

Review of Community Organization Learning Process in Thailand; A Network of Construction and Development

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Abstract

The development of Thailand during the past four decades emphasized on the process of developing specific fields. It was development by imitating the western development, regardless of congruence with Thailand's local conditions. This has resulted in complicated problems of increasing violence in the country. To address the problems, actions, we must examine the state's performance. The purposes of the study were 1) to examine the community organization enterprise network learning process leading to change, 2) to find components of community organization learning groups as factors affecting changes, and 3) to examine community organization enterprise models of knowledge management. The sample groups of the study were 2 community organization groups with the network. The research was a participatory action research. The results shown that 1) all 2 groups' learning network connection models were originated by outside agencies of change rather than by groups themselves through stimulating and following up the work performance before, during and after the action review, 2) the components of affecting learning were (1) the efficient governance of community enterprise groups for self-development/-reliance based on the goods type, and (2) organizations as factors affecting changes including participatory working, building agreements, pushing plans to policy, various supporting activities, and group leaders and research teams emphasizing on the overall work, and 3) the knowledge management models were congruent with the group context of the learning process rather than creating, storing or sharing/applying knowledge.

Keywords:

The learning process, construction and development, network of community organization, learning process, self-reliance

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1. INTRODUCTION

The development of Thailand during the past four decades emphasized on the process of developing specific fields. It was development by imitating the western development, regardless of congruence with Thailand's local conditions. This has resulted in complicated problems of increasing violence in the country. To address the problems, actions, we must examine the state's performance. There must be civic society operation because the community has specific aspects as beliefs, movements, thinking systems, consumption, exchanges, politics and government, and knowledge. There must also be self-reliance in local wisdom that people used to have concerned the four necessities of maintaining the living of humans, namely food, clothing, shelter, and medicine which used to be created by the community in the past. In the future, we must recreate the community to have confidence, community relations, and ability in self-reliance in accordance with local conditions. We must release the capitalist system and turn to the community economic system or community enterprises. We must create by ourselves the body of knowledge that is meaningful and unique, and we must be able to manage the resources to add value. HOW CAN WE REALIZE? We can realize it in

many forms. However, the development of human potentials by directing toward people as the center of management is possible because the people have knowledge, ability, and positive attitudes toward the community as a whole, people have life skills in living together, love and helping each other, relying on one another and on themselves, and knowing the ideas of outsiders; they can prioritize, work together as groups of community organizations, originate network of work cooperation to achieve the established goals based on the issues and learning network, and extend the outcomes from the community level to sub-district, district, province and country levels. There are channels of communication for appropriating of horizontal and vertical changes. Community people can learn and know themselves in the aspects of income, expense, decrement of expense, increment of income, and learning about resources such as humans, mobilization of funds and natural raw materials. Then these resources are managed by making the community master plan. The concept is used to lead to meaningful activity performance, emergence of the real body of knowledge on types of interest, with self-confidence, and emergence of network on learning cooperation, research and accessing educational, political, and sustainable economic policies. These can be conducted in many different forms. This study has passed the learning process and knowledge management of the groups of community organization network in terms of community enterprises.

2. LITERATURE REVIEW

In this section, we review literature relating to the solution of the problems related to KM success which can be classified into four focusing areas: KM success factors and KM outcomes. KM success factors can be viewed as facilitating factors for a KM initiative. KM developing model of community organizations is the main focus of KM.

There have been efforts to identify organizational factors for KM framework, Panich Vicharn (2004) research on the conceptual framework model of the community organization, Jennex and Olfman (2004) presented a KMS success model, recommend that developing a successful KMS would involve designing a technical infrastructure for the enterprise, gaining senior management support, and building motivational factors into the system. Vitals (2005) stated a source of competitive advantage, will continue to gain strategic importance, and organizations will be compelled to implement KM initiatives to improve organizational performance. Nonaka and Takeuchi (1995) stated acknowledge as a dynamic human process of justifying personal belief toward the truth. Other research indicates that establishing leadership, investing in people, and developing supporting organizational conditions are critical to achieving success in KM program (Chorides, longbotton, & Murphy 2003). Similar success factors were suggested based on a study of several projects defining knowledge in an evolving mix of framed experience, values, contextual information, and expert insight in the provided framework for evaluating and incorporating new experiences and information (Davenport and Prusak 1998), and Wiig's KM cycle addresses how knowledge is built and used as individuals or as organizations are building knowledge, holding knowledge, pooling knowledge and applying knowledge in process knowledge management (Wiig 1993), a framework for assessing knowledge management system (KMS) success model (Jennex and Olfman 2005). A model of knowledge management (KM) success model is derived from observations generated through a longitudinal study of KM in an engineering organization and KM success factors which were modified by the application of these observations and success factors in various project.

3. PURPOSES OF THE STUDY

1.1 To examine the learning process on the network of community organizations leading to changes

1.2 To find out elements of learning, thinking methods, problem solving, situations, and resources; learning process of people, groups, and community organizations as factors with effects on changes.

1.3 To examine the models of knowledge management on the network of community organization that upgraded the body of knowledge on the issues or needs of the community organizations

4. SCOPES OF THE STUDY

The areas of study are: 1) Ban Koa, Amphoe Kosum Phisai, Maha Sarakham province; a case study: Community Enterprises, Increment of Values of Phak Wan Pah. They are fruit juice, and community Industrial mulberry leaf tea, 2) Ban Wang Chan in Tambon Na Kha, Amphoe Wapi Prathum, Maha Sarakham province; a case study of Matmi-Patterned Silk Weaving and Community Industry Lai-Khit-Patterned Weaving,

The participants comprise 3 groups: 1) 30 formal local leaders consisting of village headmen, assistant village headmen, members of tambon on administrative organization, village public health volunteers, and village committee members; 2) 60 informal local leaders consisting of different groups in the organizations from each village and local wisdom; and 3) 90 members and committees of groups in focus organization with 30 members from each of the 3 groups. The data were collected since February 2018 to October 2019. The study was a participatory action research, for example planning, action, observation, and reflection. The instruments were a questionnaire with indicators of success of groups of community organizations and the network of community organizations, a camera, an audio-tape recorder, and field notebooks. The data were analyzed by synthesizing in a triangulation form. The results were compiled by means of a descriptive analysis using percentage and mean as supplements.

5. METHODOLOGY

1. Selection of issues and focusing areas (Project development)

1.1 Entering the research areas to explain the project and select focus communities, built teams, seek issues to study; seek the basic body of knowledge to prepare project participants from network of community organizations, teachers, developers and community leaders; explain the project, select focus areas to operate the project, and prepare research teamwork in the research areas. At this stage, the actual data about network of community organizations and research teamwork in the project can be obtained.

1.2 Creating mechanisms of working together among the academic, representatives of networks of community organizations, teachers, developers, and community leaders. At this stage, the research team supports creation of agreements and process of operation together to originate mechanisms for working together.

1.3 Improving and making operational plans among the academics, representatives of networks of community organizations, teachers, developers, and community leaders. The team supports and promotes the team to make operational plans together to obtain actual project operational plans. A forum was for brainstorming at the meeting hall of Ban Lao Sadue Isan School in Tambon Lao, Amphoe Kosum Phisai, Maha Sarakham province. At this stage, an actual project operational plan can be obtained and it can be actually put into practice actually.

2. A study of the learning process, concluding knowledge, and upgrading knowledge

2.1 Holding a meeting to review the project operational plan for the next phase to create relevant understanding of the research team and to stimulate this team to follow the project operational plan.

2.2 Studying the process of learning the focus networks of community organizations to find the prominent body of knowledge that can conclude the lessons and improve the actual body of knowledge to transfer and extend the outcomes to the focus groups. Then the team finds out weak knowledge or absent knowledge needed for developing and upgrading it to be an actual body of knowledge by training or experimenting.

2.3 Coinciding the lessons on the issues which focusing on networks of community organizations are successful, and holding a forum for improving and reviewing the actual body of knowledge.

2.4 Upgrading the missing knowledge or the knowledge that needs additional development by promoting the focus networks of community organizations to hold a forum for brainstorming to seek the body of knowledge needed and upgrading each network's knowledge.

3. *Improving and developing the body of knowledge, and seeking quitclaims for transferring and extension of outcomes*

3.1 Improving and developing the knowledge, seeking appropriate guidelines for transferring and extending outcomes of knowledge, and finding focus areas to transfer and extend knowledge outcomes. The method used is holding a workshop meeting and discussion.

3.2 Transference and extension outcomes of tie tying weak body of knowledge from the networks of community organizations by determining of community organizations which determining 3 processes of transference and extension of the knowledge to each focus group/community. These processes are: (1) training, (2) studying model community areas, and (3) holding a forum for exchanging and learning. The purpose is to transfer and extend the outcomes from the 3 model networks of community organizations to the following focus groups/communities.

- 1) The network of Wang Chan Community Folk Cloth Weaving transferred and extended the outcomes to Ban Nong Kha, Mu 8, Tambon Nakha; Ban Na Mueang, Mu 14, Amphoe Wapi Pathum, Maha Sarakham province.
- 2) The network of Khao Community herbal Phak wan Pah transferred and extended the outcomes to Ban Koa, Mu 8, and Ban Koa Sadue Isan, Mu 9, Tambon Loa, Amphoe Koshum Phisai, Maha Sarakham province.

3.3 Conclusion the lessons and reflecting the research project operational outcomes to the network groups of community organizations, and making report documents and, disseminating hold organize a forum for summarizing the research results.

6. EVALUATION OF PROPOSED MANAGEMENT

1. The learning process of the network of community organizations in community enterprises. It was found that the model of connection of the learning network for 2 groups of community organizations went on in the form being originated by outside agencies rather than by the operation of the groups themselves, and they worked in the form of parties. Academics, developers, and groups of community organizations had to create the collaborative learning process by beginning from studying problem situations, planning, action, checking, improving, developing, and concluding the lessons. It was shown in Figure 1: Model Learning Process of Building and Developing Community Organization Network for self-reliance.

1.1 The following components affecting changes of the learning and community organizations

1.1.1 Efficient governance of community enterprises for self-development according to the type of goods were concrete with these significant components: governance within the organization or internal components including forming groups, fund raising, good principles of governance, transparent work performance, teamwork, and participatory planning. External components included: public relations, communication, transference, community development, and networks, techniques of transformation, marketing, provision of natural resources and environment, sustainable economy, and specific techniques, for example writing projects.

1.1.2 The roles and mechanisms in operation representative of organizations/ academic/ leaders, from the post operation, and the results shown that important lessons from operation could be summarized as follows; 1) villagers in the target groups were unable to organize the learning process leading to transference and extension outcomes to other people. They had to rely on developers and academics as their mentors to give advice and organize learning models closely and continually. In addition, the villagers themselves still

lacked organization of sequences of events in their operation because they did not take notes nor collect data systematically, 2) the developers still had several limitations in work performance such as skills and processes of working to promote organization of learning because it was new to the developer, and they lacked of continual development, 3) academics in the research team, for example local teacher officials had limited time to participate in the process so they lacked a medium to coordinate in organization of the baring process between villagers and the chief research team, and 4) community leaders and local wisdom leaders had to play their roles and had participation in the project operation to play their role in driving project work at a high level.

1.1.3 There were 5 factors and conditions about how to success in operation: 1) participatory working, operation by providing opportunities for people who participate in the process according to their interests such as villagers, 2) construction of agreements, conditions of working together, and working together among people from various agencies and parties was highly necessary. Plans for performing activities had to be cooperatively determined, and appointments for organizing activities had to be made clearly, 3) pushing work plans to policy such as the community master plan would cause community people to see public issues in urgently improving them, which would cause operations to be successful in a shorter time as seen in these 3 target groups of community organizations, 4) there were a variety of supporting activities, the research team tried to coordinate with development agency parties in the public and private sectors to originate activities to support learning process such as conservative tourism, projects for strong model community villages, and 5) the leaders of community organizations and the research team looked at the work as a whole and governance of the groups of organizations as efficiency

1.2 The process of learning of community organizations was the learning by accumulating knowledge from local wisdom from the past for application to the present. It was integration into the support of continual operation from different agencies which helped push group activities to be in continuity and to create the continuous learning process. The groups were able to create the body of knowledge for themselves. For the model of managing knowledge of the network of community organizations, they upgraded the body of knowledge according the issues or the needs of the network. For this, the research team operated systematically according to the established plans. Knowledge was managed in the context of community organizations as below.

1.2.1 In creating the body of knowledge, the groups were able to create the body of knowledge and be developed until there was the new knowledge by using the original one to apply to what the groups received from training. The groups were able to use it efficiently operating activities, for example, production of fried Thai noodles, fermenting flour, making concentrated fruit juice, weaving breast cloths with newly designed patterns, and making stable production bases for the groups. These were all the processes which the groups integrated the knowledge into newly received knowledge.

1.2.2 In classifying the body of knowledge, when the groups created the new body of knowledge from the original one and the one which needed development, the group classified the knowledge by creating new body of knowledge and classified it to increase diversities and quality of products of the groups.

1.2.3 In storing knowledge, the groups transcribed the body of knowledge from documents and reports project operation to target groups of community organizations. Projects and local curricula were operated in the group of agricultural cooperation at the civic community of Loa Sadue Isan and in the group of transformed herbal Water drinking. The projects and curricula were constructed by cooperation of local teachers at the basic education level and master of education program students of the Faculty of Education, Northeastern University. There was no storage of knowledge with database in the SPSS/PC+ and making Internet web sites.

1.2.4 In the application of knowledge, the groups had the model of application of knowledge through the production process, and the groups were able to transfer the gained knowledge and extend the outcomes to the nearby communities. Then those communities were able to apply the knowledge from these groups to their own communities. For example, transference and extension of outcomes of Thai noodle production to group members at Ban Koa currently Loa Sadue Isan community.

1.2.5 For sharing and exchanging knowledge, the groups transferred their available knowledge to communities and interested people in general for their benefits. There was a community learning center for people to exchange knowledge and learning together continually. These people were members inside and

outside the community, interested people in general, and different agencies.

1.2.6 For evaluation and improvement, the fact that the groups of community organizations exchanged their ideas and learned together continually could cause them to be accepted widely by the community. Efficient community operation made the organizations strong in the community. There was clear coordination in cooperation with involved parties. There was concrete cooperative work performance among academics, developers, local wisdom informants, community leaders, and different agencies. Their work could achieve their goals. Due to continual cooperation between different parties, indicators of the groups of community organizations and indicators of joyful community were used in supplement to evaluation and development of work operation continuously.

7. CONCLUSION

1. The model of connection to the learning network of community organizations was originated by outside agencies for changes rather than by the groups themselves. These groups had different models of production activities and produced different goods: Thai herbal noodles, fruit wine, mulberry leaf tea, fruit juice, and cloths fabrics. Therefore, the 2 activities in connection to the 3 groups' network were knowledge transference and extension of activity learning outcomes from one community to the others rather than connection among them. They often held meetings for helping one another concerning resources, raw materials, activities for promoting the groups, and making conclusions on the lessons learned. Conservation tourism is a good example of a marketing promotion activity. The connection among the groups was not quite clear. Mostly they followed the plans in the project. However, these groups learned more about the learning process, had more experiences in collaborative working in group and network, and had more extensions of clear activity outcomes in model learning process (Figure 1). They could develop their communities continually to be stronger and able to rely on themselves. In the following aspects:

1.1 In the community enterprises, the groups worked in parties. Academics, developers, and community organization groups had to create the collaborative learning process from studying problem situations, planning, and action, checking, improving, developing, and concluding the lessons. They had to urge and follow up performance outcomes through monthly, half-yearly biannual and yearly annual meeting media. The following 8 activities could result in success: 1) creating participatory learning process through workshop meetings on the past, the present, and the future communities. This originated to help assess the learning process. 2) Developing potentials of the enterprise group members according to their interests and needs to have abilities to administer and manage themselves to have efficient skills in production, marketing, finance, and accounting. 3) Promoting and supporting production, transformation, and symbols of goods for community industrial enterprises. 4) Important instruments for developing the members' potentials included: training, meetings, workshop seminars, and study visits. 5) Raising funds for extending products and increasing potentials of goods standards. 6) Extending network of raw materials and production leading to competition regarding rehabilitation of environments. 7) Marketing and sales promotion are an important for community enterprise groups. 8) Advertising goods in different forms.

1.2 The target groups participating in this research project had developments in learning and models of learning from thing items around them. They connected to the body of knowledge in various community enterprises. After organizing the learning process through meetings for exchanges, training, and studying the model sites, these groups showed positive changes: more transparent management, better quality products, more customers, and more goods acceptance.

2. For the components affecting learning, methods of thinking, problem solving, situations, resources; and other things, the following were found.

2.1 Efficient governance of the community enterprises groups for self-development had the following significant components: internal components included group forming, fund raising, good governance principles, transparent work performance, teamwork, and participatory planning; External components included public relations, communication, knowledge transference, community development, networks, techniques of food transformation, marketing, provision of natural resources and specific techniques such as writing projects.

2.2 Important lessons from operation could be summarized as follows; 1) villagers in the target groups had to rely on developer and academic as their mentors to give advice and organize learning models closely and continually, 2) the developer still had several limitations in skills and processes of working to promote organization of learning, 3) academics in the research team, had limited time to participate in the process, 4) community leaders and local wisdom leaders had to play their roles and have participation in the project operation in driving project work at a high level.

2.3 They were: 1) Participatory working, operation by providing opportunities for people who participate in the process according to their interests such as villagers' representatives, leaders, wisdom informants, developers and academics 2) Construction of agreements, conditions of working together, and working together among people from various agencies and parties was extremely necessary. 3) Pushing work plans to policy such as the community master plan would cause community people to see public issues in urgently improving them. 4) There were a variety of supporting activities in the state and private sectors to originate activities to support the leaning process. 5) The groups leaders' organizations as efficiency groups. They were more confident in self-reliance.

3. The process of learning was learning by accumulating knowledge from local wisdom from the past for application to the present. It was integration into the support of continual operation from different agencies which helped push group activities to be in continuity and to create originate the continuous learning process. They upgraded the body of knowledge according the issues or the needs of the network of community organizations. For this, the research team operated systematically according to the established plans. The knowledge management models were congruent with the group context of the learning process rather than creating, storing or sharing/ applying knowledge as below.

3.1 The learning process participated with the learning network center for developing community strengths and grassroot economy consisted of 2 learners' components: academics, developers, and villagers. They could be evaluated as below:

- 1) Phak Wan Pah Sadue Isan Phak-wan Pah Palang Song Cha-nid Song Cooperative group could organize the learning process leading to transference and extension of learning outcomes to other people in limited issues. The group had to rely on academics and developers as mentors to give advice and organize the learning model. The other 2 groups could not. However, all 2 groups had key informants as resource persons to transfer knowledge.
- 2) The developers and 2 field research assistants had limitations of work performance together with the community. They lacked skills in working process to promote knowledge management and lacked potential development for the developers in continuity.
- 3) Academics had their roles in urging and promoting the operation to originate continuity and in conformity with the plans.
- 4) The community consisted of community leaders and teachers. The community leaders played their important roles in driving the work at a high level. Local teachers participated in the process at a low level. As a result, the learning process could not provide the best operational outcomes.

a. For the learning process all the 2 groups cooperatively operated, their relationships were as below:

- 1) they cooperatively sold their products. Mostly they organized goods fairs selling OTOP (one tambon one product) goods, or fairs organized by the government agencies.
- 2) The 2 groups exchanged raw materials. Ban Wang Chan cloth weaving group sold mulberry leaves to fruit juice group, and the cloth weaving group bought wine and fruit juice for consumption on some special occasions. They informally exchanged problems and problem solutions while participating in activities. They exchanged knowledge and learned from one another in the meetings with the project organizers, among their groups, and with other groups. If there was a fair or a meeting, they would help each other in organizing and attending the meetings and selling goods.

- 3) These groups learned about production from each other to increase choices of different groups' careers. However, the groups still viewed that they had different aptitudes, particularly not any other group wanted to have an additional cloth weaving group. But Phak-wan Pah Sadue Isan group wanted to make herbal Palang Song Cha-nid Song.

8. DISCUSSION

The study of community context, the account in revenue-expenditure, map of community health condition, reviewing the vision, strategy and activity implementation of Ban Koa Moo 8, Tambon Lao, Ampure Kosum Phisai, Maha Sarakham province and Banwangmai Moo 13 and Banwangneu Moo 16, Tambon Nakha, Ampure Wapi Phathum, Maha Sarakham province, could be implemented to steps until being successful since the leaders were core researcher group, the villagers had awareness in working as participation as: shared thinking, shared planning, shared practicing, shared investigating, shared benefit and shared learning until the group culture occurred by focusing on alert persons learning continuously. It was supported by Michael (1999) by adding one more activity as Sharing including to conclude, reflect and shared learning in community level, across community and action learning as follows:

There were 4 groups of learning people: (1) facilitator as the researcher; (2) practitioner of activity and family group; (3) The Note Taker included the assistant researcher and teacher in Secondary School; (4) network manager was representative from sub-district administrative organization. It was supported by Robert (1998) that the most important connector was to collect people together for solving the problem but basic value was the occurred learning; learning competency of organization would affect the work practice. It was supported by Panich (2005) statement that the important people for knowledge management in organization including: Mr. Amnuay the chief person on knowledge management in organization, Kun Kij was a group practitioner as knowledge manager or a person implemented activity for approximately 90% of total. Kun Likit was a person who taking note of knowledge management, conclude knowledge matter, record conference. Kun Prasan was a person cooperating network of knowledge management among organizational groups.

There was a team of action learning in which the origin of knowledge as questioning the issue of challenging work both of individual work including: practitioner community group of each village as three activities, five persons each activity, total of 15 persons, the field note book and AAR and the group work including a big book from conclusions and reflection the implementation once 273 Journal of Education, Mahasarakham University Volume 12 Number 4 October-December 2018 a month as four dimensions community health map, group action plan, implementation and improvement the real practice until it was accomplished, reflection and conclusions of the lesson. The appropriate body of knowledge occurred which led to knowledge sharing and applying based in interested issues. The learning by real practicing occurred as body of knowledge of appropriate group or team accomplished the specified expectation including: knowledge searching and constructing, classification, storing, applying, evaluating and knowledge sharing. It was supported by His Majesty the King Bumipon Adulyadech's Working, (The Office of Special Committee for Cooperation of Project by Initiation, 2007) his idea was knowing, love and having unity. For knowing, the people had to know that when they wanted to do some things, they needed to know all factors, problems, problem solving technique. For love, they had to love to consider for practicing in solving those problems.

They should always consider that, one couldn't work only by himself or herself, one had to work in organization, or team or group so that one would have power to achieve in solving problems. Prawed (2002) states that one's learning wasn't sufficient to be successful since the other people and related organizations or institutes didn't learn. The collaboration in learning by acting only would accomplish goal. The knowledge had to be managed by practicing as a set of knowledge. Chalard (2009) states that the alignment of learning and acting as the origin of knowledge from the problems, questioning, problem solving with real practice until it was appropriate to the body of knowledge leading based on the interested issues including knowledge construction, classification, storage, application, sharing and evaluation. There was a broader learning network with a person and team work by using group work piece for presenting the research findings in academic article and stage of academic conference on the anniversary of education day in 2009 at Mahasarakham Province with the learning network of teachers for students, Mahasarakham, Udontani, and Nongkhai Province. As a result, the representative of students was proud of themselves since they obtained certificate from the administrator after their presentation. Moreover, they received the useful and extensive

suggestions and recommendations for improving their article in presentation and the presenter for academic work. It was development of good value of organization. It was supported by Chalard Chantarasombat et al., (2018) findings in “The Model for Developing the Students’ Desirable Characteristics by using Appropriate Educational Research Network,” focusing on extension for the model in part of meaningful knowledge sharing so that the management of project on the students’ desirable characteristics would achieve the research goal, the design in this phase was challenging issue that whether or not the school as a sample group would be able to think, solve problem, by enhancing the school to organize the exhibition for showing performance and presenting research studies by oral presentation in provincial level and national level. Both of the sample schools, were very interested in this by preparing their performance for one day in advance expressing their participation and proud in presenting research study on academic stage of Mahasarakham University and Khon Kaen University. Furthermore, there were school students participated in presenting their own and their classmate project, the concrete learning network occurred.

The development in upgrading the body of research participant team’s knowledge including field trip study at the Sufficiency Economy Philosophy Learning Center specified as three times and stage for sharing between modeled family and the sufficiency economy philosophy learning center solving the poverty problem, as specified plan. As a result, after self-development, the research participants had knowledge, comprehension and skill in practicing regarding to the organic fertilizer production, growing Meliantha saavis, stinging the branch of tree. The competency could be classified into three levels as: (1) the group developing as villager wisdom, four persons in grade A, (2) the teacher leader group of the sufficiency economy philosophy, 12 persons in grade B + and the interested group for 16 persons in grade B. It might be owing to total of 32 research participant groups were interested in learning how to reduce expenditure and increase revenue and elevate the quality rice product which could be selected as rice seed for growing in future as to lower expenditure and construct appropriate body of knowledge for team, different issues for development were interested in, which led to different knowledge and comprehension. It was supported by Chalard (2010b) that study in the evaluation of implementation findings of network construction for service provider in community industrial business according to implementation based on plan in work session 3, on 6th September 2018 at Kanglerngjan Conference Center, Kanglerngjan Sub-district, Muang District, Mahasarakham Province, found that the findings of grading the quality of community enterprise consultant, Northeastern Region, out of 54 of them as follows: 20 consultants in grade A, 16 consultants in grade B, four persons in grade C, 16 consultants in grade D. Furthermore, the conclusion findings of lessons in project implementation findings to search for model of construction and network development for community enterprise consultant in Northeastern Region. Body of knowledge from learning by practicing of researcher group as leaders of and the Sufficiency Economy solving poverty problem, in grade A, could be able to elevate the quality level as three villager wisdoms for inheriting work as the Sufficiency Economy solving poverty problem including: (1) Mr. Wittaya Wangnongseau, expert in medium size 17 rais of Integrated Agricultural Center, (2) Mr. Na Soodpan, expert in small size two rais of Integrated Vegetable Growing, but could manage the community enterprise, (3) Mr. Sa-nga Wangsong and Mrs. Amnuoy Wangsong, expert in 10 rais of rice seed growing which might be due to the sufficiency economy leader group’s learning in which needed to be self-confidence, manage one’s relation in family members appropriately as well as be able to administer and manage the Sufficiency Economy solving poverty problem learning center and develop continuous experience enhancement and expert Wang Chan community folk Clothweaving network

. Likewise, the Isan navel group, Phak Wan Pa Sadue Isan, Ban Khoa, Tambon Loa, Ampure Kosum Pisai, Maha Sarakham province. There is a village sage at the northeastern level, namely Mr. Suthat Upholthian, who led the establishment of a community enterprise in the category of wild vegetables. Create incomegenerating jobs as a team of 7 people who can rely on themselves appropriately, expert in 13 rais for Phak Wan Pah Palang Song Cha-nid Song by Chantarasombat & Agsonsua (2022: 31-54). It was supported by Pongpith (2002) there were three components of learning process to sustainable development as: (1) there were people who wanted to learn, (2) there was knowledge, (3) the resource was added its value if persons developed their potential truly and continuously and life-long learning and increased experience.

9. SUGGESTIONS FOR WORK DEVELOPMENT

1. There should be a curriculum for the target group of local researchers who see the importance

of developing network marketing work. and building a strong community

2. Academic institutions that are advisors to the community organizations should encourage learning centers Community for developing products

10. RECOMMENDATIONS FOR RESEARCH

1. Research should be carried out as a series of community strengthening projects, and fundamental economy that has created lessons and learning between the university and the community during the past continuous in the target area community to cover other types of industries.
2. There should be research studies on social, economic and cultural changes among members of the Ban Khao Phak Wan Pah and Ban Wang Chan are producing and Transforming in Community and its networks affecting group and network members

11. DISCUSSIONS

11.1 There were 10 factors of critical thinking for the leader teachers: 1) teachers prepared various learning activities, 2) teachers presented motivated activities, 3) teachers offered learning activities in different places, 4) teachers offered learning activities, 5) teachers used technology in learning management, 6) teachers offered activities related to daily life, 7) teachers used innovation in learning activities, 8) the activities were cooperated with the community, 9) the activities were on teaching moral, and 10) the activities were assessed for the suitability in the highest level (Suttinun Pakdiwut, 2013, p. 110-112). Results of the evaluation from the experts showed the agreement in high level. When considering on each factor, it was found that the experts agreed with the teachers should prepare various learning activities and implement technology in learning management. It meant that teachers have to use new and appropriate activities in learning management. Thikumporn Bunmak

(2015, p.294) conducted the research on developing the teachers' system in learning management with 7 steps: 1) defining the objectives, 2) studying students' characteristic, 3) defining the goals of learning, 4) defining the content, 5) managing learning activities, 6) assessing, and 7) giving feedback. After using this system, it was found as follow: 1) teachers gained more knowledge on learning management at high level, and 2) teachers could manage activities in class, and realized the process of learning management in school. The factors of learning management comprised: 1) presenting problems, 2) individual thinking, 3) group thinking, 4) presenting and discussing, and 5) thinking critically.

11.2 The current condition of learning management for enhancing critical thinking of the school students at the area technical education or Primary Education Service Area Office was found at the moderate level, while the desirable condition was reported at the poor level. When considering the content by ranking from the highest to the lowest, it was self-study. Regarding the Ministry of Education (2009, p.8-9) stating that learning management on child center was accepted on the concept was able to study and improve themselves excellently. Thai language is the signature of our country, because it could enhance the characteristics of Thai people and it is the tool for communication. Moreover, Thai language is the necessary skill to practice until the communication successfully in terms of gaining knowledge, and adapting in daily life. Office of Thai Education Council (2010, p. a-d) conducted the research about the policy of developing teachers and educational personnel, found that: 1) most teacher were not graduated in major that they have been teaching, they had too much worked load, they lacked knowledge of learning management, 2) regarding the condition of learning management found that although learners had been trained but there were some problems from the environments, the learning achievement was low. This might be due to: lacking of desirable characteristics, lacking of critical thinking, lacking of solving problems skills, and lacking of creative thinking. When considering the factor of educational personnel, it was found the difficulties of the organizational structures and administration could cause gaining problems, lacking the qualifies teachers, and lacking skills of finding the qualifies people.

11.3 The program in learning management for enhancing critical thinking was presented to 5 experts for the evaluation, the results revealed that the developed program was at high level ($\bar{x}=4.69$). When analyzing the effectiveness of the program, it was found that the program efficiency was at 85.45/81.56. This revealed that in creating and developing program, the basic information, the condition, problems of learning management, and developing teachers were analyzed to identify issues of developing. Furthermore, the investigation of the scope of the study, theories, and related review in learning management for enhancing critical thinking was conducted to criticize factors occurring. The questionnaires were used to enhance the secondary teachers for supporting them to get the rewards for the innovation of learning management in the northeastern of Thailand. The data from 136 people answering the questionnaire with 9 modules and factors were examined by 5 experts. After that, all factors were combined and defined to find the detail to form the program and documents for presenting to 5 experts later. According to above information, this program was developed through theories, researching, and properly examined by experts leading the program to be effectively and efficiency which responded the objectives of the program on creating knowledge, comprehension, good attitude, and teacher skills for managing learning activities creatively. There were 3 parts for evaluating the program comprising: comprehension, good points of view, and learning management for enhancing critical thinking of the secondary school teachers. According to Boone (1992, p. 49) and Yodanong Jomhongphitak (2012, p. 157) mentioned that there were three ways for developing personnel including concepts, principals, and planning which could be described as follow:

There was planning for creating and developing the program. The researchers defined vision and created the structure of the program to achieve the objectives of the program and to enhance people in the experiment, to have vision, and critical thinking in learning management.

There were the designing and implementing of the program. The instrument included facilities and a guide book.

There were the assessing and examining. There were the fundamental concepts to define the schedule of the program including: concepts, participatory learning, advising, practicing, supervision, suggestion, giving feedback, and the theories related to the nature of teachers.

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