals at the family level up to the state level. Having a career in order to keep up with the Thailand 4.0 era requires moderation. It is moderation without harming oneself or others. Reasonableness must consider and make reasonable decisions regarding relevant factors as well as carefully considering the expected results of such actions, being immune and ready to accept various impacts and changes that will occur in the future. In this regard, knowledge about various academic subjects must be strengthened. Knowledge about the economy driven by innovation and putting that knowledge into action planning and must strengthen the foundation of the mind to have a sense of morality Honesty, honesty, patience, diligence, and use of wisdom in living life. Therefore, this research aims to find ways to drive royal science according to the government policy to Kok

Nong Na and learning about Sufficiency agriculture, an experiment in area management using the Sufficiency Agriculture method using royal science integrated into the learning process and development of learning networks expanding this network will lead to knowledge sharing and develop it into a network to forward knowledge for further development.

Research Objectives

1. To study the Buddhist learning package based on King's Philosophy towards sufficiency agricultural learning for community self-reliance.
2. To develop the process of Buddhist learning based on King's Philosophy towards sufficiency agricultural learning for community self-reliance.
3. To experiment the process of Buddhist learning based on King's Philosophy towards sufficiency agricultural learning for community self-reliance.

Research Method

A case study of land management according to the Royal initiative of the King, integrated towards Kok Nong Na R-Model in community self-reliance according to Sufficiency Agriculture method. The action research cycle can be as follows.

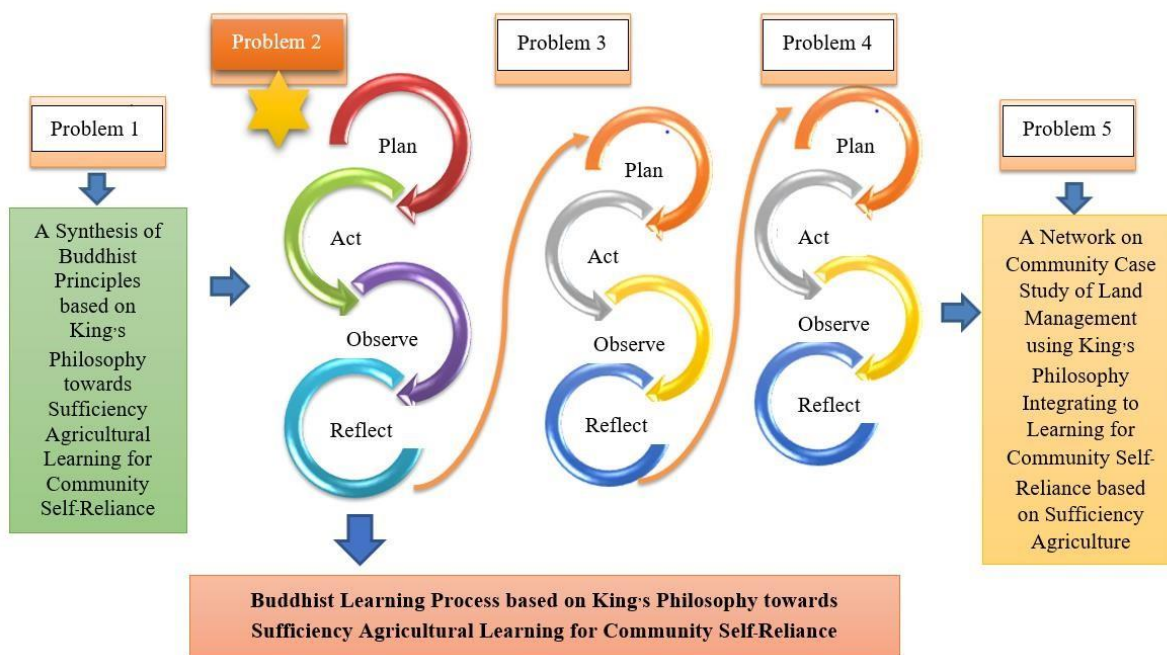


Figure 1 PAOR Action Research Cycle

From Figure 1, the research design steps according to the PAOR action research cycle can be summarized as follows.

Planning stage (Plan: P): Develop an experimental area for land management with Royal Science integrated into Kok Nong Na R-Model in areas outside the irrigation area.

Practical steps (Act: A): in developing the experimental area according to the plan and learning lessons from land management with royal science integrated into the Kok Nong Na R-Model in community self-reliance according to the Sufficiency Agriculture method.

Observe stage (Observe: O): by observing the results that arise from following up on practical work.

Reflect stage (Reflect: R): from what happened after the creation of the community network, a case study of land management according to the royal initiative of the King, integrated into the Kok Nong Na R-Model in community self-reliance according to the way of life. Sufficiency Agriculture divides the study steps as follows: Phase 1: Synthesizing the principles of Buddhism according to the royal science approach to learning about sufficiency agriculture for community self-reliance. The research steps according to the PAOR Operations Research Cycle are as follows:

1.1 Planning stage (Plan: P); determine the target group that is interested in studying the target group for the study consists of leaders of the Sufficiency Agriculture Learning Center and members of learning centers from 3 learning centers, totaling 12 people, were obtained from purposive sampling. The target groups in the study will have the following qualifications: 1) continuously participate in learning center activities. 2) have experience in operating the Sufficiency Agriculture Learning Center 3) have experience in integration to develop learning with the practice of sufficiency agriculture.

The research tool is the question line used in the interview and field notes, field study planning is to coordinate cooperation to exchange knowledge about experiences in managing areas according to the Sufficiency Agriculture method.

1.2 Action step (Act: A); go to the field. It is a spatial study that focuses on empirical area management studies using case studies with good practices focusing on studying the model of area management according to the Sufficiency Agriculture method. That can be studied from 1) good practices in land management, 2) good practices in water management, 3) good practices in plant variety management, and 4) good practices in yield management.

Data collection field trips were designed to interview local leaders with good practices about the path of managing areas according to the Sufficiency Agriculture method until it was successful and became a learning model and studying agricultural activities that are carried out and seeing changes in the area in a concrete and empirical manner.

1.3 Observe step (Observe: O); the researcher took the data from the data collection process to reduce the data, check information and analyze data. These 3 processes were done in parallel with the data collection process, consisting of: 1) Data reduction It takes information from the interviews to analyze and organize them into topics, related to the studied issues. This is in order to select the interesting points of each variable studied to be consistent with the variables of interest to study and is information that comes from the actual experiences of the informants. Including the connection with the issue of the variables that the researcher is interested in studying. 2) Data verification is a process used to verify information by considering its accuracy and reliability

considering the conversation with supporting evidence during the conversation, sufficiency of information. This can be determined by the questions the researcher has prepared before the interview. 3) Data analysis in the first phase of this research, it is qualitative research aimed at synthesizing the principles of Buddhism according to the Royal Science approach to learning about sufficiency agriculture for community self-reliance and analyze the data by creating inductive conclusions (Analytic induction). The results of the analysis will answer the research objective number 1. The results obtained from the research in Phase 1 are information about the principles of Buddhism according to the guidelines, Royal Science to learn about Sufficiency Agriculture for community self-reliance to be used in the design of Buddhist learning process activities according to the King's Science guide to learning about sufficiency agriculture for community self-reliance in sub-research project 2.

1.4 Reflect step (Reflect: R); the reflection on learning results is linked to the research design in subresearch project 2 in developing the Buddhist learning process according to the Royal Science approach to learning about Sufficiency Agriculture for community self-reliance.

Research Results

1. The results of the study of the Buddhist learning package based on King's Philosophy towards sufficiency agricultural learning for community self-reliance can be concluded that the knowledge set consists of 4 sciences of sharing happiness, namely the first science is the Royal Science regarding integrating a new theory of agriculture. The second science is religion, regarding the integration of Buddhist principles to use in setting goals for the implementation of the Middle Path model. According to the sufficiency path, the third science is the science of management by dividing the area into hump areas, swamp areas, and rice fields to fit perfectly into the available space. And the fourth science is science, linked to research, create the Kok Nong Na R-Model (pond, swamp, and rice field), which means managing land areas, water resources, growing crops, using research as a basis for work.
2. Results of the development of the process on Buddhist learning based on King's Philosophy towards sufficiency agricultural learning for community self-reliance conducted in the form of an action research cycle (Action Research: PAOR), divided into 4 steps, consisting of the planning stage (Plan: P), developing a Buddhist learning set according to the King's Science approach to learning about Sufficiency Agriculture for Community self-reliance, practical step (Act: A) Organizing practical activities in the actual area according to the learning module, consisting of Module 1, visit Prasat Hin Thin Phanom Rung, Module 2, visit Prasat Mueang Tam, Module 3, language education seminar, Module 4, from Mahachula. to Don Mai Fai, Module 5, creative activities to Kwan education, and Module 6, Mahachulalongkornrajavidyalaya University Reforestation RModel Observation Stage (Observe: O); Observation of results arising from following up on practical work from organizing spatial workshop activities and the reflection stage (Reflect: R) by recording learning results from participating in activities in Padlet.
3. Results of the experiment using the process of Buddhist learning based on King's Philosophy towards sufficiency agricultural learning for community self-reliance. It can be summarized into 4 learning processes, including the process of learning about Buddhist agriculture, learning process according to the Royal Science guidelines, the process of learning about sufficiency agriculture and the learning process for community self-reliance. The learning process is integrated with the historical areas of the community integrating the learning process into the classroom and the learning process into practice in the Sufficiency Agriculture area at the Kok Nong Na R-Model, Agricultural Demonstration Plot, Chaloe Phrakiat District, Buriram province.

Discussions

1. From the results of the study of the Buddhist learning package based on King's Philosophy towards sufficiency agricultural learning for community self-reliance, it can be concluded that the knowledge set consists of 4 sciences of sharing happiness, namely the first science is the Royal Science concerning the integration of new agricultural theories, the second science is religion, regarding the integration of Buddhist principles to be used in setting goals for the implementation of the Middle Path model. According to the Sufficiency Path, the third science is the science of management by dividing the area into hump areas, swamp areas, and rice fields to fit perfectly into the available space. And the fourth science is science, linked to research, create it into Kok Nong Na R-model (a hump, swamp, and rice field), meaning it is the management of land areas, water resources, and growing crops using research as a base for work focusing on creating a lifelong learning process. This is consistent with the research of Sakaowduan Pimpisan (2015) [8] who did research on lifelong education and sustainable community development according to the principles of sufficiency economy. And the results of the study found that Self-reliance or lifelong education and sustainable community development according to the principles of sufficiency economy to develop oneself and be a learning society, society of change and a knowledge-based society that is self-reliant according to the Sufficiency Economy Philosophy, make people curious to develop and learn throughout their lives, from birth until death because it is already a balance between humans and the environment, that is, it is a biological process. A society that can recognize or is it an attempt to study and acquire knowledge

to live happily in society and participate in creating happiness and sustainable community development. There is prosperity in society. The learner must adapt to life and learning resources that can support things such as participation in thinking, join together to create, join together to decide according to a way of life that can be used to benefit oneself, society and others on a social and environmental basis to create a balance with further development.

2. From the results of the development of the process on Buddhist learning based on King's Philosophy towards sufficiency agricultural learning for community self-reliance, it was found that it was carried out in the form of an Action Research (PAOR) cycle, divided into 4 The steps include the planning step (Plan: P) to develop a Buddhist learning set according to the Royal Science approach to learning about Sufficiency Agriculture for community self-reliance. The action step (Act: A) organizing practical activities in the actual area. According to the learning modules, it consists of Module 1, visit Prasat Hin Thin Phanom Rung, Module 2, visit Prasat Mueang Tam, Module 3, language education discussion, Module 4, from Mahachulalongkornrajavidyalaya University to Don Mai Fai, Module 5, creative activities to Kwan education and Module 6, Mahachulalongkornrajavidyalaya University Reforestation R-Model Observation Stage (Observe: O) Observation of results arising from following up on practical work from organizing spatial workshop activities and the reflection stage (Reflect: R) by recording the learning results from participating in activities in Padlet. From the results of the said study, it is learning that is consistent with the active learning process (Active learning) which is consistent with the work, research by Preeya Somphuet (2016) [9] on "Active Learning Management Using the Teaching and Learning Model with Case Study" discusses the important characteristics of teaching and learning with case studies, which are 1) Case studies make students more enthusiastic group learning can be organized to jointly solve problems from case studies, creating participation in learning. 2) Case studies make students learn from facing complex problems. There is no fixed format. Therefore, students must have the skills to seek new knowledge and be consistent with the situation. 3) The teacher must prepare case studies that are consistent with the course content. Sometimes you may be required to present a case study and to facilitate learning including providing support and reinforcement 4) Case studies help students learn and practice analytical thinking skills, synthesize to solve problems that arise in case studies. The components of teaching using case studies are: 1) the teacher is responsible for preparing the learning plan, prepare case studies that are consistent with the content, and create an environment conducive to learner learning. 2) Learners should divide students into small groups as appropriate by members with different abilities. Small groups can analyze and consider options better than learners alone. 3) Case studies are an important tool for students to think about solving problems, have discussions and express opinions that have content that is based on truth and has a relationship with daily life. There is a focus on events or problem situations. 4) An atmosphere or learning environment that promotes the exchange of knowledge and encourage learners to have independent thinking and be able to create knowledge by themselves organize discussions in various formats to allow for a variety of opinions. And there are more ways to solve problems than simply acknowledging case studies.
3. Results of the experiment using the process of Buddhist learning based on King's Philosophy towards sufficiency agricultural learning for community self-reliance can be summarized into 4 learning processes, including the process of learning about Buddhist agriculture. Learning process according to the Royal Science guidelines, the process of learning about sufficiency agriculture and the learning process for community self-reliance. The learning process is integrated with the historical areas of the community integrating the learning process into the classroom and the process of learning into practice in the Sufficiency Agriculture area. Thaweesak Chaipattha and colleagues (2009) [10] studied on Ban Phu Community Sufficiency Economy: Into Practice. This research has the objective was to study the implementation of the Sufficiency Economy Philosophy into practice in Phu Village, Nong Sung District, Mukdahan Province, and the target group was 15 people. The research instrument was a survey and an interview form with basic information about operations related to Sufficiency Economy Villages. The results of the study found that Phu Village is a village or community that has guidelines for development towards self-reliance and sustainability based on the principles related to the royal speech. "Sufficiency economy", includes the integration of various groups in the community strongly and is an important driving force of community power that leads to sustainable development.

Knowledge from Research

Knowledge from research on Development of Buddhist Learning Process based on King's Philosophy towards Sufficiency Agricultural Learning for Community Self-Reliance consisted of PAOR of action research is the grounded study with the integrating of learning process into classroom and practice in the real places. It combined 4 learning process, 6 modules of learning package and 4 sciences of sharing happiness which can be shown as the following figure.

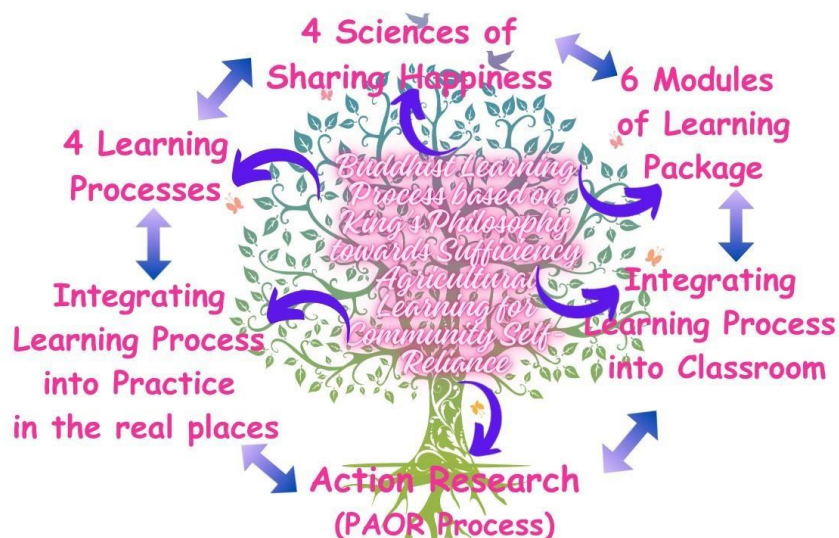


Figure 2 Knowledge from Research

Recommendations 1. Recommendation for Practice

1.1 Should set guidelines for living according to royal science by embracing the philosophy of the Sufficiency Economy and integrating it with all project activities, including the Kok Nong Na R-Model project with community learning, creating community participation in the whole house, temple, school (Bowon in Thai), Cow Bank project, driven by Kok Nong Na R-Model, planting forests and fruit orchards in the Kok Nong Na R-Model area, the non-toxic vegetable project creates awareness of growing chemical-free vegetables, and fish ponds in the area of Kok Nong Na R-Model.

1.2 Should design and create learning activities. There are activities to learn about sufficiency agriculture for students and youth in the area and organize volunteer student activities, giving students the opportunity to learn and do spatial activities to be a process of creating a learning model that integrates Buddhist principles in every activity.

1.3 A model for community self-reliance should be created by taking the initiative and being a model for area management according to the pattern of Kok Nong Na (forest, swamp, and field) in the former land area that used to be rice farming and is outside the irrigation area make it an area that is fertile through water management processes, land management and managing trees in the area over time under operations that must use principles of ethics to govern every process.

2. Recommendation for Further Research

2.1 This research is an action research and area study by extracting lesson learned from area studies activities and learning processes according to the King's Philosophy approach to learning sufficiency agriculture for community self-reliance. For next research, Action research should be designed to obtain empirical findings and activities to be designed sequentially.

2.2 From the findings of this research, it can be used in mixed methods research designs and by developing both quantitative and qualitative research to obtain both in-depth and extensive findings covering the development of a prototype area for area management with the King's Philosophy integrated into learning about the Kok Nong Na R-Model in community self-reliance according to agricultural methods with truly sufficient.

Conclusion

Research entitle on "Development of Buddhist Learning Process based on King's Philosophy towards Sufficiency Agricultural Learning for Community Self-Reliance" was conducted by using PAOR process of action research. Results consisted of 4 sciences of sharing happiness, namely the first science is the King's Philosophy regarding integrating a new theory of agriculture. The second science is religion, regarding the integration of Buddhist principles to use in setting goals for the implementation of the Middle Path model. According to the sufficiency path, the third science is the science of management by dividing the area into Kok Nong Na R-model. For the process of Buddhist learning based on King's Philosophy towards sufficiency agricultural learning for community self-reliance, conducted in the form of an action research cycle with PAOR process. The process of Buddhist learning based on King's Philosophy towards sufficiency agricultural learning for community self-reliance can be summarized into 4 learning processes, including the process of learning about Buddhist agriculture, learning process according to the King's Philosophy guidelines. The process of learning about sufficiency agriculture and the learning process for community self-reliance. The learning process is integrated with the historical areas of the community integrating the learning process into the classroom and the learning process into practice in the Sufficiency Agriculture area at the Kok Nong Na R-

Model in Buriram.

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