

The Process in Cultivating High-Performance Pre-Service Teachers with Teacher Spirituality in the Digital Society

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Abstract

The objective of this research was to study the results of the trial on the process in cultivating high-performance pre-service students with teacher spirituality in the digital society, Faculty of Education, Suan Sunandha Rajabhat University. The sample group used in the research consisted of 30 first-year students of the Faculty of Education, Suan Sunandha Rajabhat University, in the second semester of the academic year 2020. The research tools were the process in cultivating the students with Contemplative Education activities, project-based learning activities (PBL). The research plan was Randomized Control Group Pretest- Posttest Design. The data was analyzed using percentage, mean, standard deviation. The hypothesis testing statistic was t - test for Dependent Sample. The research findings revealed that the students who received the process in cultivating high-performance pre-service students with teacher spirituality were in terms of 1) love in the teacher's career, 2) happiness with learning management, 3) love and good wish for students. The teacher spirituality scores after the trial were higher than before the trial with statistical significance at the .05 level.

Keywords: Performance, Contemplative Education activities, project-based learning activities (PBL), teacher spirituality, digital society, pre-service teachers, Faculty of Education, Suan Sunandha Rajabhat University

Introduction

In developing the country to live with the ASEAN Economic Community (AEC) and being a global citizen in the 21st century with full pride, it is necessary to raise the awareness of the career, to have faith, to love in career, to be determined, patient, sacrificing, and dedicated in performing duties. This includes behaving oneself in accordance with professional morals and ethics, having vision, knowledge, capabilities, competency according to professional standards as well as being ready to perform the duties with great ideals and the honor of being teachers. This agreed with the Education Development Plan of the Ministry of Education, No. 12, which established the strategies for Thai education by emphasizing learners with knowledge, understanding, and ability to practice oneself. Working on a professional basis means to use technology usefully in learning to create innovations for careers and for future economic and country development (Education Development Plan of Ministry of Education No. 12 B.E.2560 – 2564). This is the reason why the current education management focuses on learning management suitably for learners in the 21st century corresponding to the Education Development Plan of the Ministry of Education. The learners must have learning and innovation skills, information, media and technology skills, professional skills as well as living in society to be happy (Ministry of Education, 2020). The experiences and good practices can be developed for the pre-service teachers to use digital tools together with pedagogical science for effective classroom management. The maximum benefits can be created in learning of learners on the basis of online safety and digital citizenship. The individual spirit or individual is the peculiarity of the individual that arises from thinking, feelings and decisions that reflect one's own desires leading to the beliefs leading, behaviors, or morality practice having conscience to know good and

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bad things (Patchanee Somkamlang, 2013). Faculty of Education, Rajabhat University, is primarily responsible for producing and developing good teacher graduates with efficiency according to the graduate standards. Thus, in enhancing the competency of teacher spirituality as an important force of the nation, it is necessary to use the cultivation process by creating knowledge, understanding, promoting, supporting, shaping, cultivating, raising of awareness, practicing, organizing various and creative learning activities. Emphasis is placed on the students so that they can be complete human beings in body, mind, intelligence, knowledge, morality and ethics. They will have life skills to live in accordance with the Sufficiency Economy Philosophy to survive in the midst of various changes. In the New Normal era, we realize the value in the teaching profession and use information, media and technology creatively. The students can have good personality, love and faith in the nation, religion, monarch with the behaviors accepted by the society. They can live happily with others in the society and live altogether as brothers and sisters under cultural diversity. It also enables the students to create knowledge and experiences gained to pass on to learners and to encourage learners to develop themselves according to their potential. Various sciences can be connected to develop their own body of knowledge and to achieve the goals of the National Economic and Social Development Plan No. 12 (B.E. 2560- 2564) stating, “The Thai economy and society are developing stably and sustainably on the basis of sustainable development. Thai society is a fair society with little inequality. Thai people are perfect human beings as the citizens with discipline, awakening and self-learning throughout life, having knowledge, skills and attitudes that are good values. They can have complete physical and mental health with spiritual growth, public mind, and benefit the public to have Thai citizenship, ASEAN citizens and citizens of the world.”

Therefore, the researchers were interested in studying the results of the trial on the process in cultivating high-performance pre-service students with teacher spirituality in the digital society of the 1st year students in the Faculty of Education, Suan Sunandha Rajabhat University, with the Contemplative Education activities and project-based learning activities or PBL.

Research objectives

To study the results of the trial on the process in cultivating high-performance pre-service students with teacher spirituality in the digital society of the 1st year students in the Faculty of Education, Suan Sunandha Rajabhat University.

LITERATURE REVIEW

1) Concept of Contemplative Education

Contemplative Education is the learning process that nurtures openness, humility, wideness to diversity through direct experience, boldly facing and abandoning oneself to live in the present moment consciously and contemplating bringing experience to the heart. It is the foundation of true knowledge or wisdom to see things as they really are. The relationship is linked to the constant flow of changes, which leads to the realization and abandonment of attachment to the self. The concept of cognitive education is therefore the concept that has created the reconstruction integrated from the practices, tools of religions and beliefs that have been used in the past by applying them in a new way of valuing with a focus on learning to develop learners in modern society (Hart, 2004; Haynes, 2005). It is not only about acquiring knowledge but it also refers to the learning that can change within oneself (Hladis, 2005). One of the most obvious differences between “Contemplative education” and general education is that the Contemplative education is the study of “the inner world” while general education is the study of the “outer world” (Withan Thanawut, 2006). It can be summarized that the Contemplative education consists of 1) Deep Listening, 2) Contemplation, and 3) Meditation. The learning results lead to the Transformative Learning resulting in love, compassion, and wisdom that can be applied in life in a balanced way.

2) Concept of teacher production

The concept of teacher production for the 21st century suggests that the 21st century teacher-production curriculum should have 5 components of; 1) Ethical Underpinning 2) Knowledge necessary for living, 3) the ability in Thinking, 4) the ability of Leadership, and 5) Competency necessary to practice the teacher’s profession. It can be written in the equation of Well-educatedness = E (K + T + L + C) (Ruetinan Samutthai,

2013). This is correspondent with Jerky Royma, Director of the demonstration school of the University of Helsinki, Finland, discusses the development of teachers in the 21st century that the teacher must be the one who draws out the potential of the students to use. There will be no encouragement for the students to have expertise in one area as in the past. All students can use their potential at the same time in several aspects. The focus is on setting children as the center of education by teaching in different classrooms for different quality. Another highlight that makes education in Finland successful is that teachers have teacher spirit which has resulted in the quality of teachers in Finland and the illiteracy rate of Finland is low (Office of the Education Council Secretariat, 2018).

3) Concept of teacher spirituality

The word “**spirituality**” is derived from the words “spirit” and “soul”. It refers to what is inside and personalizes to be enlightened with consciousness and mind (Royal Institute. 2011). The academicians classified the spirituality into 3 meanings consisting of:

1. Singularity or individuality refers to the unique identity of each person resulted from insight leading to action and faith in any of the matters (Suphalak Thadsri and Araya Praiyam, 2011)

2. Noble value refers to wisdom, principles of life such as goodness, merit, morality, ethics, and responsibility with the higher mind (Prawet Wasi 2010, Prasit Unnongkung. 2012).

3. Abstraction refers to the human structure apart from body and mind which is intangible. It develops from the psychological connection of human beings with the environment. It is the source of hope, strong and willpower as the power of life that creates success and happiness (Patchanee Somkamlang. 2013).

In summary, the spirit refers to the human structure that combines the physical dimension and the psychosocial dimension. It gives meaning to life and helps determining the course of action that affects happiness and success in life or career when the meaning of spirituality is combined with the word teacher.

The teacher spirituality refers to conscience, thoughts, attitudes, behaviors and good expression according to the moral framework, appreciation of the role professional faith and adherence to the ideology of working as a teacher to understand both self and others eager to learn.

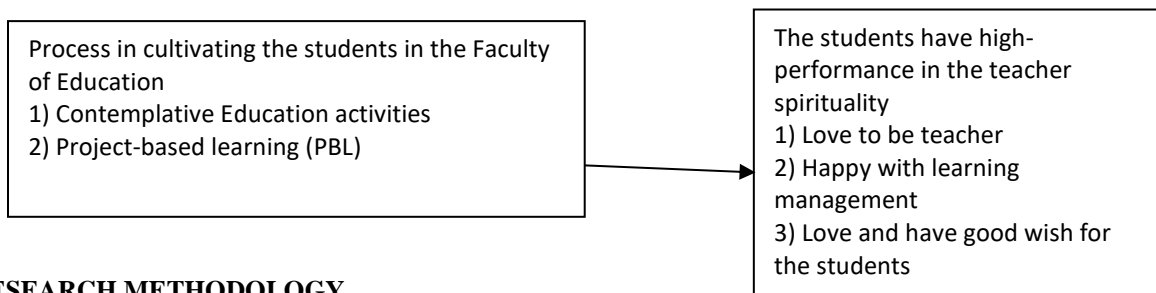
4) Characteristics of teacher with teacher spirituality

Teachers are responsible for human development and are the ones who open spiritual or knowledge doors to students (Buddhadasa Bhikkhu. 2004). It can be said that teachers must have both science and art. Regarding the science, teachers must be educated to be proficient in principles, theories, methods and practices in order to research and develop new knowledge endlessly. In terms of art, teachers must be able to transfer knowledge, calm the mind, have behavior exemplary personality and morality (Phrabhavanaviriyakun, 2010). This is consistent with the view of Phra Maha Wuttichai (W. Wachiramedhi). 2558 that teachers who have teacher spirit must be outstanding in academic matters (knowing deeply, knowing the truth, knowing broadly), have the art of transferring knowledge and have mercy on the disciples to love students as children. In addition, the research findings related to the characteristics of teacher spirit are as follows. Dusadee Yolao et al. (2012) studied the experience of being a teacher with a teacher spirit: a phenomenological study. It was found that being a teacher who has the teacher spirit is divided into 3 periods; the development period to become a teacher, the period of being a teacher with a teacher spirit, and the persistence of being a teacher with a teacher spirit. For the second period, being a teacher with a teacher spirit consists of awareness of being a teacher. It is the period of practicing one’s way of being a teacher, having goals for working for children, and treating children with love and compassion. Meanwhile, in the third period, the persistence of teacher spirit consists of happiness, pride, bond between teachers and students and faith in the valuable people. Kitinan Nosu (2014) studied the composition and indicators of teacher spirit. It was found that the spirit of being a teacher found under the Office of Primary Education Service Areas in the Upper North Province consisted of 10 components; self-development, reasonableness of work, initiation, creativity, compliance with professional ethics persistence, benevolence professional integrity, goodness, love, professional faith and teaching practice. Amornrat Kaensan (2015) studied the development of teacher spirit indicators of the teachers under the supervision of Office of the

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Basic Education Commission, it was found that the teacher spirit of teachers Under the Office of the Basic Education Commission consisted of 7 main components; fulfillment of roles and responsibilities, having good human relations and being friendly, being a good role model, teaching psychology, love and faith in the profession, morality, ethics and relationship between teachers and students. From the above research results, it can be concluded that teacher spirituality consists of 1) personal qualities, morality, and ethics such as persistence, compassion, honesty, and reason, etc. 2) recognizing and acting on the way of being a teacher, 3) love and faith in the teaching profession, 4) proficiency in teaching, 5) continuous self-improvement.

Studying the theoretical concepts from related documents and researches, the researchers would like to propose the following conceptual framework:



RESEARCH METHODOLOGY

This is the Experimental Development with the following research scope:

1. Population and sample group

1.1 The population consisted of 400 first-year students in the Educational Program, Suan Sunandha Rajabhat University.

1.2 The sample group used in the research consisted of **30** first-year students of the Faculty of Education, Suan Sunandha Rajabhat University, using the simple random sampling.

2. Research duration

The second semester of the academic year **2020**

3. Research variables

3.1 Independent variables: The process in cultivating the students consisted of:

- 1) Contemplative Education activities
- 2) Project-based learning or PBL

3.2 Dependent variables: The teacher spirituality consisted of:

- 1) Love to be teacher
- 2) Happy with learning management
- 3) Love and have good wish for the students

4. Research tools

1. The research tools consisted of 2 activities for the process in cultivating the students:

- 1) Contemplative Education activities
- 2) Project-based learning or PBL

2. The tools used in the data collection included:

1) Form to measure the teacher spirituality in the areas of love in the teacher's career, happiness with learning management, love and good wish for the students

2) Observation form and behavior record

3) Assessment form based on actual conditions

5. Creation and finding the quality of tools

1) The creation on the process of cultivating high-performance pre-service teachers with teacher spirituality in the digital age society of the first year students in the Faculty of Education, Suan Sunandha Rajabhat University, consisted of 2 activities as follows:

1.1 Contemplative Education activities

In creating the Contemplative Education activities to cultivate the high-performance pre-service teachers with teacher spirituality in the digital age society in the areas of love in the teacher's career, happiness with learning management, love and good wish for the students, the researchers performed the operation in the following orders:

1. Studying the textbooks, documents, and researches related to the process in the creation of Contemplative Education activities

2. Studying the details on the cultivation of the high-performance pre-service teachers with teacher spirituality in the digital age society in the areas of love in the teacher's career, happiness with learning management, love and good wish for the students appropriate for the first year students in the Faculty of Education to be used as the approach in determining the contents and activities in accordance with the research objectives.

3. Creating the Contemplative Education activities each consisted of:

3.1 Activity name

3.2 Objectives

3.3 Process of operation consisting of 5 steps of activities as follows:

1st step: Explore one's thoughts, calm one's mind, and prepare oneself to learn

- Activities: Kaoshikii dancing, praying, meditating, self-reflecting on who we are, why we were born, what we are doing, what will be done in the future, what our life goal is for each day, week, month, year, 5 years, 10 years, what our goals are, what the aim is, how the method and the process is? There are obstacles, problems, and how to solve the problems to pass well.

2nd step: Open the door to ideas, spark, provoke ideas.

- Activities: Asking questions. Setting the issues to think. Inviting to ponder deep reflection or thinking of internal and external connections by oneself.

3rd step: Exchanging knowledge

- Deep listening activities with conversational aesthetics to exchange knowledge among one another in the form of small groups expanding to large groups.

4th step: Review, contemplate, summarize

- Contemplation activities, pondering, processing ideas and understanding until they can come to conclusions by themselves.

5th step: Reporting the results

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- Summarize and report the results of activities to create ideas and knowledge altogether as well as disseminating the ideas they have learned to others.

4. Proposing the Contemplative education activities to **3** experts, **2** of whom are experts in Contemplative education activities and **1** research instrumentation expert, to check the consistency of objectives, definitions, activities, contents, methods, and means. Then, the improvement must be made according to the recommendations of experts.

5. Applying the Contemplative education activities to experiment with the non-sample group of **30** first-year students of the Faculty of Education in the field of education in Mathematics, Suan Sunandha Rajabhat University, of this research to find deficiencies in the suitability of each activity as well as the method and time spent doing the activity to improve the appropriateness to be used in the implementation further.

6. Applying the improved Contemplative education activities in item **5** to **30** students in the experimental group.

1.2 Project-based learning or PBL)

In creating the Project-based learning or PBL in the learning skills and innovation of the students, the researchers operated the creation in the following order:

1. Studying the textbooks, documents, and researches related to the process in the creation of project - based learning or PBL)

2. Studying the details on the learning skills and innovation suitable for the first year students of the Faculty of Education to be used as the approach in determining the contents and activities to be consistency with the research objectives.

3. Creating the project-based learning or PBL. Each activity consists of:

3.1 Activity name

3.2 Objectives

3.3 Concepts

3.4 Duration

3.5 Media and devices

3.6 The procedures consisted of **5** steps of activities as follows:

1st step: Study the problem

2nd step: Make an action plan

3rd step: Execute the plan and learn while working.

4th step: Performance Evaluation

5th step: Present the work

4. The project-based learning activities (PBL) were presented to 3 experts, 2 of them had expertise in the project-based learning management or PBL, and 1 expert had expertise in creating the research tools to check the accordance with the objectives, definition, content activities, method of operation, revision and correction as recommended by the experts.

5. The project-based learning activities (PBL) were applied in the trial with the non-sample group of **30** first-year students of the Faculty of Education in the field of education in Mathematics, Suan Sunandha Rajabhat University, of this research to find the deficiencies in the suitability of each activity as well as the methods and time periods used in the activities to improve the appropriateness for further research.

6. The project-based learning activities (PBL) improved as in 5 were applied in the trial with the sample group of 30 students.

1.3 Form to measure the teacher spirituality and public mind

The research on the process of cultivating high-performance pre-service teachers with teacher spirituality in the digital age society is the Experimental Development to create the test on the teacher spirituality. The operation was performed following the steps as below.

1st step: Studying and analyzing the characteristics of teacher with teacher spirituality of the first year students of the Faculty of Education, Suan Sunandha Rajabhat University, with the following processes:

1. Studying and researching documents, textbooks, journal articles, publications and researches related to the theories of love to be teacher, happiness with learning management, 3) love and have good wish for the students. Collecting knowledge and information that has been studied and researching to determine the characteristics of Thai teachers in the 21st century in 3 aspects; 1) love of the teacher's career, 2) happiness in learning, 3) love and good wishes for students.
2. Creating the test to measure the characteristics of teacher who has a teacher spirit for a total of 90 tests.
3. Bringing the created test to 3 experts to check the Index of Item Objective Congruence (IOC), behavioral intent and appropriateness of language.

The content validity was determined by finding the IOC between the test and the content according to the terminology and behavior to be tested and assessed. Three experts in Contemplative education activities and project-based learning activities were requested to evaluate as follows:

+1 When being sure that the test represented the characteristics of teacher with teacher spirituality.

0 When not being sure that the test represented the characteristics of teacher with teacher spirituality.

-1 When being sure that the test did not represent the characteristics of teacher with teacher spirituality.

If the calculated IOC was greater than or equal to **0.5**, the test was deemed to represent the tested consensus. If such item had the IOC less than **0.5** (Puangrat Thaveerat. 2000: 117), the test was omitted or revised.

4. Bringing the test having already been examined, revised, and improved in 3 areas for 90 items to conduct the Try out with the non-sample group of 30 first-year students of the Faculty of Education in the field of education in Mathematics, Suan Sunandha Rajabhat University, to find the efficiency of the tests. Each item of the test was analyzed to calculate the difficulty (p) and discrimination power (r). The tests were calculated using a technique of 27% in each item to select the test to measure the Thai teacher's level of difficulty between 0.20–0.80 and discriminant power from 0.20 or more using the K–R 20 formula (Puangrat Thaveerat. 2000: 123).

5. Creating the complete test by selecting the test to have comprehensive content according to the form of activities to measure the development of characteristics of teacher spirituality. The total of 90 items were tested with the non-sample group of 30 first-year students in the Department of Education, Faculty of Education, Suan Sunandha Rajabhat University, Bangkok, to determine the confidence of the test using the Alpha coefficient methods and SPSS for Windows.

6. Taking the selected test to measure the characteristics of teacher who has a teacher spirit to experiment with the sample group of first-year students in the Mathematics Department, Faculty of Education, Suan Sunandha Rajabhat University.

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6. Experiment

This research was the Experimental Development using the randomized control group-pretest posttest design. The research was operated as follows:

1. Before the experiment: The test to measure the characteristics of teacher who has a teacher spirit was tested with 30 first-year students in the Department of Education, Faculty of Education, Suan Sunandha Rajabhat University, in the 2nd semester of 2020 to keep the Pre-test scores.

2. During the experiment

1st phase: The students attended the Contemplative education activities on the characteristics of teacher who has a teacher spirit for 8 times as follows:

1st Activity: Orientation

2nd Activity: Love in the teacher's career

3rd Activity: Learning exchange camp with good teachers, having love and faith in the teaching profession (3 days 2 nights)

4th Activity: Happiness with learning management

5th Activity: Happy learning camp activities following the father's footsteps to exchange knowledge with local gurus and jointly plant a replacement forest (3 days 2 nights)

6th Activity: Love and good wish for the students

7th Activity: Learning exchange camp activities with model teachers who had love and good wish for students and help campaign to reduce global warming (3 days 2 nights)

8th Activity: Finalization

2nd phase: The students attended the project-based learning or PBL activities for 2 times to educate and divide groups to work on environmental conservation projects and living according to the Sufficiency Economy Philosophy divided into 2 projects:

1. Environmental Conservation Projects and Projects for Living in accordance with the Sufficiency Economy Philosophy

2. Community service projects by going to academic camp activities to share knowledge. The students passed the environmental conservation project and the created Sufficiency Economy Philosophy lifestyle project to be used in organizing activities for students in the Teacher Professional Development School of the Faculty of Education, Suan Sunandha Rajabhat University, schools located in Bangkok and vicinity area in the second semester of the academic year 2020, 6 sessions, 1 day each.

3rd phase: The students performed the operation following the projects.

4th phase: The students presented the projects.

3. After the experiment: One week after the end of the experiment, the students in the experimental group were asked to take a test to measure their qualities as a spiritual teacher. The same set used to assess before the experiment was kept as the Posttest scores.

7. Results of data analysis

The results of the average score comparison of spirituality attributes of the first year students of the Faculty of Education, Suan Sunandha Rajabhat University, were as shown in the following table.

Table of Average Comparison on the Characteristics of Spiritual Thai Teachers of students in the experimental group during, before and after the experiment

Experiment	n	\bar{X}	S.D	t	df	p-value
Before the experiment	100	15.91	2.81			
				36.07	99	.05*
After the experiment	100	26.98	1.32			

* With statistical significance at the .05 level

Table 2 revealed the results on the comparison of the mean difference between spiritual teacher characteristics of students in the experimental group before and after participating in the process of cultivating high-performance teacher students with Contemplative education activities and project-based learning. The project-based learning (PBL) was statistically significant at the .05 level. After the experimental activity, the students who received the higher process of cultivating high-performing student teachers than before the process of cultivating high-performance students in order to raise the spirit of teachers in the digital age society.

CONCLUSION AND DISCUSSION

From the study on the process of cultivating high-performance teachers in the digital society, the research results could be concluded and discussed as follows:

1. For cultivating the spirit of being a teacher by using Contemplative education activities, it was found that after participating in the Contemplative education activity, the scores of students were significantly higher than before participating in the activity at the .05 level and the students were satisfied with the process of cultivating the spiritual teacher as a whole at the highest level ($\bar{x} = 4.85$, S.D. = 0.42). This would be able to encourage students to practice the learning process inside of oneself with a thoughtful heart consisting of deep listening, Contemplation, and Meditation. Learning results cause change in Transformative Learning resulting in the love and compassion. The wisdom can be applied in a balanced way in life and seeing good role models of spiritual teachers. This was consistent with Wilailuck Langka (2020) researching on the process of cultivating teacher attributes in the Decade of Learning Transformation for the pre-service teachers of the Education Faculty. The results showed that the student teachers who entered the process of cultivating the teacher's spirituality according to the step-by-step curriculum were inspired by seeing the role model of a model teacher, selfless teacher from the media presented, gaining knowledge about being a good teacher making students and teachers see the value of oneself. It gave inspiration and teacher's spirit to become a teacher in order to return to develop one's own homeland. They would have love and faith in the teaching profession. They could control the emotions. In addition, it was consistent with the research of Pichet Thangto et al. (2016) conducting the research on the development of attitudes and spirituality of being a teacher in the Buddhist way and the spirit of being a teacher in the Buddhist way consisting of 3 components. The 1st component was about the characteristics of a teacher in the Buddhist way. The 2nd component was about the duties of teachers in the Buddhist way. The 3rd component was about the approaches for creating attitudes and spirituality in being a teacher in the Buddhist way (satisfaction of teachers in the Buddhist way). The process in developing teachers according to the model of creating an attitude and spirituality as a teacher in the Buddhist way was called reflection process in the Buddhist way divided into 6 methods. The 1st method was knowing the duties of being a teacher in the Buddhist way. The 2nd method was adapting to the Three Studies. The 3rd method was learning to be a good role model. The 4th method was changing good attitudes according to the Buddhist way. The 5th method was integrating Dharma to lead learners. The 6th method was to strive to create innovations in virtue. As a result, teachers' attitudes and teacher spirits were higher after the experiment. This was consistent with Apipha Prachayapart (2017) who researched the development of teacher production models to support education in the 4.0 era. The research results revealed that there were 10 competencies required for teachers in education in the 4.0 era; critical thinking, creative problem solving, innovation, entrepreneurship, lifelong learner, use of technology and

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information, working with others, cross-cultural communication, leadership, and public mind. Therefore, continuous self-development leads to having knowledge especially love of the teaching profession, happiness with learning management, behaving as a role model, good wish for the students, desire for all students to have a good job, to be a good person of society, and to have skills in using technology. The teaching skills performance of such teachers is known as the practice with “Teacher Spirit”. The performance of duties of teachers was with persistence. The teachers are determined and dedicated with heart and soul. They are dedicated to teaching and the development of teaching materials all the time. It will result in the awareness and commitment to work. They try to maintain the dignity of oneself and the profession, most importantly, faith in the teaching profession and determination to develop oneself (Wilailuck Langka, 2020).

2. For cultivating the spirit of being a teacher by using Project - based learning activities, it was found that after participating in the Project - based learning or PBL activities, the spirit of being teacher of the students was significantly higher than before participating in the activity. This showed the Project - based learning activities could encourage students to put their knowledge into practice. This agreed with Sachiwan Dharpavasu (2017) who conducted the research on spiritual development strategies in being a teacher to promote student's professional teacher of Suan Sunandha Rajabhat University. It was found that the spiritual development approach in being teacher should cultivate a sense of being teacher first by focusing on creating knowledge through practice consistent with the 21st century skills. Being a professional teacher who is dynamic enough to keep up with the changing sciences, the progress of the teacher profession with a strategy to develop teacher spirit should be followed up to promote professional teachers. Vijarn Phanich (2012) said that for the 21st Century Skills, teachers must not teach but design and facilitate learning for students to learn by doing or practicing. The learning will arise from within their hearts and brains. This type of learning is known as PBL (Project-Based Learning) where teachers have designed students to learn by dividing groups into projects to develop students in academic and ethical aspects. This allows the students to study, research and act according to their aptitudes and interests through the scientific process. This can be done systematically having a work process and work with others happily. Therefore, knowledge and experience brought from the project can be used in organizing the community service activities by going to academic camp activities. The knowledge was shared to the younger students in the Teacher Professional Development School of the Faculty of Education, Suan Sunandha Rajabhat University, schools located in Bangkok and vicinity area for 3 times. It is valuable and meaningful learning because it can be practiced on its own and can be transmitted to others to practice enabling students to learn to be professional teachers. In addition, a service project was presented with teachers to encourage, promote, and advice students closely. This was consistent with the research results of Suwat Niyomthai (2010) who said that project-based teaching and learning is a learner-based instructional management that allows learners to learn on their own by choosing what they are interested in and actually put into practice. There is a step-by-step process leading to new knowledge. The students are able to integrate project-based learning in a group learning model with instructors or experts to give advice closely. This was in accordance with the concept of Hargis (2005) stating that project-based teaching is a teaching method that connects learners with findings from interest-based questions and doubts on which learners use to think. The process is for searching and learning in a group of learners altogether.

Research Body of Knowledge

The process in cultivating high-performance pre-service teachers who have teacher spirituality in the digital society of the first year students in the Faculty of Education, Suan Sunandha Rajabhat University, included:

1. Contemplative Education activities

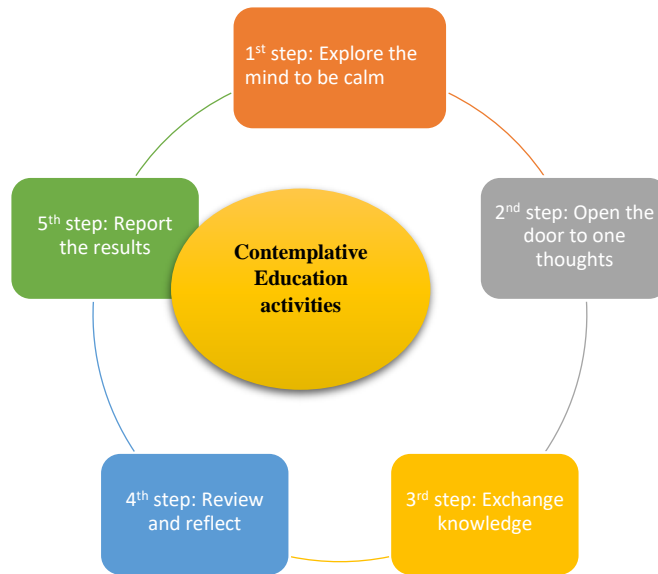
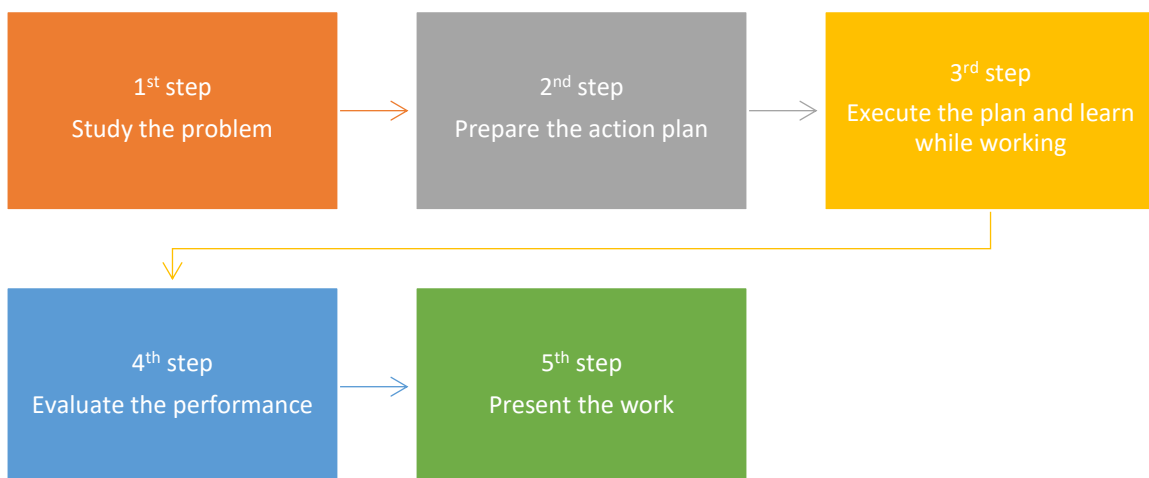


Figure 1: Contemplative Education activities of Sommai Pavaboot

From the Figure of research conceptual framework, it can be explained that:

Contemplative Education activities are about the process in studying the inner world profoundly consisting of 1) Deep Listening, 2) Contemplation, and 3) Meditation. The learning results lead to the Transformative Learning resulting in love, compassion, and wisdom that can be applied in life in a balanced way.

2. Project-based learning or PBL



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From the Figure of research conceptual framework, it can be explained that:

Project-based learning or PBLI is a teaching method that aims to train students to think and solve problems and take action in order to find answers to problems on their own. The data was presented and the results were summarized by interpreting the data on oneself. Learners are the creators of the body of knowledge making the knowledge gained from studying and implementing projects into stable knowledge.

3. Learning exchange camp activities with model teachers who had love and good faith in the teacher's career

4. Happy learning camp activities following the father's footsteps to exchange knowledge with local gurus and jointly plant a replacement forest

5. Learning exchange camp activities with model teachers who had love and good wish for the students and help campaign to reduce global warming

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