

The Model of Basic Education Curriculum Administration according to Buddhist Principles in Eastern Economic Corridor

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ABSTRACT

The purposes of this research were 1) study the current states of the school curriculum administration 2) to develop the model of basic education curriculum administration according to Buddhist principles in Eastern Economic Corridor and 3) to evaluate the model. Quantitative research and qualitative research were used and research tools were interview form and questionnaires. Data were collected from in-depth interview, focus group discussion and document analysis. Qualitative data from 20 key informants was analyzed by using content analysis whereas quantitative data collected from 265 samples was analyzed by using content analysis, percentage, mean, and standard deviation. Results indicated that 1) the current states of the school curriculum administration of basic education institution in Eastern Economic Corridor in 5 variables found that overall it was appropriate at a high level. When considered individually, it was found that there were two most appropriate levels, namely supervision, monitoring and promotion. 2) The results of the model development that consists of 4 parts: 1. Educational curriculum management process consists of three dimensions. 2. The application of Buddhist principles in the school curriculum administration consists of three principles of the Threefold Training. 3. The key players of the school curriculum administration and 4. The results of the using of the model. 3) The model evaluation with 4-sided: Utility, Accuracy, Propriety and Feasibility found that the overall were appropriate at the highest level in all aspects. Sorted as follows: The Utility aspect was the highest, followed by the Accuracy, Propriety and Feasibility.

Keywords

Curriculum Administration, Threefold principle, Eastern Economic Corridor, EEC

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Introduction

Nowadays, Thai society are adjusting to face a new economic system which business organizations need to adjust both the business face and the model, marketing strategy including the development of personnel in the organization to be prepared to cope with the changes that occur, because people are the key gear in driving business and implementing policies, plans and operational measures of the organization to success. The issue of human resource development has led to the planning of government policy to develop the manpower of the country to accommodate the changing world of the 21st century. And led to the setting up of a development framework on develop the potential of human capital In the 12th National Economic and Social Development Plan (2017-2021) of Thailand which was prepared at the time of the Reformation and the world situation is rapidly changing of the Globalization Stream that linked through a couple of people from all over the world closer together. By the aftermath of advancement in information technology and the world of borderless communication causes the breaking of limitations or boundaries easily cause the influx of one culture to another. [1]

The government was bent on making the philosophy of sufficiency economy for country development. It is also required that the basic education institution is responsible for preparing the contents of the curriculum. It covers the objectives of the provision of basic education, including those relating to problems in the community, society, local wisdom and desirable characteristics for family, community, society and nation by organizing a school curriculum that requires the participation of

various departments such as administrators, teachers, parents and community in two levels: 1) the school operation level that include school board, program and the academic committees and 2) the classroom operation level by the teacher for each class. [2] When Thailand had been forced into the industrial age country. As countries move into the industrial age of innovation go together that makes government transmuted policy to turn Thailand with pulling investment of industry of the future being located on the area with the industry to be able to expand. Therefore has a policy to develop the Eastern Economic Corridor (EEC) on 3 provinces: Chachoengsao, Chonburi and Rayong which originally was the Eastern Coast Development. [3] To push these three provinces achieve a concrete movement as a pilot area for the development of the special economic zones of the country and to promote the exponential industrial development of the region. [4] Therefore, the Policy Committee chaired by the Prime Minister approval and the Act Eastern Economic Corridor.

The results of the Act Eastern Economic Corridor would result in both the public and private sectors, the education sector, the business sector and the civil society sector adapt to changing situations, promote the 10 target industries as the New Engine Of Growth which is divided into five industries, the country has the potential to balance the First S- Curves) and with 5 industrial future (the New S-Curves). The key to creating quality human resources to it was "the Education" establishes guidelines for developing countries to enter the Thailand 4.0 needed to reform the education system to

adjust the attitude, change the way people think either educational administrators or Thai society. [5]

Key issues from human capital development and response to development issues the Eastern Economic Corridor (EEC) of the education sector was the policy of the board of the Ministry of Education driven integration approach to drive education management to develop manpower in accordance with the needs of the labor market in the future, allowing the country to move towards stability, prosperity and sustainability according to the 20-year national strategy.[11] And the school-level curriculum still does not meet the needs of quality manpower development so Chonburi was a pilot province for developing a curriculum for employment (Chonburi Model) with some level of success. It is driving towards the development of curriculum that integrates basic education with vocational and higher education to develop a curriculum that integrates education to cover all levels of education with the aim of all educational establishments, all levels, all affiliations to provide education to instill learners' knowledge, creating the necessary competencies and skills for getting careers and knowledge about entrepreneurial careers in the future.

When studied the preliminary information, it was found that the problem of most school administrators was the school curriculum management responding to the Eastern Economic Corridor (EEC). There are different processes and techniques. Some schools have successfully integrating educational curriculum with vocational and higher education and has a portfolio of award, the school administrators, teachers and students. With some places having such success has also applied the principles of Buddhism in the administration of educational institutions. This is a factor that contributes to the efficiency of operations, administrators, teachers and learners have the competency and characteristics. These are important parts of the operation to be experienced success in roles and responsibilities.

For the reasons and importance that have been mentioned above, the researcher is therefore interested in developing the model of basic education curriculum administration according to Buddhist principles in Eastern Economic Corridor as a factor contributing to the management of the school curriculum and bring the knowledge gained from education to pattern development administration of educational institutions using Buddhist principles of basic education institution in Eastern Economic Corridor (EEC).

Research Objectives

The objectives of this research article were 1) study the current states of the school curriculum administration 2) to develop the model of basic education curriculum administration according to Buddhist principles in Eastern Economic Corridor and 3) to evaluate the model.

Research Methods

Research Design

The researchers used a form of research and development of the Mixed Method approach; quantitative research and qualitative research were used and research tools were interview form and questionnaires. Data were collected from in-depth

interview, focus group discussion and document analysis. Qualitative data from 20 key informants, who were school directors, was analyzed by using content analysis whereas quantitative data collected from 265 samples was analyzed by using content analysis, percentage, mean, and standard deviation. The process of implementation were consisted of 1) documentary study from primary sources including Buddhist scriptures [6], and the secondary sources include scripture commentary, research books, articles and other related documents, 2) An area study by interview 20 school directors and using questionnaire for 265 school administrators or academic administrators, 3) Data processing at every stage of the compilation, design and sketch up the model, 4) Focus group discussion with 10 experts, 5) Evaluation the model by distributing questionnaires about Utility, Accuracy, Propriety and Feasibility, 6) Improve and present the model to the experts and peer reviews, and 7) Improve over all of the model development, make a report presenting the findings.

Research Process

Research process of this research has developed into 4 steps: condition study, model development, model evaluation, and presentation the model. Steps were shown in Fig. 1.

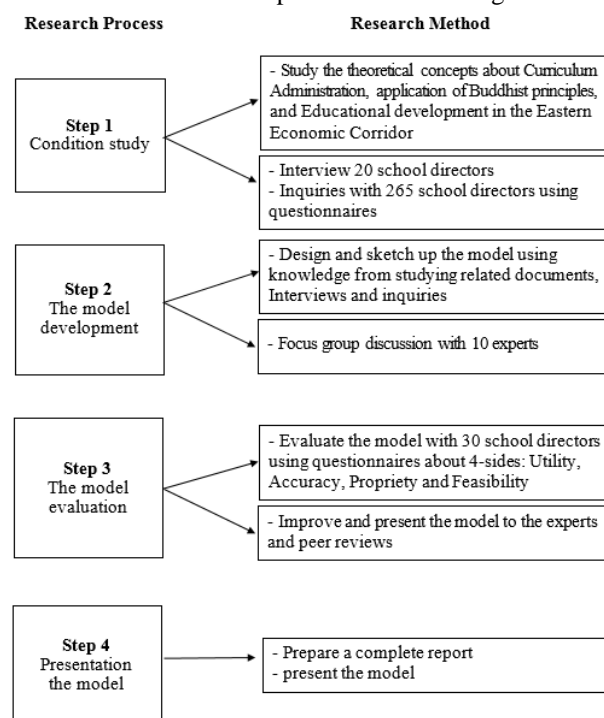


Fig.1 Research process for the model of basic education curriculum administration according to Buddhist principles in EEC

Results

Results indicated that 1) the current states of the school curriculum administration of basic education institution in Eastern Economic Corridor presented as follows: 1) the results of in - depth interviews of 20 school directors about the school curriculum administration found that most of the school directors place importance on the school curriculum administration that consist of 5 parts: Promotion and Supporting, Curriculum Planning and Implementation,

Curriculum Evaluation and Curriculum improvement and development, focusing on the administration of the school-level curriculum. There are some meeting for supervision, monitoring and evaluation continuously. The school had applied the Buddhist principles for the curriculum administration: The threefold training (Trisikha), The four principles of the Brahma Vihara Dhamma and the Good Governance. Most of the school directors are of the opinion that the Trisikha principle is appropriate to be used in the school curriculum administration. 2) The results of questioning opinions of 265 school directors on the school curriculum administration found that 2.1) On the promotion aspect, it was found that the overall level was the most appropriate, when considered individually, it was found that there were two items that were most appropriate at the highest level. 2.2) In terms of planning for the school curriculum, it was found that the overall level was appropriate at a high level, when considered individually, it was found that there were two items that were most appropriate at the highest level, 2.3) In terms of the supervision and monitoring found that it is appropriate to a large extent the number 4 deals with the highest mean score for supervision, monitoring and evaluation management curriculum. 2.4) In terms of the evaluation of the curriculum as a whole has a reasonable level. When considered individually, it was found that there was the highest level of suitability in one item. 2.5) In terms of the improvement and development of the school curriculum as a whole has a reasonable level considering as they found that they are most suitable and cooperative to improve and develop the school curriculum management.

2. The development of the model of basic education curriculum administration in Eastern Economic Corridor following step; Step 1 the Model Formation, drafting a model that consisted of 4 aspects: 1) concepts of educational curriculum management process consists of 3 dimensions: Planning and using curriculum, Monitoring and supervision, and Assessment and improvement curriculum. 2) The application of Buddhist principles in the school curriculum administration using the Threefold Training consists of three main principles: Morality (Sila), Concentration (Samadhi) and Wisdom (Panya). [7] 3) The key players for the school curriculum administration: Administrator or School Director, Instructor or Teacher and Learner or Student. 4) The outcomes of use the model consisted of: Higher learning achievement of learners, Occupation and team working skills, Digital Literacy, Language skills, Learning and Innovation skills, Responsibility and Service Mind or Public Consciousness. Step 2 the Focus Group Discussion with 10 experts opine that school curriculum management process. It must be clear that this research focuses on administration of the original school curriculum, not the new school curriculum process. So, the researcher updated process management curriculum consists of three dimensions: Planning and using curriculum, Monitoring and supervision, and Assessment and improvement curriculum. The fourth part was revised as a result of the use of the model, consisting of 7 dimensions.

3. The model evaluation result with 4-sided: Utility, Accuracy, Propriety and Feasibility found that the overall were appropriate at the highest level in all aspects. Sorted as follows: The Utility aspect was the highest, followed by the Accuracy, Propriety and Feasibility.

The model of basic education curriculum administration according to Buddhist principles in Eastern Economic Corridor was developed from document analysis, condition studying, focus group discussion, model evaluation that was effective process for being a factor contributing to the school curriculum administration and bring the knowledge gained from education to pattern and develop the model of basic education curriculum administration according to Buddhist principles in Eastern Economic Corridor (EEC) as shown in Fig.2.

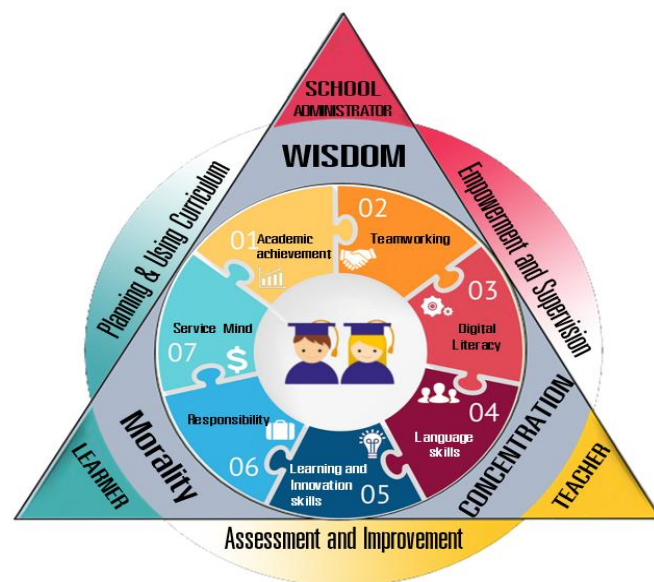


Fig.2 the model of basic education curriculum administration according to Buddhist principles in Eastern Economic Corridor

From Fig.2 can be explained to the model of basic education curriculum administration according to Buddhist principles in Eastern Economic Corridor that consisted of 4 aspects. The first aspect is concepts of educational curriculum management process consists of 3 dimensions: 1) Planning and using curriculum

2) Monitoring and supervision 3) Assessment and improvement curriculum. The second aspect is the application of Buddhist principles in the school curriculum administration using the Threefold Training consists of three main principles: Morality (Sila), Concentration (Samadhi) and Wisdom (Panya). [8] The third aspect is the key players for the school curriculum administration: Administrator or School Director, Instructor or Teacher and Learner or Student. The fourth aspect is the outcomes of use the model consisted of: Higher learning achievement of learners, Occupation and team working skills, Digital Literacy, Language skills, Learning and Innovation skills, Responsibility and Service Mind or Public Consciousness.

Discussions

The results indicated that

1) The condition study of the school curriculum administration of basic education institution in Eastern Economic Corridor presented as follows: 1) The results of in - depth interviews of 20 school directors about the school curriculum administration found that most of the school directors place importance on the school curriculum administration that consist of 5 parts: Promotion and Supporting, Curriculum Planning and Implementation, Curriculum Evaluation and Curriculum

Improvement and Development, focusing on the administration of the school-level curriculum. There are some meeting for supervision, monitoring and evaluation continuously. The school had applied the Buddhist principles for the curriculum administration: The threefold training (Trisikha), The four principles of the Brahma Vihara Dhamma and the Good Governance. Most of the school directors are of the opinion that the Trisikha principle is appropriate to be used in the school curriculum administration. which is in line with Thaweesak Thongthip, who said that the administration of the school according to this Trisikha principle has 4 important components; First of all, the factor of determination must be obtained or created first. When the factor of attitudes is fully formed, then the next factor is created. When the attitudes are established, the management process according to the three – sided principle can be carried out. Once the management process has been carried out according to the threefold training principle Then measure the results and assess the results of the management process according to the threefold principle In order to use the results obtained from the measurement and evaluation for improvement and development Administration of educational institutions for the further better.[9] 2) The results of questioning opinions of 265 school directors on the school curriculum administration found that 2.1) On the promotion aspect, it was found that the overall level was the most appropriate, when considered individually, it was found that there were two items that were most appropriate at the highest level, which are aligned with Mariam Nilpan and other said that the educational establishment is not comprehensive and unclear. Some elements are too many details. Teachers lack understanding of the teaching and learning design process based on the standard of teaching and learning without diversity, lack of knowledge of measurement and evaluation, unable to analyze learning standards/ indicators which leads to ineffective assessment of the use of the curriculum. Teachers and Staff lack of engagement and follow-up. Therefore, the management of the curriculum should focus on involving the school personnel in the preparation of the curriculum, should be supervised and monitored to assist teachers in learning and evaluation process.[10] 2.2) In terms of planning for the school curriculum, it was found that the overall level was appropriate at the highest level, is the executive awareness to the personnel of the institutions issue and stakeholders realize the importance of working together to manage the school curriculum issue because school administrators mostly administrated through collaboration and be aimed at raising awareness together for teachers and educational cooperation section deals with the average. The lowest is to promote public relations to students, parents, communities, agencies / organizations in all communities, according to this with Chuchat Puangsomjit said that public relations to build relationships with this community, schools should focus on every element of public relations: 1) the content of what is publicized, 2) the method of publicity, and 3) the media used by the authors of the opinion that the content with public relations power is best “Quality Education”, which can be seen from the quality of the learner that is acceptable to the community, so the school should focus on improving the quality of education as the main material in the publicity of the school.[11] 2.3) In terms of the supervision and monitoring found that it is appropriate to a large extent the number 4 deals with the highest mean score for supervision, monitoring and evaluation management curriculum. This in line with Ubonrat

Chunhaphan, the study found that the morale on the performance of the teacher's attention remuneration and benefits is moderate.[12] 2.4) In terms of the evaluation of the curriculum, it was found that the item with the highest average was system planning and curriculum evaluation. There is a clear continuation in the school because there are have regular meetings and school director has supervision, monitoring and evaluation on basis, in line with Alisa Suebsing, who found that the most common school curriculum management problems, namely, teachers did not meet the student numbers. Learning management is not a major and has a lot of workloads in addition to learning management. [13] 2.5) In terms of the improvement and development of the school curriculum as a whole has a reasonable level considering as they found that they are most suitable and cooperative to improve and develop the school curriculum management. The first two items found that they are suitable for most information technology schools to improve and develop the curriculum because the school has prepared information material information for use in the management of technology. Applied to the social situation. Administrators of many school are young executives who knowledgeable and interested in technology. Therefore, used in school curriculum administration as well. In addition, school administrators should have a working system that will help staff in networks can work and learners can learn more effectively. Problem solving with new innovations with regard to the achievement of the vision and strategy of the school network, in line with Jirapat Mahawong, the study found that the experts are of the opinion that the school's academic cooperation network management model is suitable at a high level. [14]

2) The development of the model of basic education curriculum administration in Eastern Economic Corridor following step; Step 1 The Model Formation, drafting a model that consisted of 4 aspects. Step 2 The Focus Group Discussion with 10 experts opine that school curriculum management process. The experts assigned the researcher make it clear that this research focuses on administration of the original school curriculum, not the new school curriculum process. So, it be updated the process of management curriculum consists of three dimensions: Planning and using curriculum, Monitoring and supervision, and Assessment and improvement curriculum. The fourth part was revised as a result of the use of the model, consisting of 7 dimensions. Because it might confuse the reader between the curriculum creation experience and effective use of the original curriculum. To make more consistent and clear, the researcher then draws on the improved design draft to obtain suggestions from an advisor and adjust the model to be suitable even further.

3. The model evaluation result with 4-sided: Utility, Accuracy, Propriety and Feasibility found that the overall were appropriate at the highest level in all aspects. Sorted as follows: The Utility aspect was the highest, followed by the Accuracy, Propriety and Feasibility. Resulting in a suitable format. It is in line with the context of the Eastern Economic Corridor (EEC). In addition, it has been improved according to the recommendations of experts who have extensive knowledge, expertise and experience, thus beneficial to education in the Eastern Economic Corridor. This would lead to quality education in the future. The appropriate level is the possibility because management model curriculum

based on Buddhist principles of basic education. In the Eastern Economic Corridor. It has not been tested in educational institutes and has not been seriously evaluated on the use of the model. Therefore still does not reflect the clear image. It was appropriate at the highest level after evaluating by the experts who are school directors.

Recommendations

Recommendations for Practices

1. The process of basic education curriculum administration be able to add additional elements from 3 aspects: curriculum planning, supervision and monitoring, and the curriculum evaluation and improvement.
2. The application of Buddhist principles in curriculum administration of the basic education have to integrate with the Tree fold path principle with other principles as well.
3. The person who responds for the process of the school curriculum administration may provide broader support to the stakeholders and network.
4. The results according to the focus affiliation in case of the Office of the Basic Education Commission or the Educational Service Area has a specific policy for more than 7 issues, it may be added or if any issue is not necessary, it may be reduce

Recommendations for Further Research

1. The factors affecting the educational curriculum administration of the basic school according to Buddhist principles in Eastern Economic Corridor is interesting point.
2. There is a research study to follow up to expand the format of educational institution curriculum administration according to Buddhist principles in Eastern Economic Corridor integrates both basic education and vocational and higher.
3. There should be research in conjunction with project evaluation of educational institutions about the application of Buddhist principles in the curriculum administration of the educational institutions at the provincial level, region, and cluster level.

Conclusion

In conclusion, the findings from the analysis of both quantitative and qualitative showed that the current states of the school curriculum administration of basic education institution in Eastern Economic Corridor in 5 variables found that overall it was appropriate at a high level. When considered individually, it was found that there were two most appropriate levels, namely supervision, monitoring and promotion. 2) The results of the model development that consists of 4 parts: 1. Educational curriculum management process consists of three dimensions. 2. The application of Buddhist principles in the administration of the school curriculum consists of three principles. 3. The key players of the school curriculum administration and 4. The 7 outcomes of use the model. 3) The model evaluation with 4-sided: Utility, Accuracy, Propriety and Feasibility found that the overall were appropriate at the highest level in all

aspects. The model was effective process and useful in terms of creating new knowledge for school administrators, teachers and educational personnel, especially application of Buddhist principles to curriculum administration and school management Causing the school administrators to introduce Buddhist principles to schools and networks.

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