

An Effectiveness Innovation Model of Buddhist in Teaching and Learning Management of Thai Traditional Medicine in New Normal

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Abstract

The objectives of this dissertation were 1) to study the innovation in teaching and learning management of Thai traditional medicine for the change of the world in COVID-19 pandemic, 2) to compare the teaching and learning skills of Thai traditional medicine students in the experimental group before and after receiving an online teaching program and developing a model, 3) to propose an effectiveness innovation model of Buddhist in teaching and learning management of Thai traditional medicine in new normal. Multiphase mixed methods research was designed by using quantitative methods to extend qualitative results. It was divided into 3 phases; Phase 1 qualitative research, there were 9 key informants from religious experts, experts of innovations and experts in Thai traditional medicine, and data were analyzed by analytic induction. Phase 2 quasi-experimental research, the sample was calculated using Daniel Soper's formula, and 116 samples were selected by purposive sampling from online teaching workshops. The data were analyzed by descriptive statistics and statistical testing. Focus group discussion was obtained from purposive sampling of 9 experts, and data were analyzed by content analysis. Phase 3 was quantitative research, a sample of 116 students studying Thai traditional medicine at the Institute of Thai Traditional Medicine Clinic Arokaya, and were selected by purposive sampling. Data were analyzed by using descriptive statistics, Pearson's Correlation Coefficient and analyzed to validate the model with the empirical data, and analyze the direct and indirect effects. Results were shown that 1) The innovation in teaching and learning management of Thai traditional medicine for the change of the world in COVID-19 pandemic, which consisted of 4 components: (1) innovation in new normal, (2) process of teaching and learning Thai traditional medicine, (3) Buddhist teaching methods, and (4) the effectiveness of teaching and learning innovation. 2) An effectiveness innovation model of Buddhist in teaching and learning management of Thai traditional medicine in new normal was created for the experiment consisted of the relationship between independent variables, namely Teaching Thai traditional medicine with emphasis on theoretical activities in terms of practice and field, on-site instruction is still needed to practice skills in each field of study.

Dependent variable was learning achievement, satisfaction, utilization and professional development. The results of the comparative experiment before and after the teaching of Thai traditional medicine in the new normal through learning applications were 165.89, significantly different at the .05 level. After teaching Thai traditional medicine in new normal, for teaching, the value ($\bar{X} = 72.13$) was higher than before teaching ($\bar{X} = 25.27$). The overall satisfaction with teaching through the application was at a high level in all 3 aspects. These included teaching and learning, innovation, and Buddhism with style in teaching. 3) The developed model of an effectiveness innovation Buddhist model in teaching and learning management of Thai traditional medicine in new normal fit with the empirical data (Chi-square = 87.116, df = 70, p = .0810, GFI = .952, AGFI = .918, RMR = .196). Accounting for the variations in the effectiveness of teaching and learning innovation was 92.40 percent, indicating that the variables within the model were innovation in new normal, process of teaching and learning Thai traditional medicine, and Buddhist teaching methods can promote the effectiveness of teaching and learning innovation by having Buddhist teaching methods as a mediator in an effectiveness innovation model in teaching and learning management of Thai traditional medicine in new normal.

Keywords: Innovation, Teaching and Learning Management, Thai traditional Medicine, New Normal.

Introduction

Thai traditional medicine is a holistic health care process. It is a medical process involving examination, diagnosis, treatment, treatment or prevention of disease as well as promoting and restoring human health through knowledge or textbooks on traditional Thai medicine that have been passed down and developed from generation to generation. From ancestors to generations, or from educational institutions recognized by the Thai Traditional Medical Council, whereas His Majesty King Bhumibol Adulyadej [1] has graciously proclaimed that it is expedient to have a law on Thai traditional medicine professions in accordance with this Act; rights and liberties of persons, in which section 29 in conjunction with section 32, section 33, section 41, section 43 and section 45 of the Constitution of the Kingdom of Thailand prescribes that it can be done by virtue of the provisions of the law therefore graciously by and with the advice and consent of the National Assembly, this Act is enacted. Section 1; This Act is called the “Thai Traditional Medicine Profession Act B.E. 2556”

Section 4 Thai traditional medicine professions under this Act consist of: or other types of Thai traditional medicine as prescribed by the Minister upon the recommendation of the committee.

Teaching and learning of Thai traditional medicine is extremely important because it focuses on Thai traditional medicine students to have knowledge and understanding of the body of knowledge that is cultural heritage in holistic health care since birth and health care in each age group, which is divided into three age groups, namely early childhood, middle age, and late age especially in terms of the Buddhist way of teaching Thai traditional medicine teachers that brings knowledge gained from inheriting knowledge from ancestors from generation to generation and transferring knowledge from teachers to through an innovative learning process that is suitable and interesting for teaching Thai traditional medicine.

Bringing modern innovations to participate in the teaching of Thai traditional medicine to cause the development of modern learning through the media of information technology.

Nowadays, technology will play a role in teaching and learning in various disciplines. As a result, the researcher saw the importance of introducing innovations into the teaching and learning of Thai traditional medicine, resulting in the teaching and learning process having to be modified to be up-to-date as well. Learning from the words of a single teacher or from listening to it from the classroom like in the past is impossible because the learners must know how to research and study from various media. In addition, teachers must use information technology by three learners to bring knowledge experience and skills to help develop the quality of teaching and learning Thai traditional medicine to achieve full efficiency, the National Education Act of 1999, and its amendment (2nd edition) of 2002 contains several provisions relating to educational technology and educational innovation. Most importantly, Section 67 states, “The state must promote research and development, production, and technology development for education, monitoring, inspection, and evaluation of the use of educational technology to be worthwhile and suitable for the learning process of Thai people.” Section 22; “Educational management must be based on the principle that all learners have the ability to learn and develop themselves and considered the learners to be the most important. The process of self-education can be managed and the learners are considered the most important. The educational management process must encourage learners to develop naturally and to their full potential.” Successful implementation of educational reform is stipulated in the National Education Act of 1999.

Research Objectives

1. To study the innovation of teaching and learning Thai traditional medicine for global changes in the situation of COVID-19.
2. To compare teaching and learning skills of Thai traditional medicine students before and after receiving the online teaching program.
3. To propose an effectiveness innovation model of Buddhist in teaching and learning management of Thai traditional medicine in new normal.

Conceptual Framework

Buddhist innovation effectiveness model, teaching methods of Thai traditional medicine in the new way of life era of Thai traditional medicine students from the institute of aromatherapy Kanthararak district presents concepts, theories, innovations, textbooks, documents, and research related to Buddhist effective models, innovative methods of teaching and learning Thai traditional medicine in new normal based on the study of documents. The relationship between variables can be shown as follows:

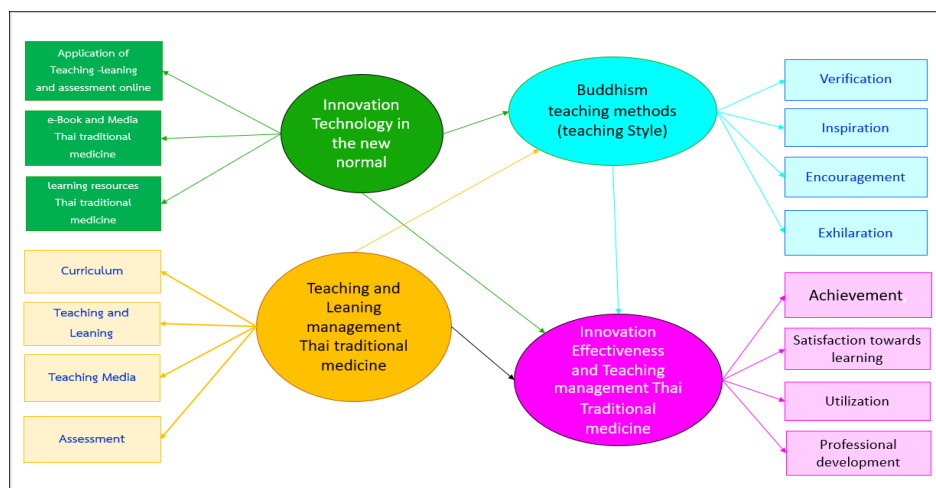


Figure 1 *Conceptual Framework*

Research Methods

The method of conducting the research was divided into 3 phases:

Phase 1: Qualitative research design; a documentary study and an in-depth interview of experts in education, innovation and Thai traditional medicine to study the components of the Buddhist innovative effectiveness model, methods for teaching and learning Thai traditional medicine in the new way of life era of Thai traditional medicine clinical students Kanthararak district, Sisaket province.

Phase 2: Focus group discussion to create a model of effectiveness of Buddhist innovative methods for teaching Thai traditional medicine in new normal of Thai traditional medicine clinical students Kanthararak district, Sisaket province by using verses from academic studies and information from in-depth interviews to create an online teaching model, experiment and analyze data using qualitative methods, extending the results to quantitative. Developing a model framework for online teaching and learning management with 4 factors as follows: 1) Innovation in the new way of life foundation, 2) Thai traditional medicine teaching process, 3) Buddhist teaching style with teaching style, and 4) Effectiveness of management innovation learn Thai traditional medicine in focus group discussion, there are expert Buddhists in education and Thai traditional medicine by using a purposive sampling of 9 experts using an online teaching program.

Phase 3 Data collection and analysis by quantitative method using questionnaires. In interpreting the results of qualitative data analysis, expanding too quantitative to present a model of effectiveness, Buddhist innovation, methods for teaching Thai traditional medicine in the new way of life of the institute of medicine Kanthararak district, Sisaket province with a quantitative method to determine the size of the sample. The researcher determined the sample size of the population using Daniel Soper's formula [2], using the Free Statistics Calculators website for calculating the minimum sample size of structural equation analysis (A- priori Sample size calculator for Structural Equation Models: SEM) with a minimum sample size of 116 subjects, then develop the model with LISREL program.

Research Results

1. The innovation of teaching and learning Thai traditional medicine for global changes in the situation of COVID-19 of the institute of medicine Kanthararak district, Sisaket province derived from the study of documents related research and in-depth interviews with 9 experts in Buddhism, academic, innovation, and Thai traditional medicine. There were 4 variables: 1) Innovation in the new way of life, 2) Thai traditional medicine teaching process, 3) Buddhist teaching methods, and 4) The effectiveness of innovation in teaching and learning management of Thai traditional medicine. The effect of variables on the effectiveness of innovation in teaching and learning Thai traditional medicine 1) the process of teaching and learning Thai traditional medicine directly affecting the effectiveness of innovation in teaching and learning Thai traditional medicine results through Buddhist methods of teaching with style in teaching, 2) Innovations in the new life-based era directly affect the effectiveness of innovations in teaching and learning Thai traditional medicine and results through Buddhist methods of teaching with style in teaching, and 3) Buddhist methods of teaching with teaching style directly affect the effectiveness of innovation in teaching and learning Thai traditional

medicine.

2. The development of teaching and learning skills of Thai traditional medicine students by using an online teaching program of Buddhist innovative effectiveness models, methods for learning and teaching Thai traditional medicine in the new normal from group conversation. The experts agreed with the proposed model, namely, 4 latent variables, namely 1) the teaching and learning process of Thai traditional medicine; The variables that were observed were (1) the curriculum, (2) the teaching and learning, (3) the learning media, and (4) the evaluation; 2) innovation in normal, the variables observed were (1) applications in teaching and learning and measurement and evaluation via online system with an online program online class room online teaching, (2) Thai traditional medicine e-book & digital media, (3) Thai traditional medicine online learning resources; 3) Buddhist teaching methods with teaching style, there were observed variables: (1) teaching clearly (Sandassanā), (2) teaching to see the truth (Samādapanā), (3) teaching to be brave encouragement (Samuttejanā), and (4) Soothes the heart to be joyful, listens tirelessly, and filled with hope (Sampahamsanā) because listeners see the benefits that will be gained from practice, and teaching to Effectiveness of innovation in teaching and learning Thai traditional medicine. There were 4 latent variables: 1) learning achievement, the observed variables were (1) academic achievement, (2) satisfaction, (3) utilization, and (4) professional development.

Summarizing the results of an experiment comparing skills before and after teaching and learning Thai traditional medicine in new normal through applications for learning, the value was equal to 165.89, the difference was statistically significant at the .05 level. for the teaching and learning ($\bar{X} = 72.13$) had a higher score than before the teaching ($\bar{X} = 25.27$) for the satisfaction of teaching and learning through the application, teaching, innovation, Buddhism with style in teaching and the effectiveness of innovation in teaching and learning Thai traditional medicine according to the following table.

Table 1 Results of the comparison of skills before and after learning management with innovative Buddhist methods for teaching Thai traditional medicine in the new normal.

| Results | Frequency | \bar{X} | S.D. | t |
|------------------|-----------|-----------|------|----------|
| Experiment Group | 116 | 25.27 | 1.51 | 165.89 * |
| Control Group | 116 | 72.13 | 0.35 | |

*P < .05

3. Buddhist innovation effectiveness model for teaching and learning Thai traditional medicine in the new normal of the institute of medicine Kanthararak district, Sisaket province from the LISREL program. In the data analysis of this model, there were 4 latent variables: teaching management in Thai traditional medicine (TEACH), innovation in the new normal (INNOVAT), Buddhist teaching methods with teaching styles (BUDDH) Efficacy of Teaching and Learning Thai Traditional Medicine (EFFECTS) with all 15 variables used in the data analysis. The model is consistent with empirical data. Considering from the statistics used to check the concordance between the model and the empirical data, i.e., Chi-square=87.12, df=70, p-value=0.810, RMSEA=0.032, that is, the chi-square value is significantly different from zero. It was not significant, indicating that the hypothesis was accepted. When considering the results of the analysis of the Buddhist innovation effectiveness model, teaching and learning methods of Thai traditional medicine in the new way of life era, it was found that the model was consistent with the empirical data. Considering from the statistics used to check the consistency between the model and the empirical data, for example, chi-square value is 87.12 degrees of freedom (df) is 70, probability (p) is .0810, that is, chi-s value. Square was

not significantly different from the center, indicating that the main hypothesis was accepted that the model of effective Buddhist methods of innovation in teaching and learning Thai traditional medicine in the new way of life era developed in harmony with empirical data. This corresponds to the analytical results: GFI was .972, the adjusted GFI was .929, approaching 1, and the root-mean-square index was .929 of the remainder (RMR) is equal to .038, approaching zero, and the remainder in the form of the standard score between the highest variables (Largest Standardized Residuals) was 2.835, which supported that the research model was consistent with the empirical data.

When considering the reliability of the observed variables. It was found that the observed variable had a reliability value between .615 and .792. The variable with the highest reliability was e-book on Thai Traditional Medicine (INNOVAT2) with a reliability value of .792, followed by online learning resources. (INNOVAT3) had a reliability value of .760 and the variable with the lowest reliability was online teaching and assessment application (INNOVAT1) had a reliability value of .615. Overall, the reliability of most of the observed variables was high.

When considering the predictive coefficient (R-SQUARE) of the latent internal variable structural equation, it was found that Buddhist Methods in Teaching (BUDDH) had a predictive coefficient of 0.744, and could explain 74% of the variance in Buddhist teaching methods. Effectiveness of Teaching Innovation Innovation (EFFECT) had a predictive coefficient of 0.924, indicating that the variable within the model was Buddhist teaching methods (BUDDH), innovation in new normal (INNVOTE) and the process of teaching Thai traditional medicine Able to explain the variation in teaching and learning innovation effectiveness (EFFECT) 92.4%.

When considering the correlation matrix between latent variables, it was found that the correlation coefficient between latent variables ranged from .0.786 to 0.959, with all pairs of variables having the same directional relationship. The variables with the highest correlation coefficients were Buddhist Methods of Teaching with Style (BUDDH) and Buddhist Innovation Based on New Ways (EFFECT) with the correlation coefficient of .0.959. High indicates that Buddhist methods of teaching are increasing, EFECT is also increasing, and the second variable with correlation coefficient was the innovative effectiveness of Thai traditional medicine teaching and learning (EFFECT) and Thai traditional medicine teaching and learning management (TEACH), with a correlation coefficient of .0.857 and was correlated with high level.

When considering the direct and indirect influences between the variables in the model, it was found that the relationship between the variables of innovation in the New Way of Life Era (INNOVAT) and the effectiveness of innovation in teaching and learning Thai traditional medicine (EFFECT) (correlation size = 0.199) divided into direct influence .347 and indirect influence .021 as total influence 19 The relationship between variables of Thai traditional medicine teaching and learning (TEACH) and Thai traditional medicine teaching and learning innovation effectiveness (EFFECT) (correlation size = 0.687), separated into direct influence 0.112 and indirect effect 0.565 and total influence 0.68. (EFFECT) (correlation size = 0.838), direct influence 0.838 and total influence 0.838 affecting the effectiveness of innovative teaching and learning in Thai traditional medicine (EFFECT) and Buddhist teaching style (BUDDH) (correlation size = 0.959), direct effect 0.212 and total effect equal to 0.212. The relationship between the variables of Thai traditional medicine teaching and learning (TEACH) and Thai traditional medicine teaching and learning innovation effectiveness (EFFECT), (correlation size = 0.857) is a total influence of 0.675. The total influence of 67 affects the

effectiveness of innovation in learning and teaching Thai traditional medicine (EFFECT) with statistical significance. However, direct and indirect influences affected the teaching effectiveness of Thai traditional medicine with no statistical significance according to the following table.

Table 2 Statistical values of the correlation analysis between latent variables and the analysis of the influence of the Effectiveness Innovation Model of Buddhist in Teaching and Learning Management of Thai Traditional Medicine in New Normal

| Variables | BUDDH | | | EFFECT | | |
|---|---|---------|-------------------|--------------------|-------------------|-------------------|
| | TE | IE | DE | TE | IE | DE |
| INNOVAT | 0.212* (.095) | - | 0.212* (.058) | 0.199* (0.095) | 0.178* (.081) | 0.021 (.072) |
| TEACH | 0.675** (.100) | - | 0.675** (.100) | 0.687** (.100) | 0.565** (.097) | 0.122 (.085) |
| BUDDH | - | - | - | 0.838** (0.086) | - | 0.838** (.086) |
| Statistics | Chi-Square = 87.116, df= 70, p= .0810, GFI= .952 , AGFI=.918, RMR= .196 | | | | | |
| Variable Reliability | BUDDH1 | BUDDH2 | BUDDH3 | BUDDH4 | EFFECT1 | EFFECT2 |
| | 0.737 | 0.596 | 0.813 | 0.741 | 0.721 | 0.735 |
| Variable Reliability | EFFECT3 | EFFECT4 | INNOVAT1 | INNOVAT2 | INNOVAT3 | TEACH1 |
| | 0.840 | 0.835 | 0.615 | 0.792 | 0.760 | 0.849 |
| Variable Reliability | TEACH2 | TEACH3 | TEACH4 | | | |
| | 0.827 | 0.802 | 0.830 | | | |
| Squared Multiple Correlations for Structural Equations | | | | | | |
| R SQUARE | BUDDH | | | EFFECT | | |
| | 0.744 | | | 0.924 | | |
| Correlation matrix between latent variables | | | | | | |
| Latent variable | BUDDH | EFFECT | INNOVAT | TEACH | | |
| BUDDH | 1.000 | | | | | |
| EFFECT | 0.959 | 1.000 | | | | |
| INNOVAT | 0.788 | 0.786 | 1.000 | | | |
| TEACH | 0.856 | 0.857 | 0.854 | 1.000 | | |

Remark: The number in the parentheses is the standard error, **p < .01

TE = Total Effect, IE = Indirect Effect, DE = Direct Effect

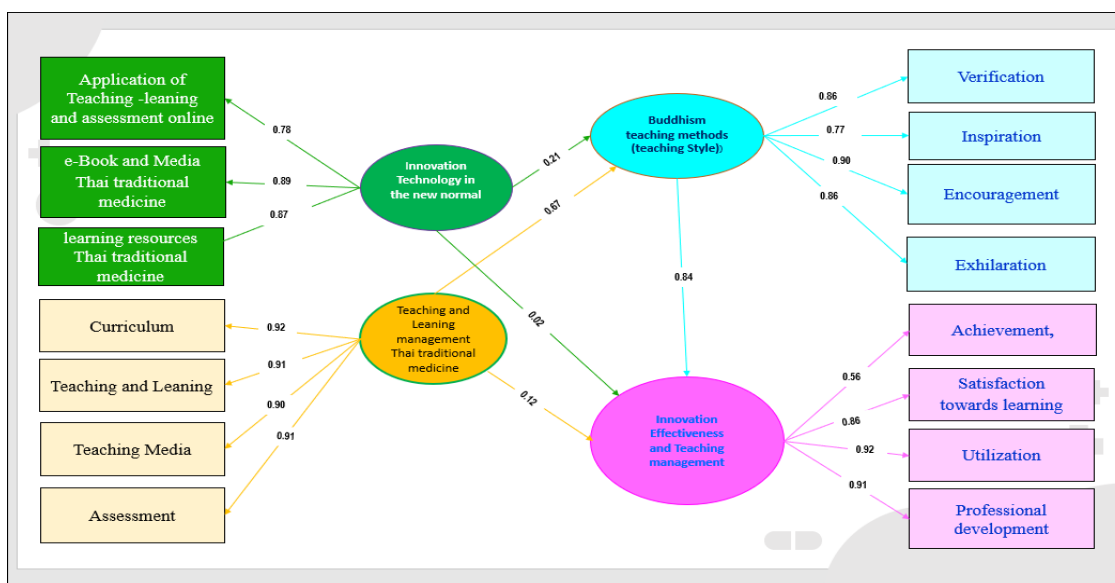


Figure 2 Effectiveness Innovation Model of Buddhist in Teaching and Learning Management

*of Thai Traditional Medicine in New Normal***Discussions**

The researcher discussed the results according to the research objectives as follows:

1. To study the innovation of teaching and learning Thai traditional medicine for global changes in the situation of COVID-19 of the students of the Institute of Thai Traditional Medicine, Thai traditional medicine clinic, and aromatherapy. The results showed that there were 4 variables in the panel, namely teaching and learning in Thai traditional medicine, innovation in new normal, Buddhist way of teaching with style in teaching, and the effectiveness of teaching innovations in Thai traditional medicine achievement. Partially corresponded with Thitana Khaemane in the subject of knowledge teaching for effective learning process management [3] in accordance with Chaiwat Suthirat in the subject of management innovation Learner-centered learning is important. [4] Kamolrat Nunkong has conducted research on the effectiveness of problem-based learning activities on learning achievement and ability to solve problems for diploma program students higher vocational health sciences in pharmaceutical techniques, using teaching and learning variables create people from the community graduate quality professional certificate course high school public health, department of pharmaceutical techniques, identity, providing services with human hearts pharmaceutical technique practice[5] and is partially consistent with the researcher's research, in accordance with Suchada Painont [6] has conducted research on causal factors influencing Japanese language learning achievement of Mathayomsuksa 6 students in the Secondary Educational Service Area Office 31 used teaching quality, parental attention, achievement motivation Japanese language aptitude basic knowledge willingness to study attitude towards the subject self-concept about oneself Buddhist academic achievement is in some respects consistent with the research of Mario Lozano-Lozano et al. [7] "A blended learning system to improve motivation, mood, and satisfaction of undergraduate students: a randomized controlled trial." They are consistent in terms of blended learning which is a new learning management method results in motivating the desire to learn having a good emotional state and have satisfaction in learning than learning with traditional methods with statistically significant test results.

2. To develop teaching and learning skills of Thai traditional medicine students by using an online learning program. The research results showed that there were 4 latent variables, namely, the teaching and learning of Thai traditional medicine, innovation in normal, Buddhist way of teaching with style in teaching, and the effectiveness of teaching innovation in Thai traditional medicine and 15 observed variables, the development of innovative learning management to develop thinking skills of learners at the elementary level. The results showed that there were 2 variables, namely, the development of learning management innovations to develop thinking skills of learners at the primary level, trial results and quality inspection innovative learning management to develop thinking skills of learners in elementary and primary education [8] and in part with Mukarin Huang [9] conducted research on "The Causal Model of Factors Influencing Achievement in Mandarin Chinese Language of Vocational Education Students." The research results showed that there were latent variables in teaching quality, friend attributes family environment teacher attributes student attributes achievement and there are 17 observed variables.

3. To propose an effectiveness innovation model of Buddhist in teaching and learning management of Thai traditional medicine in new normal. The results showed that the developed

model was consistent with the empirical data, latent variables in teaching and learning Thai traditional medicine Innovation in the new way of life Buddhist teaching methods with teaching style indirectly affecting the effectiveness of teaching and learning innovation in Thai traditional medicine. Teaching and learning variables of Thai traditional medicine Innovations in the new life-based era and Buddhist methods in teaching with teaching styles directly influence Effectiveness of Teaching Innovation in Thai Traditional Medicine Partially in line with Wipha Muangming [10] has conducted research on “Causal factors influencing mathematics learning achievement of Mathayomsuksa 6 students in Udon Thani Educational Service Area 1.” The research results were as follows: The only variable directly influencing mathematics learning achievement including the time spent in the original study. The variables that directly and indirectly influenced mathematics learning achievement were learning intention and home environment. The only indirect influence on mathematics learning achievement was attitude toward teachers, attitude towards mathematics learning expectation cooperative learning style classroom atmosphere, interaction among friends’ achievement motivation and parental attention.

Knowledge from Research

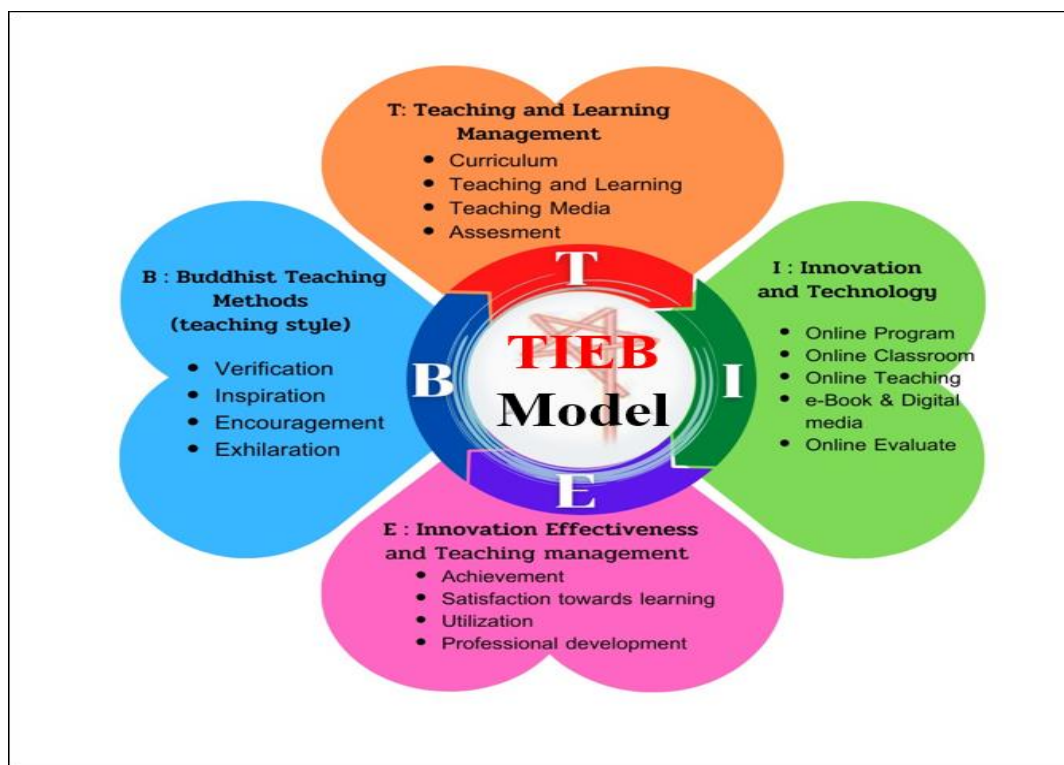


Figure 3 TIEB Module research knowledge TIEB comes from Timorese meaning good.

Source: Kamollak Phothi Arunpat, 2022.

Five-pointed Chaleaw in traditional Thai medicine means Wicker sticks mounted on medicinal pots. There is a belief that it is to maintain the quality of the medicine for the 5 points means to cast the spell of Mo Buddhaya (5 gods) to save one’s life, one must look at life holistically with the five principles (form, feeling, perception, form, and consciousness).

Recommendations

Recommendation for Policy

1. Institutions and institutional Administrator teachers teaching Thai traditional medicine; The results of research, effectiveness model, Buddhist innovation, methods of teaching and learning Thai traditional medicine in new normal should be taken into account. This goes to application development to develop the teaching and learning of Thai traditional medicine. This will be beneficial to the educational institution management process to achieve the objectives according to the government policy.
2. The institutional administrators should have a policy to adopt Buddhist innovative effectiveness models, methods for teaching and learning Thai traditional medicine in the new way of life era. used in training workshops to produce teachers and personnel in Thai traditional medicine has developed further the knowledge of traditional Thai medicine in the beginning and open online training courses by experts to create knowledge and expertise in order to develop the knowledge of Thai traditional medicine to international standards.
3. Findings from the study accompanying teaching and learning and measuring tools and indicators of success of those who participated in teaching and learning activities through applications which is important information developed for agencies or people who are interested used as a guideline for policy formulation or guidelines for practice or development to achieve the objectives according to the policies of the Thai Traditional Medical Council and the government sector.

Recommendation for Practice

1. From the form of teaching and learning using innovative communication technology via application system. It can be applied to both individual and organizational levels which can be used for teaching and learning both in terms of teaching. Evaluation can be applied both at the individual and organizational levels, where the knowledge from innovation can be combined with the knowledge of Thai traditional medicine that is related to religion and culture as well.
2. From the research results, it was found that the four Buddhist teaching styles were the transmission variables of the developed model. Therefore, the principles of Buddhist teaching with the four teaching styles should be used as guidelines for integrating learning. Teaching through an application system with a focus on teachers. If teachers can apply Buddhist principles in teaching with style in teaching. It will make learning more effective combined with the use of innovations, it will make teaching and learning more effective, making learning more effective in learning.
3. This research is a pilot experiment on learning Thai traditional medicine through an application system to create a body of knowledge that can be further developed in the teaching of applied Thai traditional medicine and communication sciences mixed learning related to teaching and learning through an online system for easy and convenient access, as well as being able to expand the knowledge of traditional Thai medicine to be more well-known.

Recommendation for further research

1. A study should be conducted on the model development of the effectiveness of Buddhist innovation in the teaching and learning of Thai traditional medicine in the new way of life era by using the Dhamma principles on the topic of Buddhist teaching method, another 9 items to develop or extend the body of knowledge and apply it to the teaching and learning of Thai traditional medicine.
2. Based on the findings of this research, it should study innovations in teaching and learning through applications to be used to improve the teaching style of Thai traditional medicine to be systematic and full of teaching and learning through applications.

3. The innovative effectiveness model for learning and teaching Thai traditional medicine should be applied in the new way of life era. It will be developed into a training manual for teachers or those who are interested in the knowledge of Thai traditional medicine in the future.
4. Based on the findings of this research, it focuses on studying and developing and experimenting with teaching and learning models through existing applications using the lowest value from Daniel Soper's formula for further research. A medium or maximum experimental research design should be designed to examine the theory of teaching and learning Thai traditional medicine through an application system in order to integrate knowledge with modern innovations.

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