Research Article

The Effects Of Learning Management Using Contemplative Education, Coaching System And Research-Based Learning Process To Competency Development Of Students In Early Childhood Education Program

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ABSTRACT

This objective of this article was to study the effects of learning management process using the concept of contemplative education, coaching system, and research-based approach for the competency development of students in early childhood education program. The target groups used in this research were 1) students in early childhood education program who studied the competency-based course (4 years) of the Faculty of Education, Suan Sunandha Rajabhat University, totaling 30 people who are studying in the second year of academic year 2020 having the researcher as instructor, 2) 9 teachers of the students in the early childhood education program, Faculty of Education, Suan Sunandha Rajabhat University, 3) 7 kindergarten full-time teachers who work in the Pithaksa Early Childhood Development Center. The researchers used the specific target group selection method as One Shot Case Study. The research tools consisted of 1) assessment form on the understanding of the learning management process using the concept of contemplative education, coaching system, and research-based approach, 2) assessment form on the teacher characteristics of the students in early childhood education program, and 3) assessment form on the competency in learning management of the students in early childhood education program. The statistics used in the data analysis were mean and standard deviation. The research results revealed that 1) the students had the competency to understand the learning management process entirely about the concept of contemplative education, coaching system, and research-based approach. 2) The students had the competency in the teacher characteristics of the students in early childhood education program. 3) The students had the competency in learning management of the students in early childhood education program was at the highest level.

Keywords: Contemplative education, coaching system, research-based, competency development of students in early childhood education program

INTRODUCTION

The teacher competency is related to the characteristics of pre-service teacher graduates. The most important persons in the process of educational development and learning development are teachers who play a role in improving, upgrading and improving the quality of education. If the pre-service teachers can be produce and developed to have knowledge, abilities, skills, attitudes, and

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personalities consistently with their competencies, when they work in the educational institutes, they can become good teachers and have desirable competencies. The paradigm shift in educational management therefore focuses on promoting learning that shifts from textbook learning to real-life learning. There is practicality focus on learning more. Textbooks are just tools or manuals for learning from real practice. It is integrated with a wide variety of learning (Prawet Wasi, 2014: 12-13 and Sueksa Reaungdam, 2018: 16).

The production of graduates of educational institutes in Thailand nowadays has changed the curriculum which is called competency-based course. It is a course that has been taught for 4 years as a guideline for adjusting the direction of teacher production to meet the needs of educational institutes. The cooperation is enhanced between teacher production institutes and educational institutes to help producing quality graduates. Suan Sunandha Rajabhat University has established the competency-based curriculum. This is a 4-year teacher production course focusing on the development of students in learning through the teaching profession, specialized subjects, and going to practice teaching professional experience in educational institutes. The students and teachers must observe teaching and teaching practices in educational institutes from the first year to the third year in order to learn about the teacher's work in the educational institutes, practicing for a short period of time and learning from working at an educational institute. However, when the students enter the 4th year, they will have to practice teaching fully in schools for the whole academic year. The schools will be used as the sources that will help shaping the students to apply the knowledge they have learned to practice. They can learn other subjects apart from teaching including working with coaches and teachers in schools. The coaches must cooperate in the development of pre-service teachers in the same way as the university in providing the advice and assistance to enable students to learn, have the right attributes, and good attitude towards the teaching profession (Faculty of Education, Suan Sunandha Rajabhat University, 2012).

The research on the competency development of students in early childhood education program through learning management using the concept of contemplative education, coaching system, and research-based approach was under the concept of developing the students in early childhood education program to have competencies suitable for being pre-service teacher graduates. Recognizing the importance of developing and producing pre-service teacher graduates, it is necessary to take into account the internal changes of students and teachers. The pre-service teachers must develop both mentally and intellectually in parallel by creating new experiences that build on students' previous experiences. The students are encouraged to learn starting from the base to the body and brain. The focus is on outcomes for students to learn to create quality change based on the concept of cultivating consciousness from contemplative education activities. The practice skills can be increased with the coaching system to suggest that the practice is more complete and the use of research processes as a base for learning management.

The concept of contemplative education aims at giving the learners the fundamental change in themselves which is essential to the management of education at all levels. The students should understand and realize the value. There should be the promotion on learning in this way to help developing students to achieve higher intelligence (Prawet Wasi, 2007). The process of acquiring knowledge from this concept is in three aspects; profound listening, carefully thinking, and seeing as it really is (Wijarn Panich, 2007 cited in Faculty of Education, Suan Sunandha Rajabhat University, 2020). The contemplative education is the matter of knowing with meditative heart. It is the conscious observation on the internal changes that occur in one's own exposure to others and the outside world through a variety of processes, methods, and activities. The goal is to create a fundamental change in the way of thinking, beliefs and new consciousness about self, the world, and things that affect intelligent behavior and lifestyle (Jumphon Phoolpattharacheewin, 2009 : 1 -2). The emphasis is put on the development of awareness and learning of

the world from within, learning with thoughtful heart through a variety of processes and activities, such as being calm with oneself, meditation, reflection, aesthetics, conversation, and religious rituals. These activities affect the conduct and living of consciousness and wisdom having compassion on yourself and all things as part of one another (Faculty of Education Suan Sunandha Rajabhat University, 2020). Holland (2006: 1842) stated that students must understand themselves profoundly and objectively by realizing that one's self is a living thing. There is body and mind. These will never be separated from one another and will always be interconnected. One must understand this wholly in the picture of progressive, advanced and even more advanced learning by developing mental and intellectual concurrently. The students are taught to be aware of who they are, what the function is, and how they can learn (Morgan, 2014: 1) by combining the old experiences that the learners have with the new experiences they have learned. Teachers are responsible for organizing learning activities and allowing learners to learn by themselves. The teaching atmosphere must be relaxed. Learners participate in the search and discovery of knowledge as well as recognizing the development of their own learning.

The concept of learning management with the coaching system is the process that allows highly experienced people to provide consultation, advice and support in the development of work potential for operators to achieve work efficiency. It is a process of learning development of personnel in that department. Teaching is the development of knowledge and skills for personnel to increase efficiency in their work. The instructors and the learners need to work altogether to ensure readiness for knowledge exchange and learning. Kendricks, Nedunuri and Arment (2013: 38) described the coaching model that affected students in their feelings. The counseling they receive has an impact on their academic work. This coaching system has proven to be the highly efficient system and is widely used in many organizations to develop personnel potential. The instructors must have 3 important roles; 1) having listening skills. People with good listening skills tend to be the one whom those around them want to talk to. What will help effective listening is that there should be notes of important points obtained from listening. 2) Possessing questioning skills are the confirmation of understanding of the same contents not to miss the point. They will ask questions so that those who come to ask for advice can know how to think and find answers by practicing thinking and finding answers on their own. 3) Having the skills to report the results back is how to give feedback on what one does whether it is good or bad and where should be improved (Faculty of Education, Suan Sunandha Rajabhat University, 2020). The study by Huybrecht et al. (2011: 274) describes that the coaching system provides advice and shares the experiences intimately and very helpfully. In particular, the assistance provided by coaches has been proven to be effective in resolving and evaluating the troubled students. The coaching system supports better teaching and learning through consistent feedback on activities, research, and encouragement (Matsko et al.: 1).

The research concept is the basis for developing learners to be able to use the research process as a tool to seek answers in their own learning. Learning management by using the research process to investigate the subject being studied puts the emphasis on the students to practice as much as possible in creating new knowledge by themselves. This will make the knowledge last forever. The teacher has the duty as the facilitator in activities that allow students to search for knowledge or create knowledge by themselves according to the set goals. The research-based learning management will help learners develop basic skills that are useful in 3 areas (Ladda Phukiat, 1979: 144); 1) for the benefits to learners, learners will have the opportunity to develop their own intellectual skills, advanced thinking skills in critical reflection, use of reasons to solve problems, knowing how to work with others, use of research processes and procedures in seeking knowledge. 2) For the benefits to teachers, the teachers prepare to teach less as there is more interaction with the learner making the learner know and understand better. Various behavior problems of the students in the classrooms become less. 3) For

the benefits to the education industry, the learners have the skills to learn and learn, have research skills to seek knowledge and know how to exchange knowledge with teachers. The research - based teaching and learning in searching for new knowledge lays the foundation for adapting new teaching approaches. Students must have the ability to think and reason. They can compare and differentiate. Finally, they are able to analyze the data to obtain new knowledge. The students do not only gain knowledge but they also have developing skills to cope with changes in the knowledge-based society through research-based approach. The students will be independent and able to criticize with an interdisciplinary body of knowledge (Newman, 2010: 256).

Therefore, as the teachers in the field of early childhood education, the researchers were interested in studying the effects of learning management process using the concept of contemplative education, coaching system, and research-based approach for the competency development of students in early childhood education program. The students in the field of early childhood education who studied in the competency-based quality curriculum, the 4-year course, and coaching teachers in the educational institutes were selected to participate in this research. The objective was to study the effects of learning management process using the concept of contemplative education, coaching system, and research-based approach for the competency development of students in early childhood education program.

RESEARCH METHOD

1. Target audience

The target groups used in this research were 1) 30 students in early childhood education program, Faculty of Education, Suan Sunandha Rajabhat University, who are studying in the second year of academic year 2020. 2 subjects were selected to participate in the research: organizing activities to promote physical readiness for early childhood having the researcher as the instructor and art activities for early childhood. 2) 9 Teachers who teach the students in early childhood education program, Faculty of Education, Suan Sunandha Rajabhat University, who have experience in teaching students for not less than 2 years. 3) 7 teachers working in the Pithaksa Early Childhood Development Center with at least 2 years of working experience in teaching kindergarten children full-time for not less than 2 years.

The researchers used the specific target group selection method of One Shot Case Study as this study aimed to study the competency development process of early childhood education students studying in competency-based courses (4 years).

1. Data Collection

The researchers collected the data on the study of effects of learning management process using the concept of contemplative education, coaching system, and research-based approach for the competency development of students in early childhood education program. The research tools consisted of 1) assessment form on the understanding of the learning management process using the concept of contemplative education, coaching system, and research-based approach, 2) assessment form on the teacher characteristics of the students in early childhood education program, and 3) assessment form on the competency in learning management of the students in early childhood education program. It was rating scale of 4 levels. 9 instructors and 7 full-time teachers in kindergarten level were the assessors.

The process for collecting data was as follows; 1) the researchers had meeting with the faculty members of the 2nd year early childhood education program to create an understanding in applying the concept of contemplative education, coaching system, and research-based approach to integrate into the course. 2) The instructors in both courses prepared the detailed lesson plan for the prescribed courses in the first semester by integrating the concept of contemplative education, coaching system, and research-based approach for teaching and learning activities. 3) The instructors conducted teaching and learning activities

in July-September 2020 by creating knowledge and understanding among students about the concept of the concept of contemplative education, coaching system, and research-based approach. The process was inserted to apply the concept of contemplative education, coaching system, and research-based approach for each week's activities. 4) The students design the draft of innovation they were interested in creating to be used to organize activities for kindergarten children.

3) The instructors conducted teaching in July-September, 2020, by creating knowledge and understanding among students about the concept of the concept of contemplative education, coaching system, and research-based approach. The process was inserted to apply the concept of contemplative education, coaching system, and research-based approach for each week's activities. 4) The students designed drafts of innovations that they were interested in creating in order to organize activities for kindergarten children. 5) The students assessed their knowledge and understanding in the learning management process to assess the characteristics of teachers and evaluate the learning management competency. 6) The students used the draft of the innovation they designed to seek advice from the coaching teachers who works at Pithaksa Early Childhood Development Center for evaluation. 7) The coaching teachers gave suggestions. The innovations and activities were adapted to suit the context of providing experiences for kindergarten children. 8) The students brought back suggestions to improve their own innovations and activities. 9) Early childhood education teachers and students brought the innovations and activities improved by the students according to the advice of the coaches to organize activities for kindergarten children of Pithaksa Early Childhood Development Center in the 1st year, 2nd year, and 3rd years. The students conducted the activities according to the plans they have designed and brought the innovations as media for organizing activities for kindergarten children. 10) The students in early childhood education program, the lecturers of early childhood education and the coaches altogether learned from the organization of activities. 11) The teachers of early childhood education and the coaches jointly assessed the learning performance of students in organizing activities.

The researchers collected data on the research operation according to the learning management process in 2 subjects. The researchers had closely monitored the teaching and learning process in the course of art activities for early childhood as well as supervising the students while bringing activities to the area arranged for early childhood in the Pithaksa Early Childhood Development Center.

1. Analysis on the research findings

The researchers analyzed the research data in this time. The quantitative data were analyzed by using the ready-made statistical analysis program and using descriptive statistics, i.e. mean and standard deviation. The performance assessment criteria were as follows:

The mean was from 3.51 – 4.00 and the performance was assessed to be at the highest level.

The mean was from 2.51 – 3.50 and the performance was assessed to be at the high level.

The mean was from 1.51 – 2.50 and the performance was assessed to be at the low level.

The mean was from 1.00 – 1.50 and the performance was assessed to be at the lowest level.

Moreover, the researchers also analyzed data from Professional Learning Community (PLC) meetings with teachers and coaches. The obtained data was used for content analysis.

Research findings

According to the research findings on the effects of learning management process using the concept of contemplative education, coaching system, and research-based approach for the competency

development of students in early childhood education program, the researchers could analyzed into 2 issues.

1st Issue: The results of analysis of student competency from 3 types of tools; 1) assessment form on the understanding of the learning management process using the concept of contemplative education, coaching system, and research-based approach, 2) assessment form on the teacher characteristics of the students in early childhood education program, and 3) assessment form on the competency in learning management of the students in early childhood education program.. The research results were as follows:

1. Comprehensive competency in the learning management process by applying the concept of contemplative education, coaching system, and research-based approach

Table 1 The results of assessment on the comprehensive competency in the learning management process by applying the concept of contemplative education

Assessment items	$\bar{X}$	S.D.	Interpretation of results
In contemplative education			
1. Basic beliefs; "Respect for humanity" and "Holistic approach of all things"	3.63	0.48	Highest
2. The important learning process is aesthetic conversation, deep listening, and reflection on learning.	3.52	0.50	Highest
3. Self-understanding, understanding others, knowing the value of things without prejudice, and seeing the connection of all things	3.50	0.50	High
Total	3.55	0.34	Highest
In coaching system			
4. Concept of student development "Every learner can learn and develop with the development of learners to their full potential."	3.61	0.49	Highest
5. Principles of giving advice "Give knowledge, advice and be a role model for teachers"	3.48	0.50	High
6. Inspiring, coaching, and directing learning	3.54	0.50	Highest
Total	3.54	0.36	Highest
In research-based approach			
7. Synthesis of knowledge from research processes and integrate them into learning.	3.54	0.50	Highest
8. Asking questions to encourage analytical thinking for reasons	3.41	0.54	High
9. To think, search, seek knowledge, solve problems, perform activities independently using the principles of cause and effect.	3.57	0.50	Highest
Total	3.51	0.34	Highest

From Table 1, the students had competence in understanding learning management through the concept of contemplative education, coaching system, and research-based approach. It was found that the students' competency in understanding the overall learning management process in 3 aspects was at the highest level. For the contemplative education, the assessment in item 1, Basic beliefs; "Respect for humanity" and "Holistic approach of all things" had the mean at the highest level

($\overline{X}$ = 3.63, S.D. = 0.48). For the coaching system, the assessment in item 4, the concept of student development "Every learner can learn and develop with the development of learners to their full potential" had the mean at the highest level ($\overline{X}$ = 3.61, S.D. = 0.49). For the research-based approach, the assessment in item 9 was for learners to think, search, seek knowledge, solve problems, perform activities independently using the principles of cause and effect. The mean was at the highest level ($\overline{X}$ = 3.57, S.D. = 0.50).

1. Teacher characteristics of the students in early childhood education program

Table 2 Results of assessment on the teacher characteristics of the students in early childhood education program

Assessment items	$\overline{X}$	S.D.	Interpretation of results
In teacher's spirits			
1. Show physical and verbal behaviors to learners with love, kindness and good will.	4.00	0.00	Highest
2. Understand the differences and appreciate the goodness of the learners.	3.74	0.44	Highest
3. Dedicated to the teacher's duties without expecting any reward from the learners.	3.87	0.34	Highest
4. Listen to feedback from others with pleasure for self-improvement.	3.83	0.38	Highest
5. Self-development through reflection, consideration, and self-reflection.	3.78	0.42	Highest
6. Cooperate and support fellow professionals in order to develop learners' learning.	3.91	0.28	Highest
Total	3.85	0.20	Highest
In Problem Solving and Innovative Creativity			
7. Able to plan and solve problems by connecting multiple perspectives to cover important issues related to the problem.	3.78	0.42	Highest
8. Able to present new ideas or innovations that build on previous knowledge	3.87	0.34	Highest
Total	3.82	0.28	Highest
In working with others			Highest
9. Able to communicate creatively without causing conflicts	3.91	0.28	Highest
10. Able to control emotion and behaviors when conflicts arise.	3.91	0.28	Highest
11. Accept different ideas, differences, and abilities to contribute to team effectiveness.	3.96	0.20	Highest
Total	3.92	0.14	Highest
In Media and Technology			Highest
12. Able to make reasonable decisions to accept or reject media	4.00	0.00	Highest
13. Choose to distribute media according to appropriate channels legally with responsibility for their own actions.	3.96	0.20	Highest
14. Able to use technological tools to search, store and retrieve information.	3.87	0.34	Highest

Assessment items	$\overline{X}$	S.D.	Interpretation of results
Total	3.94	0.16	Highest
In surviving			Highest
15. Understand and accept cultural differences	3.91	0.28	Highest
16. Interact, take care, advice others to achieve goals	3.57	0.50	Highest
17. Adapt to work in multiple roles and functions in different contexts	3.96	0.20	Highest
18. Understand the situation and express oneself creatively	3.65	0.48	Highest
19. Have voluntary mind or public mind to work for others, community and society	4.00	0.00	Highest
20. Preserve Thai arts, culture, and local wisdom	3.70	0.47	Highest
Total	3.79	0.23	Highest

From Table 2, the students had the competency in teacher characteristics of the students in early childhood education program divided into 5 topics; spirit of being teacher, problem solving, and innovative thinking, working with others, use of media and technology, and surviving. It was found that the students' performance was entirely at the highest level. It could be divided by topic. For the teacher spirit, the mean of the assessment item 1 showing physical and verbal behaviors to learners with love, kindness and good will was at the highest level ($\overline{X}$ = 4.00, S.D.= 0.00). In problem solving and innovative creativity of assessment item 8, the new ideas or innovations that build on previous knowledge could be presented with the highest mean ($\overline{X}$ = 3.87, S.D.= 0.34). For working with others of assessment item 11 accepting different ideas, differences, and abilities to contribute to team effectiveness had the highest mean ($\overline{X}$ = 3.96, S.D.= 0.20). For the application of media and technology, assessment item 12 being able to make reasonable decisions to accept or reject media had the highest mean ($\overline{X}$ = 4.00, S.D.= 0.00). For surviving, assessment item 19 having voluntary mind or public mind to work for others, community and society had the highest mean ($\overline{X}$ = 4.00, S.D.= 0.00).

2. Learning management competency of the students in early childhood education program
Table 3 Results of assessment on the learning management competency of the students in early childhood education program

Assessment items	$\overline{X}$	S.D.	Interpretation of results
Assessed by the supervising teachers			
1. Understanding of learners	3.44	0.52	High
2. Designing and developing the learning management plan	3.89	0.33	Highest
3. Learning Management	3.89	0.33	Highest
4. Environment arrangement and use of supporting learning media	3.78	0.44	Highest
5. Measuring and evaluating learning to develop learners	3.67	0.50	Highest
Total	3.73	0.24	Highest
Assessed by the coaching teachers			

Assessment items	$\overline{X}$	S.D.	Interpretation of results
Assessed by the supervising teachers			
6. Understanding of learners	3.29	0.46	High
7. Designing and developing the learning management plan	3.86	0.36	Highest
8. Learning Management	3.86	0.36	Highest
9. Environment arrangement and use of supporting learning media	3.86	0.36	Highest
10. Measuring and evaluating learning to develop learners	3.71	0.46	Highest
Total	3.71	0.21	Highest

From Table 3, the students in early childhood education program had the learning management competency divided into the assessment of supervising teachers and coaching teachers. It was found that the students had the total competency from the assessment of supervising teachers and coaching teachers at the highest level. For the assessment of supervising teachers, assessment item 2 about designing and developing the learning management plan and assessment item 3 about the learning management had the highest mean ($\overline{X}$ = 3.89, S.D.= 0.33). For the assessment of coaching teachers, assessment item 10 about measuring and evaluating learning to develop learners had the highest mean ($\overline{X}$ = 3.71, S.D.= 0.46).

The 2nd issue was the process of producing the students in early childhood education program through learning management using the concept of concept of contemplative education, coaching system, and research-based approach to integrate in teaching and learning for developing the students in early childhood education program to be competent and ready to be the teacher graduates in the future. The researchers had organized the group meeting with teachers and coaches. Teachers are the main factors in creating quality teacher graduates because the teachers are those who are close to the students in transferring knowledge and skills in academic sciences in both teaching profession and specialized fields. They also instill the students the professional ethics of teachers. In addition, the coaches are those who have direct experience working with early childhood children. This makes it possible to see a dimension of perspective of organizing activities that can truly be effective for early childhood.

From learning after completing the process of organizing activities for early childhood in Pithaksa Early Childhood Development Center, the following important issues were found:

1. The students were well prepared for activities, enthusiastic about preparing innovations and activities. There was a systematic planning of activities based on learning objectives that were consistent with the indicators in the learning standards according to the child's age range.

2. The students had good attitude towards themselves as an instructor and the important thing was to have confidence in their own potential. They tried to understand the individual differences among schoolchildren. The activities were planned, designed, and created with the innovations. The research processes were used to help creating the innovation and bringing innovation into practice with students.

3. The students accepted the advice and were ready to make changes based on the advice of the teachers and coaches. The students designed the activities and created the innovations. However, when there was advice from the teachers and coaches to make innovations and activities suitable for the context of the students to be as effective as possible for students, the students listened and made

adjustments according to the instructions. This showed that students were ready to be instilled. They had the mind to be aware of the changes and accept the change in the good direction with reasons for empirical perception.

DISCUSSION AND CONCLUSION OF THE RESEARCH RESULTS

From the study on the effects of learning management process using the concept of contemplative education, coaching system, and research-based approach for the competency development of students in early childhood education program, the researchers would like to present the discussion of the results as follows:

1. The results of analysis on the competency of students in early childhood education program in understanding the learning management process by applying the concept of contemplative education, coaching system, and research-based approach, the results of analysis on the competency of students in early childhood education program in the characteristics of teachers, and the results of analysis on the competency of students in early childhood education program in learning management, all three issues were entirely found as follows. The performance was at the highest level including the analysis results from the lessons learned after the activity. This might be due to students gaining knowledge of learning management by using the concept of contemplative education, coaching system, and research-based approach during the research process until they understood the process of integrating such concepts into the learning process in 2 courses. These made the implementation of activities according to the teacher's lesson plans smoothly. The students cooperated very well in activities as well as bringing innovations to early childhood of Pithaksa Early Childhood Development Center. The students were open-minded to listen and embrace suggestions in order to adapt innovations and activity plans to suit the context of early childhood and to be as effective as possible for the children.

In addition, the students had been instilled in the teachings of teachers from the moment they enter the Faculty of Education. There were also courses related to the teaching profession that students had been studying since the first year allowing the students to be absorbed and shaped by the qualities of being teachers. The students realized the importance of early childhood teacher career. They understand that one must have knowledge in science correctly in accordance with principles, concepts and theories and can be applied in real practice. Moreover, the students showed the behaviors indicating that they could become good teachers in the future.

2. The researchers found interesting issues. According to the results of the assessment on the understanding of the learning management process through the concept of contemplative education, coaching system, and research-based approach (Table 1), it was found that on the contemplative education aspect of the assessment item 3 about self-understanding, understanding others, knowing the value of things without prejudice, and seeing the connection of all things, for the coaching system in the assessment item 5 about the guidance principles of "educating, advising, and exemplifying the performance of teacher duties", and the research-based approach in assessment item 8 about asking questions to encourage thinking critically for reasons, the students were assessed at a high level. However, in other assessment items, most of which were at the highest level. Similarly, the results of assessment of learning management competency of the students in early childhood education program (Table 3), it was found that the student assessment items on the subject learner understanding from the evaluation by the supervising teachers and coaches was at a high level. In other items entirely, the assessment was at the highest level. This might be due to the fact that the students were still in the second year of study. Their understanding of the processes related to the concept of contemplative education, coaching system, and research-based approach was new for the students. There may still be some issues that are not as deep as they should be. It may be because the coaching system is a system

that helps students learn about various issues. Guidance and supervision may help students to have an effective learning management process. Therefore, this process should be used in teaching and learning management in other subjects including in the next year so that students can truly understand these processes.

Therefore, conclusion can be drawn from the research results of the learning management process using the concept of contemplative education, coaching system, and research-based approach of the competency of the students in early childhood education program. It is the combination of learning management approaches that aim to improve the quality of thought and mind through the guidance and example of those who have real experience in teaching at the early childhood level. This is to encourage students to develop competency effectively from the second year level. The results of the research show that learning management process that adopts the concept of contemplative education, coaching system, and research-based approach can help in the process of learning in the course to instill the students' competencies ready for future early childhood teachers. It is rather systematic process that refines and trains students from the inside with the concept of contemplative education. They can receive the advice and suggestions from someone who has both knowledge and experience to help the students to see in a direction or perspective that they did not expect. Because students have no experience in bringing innovative media to do activities with early childhood, the students simply apply the knowledge gained from the classroom to design innovations and event plans. The transfer of experiences from the coaches gives students the opportunity to see and understand important issues. The use of research processes to help organizing the learning system makes students know how to think systematically, search and seek knowledge on their own.

From this research study, the researchers have recommendations; 1) the research-based approach may be rather serious and thoughtful learning process. With great dedication, the students may feel discouraged at times. Reinforcement is necessary, or perhaps it is necessary to use intellectual concepts through words of encouragement and to bring out the students' potential as much as possible. 2) Because the research results clearly show the process that enhances the performance of early childhood teacher students, this type of research model should be used in other subjects and should be applied to other disciplines as well. It may be formulated as a branch-level policy aiming at the success of creating graduates of the highest quality.

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