Guidelines for Implementing the Ministry of Education's Digital Action Plan of Educational Institutions under the Foundation of the Church of Christ in Thailand

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Abstract

The objective of this research is to study 1) Implementing the Ministry of Education's Digital Action Plan of educational institutions, and 2) Guidelines for Implementing the Ministry of Education's Digital Action Plan of educational institutions under the Foundation of the Church of Christ in Thailand. The research was mixed method. The population was 28 institutions of educational institutions under the Foundation of the Church of Christ in Thailand by purposive sampling. Informants were 84 people including the head of an educational institution, the assistant of the head of educational institutions, and the head staff of a learning group. Research instruments were interviews and rating scales. Qualitative data analysis by content analysis, quantitative data analysis by average, and standard deviation, and present the data by descriptive analysis.

The results found that 1) Implementing the Ministry of Education's Digital Action Plan of educational institutions under the Foundation of the Church of Christ in Thailand was the highest level. When considered by aspect, it was found that the highest average was enhancing knowledge and understanding of the action plan, and developing a process for the plan/project. 2) Guidelines for Implementing the Ministry of Education's Digital Action Plan of educational institutions under the Foundation of the Church of Christ in Thailand where executives allocate budget in line with the plan, support the support for effective implementation of the plan, supervise for preparation of the plan, apply technology to follow up the performance, prioritize plan/project, and development guidelines.

Keywords: Ministry of Education's Digital Action Plan, educational institutions, the Church of Christ in Thailand

1. Introduction

The key factor to drive the country towards the digital age and Thailand 4.0 is technology. Nowadays, technology has changed rapidly and affect operation. As well as enhancing technology for teaching and learning activities, development of information, and communication to access learning resources. Technology has played a role in daily life, whether traveling, or communication. Technology has more convenience. Therefore, Thailand gives importance to technology (Piampuechana, 2021), where the coming of digital technology is important for people in daily life. It affected to lifestyle and culture, livelihood of all nations. There are focus on developing the country towards an economy, a society of wisdom, and learning. But to develop educational institutions into such a society. The knowledge of information technology shall be applied and can access various knowledge by using information technology as a tool. Nowadays, information technology has played a role in education and technology which is important. Because education shall be used technology in the digital world. Education plays a role in the sustainable development of the country. The education reform was focused on the human resources development to use technology and live happily in the digital age. Technology was an important source of learning for education management. If a good plan is managed, it will make education institutions systematic, convenient, fast, and reliable to bring information to improve and develop education institutions. Thailand is in the era of education reform. It is a necessary change to the digital world (Keesukphan, 2016).

The Ministry of Education sees the importance of using technology in education management to increase efficiency, to manage all levels, so the learner can learn faster, various media and modern, equality, and reduce

the disparity in education quality. Teachers can manage teaching and learning faster, interesting media, and set operating policies. To enhance and develop digital technology for education in the year 2020-2022. The driving of the Ministry of Education's digital action plan to practice (Digital Action Plan for Education, Ministry of Education 2020-2022)

Educational management of institutions under the Foundation of the Church of Christ in Thailand sees the importance of establishing and preaching the gospel of the Lord Jesus Christ by loving, educating, and teaching. There are management teams, executives, teachers, and staff who are committed to providing quality education, empowering individuals to live in society valuably, preserving identity, and preserving their own culture in line with changes in society and the world. Every institution shall comply with regulations to survive with quality and quantity that is accepted by the social community. The Church of Christ in Thailand has determined guidelines for educational management were basic education, developing the quality of education with changes in the world, meeting the needs of education plan and national learning standards, The Church of Christ in Thailand policy, and education plan of the original affiliation. Developing the curriculum with outstanding quality in line with the interests and learner needs, having a core curriculum of mission, increasing the efficiency of learning management with digital technology, enhancing the quality of education management to international quality with quality of internal and educational standards of institutions under the Foundation of the Church of Christ in Thailand. Developing executives, teachers, and personnel to have knowledge, skill, and ability for innovation that affect quality education management. As well as, developing an effective management system able to learn, cooperate, and community to develop the quality of education both domestically and internationally. Currently, there are 28 institutions and 47,982 students (Educational Quality Development Plan for institutions under the Foundation of the Church of Christ in Thailand, 2023-2026).

From the education management of the institutions under the Foundation of the Church of Christ above. Educational management by increasing the efficiency of learning management with digital technology was a part of the quality development of institutions. Therefore, the researcher is interested in studying the implementation of the Ministry of Education's Digital Action Plan to bring the suggestion to develop the ment of plans/projects of educational institutions under the Foundation of the Church of Christ in Thailand.

2. Methodology

2.1 Research Form

This research is Mixed Methods Research. The research was conducted by a documentary study. By collecting information from documents, books, journals, both theory and related research to use the data for analysis. Situation analysis Data was collected by the researcher to study the concept of applying the Ministry of Education's Digital Action Plan to educational institutions

2.2 Population and Samples

The population consisted of 2 main target groups were 1) informant group who are executiveห, assistant, and head staff of the learning group. 2) Experts group who have knowledge of implement the Ministry of Education's Digital Action Plan to educational institutions. The researcher select the sample to convenience for collect the data and data from the sample.

91 people of sample groups including

1) 84 people of executives, assistants, and head staff of the learning group by Purposive Sampling

2) 7 people of Experts group who have knowledge of implement the Ministry of Education's Digital Action Plan to educational institutions by Purposive Sampling

2.3 The Instruments used in the Study

The instruments used for data collection consisted of:

1) Questionnaire

2) Structured interview of implement the Ministry of Education's Digital Action Plan to educational institutions.

2.4 Data Collection

1) Documentary Study by collected the data from documents, books, journals, both theoretical and research related in order to use the information to analyze.

2) Situational Analysis was a data collection by the researcher to study the concept of implementing the Ministry of Education's Digital Action Plan to educational institutions (Digital Action Plan for Education, the Ministry of Education 2020-2022).

3) Interview was a data collection by interviewing experts. The researcher analyze the data by content analysis and descriptive data.

2.5 Data Analysis

1) Qualitative data, the researcher analyzed the data by interpretation which the data from document analysis and interviews to summarize by data group and analyze the relationship.

2) Quantitative data, Theresearcher used the data from assessment form. The data were analyzed with a statistical package that can analyze the data appropriately. It was analyzed using descriptive statistics by showing the results of statistical analysis as average, and standard deviation.

3. Results

For the research at this time, the research team classified the data obtained from the study and presented research results according to the determined objective. The study results can be summarized as follows:

3.1 A Study of the Implementing the Ministry of Education's Digital Action Plan to educational institutions as follows

Table 1. Analysis results of study the implementing the Ministry of Education's Digital Action Plan of educational institutions under the Foundation of the Church of Christ in Thailand. Overall (n=84)

No.	Implementing the Ministry of Education's Digital Action Plan	$\bar{x}$	SD	Level	Ranking
1	Enhancing the knowledge and understanding in the action plan	4.77	0.53	high	1
2	The development of the process for making plans/projects	4.75	0.55	high	2
Total		**4.76**		**high**	

Source: Maninoi, Kedprasit, Praneet, & Wechayaluck (2023)

From the table 1, the results found that implementing the Ministry of Education's Digital Action Plan of educational institutions under the Foundation of the Church of Christ in Thailand was high level ($\bar{x}$ = 4.76) when considering each aspect, it was found that the high level of implementing the Ministry of Education's Digital Action Plan of educational institutions under the Foundation of the Church of Christ in Thailand was enhancing the knowledge and understanding in the action plan ($\bar{x}$ = 4.77) and lowest average was development of the process for making plans/projects ($\bar{x}$ = 4.75).

Table 2. The results of the implementing the Ministry of Education's Digital Action Plan of educational institutions under the Foundation of the Church of Christ in Thailand of enhancing and understanding (n=84)

No.	enhancing and understanding	$\bar{x}$	SD	Level	
1	Executives held a meeting to clarify about the plan.	4.79	0.50	highest	8
2	Executives have an understanding to implement the plan effectively.	4.89	0.31	highest	1
3	Executives give importance to the implement the plan effectively.	4.80	0.49	highest	7
4	Executives drive the implement the plan effectively.	4.60	0.71	highest	13
5	Executives make Mutual understanding between staff and relevant personnel.	4.77	0.53	highest	10
6	Executives encourage making action plans.	4.83	0.47	highest	3
7	Executives promote action plans in line with the Ministry of Education's Digital Action Plan.	4.81	0.39	highest	5
8	Executives conduct an action plan in line with the Ministry of Education's Digital Action Plan.	4.68	0.68	highest	11
9	Executives allocate the budget in line with the project plan.	4.53	0.75	highest	14
10	Executives encourages personnel to develop competency in implementing plans/projects.	4.83	0.47	highest	4
11	Executives encourage personnel to have knowledge, proficiency to implementing plans/projects	4.81	0.48	highest	6
12	Executives have educational supervision to making plans.	4.63	0.67	highest	12
13	Executives supervise and follow up on the plans.	4.85	0.42	highest	2
14	Executives provide the public relations through various channels or activities.	4.79	0.57	highest	9
	Total	**4.77**	**0.53**	highest	

Source: Maninoi, Kedprasit, Praneet, & Wechayaluck (2023)

From the table 2, the results found that the implementing the Ministry of Education's Digital Action Plan of educational institutions under the Foundation of the Church of Christ in Thailand of enhancing and understanding was highest level ($\bar{x}$=4.77, SD=0.53) when considering each aspect, it was found that 3 lowest were no.9 executives allocate the budget in line with the project plan ($\bar{x}$=4.53), no.4 executives drive the implement the plan effectively ($\bar{x}$=4.60), and no.12 executives have educational supervision to making plans ($\bar{x}$=4.63).

Table 3. The results of the implementing the Ministry of Education's Digital Action Plan of educational institutions under the Foundation of the Church of Christ in Thailand of developing process of plans / projects (n=84)

No.	Developing process of plans / projects	$\bar{x}$	SD	Level	Ranking
1	Executives encourage to making plans / integrated projects	4.81	0.48	highest	4
2	Executives encourage the plans in the same direction.	4.88	0.40	highest	1
3	Executives provide coordination between departments that involved in each mission.	4.88	0.43	highest	2
4	Executives provide coordination between departments that involved in each strategic issues.	4.76	0.59	highest	8
5	Executives encourage to make action plans to be consistent with the department.	4.81	0.53	highest	5
6	Executives has clearly defined the procedure of implementing process according to the work plans/projects.	4.80	0.52	highest	6
7	Executives prioritize plans/projects.	4.71	0.61	highest	9
8	Executives has follow up the performance of plans/projects.	4.80	0.54	highest	7
9	Executives follow up the performance of plans/projects.	4.84	0.46	highest	3
10	Executives use information technology to follow up on performance.	4.52	0.77	highest	11
11	Executives use technology to follow up the performance.	4.55	0.72	highest	10
	Total			highest	

Source: Maninoi, Kedprasit, Praneet, & Wechayaluck (2023)

From table 3, the results found that, the implementing the Ministry of Education's Digital Action Plan of educational institutions under the Foundation of the Church of Christ in Thailand of developing process of plans / projects was highest level ($\bar{x}$=4.75, S=0.55) when considering each issue with the lowest average were no.10 executives use information technology to follow up on performance ($\bar{x}$=4.52), no. 11 executives use technology to follow up the performance ($\bar{x}$=4.55), and no.7 Executives prioritize plans/projects. ($\bar{x}$=4.71).

3.2 Study Guidelines for Implementing the Ministry of Education's Digital Action Plan of educational Institutions

The researcher used the results of data analysis from procedure 1 in each aspect that had 3 lowest to create the issue for interviewing experts with experience in educational institutions as a guideline for implementing the Ministry of Education's Digital Action Plan of educational institutions under the Foundation of the Church of Christ in Thailand by interview 7 people of experts. The results were as follows.

Enhancing and understanding

Issue 1: Budget allocation in line with the plans. The guidelines as follows.

1. Awareness by study the management of other educational institutions to see the importance of budget allocation in accordance with the action plans.

2. Make budget allocation in accordance with the plans.

Issue 2: Drive implementing of the plans effectively. There are guidelines as follows.

1. Report and analyze budgets that have been get and use for the benefit of the learners.

2. Drive and give importance to the implementing of the plans.

3. Encourage the implementing of the plans in order to efficiency.

Issue 3: Supervision, and making plans. There are guidelines as follows.

1. Educational supervision management planning for implementing of the plans.

2. Assign tasks to persons to take care of that plans.

3. Make awareness to everyone that educational supervision was a one part of work succeed.

4. Executives give the importance for supervision, follow up, and evaluate.

5. Planning and make educational supervision to be systematic.

Developing process of plans / projects

Issue 1: Using technology to follow up the performance. There are guidelines as follows.

1. Self-develop for using technology to follow up performance/projects.

2. Visit educational institutions that use technology for management and follow up performance.

3. Organize meeting, and training to develop using of information technology for educational institutions.

4. Technology system management to follow up the projects.

Issue 2: Using technology to examine performance. There are guidelines as follows.

1. Self-develop for using technology to examine performance/projects.

2. Visit educational institutions that use technology for management.

3. Encourage technology system management for educational institutions able to examine.

Issue 3: Plans/projects prioritization. There are guidelines as follows.

1. Understanding plans/projects

2. Plans prioritization, the responsible person shall be present the detail of plans/projects step by step.

3. Plans/projects presentation.

4. Planning and priority.

5. Manage implementing of the plans to be systematic.

4. Discussion

4.1 From Study Implementing the Ministry of Education's Digital Action Plan of Educational Institutions under the Foundation of the Church of Christ in Thailand

In aspect were high level, its show that the head of an educational institutions have the ability to implement implementing the Ministry of Education's Digital Action Plan to drive educational institutions to provide administration and personnel in educational institutions to be effective which accordance with to Aonlaor et al. (2020) that the professional executive must develop strategies for educational institutions. It was an educationalinstitutions where developed to learning organization. The factors that affect to organization successful were executive must have the knowledge and competence of a leader, understanding technology, and have confident of technology skill. And accordance with Runcharoen (2014) that the head of an educational institutions must build an environment that conducive to education and apply technology to use appropriately. It also accordance with Pakotang (2018) that the head of an educational institutions must have ability to digital technology system management for educational institutions. It was importance and necessary for educational institutions management in digital technology age. As Cordell (2013) that stepping into digital education management. Educational institutions should have guidelines for changing such as advanced technology, digital learning, and etc.

4.2 Guidelines for Implementing the Ministry of Education's Digital Action Plan of Educational Institutions under the Foundation of the Church of Christ in Thailand

From the interviews, there are important issues for guidelines that the executives must build awareness to personnel in order to see the importance of the policy, make budget allocation system to appropriate with plans, drive and give importance of implementing the plans, encourage implementing of the plans to efficiency, encourage technology systems management to educational institutions, educational supervision, follow up, and monitoring. Accordance with Kaganer, Zamora, & Sieber (2013) that the head of an educational institutions must be understand technology is changing in society and affecting education, leaders must reach to changing, enhance performance of digital, apply digital thinking to educational institutions, collaborative learning, collaborate in educational institutions, and apply technology in the organization. And in the same direction with the concept of Phongsiri (2017) that executives must drive the organization by using work environment factor,

creativity, and digital corporate culture to make changes in the digital age. The results of implementing the Ministry of Education's Digital Action Plan of educational institution were good and meet the objectives accordance with Chusrithong, Pawabutr, &Suwannatrai (2020) that study of teacher development models in using information technology for communication and learning management. And accordance with Dermir (2008) that study of information technology systems management for educational institution, it was found that general administration affect to development of information technology systems. The executives have organized information technology systems to effective in educational institution but still lack of technology fundamentals. Therefore, it has an impact to information technology systems for general administration.

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Canadian Center of Science and Education.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

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Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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