

THE DEVELOPMENT OF LEARNING PROCESS OF FINE AND APPLIED ARTS BASED ON CONTEMPLATIVE EDUCATION

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ABSTRACT: This article aims to study 1) the guideline for developing the learning process of fine and applied arts based on the contemplative education 2) the benefit of applying contemplative education in the learning process. The scope of the study focuses on a group of teachers from 5 Departments in fine and applied arts at the Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University, Bangkok Thailand. The data collection is based on document study, interviews, observations, and focus groups. The finding shows that contemplative education is a study of inner temperament learning with the experience of awareness such as feeling, thoughts, belief, and attitude through the awareness observation. The main concept of the contemplative study is to create normality in the human mind, which can be generated the stability of mind and action when the human encounters either positive or negative situations. The guidelines of the development of learning process in fine and applied arts based on the contemplative education are 1) creating the opportunities in recognizing background and differentiation between teachers and learners 2) using communication method based on mindfulness 3) adjusting friendly and safe space classroom environment for everyone 4) designing modern learning content based on learner's needs, and skills. The development of the learning process in fine and applied arts based on the contemplative education leads the benefits to learners as follows: 1) making the learning process systematically 2) awakening self-awareness for creating the normality reaction in every situation 3) creating wisdom and mindfulness that lead to life-long successful learning. The learning process based on Contemplative education encourages students to initiate their art skills and mindfulness synchronously which improves the learning and teaching process more effectively.

INDEX TERMS : Learning Process, Fine and Applied Arts, Contemplative Education

1. INTRODUCTION

Suan Sunandha Rajabhat University is well-known and has a long reputation university. In 1908, King Chulalongkorn (King Rama V of Siam) intended to build this area as a residence for his consorts and royal family. Thus, this place was once originally the royal garden in the Dusit Palace named Suan Sunandha referring to the name of Indra God's Garden in the paradise and the name of King Rama V's favorite and beloved queen – Her Majesty the Queen Sunandha Kumareerattana [1]. However, King Chulalongkorn passed away before the construction of the residence was completed so the unfinished residence had been left to stand derelict. The construction of the Suan Sunandha residence was continued again after King Vajiravudh (King Rama VI, who was the son of King Chulalongkorn) ascended to the throne. King Vajiravudh had thought that the residences in the Grand Palace, where royal family member lived together were cramped and inappropriate to be the residences of the royal family. Therefore, in 1911, King Vajiravudh had an order to build and renew several villas and buildings in the Suan Sunandha garden and made them for being the residences of the Queen Mother, the royal consorts, and concubines of King Chulalongkorn. In 1919, then, the royal family members of King Chulalongkorn were moved into the residences in Suan Sunandha residence, and this place became a place for training the royal etiquette and manner for the royal young ladies as well as the ladies from the noble families.

In 1932, The Siamese Coup d'état had made a big impact towards the Royal households. A lot of royal members and courtiers resided in Suan Sunandha felt insecure about the situation, consequently, they left the place.

Thus, the place was stand derelict again. It was until 1937 in the reign of King Ananda Mahidol (King Rama VIII of Thailand), Suan Sunandha was transferred to be under the responsibility of Thai government. Finally, this place was used as an educational institution of the nation [2]. At beginning, Suan Sunandha was used as a lady school named Sunandha Wittayalai School, then it has been developed and upgraded to Teacher's College name Wittayalai Kru Suan Sunandha. The name of institution was changed again to Rajabhat Suan Sunandha for supporting the educational policy and the growing of educational system of country. Recently, this educational institution names Suan Sunandha Rajabhat University.

Suan Sunandha Rajabhat University is an institution providing the higher education in the country under the vision "Smart Archetype University of Society". The mission of the university consists of 4 missions as follows; firstly, to offer education and producing smart and intelligence students, who have high level of knowledge including with the human responsibility ethic. Secondly, to conduct research, which can contribute the humanity and society sustainable development. Thirdly, to provide academic services and being a part of social development with academic knowledge and creativity. Finally, to conserve arts and culture bases on the concept of "Suan Sunandha Palace Culture". At present, Suan Sunandha Rajabhat University offers bachelor's degree, master's degree and doctoral degree including the special academic courses. The structure of university consists of 7 Colleges such as College of Innovation and Management, College of Logistic and Supply Chain, College of Nursing and Health, International College, College of Allied Health Science, Suan Sunandha International School of Arts, and College of Architecture. One demonstration school offers the primary and secondary educational levels and 6 Faculties such as Faculty of Education, Faculty of Sciences and Technology, Faculty of Humanity and Social Science, Faculty of Industrial Technology, Faculty of Management Science and Faculty of Fine and Applied Arts [3].

Faculty of Fine and Applied Arts of Suan Sunandha Rajabhat University has long history and established for more than 40 years. In 1973, the Faculty of Fine and Applied Arts had not been founded. There were only "Music and Dramatic Arts Department" established in the university for offering the diploma major in Thai dramatic arts. However, it was the first department and university in the country, which offered the degree major in Dramatic Arts in higher educational level. After that, in 1977, the department increased course and separated the department into "Music Department" and "Dramatic Arts Department" respectively. Regarding to the reputation and outstanding works by the departments, it was highly admired by insider and scholars in arts area. In 1999, the university had vision and policy in unifying the arts disciplines such as music, dramatic arts, and visual arts for making Suan Sunandha Rajabhat University great strength in Fine Arts disciplines and also being a leader university in Thailand in offering higher educational degree in Fine and Applied Arts. Consequently, the faculty of Fine and Applied Arts was officially established in the 1st March 2005.

The philosophy of faculty is "Great Artwork, Glorious Virtue, Leading in Arts Academic" under the faculty's vision "Centre of Lifelong Learning in the Careers of Fine and Applied Arts with Quality and Moral". According to philosophy and vision of faculty, it leads the goal of faculty in producing arts graduates, who are skillful in art area and intelligent person. In addition, the faculty defines the identity of graduates as "Being the Fine Arts Practitioner, Proficient in Fine Arts Academic, Good in Communication, Being Creative Thinker and Having Service Mind [4]. At present, Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University offers the course major in fine arts disciplines in both undergrad and postgraduate degrees. There are 5 fine arts majors consist of Painting Department, Visual Communication Design Department, Music Department, Fashion and Lifestyle Product Department, and Performing Arts Department.

The learning and teaching process of each department are arranged by concerning about learner's nature and the individual skill of each arts discipline. The lecturers in each department are a person designing and finding the effective way to teach and develop their students' skills. However, the learning and teaching processes are designed based on the curriculum and philosophy and identity of students of the faculty. The target of developing students is not only producing students who are talented and skillful in arts but also emotional intelligence.

The contemplative education is a concept of the development of human mind emerged in 1980 in the United State for solving some crisis problems in modern society. The characteristic of contemplative is the reconstruction of learning process by integrating the learning process with practices and set of tools for developing of mind [5]. The contemplative education also refers to the process of learning and accepting the knowledge and the truth with inner mind. The learning process of contemplative begins with understanding self, feeling and inner emotion of human mind. Roeser and Peack, 2009, p.127 (cited in the contemplative study academy) states that "contemplative education is a "set of pedagogical practices designed to cultivate the potentials of mindful awareness and volition in an ethical-relational context in which the values of personal growth, learning, moral living and caring for others are also nurtured" [6]. According to the concept and characteristic of contemplative education, it represents that the contemplative education is related to theory and practice methods for the purpose of generate learning process for developing outside knowledge and internal change of learners. Therefore, the researchers are interested in finding the guideline in developing the learning process of fine and applied arts in order to encourage students improve their

learning arts skill in parallel with emotional intelligence. The learning process based on Contemplative education encourages students to initiate their art skills and mindfulness synchronously which improves the learning and teaching process more effectively.

2. RESEARCH OBJECTIVES

This research article aimed to study the guideline of developing the learning process of fine and applied arts based on the contemplative education at Suan Sunandha Rajabhat University. Additionally, the benefit of applying contemplative education in the learning process of fine and applied arts is examined and summarized.

3. RESEARCH METHODS

A. Research Design

This article was conducted by qualitative research method. The data collections were consisting of document study from Suan Sunandha Rajabhat University library and various online resources. The interviews of lecturers of the faculty were arranged, including the observation of learning and teaching process in the faculty. The focus group were arranged for finding the best way in applying the method of contemplative education study in the learning and teaching process in fine and applied arts. The key informants were 23 lecturers, who were the representative of 5 departments such as Performing Arts Department (major in Thai Dramatic Arts and major in Theatre Arts), Painting Department, Visual Communication Design Department, Music Department (major in Thai music and major in Western music) and Fashion Design Departments from the faculty. The obtain data were analyzed and presented in descriptive format.

B. Research Process

The research process of this article has developed into 5 steps consisted of to determined and analyze concept, which related to research objectives by studying the educational philosophy, missions, and policy of the Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University, including the meeting group was arranged to identify the problems and concept of developing learning and teaching process. In searching of core knowledge, then, about the contemplative education study and the development of learning and teaching process were created by workshop and focus group. The next step was the improvement concepts and guideline and integration of contemplative education study with the learning and teaching process of fine and applied arts in the faculty. Then conduct the experiment in applying the research finding into teaching and learning process of each department. Finally, the summary of the result was created. The research process was shown in Fig. 1.

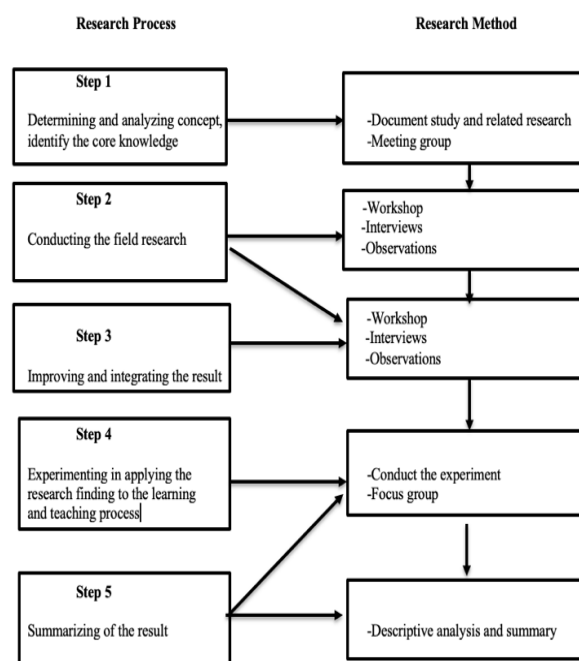


Fig.1 Research process for the development of learning process fine and applied arts based on contemplative education

4. RESULTS

The result shows that contemplative education is a study of inner temperament learning with the experience of awareness such as feeling, thoughts, belief, and attitude through the awareness observation. The main concept of the contemplative study is to create normality in the human mind, which can be generated the stability of mind and action when the human encounters either positive or negative situations. The meaning of contemplative education is very wide, however, focusing on knowledge and inside-self-awareness. For example, Sumon Amornwivat, Thai scholars, states that "contemplative education" known as in Thai term "Jitta Panya Suksa" is a term referring to learning with a thoughtful mind. This learning reflects the process of dynamic, creativity, and imaginary in human mind which lead to the raise of in-depth questions about educational system. It also emphasizes on the cultivation of empathized awareness and apply the philosophy and practice in Buddhism to develop mind and wisdom of learner's life [7].

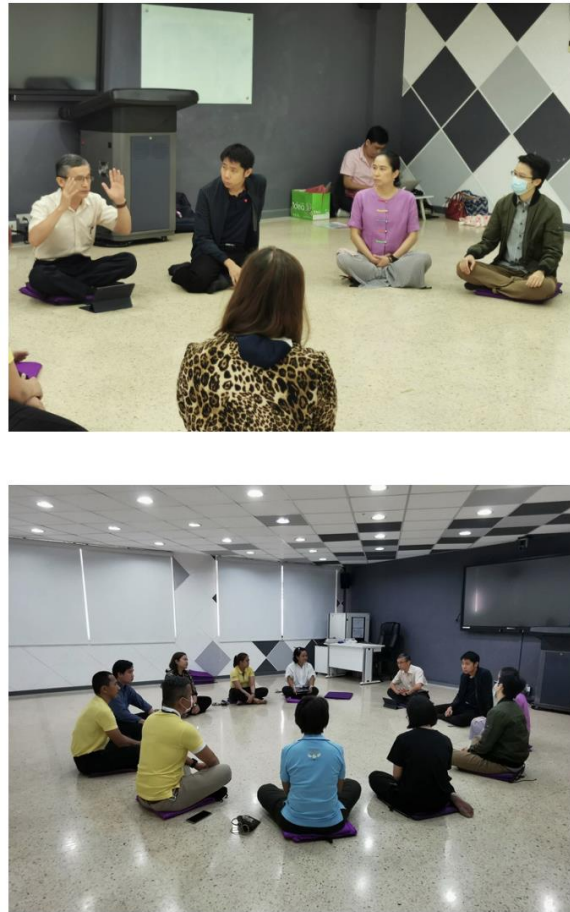


Fig.2 Workshop and focus group on contemplative education and the learning and teaching of fine and applied arts subjects. Photographed by Phakamas Jirajarupat.

The guidelines of the development of learning process in fine and applied arts based on the contemplative education at Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University can explain into 4 techniques: Creating, Using, Adjusting and Designing, which can be described as follow.

Creating: this term refers to the creating of the opportunities in recognizing background and differentiation between teachers and learners. Generally, the gap between teachers and learners in class often appears due to various factors such as ages, genders, hobby, behavior. This gap can be a serious problem of learners and decreasing the efficiency in learning of the learner as well. Regarding to the contemplative education method, the learning of self-awareness can lead to the improvement of empathy and understanding others. Therefore, creating opportunities in learning background and story between teachers and learners are a good way to develop learning and teaching process. In the painting class, arts teachers apply technique "learning other life from famous artist biography", which allows students learning about life and work of artist in sense of arts academic together with listening and talking to teachers and learners' life and work. On the other hand, teachers of performing arts class use "self-survey and storytelling" techniques.



Fig. 3. The teachers in arts and performing arts departments presenting their techniques in creating the opportunity for decreasing the gap between teachers and learners. Photographed by Phakamas Jirajarupat In this Creating technique, teachers have to adapt themselves from teacher or trainer to be facilitator in helping learners presenting and open mind and themselves to teacher. So, the teaching technics are changed from teaching to sharing, from talking to listening. The transformation in Creating technique is shown in Fig.4.

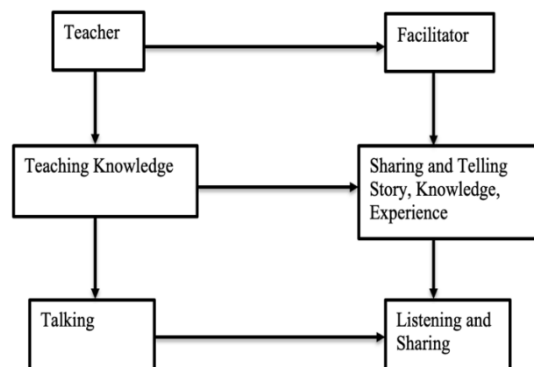


Fig. 4. The transformation of teacher status and teaching technique.

Using: this term related to the concept of contemplative education about using the set of tools in developing self and mindfulness. Thus, the second technique is talking about the using communication tool in helping students learning with happy and secure. Teachers will teach with the understanding the nature of learner and aware their words while communicates with their students. This technique is starting from teacher to students for example, teachers give a comment for students works in the class of Painting. The comments or suggestion by teachers will be an encouraging, favorable comments and cheer up student in working instead of complaining or criticizing. However, in case of negative comments, teachers will give comments with the positive body language such as smiling, using relaxing tone while comments.



Fig. 5. The teacher in Painting Departments is taking with his students about the senior project [8].

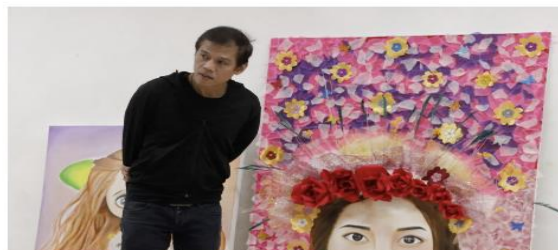


Fig. 6. The teachers give comments to student in Painting senior project [9].

Adjusting: this term concerns about making and creating friendly and safe space classroom environment for everyone in class. There are many factors in making classroom insecure for learners. For example, the learners feel uncomfortable when they have to submit their works to teachers because they are unsure that their work are good enough and meet the condition of evaluation. Additionally, the physical space or study area is also important and effected to the learning process of students. The learning and teaching process will success and effective for student.



Fig. 7. The learning space for arts and music, which are informal and friendly, and teachers teach by showing how to do arts work together with students [10].

Designing: this term concerns about the designing of modern learning content. Teachers have to design learning and teaching process based on student's skill and trend in society. Teachers have to design that how to encourage students learning with fun and enjoyment. So, the new learning and teaching method like PBL or Project based learning can be help the classroom management. New technology and platform might be applied in teaching and learning process.

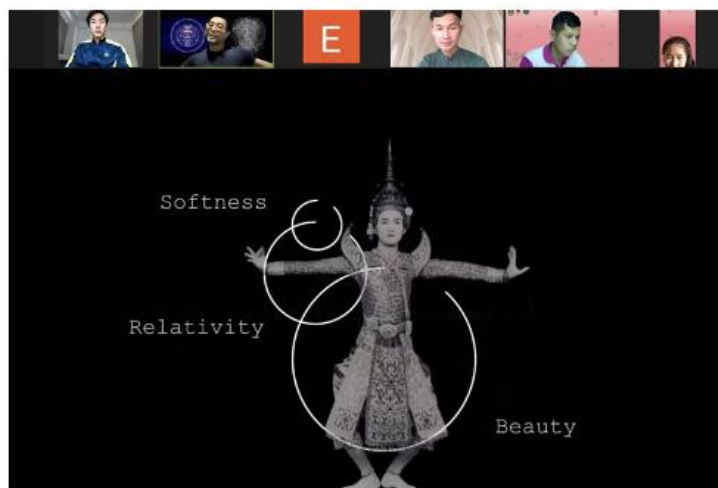


Fig. 8. The modern contents in course for Visual Communication Design Department, Performing Arts Department and Fashion and Lifestyle Product Design Department [11].

From 4 techniques can be designed the activities for using in learning and teaching fine and applied arts as follow:

4 Techniques based on Contemplative Education	Activities in Learning and Teaching Process
1. Creating the opportunities in recognizing background and differentiation between teachers and learners	1. Learning and Understanding other people 2. Survey yourself (mind and body) 3. Reflection in each lesson 4. Being facilitator instead of teachers 5. Class rules have been set without bias 6. Reflection fact in stead of personal taste
2. Using communication method based on mindfulness	1. Changing way and action during communication
3. Adjusting friendly and safe space classroom environment for everyone	1. Reflection self through arts skill 2. Decreasing frame and expectation 3. Applying role play in the teaching process 4. Open mind and change attitude 5. Decreasing gap between teacher-ness and learner-ness by using game and sharing session 6. Creative safe space and learning environment (it may not be a tradition classroom but the space that encourage learning skill of learners)
4. Designing modern learning content based on learner's needs, and skills	1. Changing and adapting attitude and condition of assessment 2. Intergrating knowledge to the learner's interest 3. Making various assessment patterns 4. Creating new and modern content by considering the learners

Fig. 9. The 4 techniques can be designed the activities for using in learning and teaching fine and applied arts

The development of the learning process in fine and applied arts based on the contemplative education leads the benefits to learners as follows:

1. making the learning process systematically
2. awakening self-awareness for creating the normality reaction in every situation
3. creating wisdom and mindfulness that lead to life-long successful learning.

The learning process based on Contemplative education encourages students to initiate their art skills and mindfulness synchronously which improves

5. DISCUSSIONS

The study of learning and teaching process in fine and applied arts course based on contemplative education demonstrates the connection between arts discipline and human mind. Generally, Art is a part of humanity however, sometime people in society apply arts into life with aware and unawareness. In addition, Arts bring the appreciation and allowing human seeing the beauty of their life and the world [12]. The contemplative education method encourages self-awareness, which makes happy and mindfulness to human and society. When, people in society understand themselves and ready to understand other people, it can bring the good balancing in society as well. Therefore, arts and contemplative education are sharing the same principle, which are learning and understanding human mind. The development of learning and teaching process based on contemplative education method is a good example of develop learning skill of students in arts in which allowing student understanding and learning self and other in parallel with learning art knowledge. The result of the study shows that teachers and students are a part of learning and teaching process. The effective learning and teaching process can be generated by the coordination between teachers and learners. Body of knowledge is the thing that student have to know however, it would be better if they gain knowledge including with practicing mid and self-awareness.

6. RECOMMENDATIONS

A. Recommendations for Practices

The contemplative education method should be applied into other educational disciplines because it can help learners stay in learning process and having a good experience in learning. In addition, it can improve the quality of human mind and life.

B. Recommendations for Further Research

The study about the result of effective learning based on contemplative education should be examined.

7. CONCLUSION

In conclusion, the development of learning and teaching process of fine and applied arts disciplines based on contemplative method presents that the contemplative education method is a process in learning self and mind for making the balancing between mind and the world. It also improves the EQ and IQ of learners, which are an important skill for learners in the 21st century skill. Process of contemplative education is about learning in respecting other and differentiation so when this method is applied in the process of learning and teaching process in arts, it makes the art learners and teachers reduces their ego and open mind in understanding the nature of each other. The guidelines of the development of learning process in fine and applied arts based on the contemplative education consists of 4 techniques: Creating, Using, Adjusting and Designing. All techniques lead to the activities in class as summary in Fig.

Teaching and Learning	4 Techniques based on Contemplative Education	Activities
Fine and Applied Arts subjects	1. Creating the opportunities in recognizing background and differentiation between teachers and learners 2. Using communication method based on mindfulness 3. Adjusting friendly and safe space classroom environment for everyone 4. Designing modern learning content based on learner's needs, and skills	1. Activities before learning and teaching management by using game and recreation activities such as Melting behavior Game. 2. Decreasing the gap between teachers and learners by changing personnel action. 3. Giving a chance for student talking and sharing their idea, feeling including attitude via game and talking session 4. Teachers adapts themselves to facilitator

Fig. 10. A summary model of learning and teaching process in Fine and Applied Arts based contemplative education including with activities.

Moreover, the development of the learning process in fine and applied arts based on the contemplative education leads the benefits to learners such as the learning process in arts is systematized and learners are comfortable with learning. The mindfulness of learners is also improve in parallel with arts knowledge . The learning process based on Contemplative education encourages students to initiate their art skills and mindfulness synchronously which improves the learning and teaching process more effectively.

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