



DEVELOPMENT OF A MANAGEMENT MODEL TO DRIVE ACTIVE LEARNING MANAGEMENT AT WAT PUNOI SCHOOL, KANCHANABURI

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Abstract

This research aims to synthesize the components of administration to drive proactive learning management in primary and secondary education institutions, the conditions and problems of proactive learning management, study the guidelines for proactive learning management of the prototype school, proactive learning management, draft and examine the administration model to drive proactive learning management and study the results of using the administration model to drive proactive learning management of Wat Punoi School, Kanchanaburi Province. This research is research and development (R&D), the statistics used in data analysis were percentage, mean, and standard deviation. **The results found that** 1) the components of administration to drive proactive learning management in basic education institutions total 11 components: 1) Leaders have leadership 2) Creating an atmosphere and environment conducive to proactive learning management 3) Planning the implementation of proactive learning management 4) Setting goals and implementing proactive learning management 5) Developing a curriculum consistent with proactive learning

management 6) Developing personnel in proactive learning management 7) Organizing proactive learning activities 8) Participation in proactive learning management 9) Measuring and evaluating proactive learning management 10) Developing media and technology to promote proactive learning management 11) Supervising, monitoring, and following up on proactive learning management. 2) all components were at a high level. When considering each component separately and in order from most to least, they were as follows: Developing personnel in proactive learning management, setting goals, implementing proactive learning management, Participation in proactive learning management, measuring and evaluating proactive learning management, creating an atmosphere and environment conducive to proactive learning management, leaders have leadership. 3) the proactive learning management process from interviews with experts of the proactive learning management prototype school according to the components affecting proactive learning management, a total of 11 components, there were 10 items of practice items showing the proactive learning management process, for a total of 110 items. 4) the administration form to drive proactive learning management consisted of 1) principles and reasons 2) objectives 3) elements of administration to drive proactive learning management 4) guidelines for implementing the administration form to drive proactive work 5) objectives of the implementation of the elements of administration to drive Proactive Learning Management 6) Indicators of success of the components of administration to drive proactive learning management 7) Objectives of the implementation of the components of administration to drive proactive learning management and 8) Application of the administration model to drive proactive learning management. The components of administration to drive proactive learning management consist of 2 main components and 11 sub-components. Results of the verification of the accuracy, appropriateness, consistency, and feasibility of the administration model to drive proactive learning management 5) Results of using the administration model to drive proactive learning management 5.1 Quality of administration to drive proactive learning management 5.1.1 Level of implementation.

Keywords: Development of Management Model; Driving Active Learning Management

Introduction

The world today is rapidly changing in terms of information, news, information, technology, and innovation. The constant changes are characteristic of dynamic society and culture, which cause human learning and creativity. In addition, communication is a vital medium that has widespread impacts, both positive and negative. Changing learning has made many teachers search for appropriate methods of technology to create a learning base for students to learn. Teachers are an important force in laying the foundation of education. Both the administrative and operational parts must integrate ideas and create educational approaches together to meet the needs of youth, society, and the labor market, both present and future. Educational policies and personnel should focus on preparing youth with the skills necessary for life and in line with future society. Educational administrators, as academic leaders who are important in driving strategies, are coordinators from all parties who are capable of causing changes in both teaching and learning, as well as effectively coordinating, mobilizing, and allocating resources in educational administration. In addition to these duties, educational administrators are also the closest link between policies and practices for students. Therefore, educational administrators must be competent according to the criteria, have knowledge and management capabilities, and have vision, teamwork, and participation from all sectors to achieve the goals of the educational institution under the model. Educational changes in the era of Thai Education Management 4.0 (Ratchet Traimalai, 2017).

Education in this era, therefore, requires cooperation from many parties, especially teachers who must adjust their teaching and learning. Active learning is a learning form that allows learners to have a greater role in learning, knowledge, skills, morality, and ethics, and to be able to adapt to society appropriately. The active learning management approach is used to develop systematic thinking and is tangible in the form of interactive learning in teaching and learning, both in learning, knowledge creation, hands-on practice, and exchanging opinions both in and outside the classroom to adjust the structure, increase learning time, and develop results within the specified time frame of the learning process at all levels by stimulating learners to have a higher-level thinking process through the process of thinking, analyzing, synthesizing, creating and understanding in depth in various situations until learners can adapt to

changes in the world in the future and can apply their knowledge to benefit and develop their quality of life and society as a whole.

From the importance of active learning management mentioned above, the government realizes the importance of such problems, causing the Ministry of Education to set a policy to drive active learning management. The Office of the Basic Education Commission, which is considered the main agency that manages basic education in the country, is committed to continuous educational development. The focus of the Office of the Basic Education Commission Fiscal year 2023, which has a total of 9 issues and one of the important issues is to develop a competency-based school curriculum and the creation of a curriculum framework, including organizing a teaching and learning process that emphasizes learners' participation and interaction with learning activities through various forms of practice (Active Learning) and designing good active learning to create quality learning (Lilawadi Chanamar, 2019). In addition, the policy of youth development that emphasizes learning skills that are consistent with the 21st century is something that the school wants to create for learners to learn with quality, have good behavior, dare to think, dare to express themselves creatively and develop problem-solving skills to be good citizens of society. Therefore, the learning management method is necessary for changes in globalization. Active learning is one approach to learning management that can adapt to changes very well. From the evaluation of the learning management of students at Wat Punoi School in the 2020 academic year in terms of student competency, it was found that most students have low competency (Wat Punoi School, 2020). Raising student competency is an urgent and important issue that the school must solve as soon as possible. The learning management format is very important because it will affect the quality of learners' competency. From studying documents, research, and various textbooks, it was found that the problem can be solved by changing the learning management model. Therefore, it is one of the missions that Wat Punoi School realizes the importance of driving proactive learning management to be tangible. From the urgent policies, focus points, contexts, and problems mentioned above, Wat Punoi School sees the importance and puts the policy into practice by driving proactive learning management by using learning resources in the community as a classroom, which leads to the idea of researching

developing an administrative model to drive proactive learning management at Wat Punoi School, Kanchanaburi Province.

Research Objectives

1. To synthesize the components of administration to drive active learning management in basic education institutions.
2. To study the conditions and problems of administration of active learning management at Wat Punoi School, Kanchanaburi Province.
3. To study the guidelines for administration of active learning management of the prototypical school for active learning management.
4. To draft and examine the administration model to drive active learning management at Wat Punoi School, Kanchanaburi Province.
5. To study the results of using the administration model to drive active learning management at Wat Punoi School, Kanchanaburi Province.

Literature Reviews

From the study of the development of the management model to drive active learning management at Wat Punoi School, Kanchanaburi Province, the researcher analyzed documents, theories, and related research to be used as guidelines for the research. The content covers the principles of management, educational management, educational institution management, academic management, active learning management, management using the Deming Quality Cycle (PDCA), and academic operation models. Educational administration should have systematic principles and processes to ensure that the operations are of quality and can achieve goals with standards. Manoon Romkaew (2010, p. 10) defined management as working with others using science and art to lead to efficiency in achieving objectives amidst change. Meanwhile, the POSDCORB concept of Gulick and Urwick (1973) presented in the article Notes on the Theory of Organization summarizes the main duties of administrators into 7 areas: planning, organizing, (Organizing), Staffing, Directing, Coordinating, Reporting, and Budgeting. The Ministry of Education has stipulated that the administration of educational institutions must be by the Constitution of the Kingdom of Thailand B.E. 2540 and the National Education Act B.E. 2542 (amended B.E. 2545) by stipulating unity in policy and diversity in practice. Section 26 stipulates that educational institution evaluate learners based on their

development, behavior, participation in activities, and testing that are appropriate for each level of education. The Office of the Basic Education Commission (2007, pp. 151 – 155) also proposed a guideline for decentralizing authority in administration in 4 areas: academic, budget, personnel, and general administration. In terms of academic administration, Priyaporn Wong-Anutaroj (2011, p. 2) defines it as an operation to develop teaching and learning to be efficient and of maximum benefit to learners. This is consistent with the opinions of Charunee Kao-ian (2012, p. 4), Sainapha Daosaeng (2016, p. 23), and Araphorn Sombun (2014, p. 17), who all emphasized that academic management is the heart of developing the quality of students according to the goals of the educational institution. Active learning is an approach that encourages students to participate in the learning process, create interactions with teachers, and students practice in practice, with teachers acting as guides and inspirations, helping students develop knowledge, skills, and important competencies in the 21st century in terms of academics, life, and careers. Woraphat Phu Charoen (1998) mentioned the quality cycle (PDCA) as a quality management system consisting of planning (Plan), doing (Do), checking (Check), and improving (Act), which is a cycle that must be carried out continuously and systematically to develop work systematically. As for the word “format,” it refers to the relationship structure of various elements that can be used as a guideline for effective operations and systematic repetition.

Research Methodology

There are 5 research steps as follows: Step 1) Synthesizing the components of administration to drive proactive learning management in basic education institutions. Step 2) Study the conditions and problems of the administration of proactive learning management at Wat Punoi School, Kanchanaburi Province. Step 3 Study the management approach to drive proactive learning management in the prototype school. Proactive learning management. Step 4 Drafting, checking the format and manual of proactive learning management of Wat Punoi School Kanchanaburi Province. Step 5: Study the results of using the active learning management model of Wat Punoi School, Kanchanaburi Province. **Data collection:** The researcher collected data according to the research procedure as follows: 1) Collecting data and filling in the form of synthesis of the components

of administration to drive active learning management in basic education institutions using the research tool, Synthesizing the Components of Administration to Drive Active Learning Management in Basic Education Institutions, the researcher conducted it himself. 2) Collecting data on the questionnaire on the conditions and problems of active learning management of Wat Punoi School using the questionnaire on the conditions and problems of active learning management of Wat Punoi School, Kanchanaburi Province, the researcher conducted. 3) Collect data on the guidelines for active learning management of the prototype school from experts from the prototype school by recording data from the interviews. 4) Collecting data on drafting the model and manual for using the active learning management model of Wat Punoi School, Kanchanaburi Province, consisting of 2 parts: 1) Drafting the model and manual for using the management model using the meeting minutes form, the researcher conducted it himself. 2) Examining the model and manual for administration from 5 experts using the model evaluation form and manual evaluation form, the researcher conducted it himself. 5) Collecting data on the study of the results of using the active learning management model of Wat Punoi School, Kanchanaburi Province. Evaluate satisfaction with the use of the active learning management model of Wat Punoi School, Kanchanaburi Province. Evaluate 3 aspects: 1) Satisfaction with the implementation of the active learning management model 2) Satisfaction with teachers' learning management and 3) Satisfaction with the quality of students from the use of the active learning management model of Wat Punoi School, Kanchanaburi Province. The researcher conducted it himself.

Statistics used for data analysis: 1) Descriptive statistics: percentage, mean ($\bar{X}$), standard deviation (S.D.), mean (μ), standard deviation (σ). 2) Statistics for finding the quality of the instrument: Index of Item – Objective. Congruence and Reliability.

Results

From the research study on the management model to drive proactive learning management at Wat Punoi School, Kanchanaburi Province, there are 5 steps. Therefore, the summary of the research results this time is according to the steps in the process as follows:

The Synthesis of the Components of Management to Drive Proactive Learning Management in Basic Education Institutions

The components of management to drive proactive learning management, totaling 11 components. The results of checking the correctness, appropriateness, consistency and feasibility of the components of management to drive proactive learning management in basic education institutions that were synthesized as a whole were found to be at a very high - highest level, consisting of 1) Leaders have leadership 2) Creating an atmosphere and environment conducive to proactive learning management 3) Planning the implementation of proactive learning management 4) Setting goals for proactive learning management 5) Developing a curriculum consistent with proactive learning management 6) Developing personnel in proactive learning management 7) Organizing proactive learning activities 8) Participation in proactive learning management 9) Measuring and evaluating proactive learning management 10) Developing media and technology to promote proactive learning management 11) Supervision, supervision and monitoring of proactive learning management.

The Study on the Conditions and Problems of Proactive Learning Management at Wat Punoi School, Kanchanaburi Province

The study of the conditions and problems of proactive learning management was conducted in the academic year 2020. The criteria for the level of proactive learning management practice were set at the highest level in all components. If the results of the study had a quality level lower than the highest level, it was considered a problem that needed to be developed. The results of the study found that overall, all components were at a high level. When considering each component separately and in order from highest to lowest, they were as follows: development of proactive learning management personnel, setting goals for proactive learning management operations, participation in proactive learning management operations, measurement and evaluation of proactive learning management, creating an atmosphere and environment conducive to proactive learning management, leaders having leadership, developing media and technology to promote proactive learning management, planning proactive

learning management operations, supervising, monitoring proactive learning management, developing a curriculum consistent with proactive learning management and organizing proactive learning activities, respectively. This is considered a problem for proactive learning management at Wat Punoi School, Kanchanaburi Province, which must be developed to have quality according to the specified criteria.

The Study of Proactive Learning Management Guidelines of the Prototype School

From the results of the synthesis of the proactive learning management process from interviews with experts of the proactive learning model school according to the components affecting proactive learning management, a total of 11 components, a list of practices showing the proactive learning management process was obtained, with 10 items for each component. Total of 110 items of practice.

Checking the Format and Manual for Active Learning Management of Wat Punoi School, Kanchanaburi Province

The drafting results were carried out in 2 academic years: 2021 and 2022. The format for the administration to drive active learning management of Wat Punoi School, Kanchanaburi Province, consists of 1) principles and reasons 2) objectives 3) elements of the administration to drive active learning management 4) guidelines for implementing the format for the administration to drive proactive work 5) objectives of implementing the elements of the administration to drive proactive learning management 6) indicators of success of the elements of the administration to drive proactive learning management 7) goals of implementing the elements of the administration to drive proactive learning management and 8) implementing the format for the administration to drive proactive learning management and the elements of the administration to drive proactive learning management consist of 2 main components and 11 sub-components, consisting of 1 main component, 1 factor, consisting of 1) Leaders have leadership 2) Creating an atmosphere and environment conducive to active learning management 3) Curriculum development consistent with active learning management and 4) Development of media and technology to promote proactive learning management. The 2 main components of the process are: 1) Planning for the

implementation of proactive learning management 2) Setting goals for the implementation of proactive learning management. Developing personnel in proactive learning management Organizing proactive learning activities 5) Participation in the implementation of proactive learning management 6) Measuring and evaluating proactive learning management and 7) Supervision, supervision, and monitoring of proactive learning management. The manual for the administration to drive proactive learning management of Wat Punoi School, Kanchanaburi Province consists of 1) Introduction 2) Principles, concepts, and theories related to the administration to drive proactive learning management 3) The administration model to drive proactive learning management 4) Guidelines for implementing the administration model to drive proactive learning management and 5) Appendices consisting of the calendar for the implementation of proactive learning management and tools used in the implementation of the administration model to drive proactive learning management. The results of the examination of the correctness, appropriateness, consistency, and feasibility of the administration model to drive proactive learning management of Wat Punoi School, Kanchanaburi Province are as follows: The results of the examination of the administration model to drive proactive learning management of Wat Punoi School, Kanchanaburi Province, round 1, Academic Year 2021, found that it was at the highest level in all aspects.

Using the Management Model to Drive Proactive Learning Management at Wat Punoi School, Kanchanaburi Province

1) Quality of management to drive proactive learning management at Wat Punoi School, Kanchanaburi Province 5.1.1 Level of compliance with the management model to drive proactive learning management at Wat Punoi School, Kanchanaburi Province in the academic year 2021, the overall level was at a high level. In the academic year 2022, the overall level was at the highest level. It was found that the quality level in the academic year 2022 was higher than the academic year 2021. And in the academic year 2021, the overall level was at a high level. In the academic year 2022, the overall level was at the highest level. 5.1.2 In terms of awards for proactive learning management, it was found that in the academic year 2022, the executives received fewer awards than in the

academic year 2021, but the percentage was 100 as there was 1 executive in the academic year 2021 who received more than 1 award.

2) Quality of proactive teachers at Wat Punoi School, Kanchanaburi Province 5.2.1 Level of practice of teachers in proactive learning management at Wat Punoi School Kanchanaburi Province, Academic Year 2021, the overall level is at a high level and Academic Year 2022, the overall level is at the highest level and it was found that Academic Year 2022 has a higher level of practice than Academic Year 2021 and Academic Year 2021, the overall level is at a high level. Academic Year 2022, the overall level is at the highest level. 5.2.2 In terms of awards that teachers received in terms of active learning management, it was found that the number of awards that teachers received in terms of active learning management found that Academic Year 2022, teachers received 10 awards, accounting for 100 percent. Academic Year 2021, teachers received 9 awards, accounting for 100 percent. 5.3 Student quality from active learning management at Wat Punoi School, Kanchanaburi Province 5.3.1 Student quality from active learning management at Wat Punoi School, Kanchanaburi Province, Academic Year 2021, the overall level is at a high level and Academic Year 2022, the overall level is at the highest level. And it was found that the quality level of the academic year 2022 was higher than the academic year 2021. When considering the academic year separately, it was found that the academic year 2021 was at a high level overall, the academic year 2022 was at the highest level overall. 5.3.2 Awards received by students in terms of active learning management It was found that in the academic year 2020, students received 0 awards, accounting for 0 percent, in the academic year 2021, students received 1 award, accounting for 1.61 percent, and in the academic year 2022, 10 awards, accounting for 17.24 percent. The awards received by students at the regional level in the academic year 2022 were 3 awards, which is more than the academic year 2021, which received 1 award. 5.4 Satisfaction with the use of the active learning management model of Wat Punoi School, Kanchanaburi Province Satisfaction with the use of the active learning management model of Wat Punoi School, Kanchanaburi Province, overall, it was found that the academic year 2021 was at the highest level and the academic year 2022 was also at the highest level. It was found that the academic year 2022 had a level of satisfaction. More than the academic year 2021 and the academic year 2021, the overall picture is at the highest level. The academic year 2022, the overall picture is at the highest level.

Discussions

Synthesis of the components of active learning management in basic education institutions. The researcher collected data by himself by studying documents related to educational administration, educational institution administration, academic administration, active learning management, active learning management, quality management of the quality cycle (Deming Cycle), and educational administration model development. The researcher analyzed the data using qualitative statistics (Qualitative data) by analyzing the content (Content Analysis) to find the components of the active learning management model. The components of active learning management in a total of 11 components were determined as components of the active learning management model of Wat Punoi School, Kanchanaburi Province. Some of the synthesized components were similar and consistent with the findings of academics. Austin and Reynolds (1990), Ekachai Butsaenkam (2016), Yupha Tinari (2022), Bambang Wahyudi, Syafrudin, Untung Waluyo (2022), Wang, J., Hussain, Y., Mao, C., & Jiang, F. (2020), and Jenaphop Chaiwan (2023).

Conditions and problems of active learning management at Wat Punoi School, Kanchanaburi Province The researcher set the criteria for the conditions of active learning management at the highest level. Therefore, if the study results have a quality level lower than the highest level, it is considered a problem that needs to be developed. The results of the study of the conditions and problems of active learning management at Wat Punoi School, Kanchanaburi Province, conducted in the academic year 2020, found that all 10 components were at a high level, which is a component that is considered a problem of active learning management. The assessment is consistent with the results of the assessment of the quality of academic administration at Wat Punoi School. Kanchanaburi Province, Academic Year 2020 and consistent with the research results of many scholars, such as Chanaphop Chaiwan (2022) and Narumon Klayrin (2021), Wat Punoi School has created an innovation in management to drive proactive learning management. It is a manual for proactive learning management of Wat Punoi School to solve the problem, make everyone understand the roles and responsibilities, and determine the operation, and the method of operation in order to make proactive learning management of higher quality.

From the study of the proactive learning management guidelines of the prototype school, the researcher has taken the elements affecting proactive learning management from the study of documents in step 1, a total of 11 elements, to be used as elements in creating an interview form. The data from the interviews were used to create a proactive learning management guideline. The list of practices showing the proactive management process was 10 items per element, totaling 110 items. The implementation is consistent with the research operations of Yuwadi Khunsom (2015), Wilada Ruangcharoen (2015) and Udom Chuliwan (2015), which studied the proactive learning management guidelines of the prototype school and then used them to determine the guidelines or efficient work processes.

Draft, and check the format and management manual to drive proactive learning management of Wat Punoi School, Kanchanaburi Province By drafting the administrative model to drive proactive learning management at Wat Punoi School, Kanchanaburi Province, it consists of 1) principles and reasons 2) objectives 3) elements of administration to drive proactive learning management 4) guidelines for implementing the administrative model to drive proactive learning management 5) objectives of implementing the elements of administration to drive proactive learning management 6) success indicators of the elements of administration to drive proactive learning management 7) goals of implementing the elements of administration to drive proactive learning management and 8) implementing the administrative model to drive proactive learning management. This is consistent with the findings of many educators who have drafted models for work development, such as, for example, by determining the model for work development with similar elements, consisting of 1) principles 2) goals 3) strategies 4) systems, and mechanisms of the model 5) operation process 6) evaluation 7) results obtained from implementation and 8) conditions for success. The researcher used this as a guideline in determining the draft model by adjusting it to be consistent with the operation of the school. The operation is consistent with the development of the model by Yuwadi Khunsom (2015), Wilada Ruangcharoen (2015), Sutham Thammathatsanan (2018), and Supharin Prommarin (2019) who conducted research on the development of the model by creating and developing the model by drafting the model, checking the appropriateness and feasibility of the model, improving the model, creating a manual for implementing the model and evaluating the appropriateness of the

manual, testing the model, evaluating the results of using the model, organizing the collection of opinions of experts on the model and improving and developing it into a complete model. The researcher used the inspection of the model and the model manual by referencing experts. The researcher obtained an administrative model to drive active learning and a quality manual as specified and used in the next step.

The use of management models to drive proactive learning management of Wat Punoi School, Kanchanaburi Province in 4 aspects, consisting of 1) quality of proactive management, 2) quality of teachers who perform proactive learning activities, 3) quality of students from organizing proactive learning activities, and 4) satisfaction with the use of proactive learning management models of Wat Punoi School, Kanchanaburi Province, when considering each aspect separately as follows:

5.1 The quality of proactive learning management of Wat Punoi School, Kanchanaburi Province, overall is at a high level. When considering by academic year, it was found that overall, it is at a high level. Leaders have leadership at the highest level and the highest average value, which may be due to the executives' determination to drive the quality of learning management of Wat Punoi School seriously and continuously, as well as developing teachers to have academic leadership as resource persons. This is consistent with the research results of Ekkachai Butsaenkam (2016), Amonrada Phutthinan (2018) Bush, 1986:19 cited in Thira Runcharoen (2007), Wang, J., Hussain, Y., Mao, C., & Jiang, F. (2020), who found that an effective management model should study the quality of management, teacher quality, and student quality.

5.2 Quality of teachers who carry out active learning activities at Wat Punoi School, Kanchanaburi Province The level of teacher performance in organizing learning activities was found to be at the highest overall. From the operational levels of both academic years, there were similar levels, with a small change. The evaluation results were at the highest-highest level in all evaluation groups. This may be because teachers organized high-quality active learning activities by integrating them into the subjects they teach. All teachers analyzed the learning management plan and adjusted the learning activity plan and the original learning activity format to be more appropriate for their age and abilities. In terms of the evaluation perspective, teachers' performance level was evaluated at the highest quality. The group of teachers who carried out active learning activities evaluated

themselves. Consistent with the study results of He, D., Arifani, Y., Liu, Y., Siripala, W., Songsienchai, S., & Suryanti, S. (2024), the quality of teachers who perform learning activities is at the highest level. 5.3 The quality of students organizing active learning activities at Wat Punoi School, Kanchanaburi Province was found to be at a high level overall. It was found that the academic year 2022 had a higher quality level than the academic year 2021 in all aspects. This may be because all parties involved have implemented the administrative model to drive proactive learning management of Wat Pun Noi School, Kanchanaburi Province systematically and teachers organized proactive learning activities systematically and efficiently. To develop the quality of students from proactive learning management appropriately Resulting in a higher level of quality as mentioned above Consistent with the research results of Anyarat Sonsanam et al. (2021) 5.4 Satisfaction with the use of the administrative model to drive proactive learning management of Wat Punoi School, Kanchanaburi Province. Overall, it was at the highest level and had a higher average than the academic year 2021. The highest aspect was the satisfaction with the implementation of the administrative model to drive proactive learning management. This may be due to the use of the results in the 2021 academic year on satisfaction with the implementation of the management model to drive proactive learning, which has the lowest quality level, to improve and develop, and the implementation of the proactive learning management systematically and tangibly, which has empirical results and is accepted in academic circles. This may be due to the organization of quality proactive learning activities that affect the quality of learners. The research results are consistent with the research results of Anyarat Sonsanam et al. (2021), Somchai Phachob (2019), and Mattika Phali (2022), who found that satisfaction with the use of the management model was at the highest level.

Recommendations and Suggestions

From the research results on the administrative model to drive proactive learning management of Wat Pun Noi School, Kanchanaburi Province, the findings are useful for the school to use the administrative model to drive proactive learning management of Wat Punoi School, Kanchanaburi Province. The researcher has suggestions for schools, the Office of the Basic Education Commission, and those involved in education management in various agencies to apply the findings in terms of policy and implementation, which will be beneficial

to the school, school administrators, teachers, and students to develop the quality of education and serve as a model for other schools.

Policy Recommendations

The Office of the Basic Education Commission and the Office of the Basic Education Commission can use the findings from this research, namely the administrative model to drive proactive learning management of Wat Punoi School, Kanchanaburi Province, as an innovation in academic administration to promote learning management for schools under the Office of the Basic Education Commission and the Office of the Educational Service Area to use in academic administration and develop the quality of education management to be more efficient.

Practical Recommendations

1. The school should develop cooperation among all relevant sectors of proactive learning management to obtain an administrative model that is consistent, appropriate, and feasible to use. It must create awareness and participation in implementing the developed model according to the specified steps and processes for efficient operations.

2. The administration should develop the process of implementing the administration model to drive proactive learning management from the research results that found low levels of practice and quality. The problems and suggestions from the research should be used in planning development and leading to the development of the next operation systematically to continuously develop and improve the quality.

3. The teachers who organize proactive learning use the results of using the administration model to drive proactive learning management to plan to develop the quality of learning activities, especially in the steps where the practice level is low, in order to organize learning activities of higher quality.

4. The application of the development model of the administration model to drive proactive learning management of Wat Punoi School, Kanchanaburi Province to other operations can adjust the list of practices in each element of the model to be consistent with the context of the work and each school, which will result in systematic operations and higher quality.

Recommendations for Further Research

1. Research and development of various administration models in schools that are still not in line with the school's criteria should be conducted in order to have systematic operations and quality, which will result in the development of the overall quality of education management in the school to be of higher quality.

2. Research and development of administration that promotes important competencies of students should be conducted in order to develop quality and improve quality.

3. Research and development should be conducted on the model to drive quality organizational culture and the model to develop the school's organizational values in order to continuously develop the school to higher quality.

4. There should be development and promotion of support for research and development personnel in schools to expand and develop both in terms of organizing active learning activities and performing assigned tasks to have higher quality.

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