Enhancing Teachers' Learning to Develop Students to Become Successful Students

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Abstract

The aim of this research is to enhance teachers' learning towards developing successful students. It is a research project based on advancements in digital technology and the knowledge-based society of the 21st century. Various international perspectives on developing successful students proposed by experts on the internet have gone under the process for this research and development to create educational innovations that could be used to empower teachers and strengthen their students' learning aligned with the concept of "knowledge and action is power". It is believed that if teachers have learned something, they can bring the knowledge into practice that empowers students' learning effectively. The results of this research led to educational innovation called "Online Self – Training Program to Enhance Teachers' Learning to Develop Students to Become Successful Students". This innovation was evaluated by teachers who had a stake in it, and after experimental research was conducted, it was found to be effective according to the established criteria. This evaluation indicated that the innovation can be disseminated to develop teachers, who aim to develop students' learning, at Mahamakut Buddhist University, which is the target population for this research project, both in the central and regional campuses.

Keywords: 21st-century education, successful student, online self – training program, knowledge and action is power, research and development methodology

1. Introduction

Currently, the world has entered the era of globalization. Digital technology has played a role in changing the way people work, and many industries are facing the effects of digital disruption, which has led to rapid changes in global society. Knowledge-based and learning societies have emerged, especially in science and technology, with information technology. Communication is also an important driving factor that has made the world borderless. Global interactions have become faster, and this globalization has led the world into a new era of economic, social, and political restructuring among countries. This has had an impact on lifestyles and cultures of all nations and languages, including Thailand. (Nonyaso, 2013) Developing students to succeed in the knowledge-based and learning society is not easy, but it is not too difficult either if we open our minds, accept it gradually, and learn as well as improve our abilities continuously. Individual's success is not just determined by their exam results. Therefore, the learning process needs to be adjusted to keep up with the times. Teachers, as educators, need to adjust their thinking and work methods to keep up with the changes in the 21st-century world (Panich, 2012).

Driving universities towards achieving the national strategy and becoming a true 4.0 university is currently a top priority for all universities, whether they are public or private. One of the main missions or responsibilities that every university must consider the most is producing successful graduates who have quality and can meet the needs of the job market and contribute to the country's future development (Bunyanuwat, 2021). In the case of Mahamakut Buddhist University, it has set five approaches to drive forward, and in the fifth approach, it is called "Reform" – the approach for development. This approach aims to develop the organization by leaping forward in all aspects of roles, structure, processes, management, and resources to become an organization of future in terms of knowledge and wisdom. It desires to contribute to the future of Thai and global societies being able to adapt to rapid and drastic changes in the future (Mahamakut Buddhist University, 2020).

As mentioned above, developing students to become successful students is important to bring about effective and impactful changes to Mahamakut Buddhist University in the expected direction. In this research, the researcher studied perspectives on developing students to become successful students in various aspects such as curiosity, persistence, personal growth, e-literacy, trained cognitive abilities, believe in yourself, good time management, ask question, take action, active participation, solid reading, writing, and analysis skills, communication skills, solid social and emotional skills, learned study skills, able to listen and understand other perspectives, knows how to look after their mental health, critical thinking is essential, and involved (Clark University, 2020; Dunkle, 2011; Gajera, 2018; Meador, 2019; Pasadena City College, 2020; Stade, 2019; Stiller, 2020).

Perspectives on development towards successful students can be based on principles, concepts, techniques, methods, and activities such as setting SMART goals, developing a sense of purpose, planning each and every study session, having a study space, having know-how to ask for help, being consistent about study time, setting a specific goal for studying each time, analyzing the mistakes make in tests and exams, not attempting to cram all studying into one session, not procrastinating planned study session, having curiosity and excitement, choosing the study atmosphere carefully, making a commitment to academic study, managing thoughts and emotions, putting integrity and honesty first, getting at least 8 hours of sleep every night, eating healthily, time management, taking part in classroom and school activities, paying attention to what teachers teach, becoming a master of multimedia, having school balance, staying motivated, not doing multitask, using technology for advantages, reviewing notes regularly before starting an assignment, being organized, doing consistent work, doing and submitting homework on time, not blaming others, refraining from unnecessary comparisons, developing a positive relationship with teacher, staying committed to studies, creating a safe place for studies (Clark University, 2020; Frank, 2020; Littlefield, 2019; McKeague, 2017; Opportunity International, 2020; The Asian School, 2018; Wong, 2018).

As mentioned previously, it emphasized the importance of students' development to become successful students by considering the development of various skills: academic skills, self- directed learning skills, self-management skills, self-test skills, learning skills with friends, and using technology skills. These skills are required for a knowledge-based society in the 21st century, that is, knowledge from experts around the world is distributed in the Internet world. This knowledge is full of numerous suggestions about development strategies, which can be selected from high-quality sources for practical use in development of students to become successful students with the concept of "Knowledge and action are power". When this concept is specifically applied to "teachers" who are a crucial mechanism for developing "students", they can help students keep pace with the rapidly changing societies.

However, there is something interrupting the development process. Some research found that some common reasons for resistance to change within school organizations include interference with the need of fulfillment, selective perception, habit, inconvenience or loss of freedom, economic implications, security in the past, fear of the unknown, threats to power or influence, knowledge and skill obsolescence, and organizational structure and limited resources (Yılmaz & Kılıçoğlu, 2013). In this research, therefore, the researchers emphasize the importance of researching and developing educational innovations called "Online Self – Training Program to Enhance Teachers' Learning to Develop Students to Become Successful Students." It is believed that following research & development (R&D) methodology will result in education innovation that meets the standards, and the results can be disseminated to benefit teachers' learning affecting the enhancement of undergraduate students' learning outcomes in Thai language teaching, English language teaching, and social studies teaching programs at the Faculty of Education, Mahamakut Buddhist University. The results from this target population can be disseminated nationwide, both in the central and regional campuses. According to the principles of R&D methodology, any innovative research and development must be tested in a representative population area, and when the results show that the innovation meets the specified standards, it can be disseminated to the population group that is the reference group for the research. Moreover, the Online Self-Training Program developed in this digital age, unlike traditional document-based programs, can be widely disseminated for greater benefits throughout the country.

1.1 Research Objectives

This research emphasizes the importance of various perspectives and recommendations – widely available on the Internet – to develop students to become successful students. The information found on the Internet is carried out using R&D methodology to develop an educational innovation called "Online Self-Training Program to Enhance Teachers' Learning to Develop Students to Become Successful Students." This innovation can be disseminated to strengthen teachers' learning and help them apply the knowledge to their students with the concept of "Knowledge and action are power." This Online Self-Training Program consists of 1) a project to empower teachers' learning about the definition, importance, characteristics, development approach and process, and evaluation; and 2) a project in which teachers

apply the knowledge gained to teach students various skills, including Academic Skills, Self-Directed Learning Skills, Self-Management Skills, Self-Testing Skills, Learning Skills with Friends, and Using Technology Skills. The first project includes 6 sets of self-learning modules for teachers, and the second project includes a guidebook for teachers.

1.2 Research Hypothesis

In the research, the researchers conducted literature review on successful students from various issues and perspectives to develop Online Self-Training modules. The research was peer-reviewed to verify the quality of the modules. Also, the researchers created tools for research and tested the modules in randomly selected schools as experimental research areas. This was a process that was believed to result in quality educational innovations. Therefore, the research hypothesis was established that "Online Self-Training Program to Enhance Teachers' Learning to Develop Students to Become Successful Students" would be effective based on 1) posttest scores from teacher's learning test that meet the standard of 90/90 and posttest scores higher than pretest scores with statistical significance, and 2) post-test scores from skill assessments, which indicated the quality of Successful Students, higher than pre-test scores with statistical significance.

1.3 Literature Review

Studying literature related to Successful Students aims to obtain diverse academic suggestions and perspectives. The goal is to use the content to develop six sets of Online Self-Training modules for teachers, which include the following: 1) definition from different perspectives Jurga (2012), Katen (2014), Marcelo Solis (2014), O'Shea and Delahunty (2019), Parnell (2018), and Yi (2017), 2) the importance from the perspectives of Brenner (n.d.), Chastain (2019), Cram (2020), Mega Essays (n.d.), and Sapir (2019), 3) the skills demonstrated by successful students from the perspectives Akins (2020), Chen (2018), Clark University (2020), Dunkle (2011), Gajera (2018), Inomics (2016), Matthews (2018). Meador (2019), Pasadena City College (2020), Scholarship Positions (2019), Stade (2019), and Stiller (2020), 4) the principles, ideas, techniques, methods, and activities for development from the perspectives of Clark University (2020), Colorin Colorado (n.d.), Frank (2020), Learn from Blogs (n.d.), Littlefield (2019), Loveless (2020), McKeague (2017), Opportunity International (2020), SWOSU (n.d.), The Asian School (2018), and Wong (2018), 5) the development process from the perspectives of Alexander (2018), Wireless Lan Professionals (n.d.), and Wlanpros (2018), and 6) the evaluation from the perspectives of Cyril (2021), Inomics (2016), Jeremy (2017), OCCC (n.d.), Sandra (n.d.), and The Prudent Professor (n.d.).

In the case of development principles/ideas/techniques/methods/activities, they are important information because they provide guidance for teachers to use as options for developing learners. The researchers synthesized 64 development approaches as follows:

- Setting SMART goals
- Developing a sense of purpose
- Planning each and every study session
- Having a study space
- Having know-how to ask for help
- Being consistent about study time
- Setting a specific goal for studying each time
- Analyzing the mistake you make in tests and exams
- Not attempting to cram all your studying into one session
- Not procrastinating your planned study session
- Having curiosity and excitement
- Choosing the study atmosphere carefully
- Making a commitment to academic study
- Managing your thoughts and emotions
- Putting integrity and honesty first
- Eating healthily
- Getting at least 8 hours of sleep every night
- Managing time
- Taking part in classroom and school activities
- Paying attention to what teachers teach

- Becoming a master of multimedia
- Having school balance
- Knowing our strengths
- Staying motivated
- Not multitasking
- Using technology to your advantage
- Reviewing notes regularly before starting an assignment
- Being organized
- Doing consistent work
- Doing and submitting your homework on time
- Not blaming others
- Refraining from unnecessary comparisons
- Taking breaks
- Developing a positive relationship with your teacher
- Staying committed to studies
- Creating a safe place for your studies
- Relying on systems, not motivation
- Reviewing any new information you've learned on the same day
- Creating a rough weekly schedule
- Getting rid of distractions before they become distractions
- Creating a conducive studying environment
- Asking lots of questions
- Managing your stress
- Using memory techniques
- Hanging out with people who are motivated and focused
- Using additional study resources
- Prioritizing things
- Demonstrating improvement in progression
- Avoiding distractions
- Learning from your mistakes
- Studying in a group
- Becoming a respected chat room participant
- Writing everything down
- Working in short blocks of time
- Exercising regularly
- Taking a few minutes to prepare for each class
- Finding ways to help others and contribute
- Getting involved with extra-curricular
- Studying at the same time
- Starting with the most difficult subject first
- Making sure you're not distracted while you're studying
- Using study groups effectively
- Reviewing notes, schoolwork and other class materials over the weekend
- Deciding your own methodology.

2. Research Methods

2.1 Concepts and Process

This research on the educational innovation called "Online Self-Training Program to Enhance Teachers' Learning to Develop Students to Become Successful Students," used Research and Development (R&D) methodology based on the perspective of Sanrattana (2018). It suggested that educational innovations developed by using R&D methodology aim to develop "people" to improve "work." The goal is to encourage people to take action by providing them with knowledge, which leads to the “power” to create more efficient and effective work. This aligns with the idea that "knowledge and action are power." This concept has led to the idea for this research that “start with empowering teachers' learning, and then they can apply what they have learned to develop their students”.

Therefore, in this research, importance is given to the study of literature on successful students in various aspects mentioned above to gain knowledge from diverse perspectives and develop them into Online Self-Training modules that are believed to effectively enhance teachers' learning. As a result, the process of R&D methodology in this research began with the study of literature on successful students, in the form of R1&D1...Ri&Di as follows:

R1&D1: Study the literature to understand successful students in the following topics: 1) definition, 2) importance, 3) characteristics, 4) development approach (principles / ideas / techniques / methods / activities), 5) development process, and 6) evaluation to create an online self-training program consisting of 6 sets of online self-training modules for teachers and a guidebook for teachers’ practice. (Please see the characteristics of the original Thai modules from **https://bit.ly/3UsPYIN**)

R2&D2: Evaluate the quality of Online Self – Training Program that was conducted in two phases using the focused group discussion method. The two phases were as follows: 1) Preliminary Field Testing and Revision, which involved 5 teachers from a school that was not located in the experimental research area, and 2) Main Field Testing and Revision, which involved 10 teachers from a school that was not located in the experimental research area.

R3&D3: Create two experimental research tools: 1) a teacher assessment form and 2) a form for evaluating skills demonstrating successful students in various aspects – academic skills, self- directed learning skills, self-management skills, self-test skills, learning skills with friends, and using technology skills.

R4&D4: The Online Self-Training Program was tested with a group of 15 teachers and 158 students in Thai language teaching, English language teaching, and social studies teaching programs at Mahamakut Buddhist University, Sri Lanchang Campus. The group was selected by purposive sampling as a test area for the experimental research in the form of a one-group pre-test and post-test design in the second semester of the academic year 2022. The experiment was divided into two phases: 1) a one-month teacher empowerment project using 6 Online Self-Training modules, including pretest and posttest assessments for teachers, and 2) a two-month project allowing teachers to applying their learning outcomes to teaching students, also with students’ pretests and posttests.

2.2 Research Tools

2.2.1 A Teacher Assessment is an Online Evaluation form Using Google Forms that Consists of 36 Four-choice Questions

Its purpose is to test the teacher's learning outcomes before and after the experiment. The research team created the form based on the content related to the definition, importance, characteristics, development approach, development process, and assessment, with a focus on cognitive domain aligned with the Revised Taxonomy 2001 of Benjamin S. Bloom arranging skills in order from lower-level thinking skills to higher-level thinking skills. These skills are remembering, understanding, applying, analyzing, evaluating, and creating (Armstrong, 2010). The quality of this form was assessed in different aspects as follows:

- The content validity was assessed by using Rovinelli and Hambleton’s (1977) method called Indexes of Item-Objective Congruence (IOC) and by five qualified experts in the fields of Curriculum and Instruction as well as Educational Measurement and Evaluation. The results showed that the IOC value of all items was higher than the standard of 0.50 (Chaichanawirote & Vantum, 2017).

- An experiment of the evaluation form was conducted with 30 teachers in a school that was not in the experimental research area. The data analysis found that: 1) all test items had an index of difficulty within the standard range of 0.20-0.80 and had a power of discrimination within the standard range of 0.20-1.00; 2) the KR-20 coefficient, which indicates the reliability of the test, was 0.96, which is higher than the standard of 0.70; and 3) the level of difficulty of the form was 58.24.

2.2.2 A Form for Evaluating Skills Demonstrating Successful Students Consists of 36 Questions Using a 5-point Rating Scale, Ranging from "extremely" to "very", "moderate", "slightly", and "not at all"

The form was developed based on the results of a study on the skills that demonstrate successful students from the

perspectives of Akins (2020), Chen (2018), Clark University (2020), Dunkle (2011), Gajera (2018), Inomics (2016), Matthews (2018). Meador (2019), Pasadena City College (2020), Scholarship Positions (2019), Stade (2019), and Stiller (2020) and the results of a study on successful student evaluation from the perspectives of Cyril (2021), Inomics (2016), Jeremy (2017), OCCC (n.d.), Sandra (n.d.), and The Prudent Professor (n.d.). The quality of this form was assessed in different aspects as follows:

- The content validity of the evaluation form was assessed by using the Rovinelli and Hambleton method by five experts in the field of Educational Administration as well as Educational Measurement and Evaluation. The data analysis revealed that the IOC of all questions was higher than the standard of 0.50, indicating that the evaluation form which was used for measuring the skills that demonstrate successful students can be used for the intended purposes of the research (Chaichanawirote & Vantum, 2017).

- The successful student's skill assessment form was conducted with 30 students in a certain university campus that was not the experimental research area to analyze the alpha coefficient of reliability with the use of Cronbach's method. The analysis revealed that the overall alpha coefficient of reliability of form was 0.79. When analyzed by each skill area, the academic skills, self-directed learning skills, self-management skills, self-test skills, learning skills with friends, and using technology skills had an alpha coefficient of reliability of 0.85, 0.73, 0.75, 0.81, 0.84, and 0.76 respectively. When compared to the standard reliability coefficient of 0.70 or higher (UCLA: Statistical Consulting Group, 2016), the results indicated that the items had relatively high internal consistency.

2.3 Data Analysis

- Data analysis for comparing posttest results of teachers to the 90/90 standard, where the first 90 refers to the percentage of average scores obtained from all teachers' assessment results; and the second 90 refers to the percentage of the number of teachers who passed the test according to all objectives. (Yamkasikorn, 2008)

- Data analysis to compare the pretest and posttest results of both teachers and students by using the dependent t-test statistical method.

3. Results

From the test results of teachers' learning outcomes after implementing the first project, "Teachers' Learning Empowerment Project," to determine whether the online self-training modules developed have resulted in learning outcomes for 15 experimental teachers that meet the standard criteria of 90/90 and whether the teachers' learning outcomes after the experiment were significantly higher than before the experiment statistically. Additionally, when the teachers used the learning outcomes to develop 158 experimental students in the second project, "Teachers' Learning Outcome Application to Teaching for Students' Achievement," did the students' assessment scores increase significantly compared to before the experiment? The results are as follows:

3.1 The Results from Teachers' Learning Empowerment Project

- From the test results comparing teachers' learning outcomes after the experiment with the standard of the first 90 in 90/90 criteria, it was found that the average score of the teachers was 33.53 out of a total of 36 points. When calculated as a percentage, the score was 93.15%, which is higher than the required standard of 90%.

- From the test results comparing teachers' learning outcomes after the experiment with the standard of the second 90 in 90/90 criteria, it was found that 98.89% of teachers were able to pass all the learning objectives set in the research. The percentage is higher than the required standard of 90%.

- Statistical analysis comparing the significant difference between the mean scores before and after the experiment showed that out of a full score of 36, the teachers had a pretest score of 439, with an average of 29.27, and a posttest score of 499, with an average of 33.27. When analyzed and compared using a dependent t-test, it was found that the teachers in the experimental group had significantly higher mean scores after the experiment than before, at a statistical significance level of 0.05, as shown in the data analysis in Table 1.

Table 1. Mean of Teachers' Pretest and Posttest Scores Using Dependent t-test

Testing	Sample size	Mean	Standard Deviation	t
Pretest	15	29.27	2.12	8.367*
Posttest	15	33.27	1.75	

* $p < 0.05$

3.2 The Results from Teachers' Learning Outcome Application to Teaching for Students' Achievement

From the assessment of skills demonstrating successful students in 2 phases, which are before and after the experiment, the assessment results are shown in Table 2.

Table 2. Results of the Assessment of Skills Demonstrating Successful Students, before and after the Experiment

Skills demonstrating successful students	Assessment results			
	pretest		posttest	
	$\bar{\chi}$	S.D.	$\bar{\chi}$	S.D.
Academic skills	**3.53**	**0.94**	**4.55**	**0.58**
• Enthusiastically planning to learn new things	3.57	0.90	4.63	0.54
• Enjoying learning new approaches through school activities	3.68	0.99	4.23	0.77
• Studying lessons before meeting up in class	3.89	0.97	4.63	0.53
• Learning new information and skills ahead of classmates	3.44	0.85	4.62	0.55
• Being able to imagine new things quickly from traditional ideas.	3.39	0.96	4.62	0.52
• Having strong belief in life-long learning	3.23	0.98	4.59	0.58
Self- directed learning skills	**3.72**	**0.94**	**4.44**	**0.65**
• Taking responsibility for their own learning	3.96	0.99	4.59	0.58
• being able to plan and set their own learning goals	3.44	0.86	4.24	0.78
• Being able to specify their needs for learning	3.70	0.97	4.59	0.56
• Being to perform under the pressure	3.91	0.97	4.23	0.77
• Being able to choose their most effective learning approach	3.60	0.92	4.56	0.57
Self-management skills	**3.69**	**0.94**	**4.47**	**0.63**
• Learning new method to solve problems quickly	3.88	0.98	4.55	0.59
• Having various solutions to a problem	3.44	0.86	4.59	0.55
• Accepting punishment for their mistakes and showing improvement	3.62	0.98	4.56	0.60
• Prioritizing their work	3.93	0.98	4.57	0.58
• Managing time well	3.60	0.92	4.10	0.82
Self-test skills	**3.69**	**0.94**	**4.48**	**0.61**
• Preferring to decide by themselves	3.44	0.86	4.14	0.83
• Being able to identify their strengths and weaknesses	3.70	0.99	4.53	0.57
• Completing the assigned tasks on time with high quality of work	3.82	0.96	4.56	0.55
• Showing diligence and perseverance in class and submit all the assignment	3.60	0.92	4.54	0.56
• Not finding excuses but using their logic to understand the situation	3.70	0.97	4.56	0.57
• Using success and failure as inspiration for learning	3.89	0.92	4.56	0.56
Learning skills with friends	**3.61**	**0.94**	**4.54**	**0.59**
• Sharing ideas with classmates and solving group conflicts positively	3.57	0.90	4.22	0.78
• Being open to constructive criticism and suggestions from classmates	3.77	0.99	4.59	0.55
• Sharing important information to classmates and encouraging one another to learn together	3.94	0.99	4.57	0.59
• Being mindful to their emotions and able to control them when doing class activities with classmates	3.44	0.86	4.61	0.54
• Being careful not to let their behavior affect classmates	3.61	0.99	4.58	0.59
• Taking the main responsibility for what happen when doing group activities	3.46	0.90	4.61	0.54
• Working with classmates when doing group activities	3.51	0.98	4.58	0.57
Using technology skills	**3.60**	**0.96**	**4.46**	**0.64**
• Understanding changes of economy, society, culture, and technology	3.62	0.97	4.16	0.85
• Having morality and ethics of information usage	3.83	0.97	4.58	0.57
• Understanding how to use digital technology	3.40	0.96	4.60	0.54
• Using information properly without infringing copyright	3.45	0.91	4.58	0.54
• Integrating data with ethics and legality	3.96	0.99	4.15	0.85
• Being able to present and share information to other people by digital technology usage	3.34	0.92	4.56	0.58
• Understanding the laws regarding the use of information	3.58	0.99	4.56	0.58
Total	**3.64**	**0.94**	**4.49**	**0.62**

From analyzing and comparing the results of successful students' skill assessment conducted in 2 phases, it was found that the students' score had a significantly higher mean after the experiment compared to before the experiment at a statistical significance level of 0.05, as shown in detail in Table 3.

Table 3. The Results of Data Analysis Comparing the Mean Scores of Pretest and Posttest of the Students Using a Dependent t-test

Evaluating	Sample size	Mean	Standard Deviation	t
pretest	158	3.64	0.94	27.201*
posttest	158	4.49	0.62	

* $p < 0.05$

The results of this research indicate that educational innovations obtained from this study are effective according to the specified criteria. They can be disseminated for the benefit of the target population who are students of Thai language teaching, English language teaching, and social studies teaching program of the Faculty of Education, Mahamakut Buddhist University, both in the central region and in all campuses.

4. Discussion, Conclusion and Suggestions

As Mentioned previously, this research emphasizes the concept of "knowledge and action are power", which has led to the research idea that "start with empowering teachers' learning, and then they can apply what they have learned to develop their students." This shows the main concept of this research, placing great importance on teachers as the most important members of society. They are role models to children, offer guidance and dedication and give young people the power of education. They give children purpose, set them up for success as citizens of our world, and inspire in them a drive to do well and succeed in life. The children of today are the leaders of tomorrow, and teachers are that critical point that makes a child ready for their future. (University of the People, n.d.). This concept also gives importance on empowering teachers because this approach can help increase teachers' motivation, improve problem-solving skills, and teach students to become empowered, all of which are vital to improving learning outcomes for every student (O'Sullivan, 2015). The other important concept is that any successful development should start from the individuals who are crucial in that development having deep knowledge about what they want to develop, which will lead to successful implementation, as stated in the perspective of Toppr (n.d.) saying, "the more knowledge we have the more power we possess. It is important for our personal and professional development and leads us to achieve success in life. Knowledge helps us in several ways, but the best part is that it helps us understand ourselves as well as those around us better. It also helps us act wisely in different situations. Knowledge is a success– In today's world without education and the power of knowledge, it is not possible to succeed in life or even keep up with the fast-paced life."

However, there is a statement that says, "Knowledge is power but knowledge without action is useless" (Ofpad, the school of genius, n.d.). Also, there is a statement that says, "Knowing is nothing unless it is associated with action, responsibility, accountability, and focused follow-through. We can know much without making a difference unless (and until) we put our knowledge into action. We can know much without making a difference unless we take responsibility for our actions by learning from our mistakes so we can move on to accomplish our next objective and then help others learn without having to experience the same mistake or disruption. We can know much without making a difference unless we act on our beliefs, assumptions, and thoughts so that something can be moved forward rather than being allowed to stagnate." (Smith, 2015).

In summary, this research has focused on the concept of "knowledge and action is power" leading to the concept in research practice that "It starts with empowering teachers to learn. Then the teacher brings the learning results to teach the students." This is consistent with the concept used in the research on Developing Teachers to Enhance Project Management Skills for Students by Nukoonkan and Dhammapissamai (2023), on Developing Teachers to Enhance Students' Effective Teamwork Skills of Saysin and Dhammapissamai (2023), Online Program to Empower Teacher Learning to Develop Students' Digital Literacy Skills of Promrub and Sanrattana (2022), and An Online Program to Develop Teachers to Enhance the Innovation Skills of Students of Niruttimatee and Sanrattana, W. (2022).

Therefore, based on the importance given to the concept: "Knowledge and action are power," and how it is led to another concept: "start with empowering teachers' learning, and then they can apply what they have learned to

develop their students," this research proposes that any development in schools should begin with developing the teachers, who are crucial for teaching management to improve students' learning. It is important for teachers to have deep knowledge in the relevant topics. The concept, "Knowledge itself is power," should also be considered to enhance students' learning, especially on issues that have been discussed in the educational paradigm for the 21st century. It is important to encourage teachers to apply this knowledge to their teaching practices, which will have a significant impact on students' learning success as mentioned earlier, "Knowledge is power but knowledge without action is useless."

There are various suggestions from scholars on how to apply knowledge into practice. In this case, we would like to propose the recommendations of Hughes (2022) as follows: +"examine your thinking, value yourself, hire a life coach, stop procrastinating, trust yourself, improve your time management, and work with an accountability partner."

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