

A Process of Learning Encouragement for Happiness

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ABSTRACT

This article focuses on the process of promoting happy learning, use study methods from papers and research papers. The results of the study found that promoting an atmosphere for learners to learn with happiness will benefit learners both now and, in the future, make students have good mental health, happiness, freshness and joy, which is the basis of a healthy adult in the future, encourage students to learn, not be discouraged or discouraged. eager to learn and love to learn things throughout life, giving students a good heart due to children who grow up in an atmosphere of love will know how to love others to spread good feelings and relationships and ready to help others make students see their own worth and have the encouragement to do good things forever enabling students to learn to live with others because happy learning is learning where learners interact with their peers. It is a practice of acceptance, understanding, empathy for others, not determined to win, reasonable, practicing patience, patience, knowing how to relax, forgiveness, etc.

Keywords

Process, Learning Encouragement, Happy Learning

I. INTRODUCTION

From the National Education Act 1999 [1], Chapter 1, General Chapter, Section 6, "Education must be in order to develop Thai people into human beings, physically, mentally, emotionally, socially, intellect, knowledge, and morals with ethics and culture in living able to live with others happily", that is, the education system focuses on producing students with qualities that are "good, smart, and happy". Phra Dhammapitaka (P.A. Payutto) [2] said that happiness and the right education is an inseparable matter. If it can't make people happy. A complete education simply cannot happen. This is related to the results of a study by Sansanee Chatgupta et al. [3] that found that the human brain has the highest learning potential when students learn happily. It creates creative energy and is ready to learn effectively and to the full potential of a person to become a complete human being ready to live and learn sustainably. Education is important to develop a happy life.

Due to Thai society in the 21st century has changed dramatically in terms of economy, society, technology and communication causing students to have to learn more as well as having to adapt to develop skills in seeking knowledge on their own to keep up with changes. Students must study stressfully and tired if the goals of learning between the learner and the teacher do not match. It will cause learners to be bored in learning causing learners to have unhappy learning. This will result in many negative consequences such as less patience, decreased diligence in studying low grades. The feeling of tenderness disappeared. Their sympathy for one another had deteriorated. There will be no happiness in life. [4] As for the joy of learning, we want the child to be born with intrinsic factors, i.e., qualities in himself to be happy in learning but he doesn't have that qualification. Teachers are good external factors. Therefore, it finds various arrangements to act as a medium to induce him to develop his

own intrinsic qualities by doing fun lessons and activities that will arouse your interest in learning. If at any time the child is interested in the content of what has already been learned. He will begin to be happy in learning that happiness will develop with the progress in learning that he has gained understanding and with an increased desire to learn, now it will be happiness that comes from his own internal factors where children are free which is the real goal. [5]

To promote happy learning among students, there is not a clear pattern to apply for school administrators in this study will be studied and presented "Promoting happy learning according to Buddhist principles" by studying the theory and process of promoting happy learning by many scholars together with Buddhist principles used as a guideline for creating patterns to instill qualities in students which are internal factors such as discipline, motivation to know and a good way of solving problems for students understand the purpose and see the benefits of learning cause a love of curiosity having the right attitude and attitude in studying, persistent in self-development until able to apply what has been learned in life development, personal matter and coexistence in society as for external factors, teachers who are responsible for guiding and educating must teach students to choose good learning resources, and being a good role model for students. In addition, school administrators promote a relaxed learning atmosphere, must allocate and recruit learning resources sufficient to meet the students' curiosity needs which will continue to study and share.

II. HAPPY LEARNING CONCEPT

Happy learning is a teaching that focuses on students to gain knowledge while the students themselves are happy to receive that knowledge, how to learn happiness is an important task of the teacher to consider how to manage it, teach children to understand, help find, and summarize the

principles of use. Such an approach is at the heart of learning [6] including satisfying learning what subjects do students enjoy happily? It shows that the learners are satisfied with that subject. People who are satisfied with which subjects must have a feeling of love or like that subject. A textbook cannot make learners love or hate but the important role is the teacher. If the teacher can make the learners understand, researcher saw that the lesson was easy and valuable. Learners will love that subject and on the contrary if the teacher cannot make the learners understand. The students saw that it was difficult and worthless. Students will not like that subject. In summary, teaching students to study happily is teaching that makes students like to study in that subject, which teaching that makes students study happily, will be able to enable learners to acquire knowledge, skills and attitudes according to the objectives of teaching and learning in that subject completely, not only to make learners like or just having fun [7] Phra Dhammapitaka (P.A. Payutto) suggested that the joy of having the right education is not a thing can be separated, if it can't make people happy, education can't happen. The happiness that comes from education is that it arises from having the wisdom to understand the value of things and satisfy the curiosity. By education, the curiosity must be created by making the value of things happen if they know what life needs will be curious. Curiosity will make us happy to know what we want to know. It makes life worth living and being a good life [8]. Happy learning means that students have the feeling of love to learn, having fun, without stress or the boredom of studying which may come from factors from the students themselves or from other environments such as the teacher or the school atmosphere and relationships with peers [9] is the joy of learning by responding to curiosity in response to action and creativity as well as consumption with wisdom and thought [10] is the happiness that comes from learning what one wants to know. The joy of accessing truth, beauty, and goodness with their own wisdom. [11] Students express satisfaction, determination, interest and enthusiasm while participating in teaching because teaching has a fun and enjoyable atmosphere, giving students the opportunity to express themselves, and encouraged to seek knowledge to feel good about what was learned, to teachers, and to schools saw the benefit of learning and can apply knowledge to use in daily life. [12] Therefore, learning happily means that students are happy to receive knowledge, have fun, do not stress, satisfied and liked to study in that subject, satisfy the understanding of what they want to know to feel good about what was taught to the teacher and to the school.

III. THE EMPORTANCE OF LEARNING HAPPILY

Happy learning resolves and alleviates long-standing problems in the education system caused by the influence of the mental and living conditions involved. Teachers who need to manage teaching and get close to students will understand the direct experience that the mental state of students is an inevitable factor. It also has a direct influence on learning and developing students' skills. This can be explained by Maslow's Theory of Needs (1943), which argues that human emotional support is a fundamental need that affects other areas of self-improvement subsequently, a number of other researches related to caring to support students emotionally

and a good and adequate mental state encourages students to be more prone to self-improvement in learning, living, and socializing than students who do not receive adequate psychological care and support as much as possible [13]. Students who are happy in their studies will enable students to learn to live happily? Should live like an efficient person? Should live like a person who thinks more about the benefits of society and the country than personal? A person who is happy to help others happy to learn new things. A person who is happy to work and being the most important thing. He is a person who is happy to benefit the country and carry on this good and happiness to his descendants. [14]

Office of the National Education Commission said that students who learn happily have a feeling that they are accepted as heartfelt and capable human beings, loving, compassionate, and sincere to themselves, see the value of one's life and humanity, realize the meaning of living accept both their advantages and disadvantages, know how to adjust to the environment without sacrificing your mental health, have the opportunity to choose courses according to their interests and aptitudes. Reseacher felt that the lessons were fun, new, motivated to follow and want to learn more. Moreover, what has been learned is not wasted can be applied in daily life. [15]

Jeamsak Trisirirat and his team have mentioned that happiness is important because it is the foundation of talent and goodness. If we associate everything we do with happiness, we will do better. Happiness is the most powerful motivation. Students who are happy to study will study hard and study well. Therefore, education must make people think that whatever they do, they will be happy. [16]

The importance of happy learning is that happy learning solves and alleviates problems in the education system, encourage students to develop themselves in both talent and goodness, know how to adapt to different environments without sacrificing your mental health, understand yourself and your life goals, live an efficient and happy life.

IV. ELEMENT OF HAPPY LEARNING

Elements of happiness in learning of learners reflects that learners are happy or satisfied with learning in 3 aspects [17] which are:

The first aspect is the interest in learning, which is the behavior of the learners that will be reflected to see that learners are happy in learning or are satisfied with learning at that time or in the long term? Teaching activities that were taught were organized, show empathy for your subjects or assignments. The enjoyment of learning without caring about other things, showing no signs of giving up, bored when encountering obstacles or a difficult lesson but at the same time, learners will show their efforts to seek answers, and attend school on time and often sit in the front row to learn closely and as close to the teacher as possible.

The second aspect is learning satisfaction, which is the learner's behavior that reflects that they are happy in learning or the satisfaction of learning becomes a desirable characteristic or self-image in the learner appropriately. Teachers will be able to observe the behavior of the learners while learning from the following behaviors, for example, learners are satisfied with their own grades and can accept the results and results of learning. ready to modify their own

learning behaviors for better academic performance are satisfied with the rules and regulations that have been set and ready to comply with willingness and satisfaction in participating in group activities in classroom learning feel good about working in groups and members of the student group are ready to cooperate in group activities, etc.

The third aspect is the self-esteem which is the learner's behavior that will be reflected that the learners are happy in learning or the satisfaction in learning will help the learners. There are characteristics as well as personal behavior that teachers can notice the following, such as learners are good-humored, easy to smile, always cheerful and bright, not easily irritated, able to accept his/her personality as it really is, with satisfaction and willingness to make adjustments, be able to agree on one's own actual ability to learn that arises from one's own actual ability with satisfaction and be ready to make improvements.

Narumon Ungcharoen said that the elements of learning in a happy classroom can be divided into 3 aspects [18]:

1. Teaching and learning management means learners who feel satisfied, impressed, proud and love learning in performing various learning activities that consist of attendance, participation in learning, such as answering questions, asking questions, acting in front of the class, doing homework or exercises, performing workloads during school hours, self-study listening to the teacher's explanation comment having the opportunity to choose different activities, seeking new knowledge, including having knowledge and understanding of the subject matter learned and applying it in daily life.

2. Personal aspect means learners have feelings of satisfaction, impression, satisfaction, and pride in their interactions with classmates and teachers consisting of assistance and support. Cooperation, forgiveness, showing love and care, giving, and sharing having reason to listen to other people's opinions Receiving compliments and encouragement from friends and teachers including having self-esteem, loving friends, loving teachers.

3. Environment means learners are satisfied, impressed, comfortable, proud, confident in themselves from being in the atmosphere and the classroom environment, contributing to learning that is suitable for learning activities consists of physical and psychological atmosphere such as cleanliness, seating arrangements, suitability of light, sound, information signs, learning materials learning promotion corner student exhibition corner warmth and safety including the opportunity to choose different activities and to seek new knowledge.

Kitiyawadee Boonsue and colleagues found that the elements that help children's learning progress happily. It consists of six important concepts [19] that can be summarized as follows:

1. Each child is recognized as he is a human being with a heart and a brain. They are unique and have the right to be treated as a human being.

2. Teachers are kind, sincere and gentle to all children thoroughly, treat everyone equally being fair, consistent, emotionally stable, fresh and cheerful, setting oneself as a good role model, sacrifice and patience.

3. Children are born in love and self-esteem learn to adapt anytime, anywhere, appreciate one's life and humanity,

accept one's strengths and weaknesses, know how to adapt to different environments without sacrificing mental health.

4. Each child has the opportunity to choose a course according to their aptitude and interest, have discovered their abilities learned deeply and broadly, learn to understand and do know the secret to getting things done successfully and learn until they know how to think their practices in that occupation. As a person who is really in that occupation as well as being able to apply knowledge creatively for the happiness of oneself and others.

5. Children learn to think and develop ideas from the knowledge they have been expanded to new knowledge. Curiosity, wanting to experiment, wanting to study more deeply. Love learning, have a system of learning and see the benefits of learning that are not limited to only the classroom, but may be related to the way of life in each locality.

6. Learning is not limited to the lesson but can be applied in real conditions useful and meaningful to him know how to search for answers to various questions rationally, have their own thoughts have self-confidence, do not become a tool for anyone, know how to live a valuable life and can offer help and advice to others as he grows up. Teachers must be people who are truly teachers, both in terms of character; characteristics, mind, and knowledge and ability to organize activities for learners to develop. They are complete in intelligence, emotional and mental aspects to become valuable members of society in the future.

Lapasrada Jumeke and Pakorn Prachanban define the key components of the 21st century student teacher's happy learning management that are used to measure and evaluate, classified into 5 components [20] as follows:

1. The aspect of happy learning of students means that the students who have received a happy learning arrangement from the teacher, students appreciate, and take pride in themselves. love and faith believe in yourself see the value of learning, have a strong determination to learn to achieve goals, train yourself regularly, study and search for more knowledge are recorded on a regular basis, know how to adapt to situations and opportunities always practice and develop yourself, have loving and faith, believe in teachers to cooperate in organizing learning activities, and students are ready and committed to learning and self-development throughout life.

2. Characteristics and the process of teaching learning activities for teachers means that a teacher (students) who can manage learning happily must be someone who is always seeking knowledge, always practice and develop oneself in order to convey experiences and knowledge to students fully, with love, kindness, sincerity and care for students thoroughly, know the nature and identity of the students, identify the strengths and weaknesses of students to find a way reduce weaknesses and enhance students' strengths, enter questions and encourage students, have always thought and searched for answers, knowledge and ability to manage learning with an emphasis on learners are important, have a good attitude towards the teaching profession, and have a teacher spirit always supply, produce and use learning materials, prepare before learning management for students, applying learning psychology by taking into account differences between individuals, encourage students to use the thinking process to understand things instead of giving

answers, organize activities appropriate to the age and skill level of students to help facilitate students to achieve their learning objectives, organize activities that are consistent with the content, and the student's original learning experience. This can provide opportunities for or encourage students to interact socially with other people for a variety of learning exchanges, manage learning that integrates story connections, and the concept of what is learned in the classroom versus the realities of life, pay attention to the disciple, light a fire in his heart and encourage his disciples to continue learning throughout their lives, willing to change myself in all matters to be a good fit and determined student. It can develop students to prepare students to leave and go to work or engage in a career that uses knowledge and being a person of learning.

3. The arrangement of atmosphere and learning resources to enhance students' happiness learning means teachers (student teachers) must provide a clean atmosphere in the classroom, orderly to promote discipline, protecting the environment, and learning well, provide classrooms with atmosphere, and facilities for learning. It is up-to-date, keeping pace with educational information technology. There are enough resources available for research that can satisfy students' curiosity, arrange classrooms to accommodate various learning activities in accordance with nature, and reality or manage learning in a learning resource outside the classroom or outside the place for learners to learn from the most real experience, provide classrooms with enough space for movement, exercise, music or art in order to integrate and blend in the organization of happy learning activities, create an atmosphere in the classroom to create fun learning, friendly relaxed both teachers and students with students, provide learning resources both inside and outside the school that can develop integrated learning by enable students to use their knowledge to solve problems in life, organize a learning atmosphere to create fun in learning, not stress, not anxiety, organize a learning atmosphere to create knowledge, love, friendship, trust and dependency on each other, and organize a learning environment in a collaborative manner, not competing, not competing with each other. Students can learn together on their own and can learn together with teachers.

4. Lesson design and learning media for happiness means teachers (student - teachers/student - teachers) must design lessons that are fun, new, interesting, and motivate to follow. The lessons are consistent or applicable in daily life. The learning material and process can be linked to the events and surroundings. The lessons are arranged in order of content from easy to difficult and in accordance with the nature of the subject matter, design that every step of the lesson learning aims to develop and promote different thinking processes of students, design lessons in accordance with standards, indicators and learning objectives that can be determined by focusing on students to practice thinking, practice memory and understanding, and apply it in real life, taking time to manage learning in each lesson appropriately so that learners will learn to their full potential, use learning materials that stimulate interest in accordance with their abilities, meet the goal. There is a level of difficulty - easy suitable for the age, and promote learning, choose learning materials that are up-to-date and consistent with current social realities, choose learning materials that focus on students learning by doing,

solve problems, and use thought processes, choose media that are of interest to students such as games, etc. so that students can learn happily, and giving students the opportunity to participate in the production of their own learning materials such as learning materials.

5. In terms of measuring and evaluating learning outcomes, teachers (student teachers) can determine the objectives of measuring and assessing learning for student development mainly, minimize the measurement, and evaluation of learning to determine its value as much as possible to create a positive attitude towards measurement and evaluation. Student learning connects the process of measuring and assessing learning with a homogenous process of learning management to measure and assess learning for the development of student quality. Measurement and evaluation criteria are clearly defined and students are informed before the learning is organized for students to plan their learning in advance and can create challenges set learning objectives or expected learning outcomes in the form of behaviors that learners will be able to express, observe, measure and assess or works that learners will be able to actually do according to their abilities covering all aspects of behavior in terms of intelligence, skills, mental abilities and desirable characteristics. There is an evaluation according to real pictures from observing behavior, presentations, discussions, answering questions, exchanging knowledge with friends, reflection and review of students' hands-on work, give students the opportunity to be re-evaluated, when the original assessment results do not reflect the students' true abilities and students wish to improve themselves to reduce the stress of measuring and evaluating students' learning and teachers encourage students to use their full potential in measuring and evaluating learning every time, reflect the learning assessment results for individual students to use the assessment results to plan student development in a systematic way present the overall learning assessment results of the students in the whole class to prevent the negative impact on the individual students' psychological and learning evaluation after the end of learning, students must be able to reflect on how they can apply their knowledge and abilities in their daily lives.

V. THE PROCESS OF PROMOTING HAPPY LEARNING

Wiset Chinwong said that making students happy in learning has the following methods. [21]

1. Children are recognized for their abilities always get the experience of success until you are proud of yourself, received compliments, reinforcements, work appropriate to knowledge and abilities, aptitude until success and the courage to express good things.

2. Children develop different abilities to their full potential. Teachers must provide opportunities for students to develop themselves according to their abilities, aptitudes and interests.

3. Children are treated in a friendly manner by teachers and related persons.

4. Children receive lessons that are fun, interesting, inviting to follow. It is a lesson that helps students to discover themselves, love and see the benefits of learning including giving students the opportunity to assess themselves.

5. Children learn meaningful things and can use them in daily life.

6. Children have a variety of learning resources and sufficient for students to use as a source of research, seek knowledge according to students' aptitudes and interests.

7. Children have interactions between teachers and students, and between students and students. They look like friends who help, care for each other, have activities together in the learning process.

8. Disciples have love and faith in teachers. The subject matter, including the processes that lead to learning.

9. Content and learning process are linked to events and the environment around them and organizations.

10. The learning process is linked to other networks such as communities, families, organizations.

Kwannet Kaweewong discussed the concept of creating a happy learning atmosphere, creating happiness that is based solely on external factors can be harmful, for example causing students to demand selfishness. Teachers who lead the way of learning, therefore, must understand the principles and have the correct guidelines, namely:

1. Creating an atmosphere of love for children to be happy is not the goal but to create factors conducive to stepping towards the goal.

2. Put the child in an atmosphere of love or being loved in a way that is not centered towards oneself but to expand the love, such as loving teachers, loving friends and wanting to help others.

3. Teachers should develop the habit of helping others and together thinking together makes it more than relying on others.

4. Teachers should use external factors to help. Let that situation be linked to the development of internal factors, namely curiosity and creativity in children.

5. Fun learning situations must not make children addicted to the fun or for the sake of fun, it must be carried out in such a way that fun is a factor that leads to a lifelong curiosity and creativity.

It can be concluded that creating a happy learning environment requires teachers to lead learning with the goal of setting up the right learning atmosphere, that is, to create a habit of curiosity, love lifelong learning not for the purpose of making students happy, fun to study alone should aim to create the characteristics of altruism helping others self-reliance rather than relying on others and being a creative person in order to live happily in society in the future. [22]

Office of the National Education Commission has a mission to develop a national education plan and aiming to bring the plan into real practice, therefore, a panel of experts was invited to develop and present the learning theory, emphasis was placed on improving the quality of teaching and learning so that students have desirable characteristics according to the goals of educational management, namely, to make the learners happy and competent from the basic concepts of the teaching and learning process in five elements, resulting in a theory of effective learning, happiness has 6 theories as follows: [23]

Theory 1: Build love and respect

Learning based on students' love and faith in teachers and subjects is considered an important element. It is necessary because when students develop love and interest in the lesson

to the teacher, and to the participants, resulting in the same faith and understanding among the teachers and students together can make learning happy by following the main concepts.

1. Learning-based on love, the guidelines are as follows:

1.1 Creating a mutual understanding between the teachers of the subjects who teach the students, the teachers themselves, and human nature with details as follows:

1.1.1 Teachers and subjects taught: Teachers must understand the subjects taught. They have a wide and accurate knowledge that will be able to create quality lessons, create a step-by-step lesson plan, and suitable for students.

1.1.2 Teachers and students: Teachers must understand students, know the background, strengths and weaknesses and understand the thoughts, dreams, suffering and happiness of each student, feel the minds and feelings of students and are ready to help support students to develop in the right way.

1.1.3 Teachers and teachers themselves: Teachers must understand themselves about their roles, duties and responsible, have a sense of being a giver than a recipient, have a commitment to transfer knowledge to students through various methods.

1.1.4 Teachers and human nature: Teachers must understand human nature, whether young or old, need encouragement, acceptance, and trustworthy friends, teacher's friendliness is the most important part in building students' love and faith.

1.2 Encouragement and giving opportunities: The teachers accept the children as they are, opportunity to express and maintain justice sincere and patient, commit to helping when there is a problem and gently solving problems for reasons, not emotions.

2. Fun and interesting lessons: This is what motivates students to be alert, eager to know pursuing learning and wanting to continue to seek knowledge endlessly, which teachers can do as follows:

2.1 Teaching preparation with pre-scheduled teaching set goals and clear learning objectives. The content is adjusted to suit the age of the students and has a concise and concise teaching project

2.2 The teacher's lesson plan must be made continually, unique content. There is an assessment of student development, give students the opportunity to assess themselves, and assess students together. There is a report on the progress of the study, make time flexible suitable for the lesson and the proportion of subjects per week.

2.3 Selection of teaching materials from media created by teachers or media that students help create by arranging the proportion of media and lessons according to the age and ability of the students. Materials are provided that are suitable for the lesson and for the intended purpose.

2.4 Assessment of student development in addition to teachers as assessors. It also gives students the opportunity to assess themselves, assess students together and have to report the results of such progress as well as to know own weakness to find solutions to improve and develop to the fullest potential of each person.

2.5 Scheduling of study periods: flexible with lessons, proportion of subjects per week, have a chance to relax and relieve stress with fun activities that are relaxing yet meaningful.

2.6 Classroom atmosphere by creating a relaxed learning atmosphere with humour allow students to express themselves and exchange ideas, encouraging them to draw conclusions and capture important points.

2.7 Solving problems by using reason to consider and listen to the opinions of all parties, looking for the good points of students, provide opportunities for students to come up with solutions for their own problems and to be good role models.

3. Promoting interest and building engagement: Teachers play an important role in motivating students to love learning which can be performed as follows:

3.1 Get to know students by studying the history of each student individually, remembering little things about the student, follow up and ask for news on various agendas.

3.2 Maintaining friendships by acting as trustworthy to students by keeping the confidentiality of students, recognize the importance and abilities of every student, take care of students thoroughly and sincerely and ready to help with patience and constructive use of words.

Theory 2: learning appreciation

This concept helps students see the value of learning, know why study, learned for what, learned and learned, what will be learned? And what will it be like when students see value in what they learn to do for students? Have a willingness to learn and interested in learning? The concepts and actions are as follows:

1. Meaningful learning consists of lessons appropriate for ages and interests. The content is concise, clear and easy to understand, have a clear example urge to think and follow. The description is not vague.

2. Each student has a unique talent, have weaknesses that need help; interest and aptitude; thinking and mental have different preferences and needs.

3. Students will love and appreciate what they have learned, when the lesson is related to what the student has known before. The content of the course is usable, the content of the course has a concrete meaning in the imagination of the students. They are successful and productive, and teachers are compassionate, individual and provide opportunities for students.

Theory 3 Opens the door to nature (naturalization)

At times, studying only in a classroom can be uncomfortable and cramped, and students feel refreshed and lively. If there is going out of the classroom, the lessons in the classroom are fun and educational. However, giving students the opportunity to go out of the classroom will help students feel free from pressure and more natural with the concept of emphasis giving students knowledge both inside and outside the classroom. The details are as follows:

1. Classroom lessons are interesting when classroom conditions are attractive, eye-catching and thought-provoking communication banners with targeted learning materials and a variety of activities, and give students a lot of opportunities to experience and learn by themselves.

2. Lessons outside the classroom will help promote learning allowing students to change the learning atmosphere to experience the real thing, not just in books or pictures, observed and compared what they saw, getting different ideas from studying for a long time may make students feel

cramped and uncomfortable, going out into the open and wide gives students a sense of freedom, pressure and spontaneity.

3. The introduction of nature as a lesson may be done by providing education outside the venue, middle classroom. The garden under the water's shade invites outside expert speakers to discuss and exchange knowledge, organize site visit projects to enhance students' hands-on experience.

4. Provide opportunities for community participation by allowing the local people to share in the school's joint activities, promote activities related to the community, cooperate with the community in solving children's problems, promoting local wisdom.

Theory 4: Willing and firm

Knowing yourself, knowing your good and bad points, accept one's condition, don't look down on yourself, don't blame the people around you, be open-minded and ready to improve and correct, know how to calm your emotions, be confident, and be sincere, will surely bring success in life to them which will lead to self-esteem, appreciate yourself and don't think that your life is worthless. These qualities can enhance and develop in students. There must be a helper to guide and give opportunities when at home, need parents to help, when at school, teachers need help, when students are confident, they have the courage to face any situation, have the determination to make decisions, and the courage to invite what will happen. They also have enough principles and rationale to solve problems in a timely manner, people and circumstances as detailed as follows:

1. Developing a good sense of self: You can do this by seeing yourself in the good and the bad, dare to accept their own condition, dare to listen to criticism about yourself, strive to develop and improve, know how to control your emotions in different situations, and see your self-worth.

2. Real intentions will happen when you know the value of that have a clear goal, sincerely supported and get a chance when something goes wrong.

3. Developing confidence: This can be done by being open to accepting new knowledge, know how to differentiate, find reasons, ponder, find answers, know how to connect experiences, and make sound decisions.

Theory 5: Damrong Rak Maitrichit (friendship)

From the idea that humans are social animals and have the instinct of coexistence as a group they do not like to be alone but the other side of the brain was crowded, go with thoughts about yourself, which behavior shows that people only think about themselves is evident in children. The smaller it is, the clearer it is. Growing up will gradually decrease to live with others happily. There must be good feelings towards others accept differences between individuals, accept the opinions and abilities of others, understand and empathize with others, be gentle and knowledgeable, know how to measure one's abilities without striving to overcome. Ideally, students should learn that even though people, think differently but if they have the same goal and destination listen to each other help each other think seeing the importance of each other, working together without prejudice, with patience and forgiving, give them the opportunity to accept reason and change, build a good relationship with each other, communicate thoughts and feelings with gentleness, sincerity and respect, support each other already, success will not be far away as the following details:

1. Having good feelings towards others: this is done by accepting individual differences, accept the idea and ability of others understand and empathize with others, being gentle, relaxed, self-aware including not aiming to win.

2. Collaboration without prejudice can be done with an optimistic view of others have patience, forgive, give others a chance, accept reason and change think of yourself later have the same goal and build good relationship with each other.

3. Conveying thoughts and feelings: This is done by being polite and gentle, use constructive, sincere, and respectful words, encourage each other including having unity and reconciliation.

Theory 6 Equilibrium of life

Life balance is to adjust yourself to be in moderation know the limits of their desires. There are not many good behaviors, not less composure, not narcissistic and at the same time, do not look down on myself. Those who practice this will be happy. The concepts and guidelines are as follows:

1. Mental happiness occurs when students are loved and loved, recognized for being able to succeed in what you do. He was praised for being a good person, a feeling of self-worth and fulfilment of what he desires.

2. Physical happiness caused by the feeling that oneself is free from disease and sickness, have food to eat without starving. There was no shortage of clothing and supplies and safety of life and property.

3. Learning that leads to success is divided into:

3.1 learning to know (learn to know) is to know clearly, to know clearly in things that have never been known, never seen, never touched, clearly understood able to make close predictions and create imagination as they have learned.

3.2 Learning to do (learn to do) is to practice until you can understand the steps to tell complete procedures answers questions or explains them and can show them as an example.

3.3 Learning to be is to understand the nature of things. There is a system to think and act like those in that profession as well as being responsible for their own works.

In summary, the concepts and theories of happy learning are based on teaching and learning in a relaxed atmosphere, be independent accepting individual differences, interaction between teachers and students. They must act softly, be friendly, be kind, warm, understand, encourage and support each other including learning activities must be close. There are a variety of methods, interesting learning materials, and assessments focusing on the potential of individual learners. Therefore, it will allow students to learn happily.

VI. THE BENEFITS OF LEARNING HAPPILY

When children are happy to learn, children learn to live happily for the activities to promote happiness behavior in early childhood. There will be values and benefits to children in various fields as follows:

1. Help children to have self-esteem learning activities that encourages children to have happy behaviors will help children learn their worth, learn how important you are, contribute to creating something that is beneficial to others and society, make me feel that there is value in life leads to create a good feeling and self-esteem.

2. Helping children succeed in learning no tension: Children feel that what they are learning is interesting, worth

learning, and the smooth interaction between the teacher and the child leads to mutual acceptance. It will be something that stimulates children's learning. It is also an important factor for children to succeed in school and have better results.

3. Help children to adapt well to different situations: Children who are happy in learning will feel relaxed, no worries feel safe, able to think and solve problems well, being able to deal with problems and adapt well to different situations.

4. Help encourage children to have good human relations with others, expression of the behavior of being happy, cheerful, feeling optimistic make children feel relaxed, have tenderness in mind. Thus, it can show positive behavior towards the people around you, which creates a good human relationship with other people.

5. Help children to recognize their own emotions and be able to control their emotions appropriately, organizing activities to promote happiness behaviour. It is an activity that allows children to demonstrate desirable behaviours, learn self-worth, do not engage in any negative behaviour, learn to manage your emotions properly which these things must be practiced. So, if there is a situation that causes stress or provokes negative emotions, children with happy behaviour will be able to control their emotions appropriately and in accordance with reality.

6. Helping children to have desirable behaviours; children with happy behaviours conduct useful and constructive things, reduce problem behaviours, such as aggressive behaviour, behaviour that is against the rules and agreements of society makes living together happier.

7. Encourage children to have morals, ethical and good-hearted, verbal behaviour, and good practice. It is also considered a happy behaviour, such as having good morals and ethics, generosity support being kind to pets is also a happy behaviour [24].

CONCLUSION

The benefits of learning happily stated providing learning experiences that are suitable for growth and learning while early childhood is developing. It is important to make children happy. Children's brains are developed, resulting in children's development and learning better. Studies have shown that children in a language-stimulated environment by an educated mother have better vocabulary than children who are not clearly stimulated at a young age, 18 months and at the age of 3, these children have a vocabulary of 2-3 times more than other children, so they can continue to develop faster than other children when they enter school as has been said, the experiences, primary children experience in the early stages of life are, it not only affects the development of children. It also affects health, children with significant risk factors or stress during childhood are at an increased risk of developing health problems in adulthood including diabetes, high blood pressure, obesity, stroke and some cancers. By reducing these stresses, it will help reduce health problems in adulthood, both physical health problems and mental health problems, productive work not a burden to society, do not commit crimes to cause damage including the state can collect tax revenues for further development of the nation. The fact that the learners were happy in their studies resulted in an improvement in their academic achievement

respectively and if encouraging students to learn with happiness, motivation, and feeling good about themselves, schools, teachers and friends are important elements that will help promote for students to see the value and develop potential according to one's own expertise and interest, leading to a happy adaptation to society in the future.

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