PROBLEM-SOLVING PROCESS CREATION FOR INDIVIDUAL STUDENTS BY BUDDHISM AND PSYCHOLOGY

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ABSTRACT

The purpose of the research is to solve-problems for student individually in 2018, by studying 400 students' behavioral adjustments of Suan Sunandha Rajabhat University. The research found that 3.25% could not adjust to their lifestyle and 16.5 % chose to keep the problem to themselves and refuse to consult others. We can separate the problem into 4 groups: 1) personal problems, 2) problems with others, 3) environmental problems, and 4) family and economic problems. The researcher finds the process of problem-solving for individual students by applying Buddhism and Psychological principles to determine the patterns of activities. Which can be divided into 3 types, which are 1) Buddhism, such as listen to sermons, to meditate and to make merit, 2) Counseling such as sports therapy, music therapy, drawing, interaction with other people, tourism and 3) Psychiatrist. The effect of applying the principles of Buddhism and Psychology for solving the problem for student individually use activity, solving methods more than 1 activity and more than 1 category. From 15 students, found that 26.6% participated in 3 activities, 20% participated in 1 activity, 33.3% participated in 2 activities, 13.5% participated in 5 activities and 6.6% participated in 4 activities respectively. The researcher has the idea of information systems development to support the work of an officer in the future.

Keywords: Problem-solving, Creation, Individuals, Buddhism, Psychology

INTRODUCTION

The adaptability of the human relationship with the environment or society affects the internal feelings, causing instability, unfamiliar conditions, and the state of emotions and expressions of students, the consequence of social conditions, parenting and experiences can handle various problems. [1] From a psychological point of view, the problems arise from humans and the environment. Dealing with those problems should focus on mental development to create intellectual awareness. [2] Consistent with the concept that "thinking" is correlated with emotions and feelings affect expression. Positive thinking leads to a good emotion, reflecting good mental health which reducing anger, stress, creating a positive attitude will bring happiness to oneself and the surrounding society. Using the Dhamma principles is a development of ideas along with mental development to understand the problem which caused by itself. The consequence of the action is The Four Noble Truths (problem-solving, thinking), which are: Dukkha (the condition intolerable, both physically and mentally), Samudaya (the cause of suffering), Nirodha (the cessation of suffering), Magga (the path to the cessation of suffering) to solve the problem. It is necessary brings to be mindful to bring wisdom for problem-solving. [3] The development of human learning processes brings new experiences to connect with their prior experiences. Consequently, the creation of new knowledge from consultant advice so that a person can apply knowledge experience adaptation. [4] For example,

in India, China, Spain, studying the relationship between emotional intelligence and adaptation of students who have changed the location of the study with adaptability affects expression behavior, including factors, affect behavior affecting.[5], [6], [7] Additionally, Russia has trained teachers' emotional intelligence development. To be able to understand and control your emotional state until can adjust the skills to work with students in the future. [8]

Suan Sunandha Rajabhat University has guidelines for developing teacher spirituality to enhance professional teachers. By cultivating a teacher's consciousness. The emphasis is on knowledge creation through practices that are consistent with 21st-century skills and teaching professionalism in line with a dynamically changing science. Apart from that, monitoring the progress of the teaching profession and implementing strategies for developing teacher spirituality. [9] Appropriateness of activities provided for each individual, therefore, an important part of allowing individuals to develop their thoughts and emotions to be self-reliant by the principles of Buddhism, that is, God helps those who help themselves (they rely on themselves). Which can understand one's self and self-development until you have the ability. "Thinking" (Sammaditthi) knowing the reason and result, solving the cause and effect thinking with wisdom can find sustainable solutions. When people can solve their problems themselves, they can use their knowledge and experience to help others. [10]

From the problems encountered, the researcher, accordingly, has the idea of finding patterns of activities that are appropriate for the behavior of students to know themselves, self-understanding, and their surroundings. They can be self-reliant, improve the ability to solve multidimensional problems: education, the environment, creating positive relationships with people. Consequently, defining the patterns of activities to suit each student is a motivation for students to develop their thoughts and emotions, some students may be compatible with more than one activity, or some activities may not respond to all. An important part of the development of the students' thoughts and emotions from the appropriate activities.

OBJECTIVE

1) To analyze the problem of individual students
2) To determine the patterns of activities that relate to the student behavior
3) To assess the compatibility of the activities with the students

METHODOLOGY

Problem-Solving Process Creation for Individual Students by Buddhism and Psychology of Suan Sunandha Rajabhat University. There are 5 steps: 1) Gathering information: Data collection by screening students, by studying behavior observed from personality, interviewing and evaluating individual characteristics. 2) Data analysis by classifying the problems into 4 groups: (1) Personal problems: The grass is always greener on the other side of the fence. (We all have a craving for what we do not have) (2) Problems with others, that they are unable to get along with friends by separating oneself from society (3) Environmental problems, that they are unfamiliar with the new environment and (4) Family and economic problems, that Social inequality 3) Activities designed to suit each individual: Buddhism, Counseling, and Psychiatrist. 4) Experiment: determine the patterns of activities and participation: (1) Buddhism: listen to sermons, to meditate and to make merit, (2) Counseling: sports therapy, music therapy, drawing, tourism, interaction with other people, and (3) Psychiatrist. 5) Monitoring and Evaluation: (1) Observe from participating in the suit individual activities, assessing the compatibility of the activities appropriately and adjust the activities to meet the needs of each person. (2) Observe from treatment, (3) Observe after consultation, and (4) Interview as shown in Figure 1:
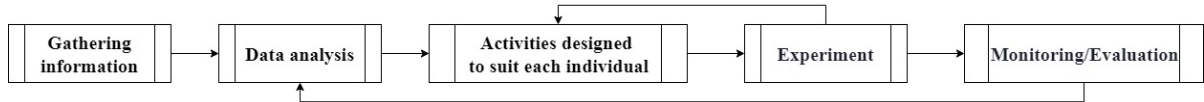
Figure 1.
Show the workflow diagram of Problem-Solving Process Creation for Individual Students
by Buddhism and Psychology of Suan Sunandha Rajabhat University.

RESULTS

In this section, the research results consist of 2 parts, which are

Part 1: Process diagram the Problem-Solving Process Creation for Individual Students by Buddhism and Psychology of Suan Sunandha Rajabhat University by determining the patterns of activities there are appropriate for each person as shown in Figure 2:
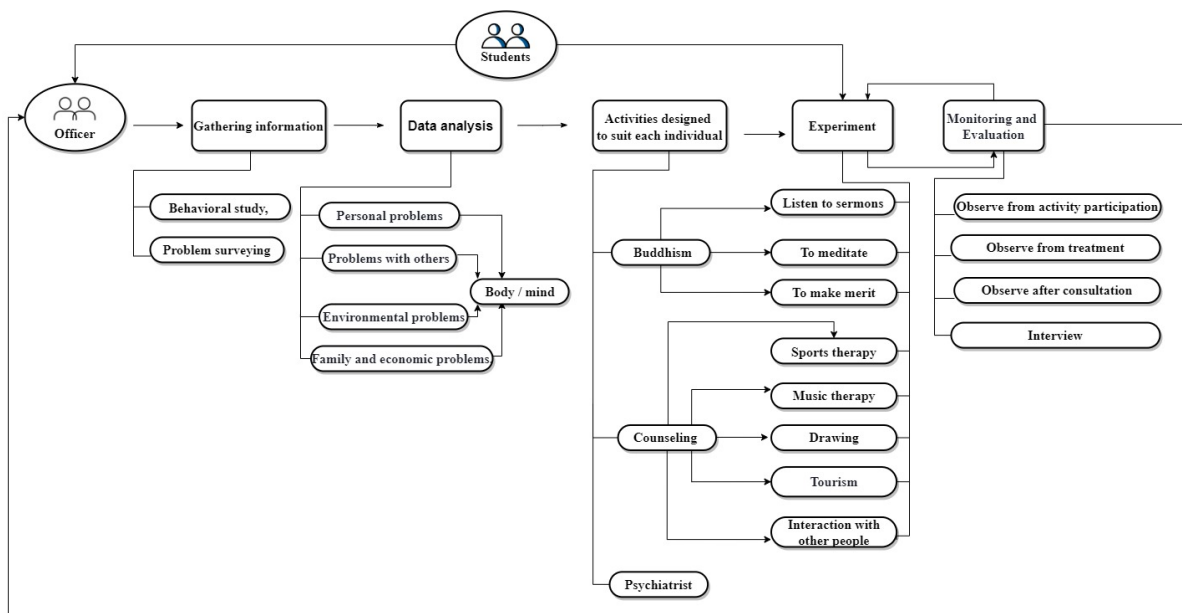

Figure 2.
Show the process diagram of Problem-Solving Process Creation for Individual Students
by Buddhism and Psychology of Suan Sunandha Rajabhat University

Part 2: The table showing the relationship of the problem-solving model according to the statistics that each student participated in as shown in Table 1 and Figure 3.

Table 1
Statistics from the Counseling and Wellness Center

No	Activities	Quantity	Percentage
1	1	3	20
2	2	5	33.3
3	3	4	26.6
4	4	1	6.6
5	5	2	13.5

The presentation Statistics from the Counseling and Wellness Center, a population of 15 students, individual students by using the principles of Buddhism and Psychology found

that the solution for individual students. 26.6% participated in 3 activities, 20% participated in 1 activity, 33.3% participated in 2 activities, 13.5% participated in 5 activities and 6.6% participated in 4 activities respectively. From Table 1, and Figure 3.
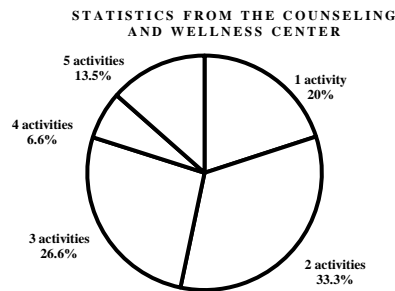

Figure 3

Statistics from the Counseling and Wellness Center the population of Problem-Solving Process Creation for Individual Students by Buddhism and Psychology of Suan Sunandha Rajabhat University.

CONCLUSION AND FUTURE WORK

From the study and analysis of student adaptation, about 19.75%, have different problems, that can be classified into 4 groups which are: 1) personal problems, 2) problems with others, 3) environmental problems, and 4) family and economic problems. Therefore, problem-solving must have a variety of activities for individual students, which can design problem-solving to 3 patterns of problems, each of which has many types of activities such as listen to sermons, meditate and to make merit, sports therapy, music therapy, drawing, tourism, etc. The result of Monitoring and evaluating the behavior of the students participating in this activity found that problem-solving for individual students, use of activity, solving methods more than 1 activity and more than 1 category. At present, there are problems such as tracking and coordination, including the reporting of results between officers with relevant parties. The researcher has the idea of information systems development to support the work of personnel in the future.

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