

Knowledge Management and Empowering Professional Learning Communities based on Buddhist Principles: The Dimension of Sappurisa Dhamma

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ABSTRACT

Knowledge management is a crucial process that supports the development of organizations into learning organizations, emphasizing collaboration and teamwork to achieve the highest quality outcomes. The principles of Sappurisa-dhamma, rooted in Buddhist teachings, play a significant role in effectively developing both individuals and groups. There are seven components: 1. Dhammaññutā: Establishing a shared understanding of the essence of Dhamma among members. 2. Atthaññutā: Understanding shared goals to ensure that members have clear objectives and can effectively support one another, fostering a collective understanding of the organization and its objectives. 3. Attaññutā: Encouraging self-awareness, which promotes the development of skills suited to each individual recognizing strengths and weaknesses allows for appropriate management and enhances teamwork effectiveness. 4. Mattaññutā: Mindful utilization of resources. 5. Kālaññutā: Effective time management through systematic planning and organization, which leads to smooth and efficient operations. 6. Parissaññutā: Creating a supportive atmosphere through strong interpersonal relationships. 7. Puggalaññutā: Understanding individual members to foster positive relationships within the group, creating an open environment where members support one another. In the context of a community of practice, knowledge management plays an essential role in generating new knowledge and promoting the exchange of experiences applying the principles of Sappurisa-dhamma helps members adapt better by fostering collaboration and learning from shared experiences. This approach enables organizations to develop sustainably and effectively respond to societal needs in any situation.

Keywords: Knowledge Management, Empowering Groups, Buddhism, Professional Community Learning, Sappurisa-dhamma

I. INTRODUCTION

Education is a process of developing the quality of life of individuals, communities, and societies to be of quality and to create growth, which will be an important factor in developing the country to be sustainable in the future. The government has a duty to develop citizens to be quality people who can compete on an international level (Duangkamol Sinpeng, 2010) [1] amidst the current society that is rapidly changing, knowledge management plays an important role in creating value for organizations and society, especially in the information age that can face a large amount of and diverse data. Knowledge management helps to collect, organize, and disseminate knowledge within the organization effectively, and will be a tool that will result in correct and rapid decision-making. Knowledge management also promotes learning and innovation by helping members of the organization to easily access the information they need. It also creates a culture of knowledge sharing, which is an important factor in organizational development and emphasizes the importance of creating and sharing knowledge in the organization (Nonaka, Takeuchi, 1995) [2] Having a good knowledge management system can reduce redundancy and increase work efficiency. It also helps increase the organization's competitiveness in a complex and ever-changing market. The application of knowledge

management concepts not only helps in managing information and knowledge within the organization. But it is also an important tool for creating innovation and adaptability in a rapidly changing society (Liebowitz, 2006) [3]. In the context of Thailand, knowledge development or knowledge management is defined in Article 11 of the Royal Decree on the Criteria and Methods for Good Governance B.E. 2546, which aims to develop organizations into learning organizations. For organizational management, knowledge management has been defined as part of the development of public administration quality in Category 4: Measurement, analysis, and knowledge management to create and maintain knowledge in the organization or in individuals (Office of the Permanent Secretary, Ministry of Education, 2022) [4] in order to create communication in the organization, promote, develop knowledge, create visions, and change the attitudes of civil servants under the organization to be efficient personnel and learn together (National Science and Technology Development Agency (NSTDA, 2018) [5]. This is to survive effectively amidst change.

Buddhism gives importance to the word "Group" or "Community" according to the meaning of the word "Sangha" which means "group" such as in the word "Bhikkhu-Sangha" which means "Group of monks" (Phra Brahmavajirapanyacariya (Thongdee Suratejo), 2 0 0 5).

Therefore, the group or community is important. According to the meaning of the word Sangha in Buddhism, it is like a community of learning for self-development and creating an ideal society at the same time. It is a space where members can exchange knowledge and experiences to develop themselves and others having a Sangha or group will create an atmosphere conducive to mutual learning. It encourages everyone to be able to practice and study the principles of Dhamma to the fullest (Somdej Phra Buddhaghosajariya (P.A. Payutto), 2021) [6], working together, interaction and relationship in a group will lead to unity and are considered basic virtues that all societies accept and value empowering a group to create unity leads to learning, mutual support, and overall happiness (Sumeth Tantivejakul, 2012) [7]. It can be said that the group or Sangha in Buddhism plays an important role in promoting education for its members and the general public. Members of a Sangha or group not only learn from the Dhamma but also from each other's practices and experiences. Furthermore, the Sangha is considered a learning community that creates a powerful educational collaboration, helps members grow and develop themselves, and is ready to pass on knowledge and experiences to society in order to create a quality society that grows in the principles of Buddhism.

At present, the educational and learning process has been continuously developed. The concept of educational and learning development can be carried out more widely than training and knowledge transfer, such as designing a learning process through people's research, learning and creating learning interactions with appropriate sources of experience (Wirat Kamsrichan, 2011) [8]. The group process is an arrangement for discovering knowledge, hidden expertise in individuals, finding ways to bring it out to exchange learning, developing it beautifully, and using it more appropriately to the real situation and time, having new knowledge or innovations from bringing different knowledge together, creating new learning from all people involved in the process, resulting in collective wisdom, making it possible to solve problems or develop difficult things successfully (Prawet Wasi, 2005) [9]. In the context of the new learning approach, learning is not just the accumulation of knowledge and skills, but it is a journey from the familiar world to a new world full of opportunities and challenges. Individuals can learn through dialogue with their surroundings, friends, and themselves through listening pedagogy, which enables them to understand both the external world and their inner selves. Listening to the world, others, and oneself are the keys to developing skills and creating deeper understanding. Learning is therefore a process that integrates experiences and knowledge from various sources, enabling growth and the creation of a better future (Wichan Panich, 2023). [10] The development of education and learning processes should focus on "group power" in creating interactions and cooperation in groups of people with diverse knowledge and experiences, which will lead to sustainable social development and the ability to effectively face new challenges in the future.

This article presents an experiential study from the field. The author initially studied relevant documents and research, starting with an exploration of the concept of knowledge management related to Groups or Sangha in Buddhism,

including Buddhist principles. The author then presented lessons learned from the workshops that were linked to key issues of Buddhism. The reflection of these lessons helps to demonstrate tacit knowledge and explicit knowledge, which are useful for public learning. Knowledge management in this context not only promotes collaborative learning, but also helps to strengthen group power based on Buddhist principles as a guideline for developing sustainable learning communities.

II. KNOWLEDGE MANAGEMENT: BASIC CONCEPTS AND GROUP LEARNING INTERACTIONS

Knowledge Management (KM) is a process that helps organizations create, maintain, and use knowledge effectively. In an era where information and knowledge are important for decision-making and organizational development, understanding the concepts and theories of knowledge management is essential for today's business operations. An important model in knowledge management is the SECI model proposed by Ikujiro Nonaka and Hirotaka Takeuchi in 1995. This model consists of four steps: 1) Socialization, which is sharing experiences, allowing people to learn from each other; 2) Externalization, which is transforming abstract knowledge into concrete forms, making complex knowledge easier to understand; 3) Combination, which is combining knowledge from various sources to create new knowledge; and 4) Internalization, which is learning and applying knowledge, allowing knowledge to be applied in practice in the organization (Nonaka & Takeuchi, 1995) [11].

Another important model is Karl Wiig's model, which focuses on knowledge management in three main areas: Knowledge Creation, Knowledge Maintenance, and Knowledge Application. This type of management allows organizations to preserve valuable knowledge and use it appropriately (Wiig, 1993). [12] Choo's knowledge management theory emphasizes the meaning-making of information, viewing knowledge management as a process that facilitates understanding and decision-making in organizations. Making information meaningful enables organizations to better respond to change (Choo, 1998) [13] Davenport and Prusak's model divides the knowledge management process into four steps: 1) knowledge search, 2) knowledge storage, 3) knowledge dissemination, and 4) knowledge utilization. This model emphasizes the importance of using existing knowledge to create value for the organization (Davenport & Prusak, 1998) [14] and another model, Danny Wallace's (2007) DIKW Pyramid Theory Analysis [15], presents the process of developing knowledge and using information in a meaningful context, starting from understanding each element: 1. Data; the most important foundation in the pyramid, consisting of unorganized facts and figures. Data in this form is still meaningless and cannot be directly used for decision-making. 2. Information; when data is organized and organized in a clear context, it becomes information, which is meaningful and usable. This transformation gives data the ability to present stories or conclusions that can help in decision-making. 3. Knowledge; comes from analyzing information, allowing for a better understanding of the context, relationships, and importance of data. At this stage, learners will begin to build understanding

and be able to apply it to various situations. Knowledge is the synthesis of data and information to create a deeper understanding. 4 . Wisdom; the last and highest step in the pyramid, which is not only related to the use of knowledge in decision-making, but also means the application of knowledge to problem solving with judgment and responsibility. Wisdom is the ability to understand the consequences and significance of decisions.

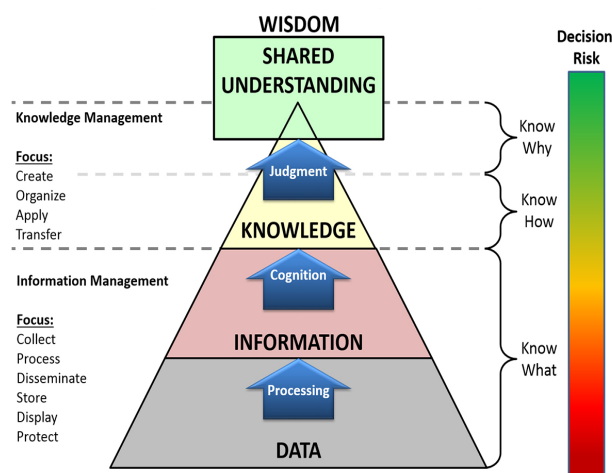


Figure 1 Danny Wallace's knowledge pyramid (2007), creator of the DIKW Pyramid theory. [16]

In addition, Danny P. Wallace (2007) [17] proposed the concept of knowledge management as an important process for organizations to create, share, use, and store knowledge to increase efficiency and create value. Knowledge is divided into two main types: "Explicit Knowledge", which can be recorded and transferred, and "Tacit Knowledge", which resides in the experience and skills of individuals. The knowledge management process includes the creation of new knowledge, the collection, and the exchange of knowledge within the organization. Information technology plays an important role in supporting this process, enabling effective communication and data management. Therefore, knowledge management is the key to creating innovation and competitive advantage in organizations by promoting a culture of continuous learning and development.

In the current practice of organizations, the focus on enhancing organizational learning and understanding this theory helps to see the connection between data, information, knowledge, and intelligence that systematic data management and proper processing methods promote quality decision-making and can lead to long-term intellectual development. Considering this process also helps to realize the importance of using technology and data management tools, such as the use of Management Information Systems (MIS) or data analytics, which can help to move beyond seeing just basic or general data to elevating it to creating knowledge and intelligence that will lead to smart decision-making in the future. And the application of knowledge management theory with understanding will help organizations to manage knowledge effectively, leading to sustainable organizational development and being able to compete in a rapidly changing market.

III. LEARNING COMMUNITY: PROMOTING KNOWLEDGE TO CREATE A GROUP LEARNING CULTURE

The concept of learning community or "Professional Learning Community" or "PLC" for short, many educators and researchers have used different terms to describe the concept, such as "Professional Learning Community" and "Professional Learning Community" or "Learning Community", which are currently widely used. This article aims to select the term "Professional Learning Community" according to the meaning. The term "Learning Community" means a process in which personnel and members of an organization work together continuously to improve student learning outcomes. This community is complex, consisting of many components and requires collaboration in a culture that promotes learning by focusing on questioning and finding the most effective methods (Wichian Phanich, 2023). [18] Dimensions of learning in educational institutions, learning communities are a gathering of members of an organization with a shared vision and goals, along with mutual support for professional development and improving the quality of learning, with an emphasis on student success and happiness in working together (Wacharin Udonlao et al., 2023). [19] A learning community is a group of people who share the same goals and share knowledge on issues of interest to continuously develop education (DuFour et al., 2010). [20] The context of a learning community in an educational institution is a group of teachers who work together, help, and support each other, and set common goals to continuously improve the teaching and learning process in the classroom (Jitlada Nudonsai, 2019). [21] It is stated that a professional learning community means a group of people who collaborate in exchanging knowledge and sharing experiences to develop their profession and improve learning management. It emphasizes learning interactions, creating happiness from exchanging knowledge, developing quality work, and leading to goals.

The study of professional learning communities has scholars proposing elements that reflect collaboration and professional development in educational organizations, such as Kulchanoknan Thanachotekitkuekool et al. (2021) [22] proposed 6 principles: creating shared norms and values, shared leadership, setting shared goals, collaborative efforts, supporting structures and relationships, and reflection on performance. This is consistent with the work of Phira Ruadreo (2022) [23] who proposed a total of 5 elements: shared vision, collaborative efforts. (Collaborative), open to practice guidance (Expert Advice and Study Visit), learning and professional development, and having a supportive structure. The emphasis is on "shared vision" and "open to expert guidance". While Vescio (2008) [24] proposed 4 principles: collaboration, student learning, teacher empowerment, and continuous teacher learning, focusing on collaboration and continuous teacher learning, later Council (2009) [25] proposed 7 elements: student learning, shared purpose, teamwork, teacher competence, leadership ability, professional development, and continuous learning. DuFour et al. (1998) [26] proposed 6 principles: focus on learning, creating a Collaborative Cultures, Collective Inquiry, Action Orientation, Continuous Improvement, and Result Orientation. Hord (1997) [27] proposed five elements:

Supportive and Shared Leadership, Creativity, Shared Values and Vision, Supportive Conditions, and Shared Personal Practice.

It can be said that the study of professional learning communities provides an opportunity for collaboration between teachers and personnel in educational organizations, which creates an atmosphere conducive to effective learning and professional development. The key elements proposed by various scholars include a shared vision and openness to expert advice, promoting shared goals and teamwork. Emphasis on collaboration and continuous learning allows personnel in the organization to develop skills and improve teaching processes. It allows for the exchange of experiences and solutions. In addition, support for shared leadership and structures are factors that strengthen the learning community. Overall, professional learning communities are an important tool for improving the quality of education and can lead to sustainable development in the education system. Empowering group learning, where collaboration and knowledge sharing in professional learning communities play an important role in enhancing the potential of group members creating an atmosphere conducive to collaborative learning fosters innovation and continuous professional development. In addition, organizational support and the emphasis on shared leadership also strengthen the learning community. This presentation aims to reflect the diversity of concepts and elements that help strengthen professional learning communities, which aim to improve the quality of education and student learning in an effective and sustainable manner.

IV. SAPPURISA-DHAMMA: DIMENTION OF LEARNING AND EMPOWERMENT BASED ON BUDDHISM

Learning is an important factor in developing knowledge and life skills, which is consistent with the principles of Buddhism, which have played a role in the lives and society and culture of Thai people for a long time, both in terms of creating a solid foundation for learning. In the Tripitaka, many Pali words are used to represent the meaning of learning in Thai, such as the words “Pariyatti” (study), “Sutam” (accumulating knowledge and experience), and “Sikkhā” (studying within the framework of morality, concentration, and wisdom). The meaning of learning in Buddhism can be summarized as the process of studying, accumulating knowledge, and gaining experience according to the guidelines given by the Buddha (Phra Thep Vajiramedhi (Somkid Chintamyo) et al., 2022) [28]. As for the principle of the 7 Sappurisa-dhamma, it is a guideline for self-development and living with others in a quality way. This principle not only helps in learning from experience but also promotes the creation of people with virtue and ethics in the organization, which is consistent with education in the context of Buddhism, which aims to understand the nature of life, both in terms of understanding cause and effect. (Dhammaññutā), is a preparation for learners to be able to make decisions consciously and critically, and setting clear goals (Attaññutā), helps learners to be committed to self-development, knowing oneself (Attaññutā), results in learning and understanding one's strengths and weaknesses. The principle of creating a balance (Mattaññutā and Kālaaññutā),

is essential in daily life, involving effective management of time and resources, and learning to work with others (Parisaññutā and Puggalaññutā) helps strengthen good relationships in the community and society (Prateuangasuk Yangsathian, 2016). Learning according to this Dhamma principle is a development with mindfulness and morality through studying, understanding, and working with others, making life meaningful and of quality.

The application of the principles of Sappurisa-dhamma in education is not only to create knowledge, but also to prepare learners to live mindfully and responsibly towards society, resulting in sustainable development at both the individual and social levels (Somdet Phra Buddhaghosacariya P.A. Payutto, 2562) [29] consisting of: 1) Dhammaññutā, meaning knowing the Dhamma means understanding the principles, principles, and common standards in life, including knowing the reasons and rules that cause various results, such as monks who understand the principles of Dhamma, kings who know the principles of governance according to royal traditions, civil servants who understand the rules and regulations of the government, etc. Knowing the causes and acting according to the appropriate principles will lead to the desired results effectively, emphasizing understanding the Dhamma and reasons which are important foundations for making decisions in daily life, knowing the principles helps prevent misunderstanding and allows one to choose the right path. 2) Attaññutā, meaning understanding the meaning and purpose of the principles of Dhamma which are important for living mindfully, conveying the importance of setting clear goals and evaluating the results of one's actions, enabling one to be motivated to develop oneself and see the results of one's actions. 3) Attāññutā, meaning knowing oneself which is an important foundation for developing a mindful life, knowing oneself consists of many aspects that affect our lives, knowing one's status and condition, helps to understand the limitations and opportunities that exist, understanding one's gender and one's own characteristics allows for development in areas that one is good at and has clear goals. In addition, recognizing the morality that one should have will lead to being a valuable and ethical person. When one truly knows oneself, one will behave appropriately to the situation, and accepting one's shortcomings will help to continuously improve and develop oneself. 4) Mattaññutā, (Modesty) means knowing one's limits, which is an important principle that plays a role in organizations, especially in learning and developing the potential of personnel. Managing human resources with moderation will help develop the skills and abilities of employees effectively, organizing new training or learning, and applying the principle of moderation in the context of organizations and learning will promote long-term growth and success. Knowing the right time to learn and develop oneself is therefore a key to creating a sustainable organization. 5) Kālaññutā, (Timeliness) means knowing the right time, which is understanding the right time for living and working, which plays an important role in learning and developing oneself; knowing the right time for learning helps one to use time effectively, such as setting a study time on time and not delaying, working or learning during the time when one is most focused will increase learning efficiency. 6) Parisaññutā means knowing the community and understanding how to behave in that context. Understanding

the community, you will be involved with is important in building good and sustainable relationships. Knowing the context of the community, such as culture and traditions, will help you adapt appropriately behaving respectfully, such as using appropriate language, will promote communication and reduce conflict. In addition, knowing how to help and support the community will allow you to participate effectively in various activities, create good connections that benefit both yourself and the community, and 7) Puggalaññutā or Puggalaparoparaññutā means the ability to know and understand people in many aspects, such as temperament, abilities, and morality, which are important foundations for building good relationships in society. Puggalaññutā is a tool that helps you understand and treat others appropriately. Knowing people in different aspects will lead to the creation of good relationships and promote unity in society, allowing you to live together happily and creatively.

It can be concluded that Sappurisa-dhamma as a Buddhist principle is an important principle for self-development and quality coexistence with others, where each proposal provides a different perspective on how to live a good life. Sappurisa-dhamma is a guideline that can be applied in daily life to create a quality society and happiness for both oneself and others. Seriously practicing these principles will have long-term positive effects on both individuals and society as a whole.

V. KNOWLEDGE FROM STUDY

The above study reflects that knowledge management is an important process that supports the development of an organization into a learning organization, emphasizing cooperation and teamwork to achieve the highest quality results. The application of the principles of Sappurisa-dhamma, which include Dhammaññutā, Atthaññutā, Attaññutā, Mattaññutā, Kālaññutā, Parisaññutā, and Puggalaññutā, plays an important role in the development of both individuals and groups in the organization, creating shared understanding and clear goals in the organization allows members to support each other effectively. Developing personal skills helps members know themselves and develop appropriate skills, while managing resources and time makes operations smooth and efficient, creating a good atmosphere and promoting relationships within the group helps members feel open and supportive of each other. In addition, the participation of members in decision-making leads to higher participation and results in the power to drive various activities. The application of the principles of Sappurisa-dhamma in the current organization can be analyzed and presented as follows:

1. Creating a shared aspiration is creating shared understanding. It is an important goal of knowledge management and community of practice. It is consistent with “Dhammaññutā” which means having clear goals and setting goals. “Atthaññutā” creates a shared understanding of the organization's goals that is important for effective work. Members should have the opportunity to participate in setting the organization's goals and vision.

2. Self-empowerment (Mastery); is an important process in developing the abilities and skills necessary for success in life and career by empowering oneself, it not only helps to grow in one's career, but also enables one to be happier and

have a better quality of life. This is consistent with the development of personal skills according to the principle of “Attaññutā”. Knowing one's own strengths and weaknesses allows members to develop appropriate skills providing training programs that meet the needs will help build confidence.

3. Resource and Time Management; important factors for the success of operations in all aspects, especially in an era of high competition and limited resources. Therefore, effective management is something that every organization must give importance to, which is consistent with the dimension of “Mattaññutā”, using resources in an appropriate and balanced amount, not too much or too little, using resources wisely will help us control costs and reduce unnecessary losses, and “Kālaññutā” is using time to the maximum benefit, which is considered the most valuable resource. Effective time management can help organizations work quickly and on target using available resources and time to the maximum benefit is the heart of operations. There should be systematic planning of activities to ensure efficient operations.

4. Creating an organizational culture of learning creating an organizational culture of learning is important in promoting an atmosphere conducive to the development and sharing of knowledge. Two important dimensions play an important role in this process: “Parisaññutā”, instilling the idea among employees that learning is a continuous process that requires each person to be aware of their own development and the organization's learning goals; and “Puggalaññutā”, emphasizing the importance of relationships and collaboration within the organization, and support networks that enhance knowledge sharing and collaborative problem-solving.

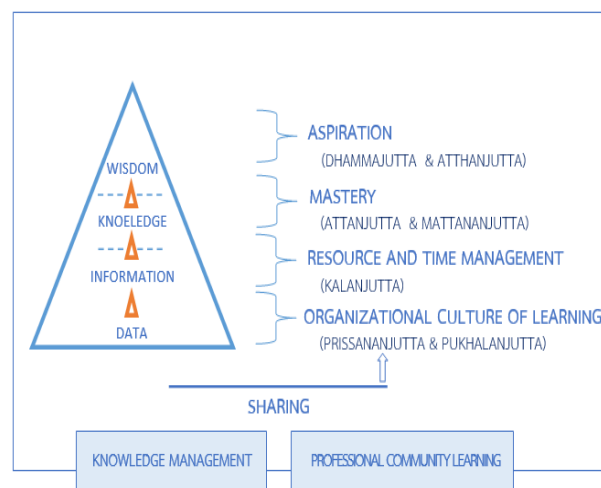


Figure 2 the linkage of knowledge management and empowerment of learning communities based on Buddhism.

In summary, the application of the principle of Sappurisa-dhamma as a Buddhist principle in the context of knowledge management and learning communities helps increase knowledge, skills, and good relationships in the group, enabling the organization to develop sustainably and respond to the needs of society effectively in all situations.

VI. CONCLUSION AND RECOMMENDATIONS

Knowledge management is an important process that plays a role in developing an organization into a learning organization by emphasizing cooperation and teamwork to create the highest quality results. The application of the principles of Sappurisdhamma in Buddhism, which consists of 7 elements: 1) Dhamaññutā; creating common understanding; 2) Atthaññutā; understanding the goal; 3) Attaññutā; knowing oneself; 4) Mattaññutā; using resources mindfully; 5) Kālaññutā; using time appropriately; 6) Parisaññutā; creating a supportive atmosphere; and 7) Puggalaññutā; understanding people, is important in developing both individuals and groups effectively by helping to create cooperation and exchange experiences in the learning community. The results obtained from using these principles help organizations to develop sustainably and respond to the needs of society effectively in all situations. This study suggests that new empowerment curricula or models should be studied and developed to integrate with training management and learning network creation, including exploring the application of the principles of Sappurisa-dhamma in other fields to add value and inspire further organizational development.

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