Education Administrative Process of "Smart educate" Issued to Sustainable Educational Management in Thai's Basic Education

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ABSTRACT

Educational management is ability of exclusives a driving efficiency and quality goals. This paper will provide an overview of education administrative process of "SMART educate" issued to sustainable educational management in Thai's basic education. Mixed method research were study employed of qualitative to documentary study, interview to multi-contextual and cultural perspectives with 225 key informants, quantitative to survey by questionnaire with 599 samples to data analysis in qualitative by using three main stages, i.e., data reduction, data organization, data interpretation to conclusion, quantitative by descriptive statistical analysis including mean, standard deviation, and CFA was conducted to associated with factors. Education administrative process of "SMART educate" of 5 factors were to sustainable, management and morality, achievement, role and responsibility, technological, and 37 indicators to CFA that corresponds as empirical data to statistically significant at level of .01. Finally, SMART educate into the importance of participatory management such as trust, commitment, goals and objectives, autonomy a focusing the results and cost-effectiveness to learner-centered.

Keywords
Education administrative process, SMART educate, sustainable educational management, Thai's basic education.

INTRODUCTION

Education is main mechanism of a development, supporting, cultivating ideas and knowledge to the civic community as a whole ofThailand 4.0. For every nation, education is undeniably the key mechanism to develop, promote and embed ideas as well as knowledge to their citizens, and society as a whole. (Office of the National Economic and Social Development Board, 2018) Therefore, education tends to be the core factor for country's long term competitiveness. In this sense, design of education is the crucial link that can lead to human and society development. Educational management is ability of the exclusives a driving efficiency and quality goals. One of the most important considerations in the context of modern education design is global dynamics that occurs as the world stepped into the 21st century. An impact of such transformation can be seen in the various aspects ranging from as society and economics, environment and politics. The phenomenon's are clear examples of the global changing force; for instance, Arab Spring, Rise of Asia and Climate Change. (Panich, V, 2016) Under such as circumstances, every nation's citizens have to be prepared for all forms of change that might occur. Inability to do so would only mean the country's the potential risk of falling to failure state. For Thailand,this is the critical point that will determine our future, whether we can accomplish our aim to become the 1st world nation. However, Thailand to still requires clearer as education's "Objective Function" that can reflect ultimate goal of Thai education system; that is, education should develop and enable citizens and society that to live with dignity. (Office of the Education Council, 2018) To understanding the shifting landscape of the global challenges into the 21st century, the Philosophy of Thai education, living environment of students. Moreover, it is important to have clear and consistent policies, focused the strategies and the practical a driving mechanisms with precise and easy-to-understand action the agendas. Apart from this, to ensure successful education system, all the stakeholders; namely, education personnel, public sector, private sector and students have to understand the action agendas and the participate in the implementation process. (Mongkolwanich, J, 2016)The actions may include both incremental changes as well as paradigm shift and fundamental changes. Educational administration to important process and

ongoing activity. The managers are the leaders in operations, personnel cooperate seriously to achieve goals, administration of education relates to development of educational quality. Challenges of education 4.0 in 21st century change significantly aslearning can bring the knowledge in every place to integrate creatively, develop innovations to meet the needs of society. (Runchareon, T. 2019) Prepared for education Thailand 4.0, there are many factors to be considered. The current teaching, still far in many dimensions such as never teach the students to thinking for themselves that to most of them still teach the same thing, and the learners still do not know the society that to most the spend time online with (e.g., game, chat, face-book, line), the technology is not wrong, but the coin has two sides in the same way as technology which we have to use it in any field for our benefits. This is the difficulty and challenge of teachers, who must teach in this age.Because the instructional 4.0 era requires students to use of the technology to learn individually.The main factors of using to value technology as; a) using the internet this is an important tool for finding the knowledge, is a major source of information into education 4.0, b) creative thinking ascurriculum should allow the learner to dare to think outside the box or from the textbook, c) society interactionin order to meet the needs of society and work together in society, having to the group activities that support to the teamwork. Educational management in Thai's basic educationto the schools also, there are the organization to the system to consists of a subsystem that have to inputs, policies, budgets, materials, equipment, personnel throughout the process (e.g., administration, internal quality to the assurance, as teaching and learning management, supervision). An achieve productivity and be developed to meet the quality standards, have to understanding of the learner-centered learning process as the produces students to be good, virtuous and ethical, including desirable values. (Thai Basic Education Commission, 2019)These components have a continuous and interrelated process. It also has an environment that directly and indirectly influences management such as economic conditions, social conditions, geographic conditions, which are important factors in improving educational quality, and make to the learners have to the potential of learning to their full the potential.

Education leadersis mission a bring personnel into the organization to travel from a one place to another "*Creator of the change is better in vision of a great organization*" in development and maximize the benefits to organization, personnel, stakeholders forwards provide management and development.Is consistent with future mission, improving the quality of an education and organization to a systematic management of the knowledge and competency, include operational skills, follow-up, the evaluation. Thailand education plan (2017–2036 A.C.) have to vision, goals for educational management for the stability,production and development of manpower,research, innovation for competitiveness building,developing capacity of people of all ages, building a learning society, creating opportunities, equality, equality into education, education management for enhancing the quality of life, and developing educational administration efficiency. (Office of the National Economic and Social Development Board, 2018) This is a vision of the development policy that key mission in organizing an educational management system.That responds to the dynamics of the 21st century and is a leading mechanism for development. The problem of Thai's basic education management has faced the problem of poor quality as the learners with sub-standard knowledge to shown as figure 1.

Figure 1. Compare the results of basic educational testing of 12 Grad students' (2018- 2019 A.C.)
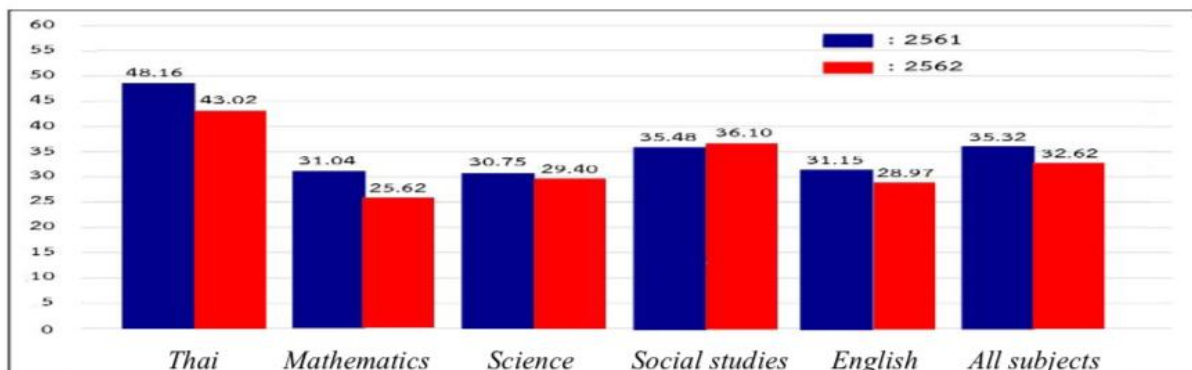
The management of education to be effective, requires several management peculiarities, such as management characteristics of adhere to student quality as the ultimate goal, use educational standards as management guidelines, adhere to the principle of area-based management as management framework, continuously adhere to good governance in the management process, and using a group processes to works and solve problems from the participation of all parties involved into education organization development that to real learning organization. Education administrative process of "SMART $_{educate}$" issued to sustainable educational management in Thai's basic education as the specific purpose of three mains in the objectives aimed to;

a) Identify and analyzed the shifting landscape of global challenges in the 21st century that can hinder Thai's basic education from achieving its key overall objectives.

b) Analyzed the education administrative process of "SMART $_{educate}$" issued to sustainable educational management.

c) Provide recommendations for Thai's basic education development in response to the changing global context in the 21st century, along with driving mechanism that leads to practical implementation of Thai's basic education.

CONCEPTUAL FRAMEWORKS

Major global trends in the 21st century that have significant impact, also, Thailand 20-Year National Strategy (2018 - 2037) to frameworks of key principles to security, wealth, sustainable a being developed country. With the development of the philosophy of sufficiency economy. (National Council for Peace and Order (NCPO), 2019) Focusing on the country to become a developed country that will lead to the development of the Thai people happy from the development of quality of life, generating high-level incomes, building a stable society, equality and fair, and competitive in the economy were to; 1) security to manage the country's environment to be stable and safe, with peace at all levels and dimensions, 2) in terms of building competitiveness, enhancing potential in a variety of dimensions, coupled with the expansion of the country on the world stage, 3) development and enhancement of human resources that Thai people in the future are equipped with body and mind, intelligence, 21st century essential skills, language communication skills, and morality, 4) the creation of opportunities and social equality of the creation of fairness and reduce inequality in all dimensions, decentralizing economic and social prosperity to increase opportunities for all sectors to become a development force at all levels, 5)to create growth on the quality of life that is environmentally friendly, taking into account the sustainability of the natural resource base and the environment, resulting in sustainability, 6) on balancing and developing a public administration system based on the principles of the public sector, for the people, and the common interests. Major global trends in the 21st century that have significant impact on Thai's basic education, and to set key overall objectives of Thai basic education can be divided into 3 levels were followed; a) global dynamics as the world stepped into the 21st century there are 3 main trends involved to (1) shift from "American Century" to "Asian Century" (2) shift from "Age of Prosperity" to "Age of Extremity" in aspects ranging from environment, politics and business and (3) shift in power from "Government and Corporate Centric Governance" to "Citizen Centric Governance/Good Governance", b) regional forces regional economic integrations have emerged around the world. Two collaborations that are most important and closely related to Thailand are ASEAN community, regional comprehensive economic partnership (RCEP), c) local issues and country strategy main local issues that have always been critical for Thailand are inequality, middle income trap, instability, households' structural change. As for country strategy, Thai government has set 4 main strategies; growth, competitiveness, balanced, efficient government administration. Thai's basic education is declared as one of priorities within country strategies. (Masincree, K, 2018) Nevertheless, education to still faces with many challenges regarding its implementation to truly raise overall quality of Thai learning system. A main objective is to become society that possess 4 desired qualities; opportunity society, productive society, just society, moral society. In other words, the objective reflects the underlying need of Thailand to become a well-being nation in every level. At the individual level, we aim to see people with healthy body, mind, and social life as well as people with intelligence and morality. Society level to see harmony and self-reliance communities. At the national level to see Thailand leaps to be the 1st world nation with stable and inclusive economic growth, good environment and

sustainable use of natural resources. (Maesincee, S, 2019)Moreover, the country should have internationally accepted good governance standard. Therefore, in the research phase that one will focus on identify and analyzed the shifting landscape of global challenges in the 21st century that can hinder Thai education from achieving its key overall objectives into Philosophy of Thai's basic education in the 21st century, the challenges in 21St century that can hinder Thai's basic education from achieving its key overall objectives.

An education administrative process issued to sustainable educational management ofestablishingmanagement system that must to integrate effective cooperation, support the implementation of the unity in line with development direction.The management to strengthen the quality of education management, is another important issuein addition to having to keep pace with the changes. It must to a mechanism for driving other sectors. To be ready for the change of aresulting into stability, wealth, sustainability.An important to provide quality improvement the studies as planning, organizing, stimulating, controlling, collaboration of personnel to provide educational services to students, by collaborating with teachers, parents, students and communities. (Abbasi, L, 2012) Aneducational administration is the activities in which many individuals work together for the development of leadersto vision, knowledge, ability, behavior, techniques in organizational management. (Jedaman. P., Buraphan. K., Younyoung, C, and others, 2017) The principles of good education administrationto decentralized, and the management, allowing stakeholders to take part in management and decision making.Co-management of education a having operational responsibility, having leadership that focuses on supporting personnel, facilitating, and changes to achieve organizational goals.

Planning that is based on a state of emphasis on the problem or needs to improve the management's education consists of defining vision, mission, objectives, strategies, plans, and implementation to achieve the goals. (Hanushek, E, 2011) Education administrative process issued to sustainable educational managementof Thai's basic education as factors were tosufficiency economy, management and morality, achievement, role and responsibility, technological intothe importance of participatory management to as trust, commitment, goals and objectives, autonomy a focusing the results and cost-effectiveness, method of learner-centered, developed and foremost management.Which in this research will analyze the elements and indicatorsto an important goal, the provide recommendations for Thai's basic education development in response to the changing global context in the 21st century, along with driving mechanism that leads to practical implementation.

METHODOLOGY

Research was a mixed method research of the qualitative and quantitative research via participatory action learning a looking the multi-contextual and cultural perspectives and brain storming for the research is most complete to results generalization of qualitative research, it can also provide research results that are description- depthfrom an opinion polls, which are quantitative researchto an important goals in education issues, including the shifting landscape of global challenges in 21st century that can hinder Thai education from achieving its key overall objectives, the education administrative process of "SMART $_{educate}$" issued to sustainable educational management in Thai's basic education, provide recommendations for Thai's basic education development in response to the changing global context in the 21st century, along with driving mechanism that leads to practical implementation.

Participants.
The participants as key informant were to educational administrators ofPrimary and Secondary EducationArea Offices throughout Thailand. Out of 225, 183 (83.33%), and 42 (16.67%) respondents, respectively, they all were by purposive sampling and focus group to discussion. And 599 samples were school directors and teachers, they all were to multistage random sampling.

Collection Method.
The instruments used for data collection consisted of interviews a studying the principles, concepts, and related research to obtain a variety of information according to triangulation approach of structure interview questionnaire. Bring to specialist for inspection of item of objective congruence, by a setting the criteria of 0.50 or more, pass the criteria and modified before using to collect data in the field. Questionnaire a studying the principles, concepts,

related research.Analyzed conceptual frameworks and to create questionnaires that are in the research to create questionnaires that are in line with objectives and goals.Create a semi structure questionnaire type of 5- Ratting scales.(Srisa-ard, B, 2014) Bring it to a specialist for inspection of item of objective congruence, by a setting the criteria of 0.50 or more, pass the criteria and modified. Used to try-out with 50 educational personnel,which was different from the sample used in the research to find the confidence of the whole questionnaire, has a value of 0.89, before using to collect data.

• *Step 1:* Study and analyzed documents as a framework for implementation, gather information toanalyze as a conceptual framework.

• *Step 2:*Arrange a workshop, and toin-depth interviews based on multi-contextual and cultural perspectives by interview with key informant were 225 educational administrators for analyzed the shifting landscape of global challenges in the 21st century that can hinder Thai education from achieving its key overall objectives into Philosophy of Thai's basic education in the 21st century, the challenges in the 21St century that can hinder Thai's basic education from achieving its key overall objectives was a qualitative data.

• *Step 3:* Analyzed documents and to arrange a workshop both to brainstorming and participatory action learning, include to in-depth interviews based on multi-contextual and cultural perspectives by an interview with key informant were 225 educational administrators for synthesis of factors and indicators as education administrative process of "SMART $_{educate}$" issued to sustainable educational managementof Thai's basic education were tosustainable, management and morality, achievement, role and responsibility, technological into importance of participatory management such as trust, commitment, goals and objectives, and autonomy a focusing results and cost-effectiveness, and method of learner-centered, developed and foremost management was qualitative data.

• *Step 4:* Survey by questionnaire with 599 samples were school directors and teachers for confirmatory factors of education administrative process of "SMART $_{educate}$" issued to sustainable educational managementof Thai's basic education were tosustainable, management and morality, achievement, role and responsibility, technological was quantitative data.

• *Step 5:* Participatory action learning and group discussion with key informant were 225 educational administrators to provide recommendations for Thai's basic education development in response to the changing global context in the 21st century, along with driving mechanism that leads to practical implementation including policy and strategy in education, learning environment was qualitative data.

Inquiry Method.

An inquiry methods into data analysis on qualitative data such asthe shifting landscape of global challenges in the 21st century that can hinder Thai education from achieving its key overall objectives, factors and indicators into education administrative process of "SMART $_{educate}$", and provide recommendations for Thai's basic education development in response to the changing global context in the 21st century, along with driving mechanism that leads to practical implementationwas analyzed by using three main stages, i.e., data reduction, data organization, data interpretation to conclusion.And data analysis on quantitative data as confirmatory factors of education administrative process of "SMART $_{educate}$" issued to sustainable educational managementof Thai's basic education was analyzed by descriptive statistical analysis including mean, standard deviation. Also, the Confirmatory Factor Analysis (CFA) was conducted to analyze the factors associated with sustainable educational management.

RESULTS AND DISCUSSIONS

A.Shifting landscape of global challenges in the 21st century that can hinder Thai education from achieving its key overall objectives.

a) Philosophy of Thai's basic education in the 21st century:- Transformation of identity for Thai People from being just a citizen of Thailand "Thai-Thai" to being a Thai citizen and a part of global community "Global-Thai". Thai people in the 21st century have to be equipped with knowledge and understanding about global dynamics, network of global communities, and global responsibilities. Reorientation of priority from focusing on generating workforce that will be supported economic growth "People for Growth" to serve only industries

to focusing more on people. Thailand need to aim for maintaining sustainable growth that will create and enhance each person's full potential "Growth for People" to serve people, and build knowledge-based society. Paradigm shift from controlling and deteriorating the nature to living and protecting the nature for sustainable development. Culture transformation from competition-driven society in which people compete and take from one another to collaboration-driven society in which people share and care for one another. Drive for Becoming the 1st World Nation from focusing only on becoming developed country in an economic sense to strengthen dignity of the nation through understanding of Thai history and culture. Goal of Thai's basic education in the 21st century to enhance each Thai citizen to reach one's full potential as well as to embed the idea of morality and happiness. Only with such high-quality and well-balanced citizens that can transform Thailand into a well-being nation. The main objective of education in the macro level or "Education Output" is composed of main goals to access, equality, quality, efficiency, and relevancy. The goal of Thai 's basic education should focus most on the issues of quality and relevancy.

b) The challenges in the 21St century that can hinder Thai's basic education from achieving its key overall objectives:-The aforementioned trends significantly affect to education in the aspects of access, equity, quality, efficiency and relevancy. In response to build a strong knowledge-based economy which requires more high-quality human capital, more qualified research , and development as well as wider application of the science, technology and innovation to succeed, appropriate human development plan, effective education system that can timely respond to any changes that would occur. According to the analysis of key global forces and trends, as well as driving factors in different levels, challenges of Thai's education and learning system can be portrayed in 2 levels including (1) macro level into develop education system to raise the competitiveness level, to get country out of middle-income trap, and well-being Nation with more balanced growth. Create wisdom-based society and supportive learning environment to shift thinking paradigm, to reform Thai's society, and to drive the culture of lifelong learning, (2) individual level as to build well-balanced human resource to enhance the potential as well as to embed morality and happiness.

B. Education administrative process of "SMART educate" issued to sustainable educationalmanagementof Thai's basic education.

Education administrative process of "SMART educate" issued to sustainable educational managementof Thai's basic education of factors to shown as figure 2, factors and indicator table 1, CFA figure 3.
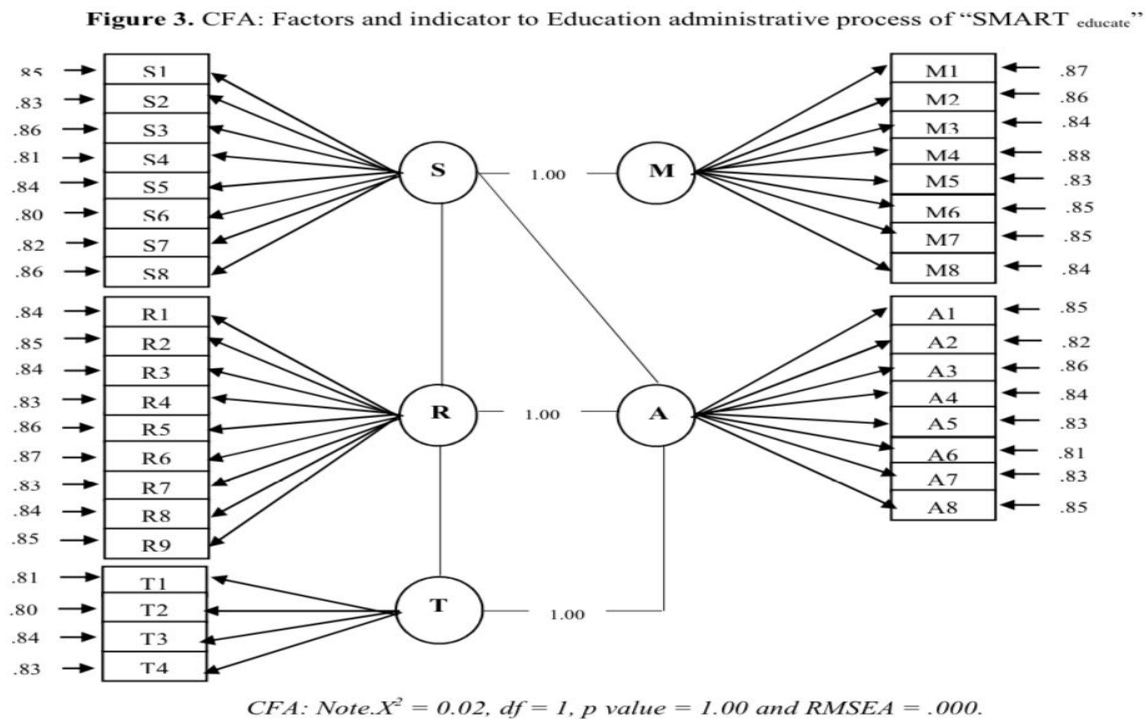

Figure 2. Factors to Education administrative process of "SMART educate"

*Table 1.*Factors and indicator to Education administrative process of "SMART $_{educate}$"

Factors of "SMART $_{educate}$"	Indicators
Sustainable (S)	1.1 Systematic work processes and proceduresin a planning aimed to specified goals. 1.2 Knowledge of management science and understanding in the context of spatial differencesfor operation is effective. 1.3Having leadership, knowledge, competence, vision, including management competencies achieving organizational objectives. 1.4Cultural learning and communicating in the organization through a participatory processa bring common values. 1.5Establishing an educational organization development project to become an organization of quality and lifelong learning. 1.6 Systematic thinking, and organizational planning benefits to be able to work to achieve results, and accomplished smoothly. 1.7Building and promoting human relations in the organization to achieve credibility, confidence, trust that influences the performance to achievement and drive that has positive thinking powerof goals and outcomes. 1.8 Bringing new ideas to increase management efficiency.
Management and Morality(M)	2.1 Organizational structure according to various departmentsto systematically. 2.2 Implementing proactive and policy plans as strategies and master plans with hierarchical order. 2.3 Delegation of powers and duties to personnel in various departmentsto make that work efficient. 2.4 Establishing unity in command and determining the scope of management. 2.5 Systematization of relations between various departments and personnel in the organization. 2.6 Clearly defining missions, duties and responsibilities, byusing the division of personnel to doaccording to their particular expertise. 2.7 Setting organizational goals in creating strategies to guide them in achieving them, distribution from strategy to action plan. 2.8 Focusing on teamwork and building morale to employees for a consistent and balancedadministration, morality and ethics, and equality for all personnel.
Achievement (A)	3.1 Performance-oriented management processes and methods to achieve objectives,goals. 3.2Participation from all stakeholders to achieve implementation and performance enhancement. 3.3 Facilitating and responding to needs for benefit andachievement. 3.4 Using resources for efficiency and the most cost-effective. 3.5 Development of a management system, both for adjusting processes and working methods for efficiency. 3.6 The paradigm shift, culture and values that strengthen the opening of all sectors to participate in the assessment of performance. 3.7 Establish clear performance indicators to measure job progress. 3.8 Determine key success factors and key performance indicators that are realistic for looking into the future, and initiatives to meet the needs (e.g.,system development, networking).

Roleand Responsibility (R)	*4.1 Being a leader in an organization that can be brought in as a leader of change.* *4.2 Seeing a change as an opportunity and know how to find effective change.* *4.3 Having a policy to create the future, have a systematic approach in looking for and anticipating* *change to balance change with continuity.* *4.4 Thinking and developing, including strategic planning practices, be able to improve and be flexible to fit the policy into vision, mission, and objectives.* *4.5 Having vision and being passed on to colleagues and personnel, competent, committed, aware and dedicated.* *4.6 Inspiration motivation and setting standards of work, being positive and believing in achieving goals.* *4.7 Social responsibility of operating under ethical principles, good management.* *4.8 Developing personnel to have quality and professional competencies.* *4.9 Providing an environment that is conducive to learningand leading the sustainable development.*
Technological (T)	*5.1 Using the technology for education is a factor that helps to expand quality education for learners and society.* *5.2 Creating a knowledge management system based on information technology allows learning management and integrated adoption.* *5.3 Communication using technology to transfer, develop and work creatively.* *5.4 Using technology to discover one's potential in a broad and holistic manner.*

Figure 3. CFA: Factors and indicator to Education administrative process of "SMART educate"

CFA: Note.$X^2 = 0.02$, df = 1, p value = 1.00 and RMSEA = .000.

Education administrative process of "SMART educate" issued to sustainable educational managementof Thai's basic education of 5 factors including sustainable, management and morality, achievement, role and responsibility, technological, have to 37 indicators. When considering the factors and indicatorsinto the standard weight of all 5 factors with a weight range of 0.80 - 0.87. Also, factors and indicator to education administrative process of

"SMART $_{educate}$" thatcorresponds as empirical data to statistically significant at level of.01. By SMART $_{educate}$ a driving the participatory management such as trust, commitment, goals and objectives, and autonomy a focusing the results and cost-effectiveness, and method of learner-centered, developed and foremost management.

C. Recommendations for Thai's basic education development in response to the changing global context.
Policy and strategy.
• Creating the quality system by building strong and integrated foundation to enhance education and increase responsiveness to any changes in 21st century a putting more emphasis on productivity, equality and balance building.
• Creating a well-balanced and well-rounded quality citizens base on assist them into finding their specialties, recognizing their own potential and thriving for lifelong learning
• To sharpen management system into finding the balance between centralization, decentralization and also putting more emphasis on education management in local area.
• To succeed, the central government has to be the one who set the freedom to adjust curriculum and teaching instruction according to their context.

Learning environment
• Teaching Instruction: Teacher's holistic and unbiased management should be set as the essence of classroom. Teachers should be able to choose suitable methods for their own students. Also, students should be assisted in finding their own potential, capability and drive for their passion in lifelong learning. The environment should be challenging and enjoyable with a balance between in-class and non-class education.
• Teacher: Teacher is at the heart of educational development in many countries. They must possess qualified qualities. Pedagogy education should be intensified and students should be those who are selected from cream as the crop of the country. Teachers' network should also be supported and developed in order to effectively serve teachers' community. Salary should also be raised to upgrade the status of profession and to attract more capable human resource.
• Curriculum: Structure of the national curriculum should be more intensified and have strict quality control. However, core curriculum should only be framework for schools and teachers to work around and adjust to each of their own context in teaching. Most importantly, it should promote board-based and holistic learning; putting more emphasis into creating "Curriculum of Thinking".
• Assessment: There should be no national tests or too frequent standardized tests. Actual objective for assessment should be about evaluating each student's learning development by using formative assessment.
• Information and Communication Technology (ICT): ICT should be one of core factors to support student-centered environment. Adaptive usage can be utilized to match each child's development at each certain age to effectively support education.

DISCUSSIONS

Educational management is ability of exclusives a driving efficiency and quality goals. Also, the education administrative process of "SMART $_{educate}$" to five factors including sustainable, management and morality, achievement, role and responsibility, technological. CFA showed of all factors and 37 indicators that corresponds as empirical data to statistically significant at level of .01. And Policy and strategy in Thai's basic education such as creating the quality system by building strong and integrated foundation to enhance education, andincrease responsiveness to any changes in the 21st century a putting more emphasis on productivity, equality and balance building, creating a well-balanced and well-rounded quality citizens base on assist them into finding their specialties, recognizing their own potential and thriving for lifelong learning, the central government has to be the one who set the overall framework and direction whilst local agents still possess freedom to adjust curriculum and teaching instruction according to their context, etc.Jedaman,P, Phoncharoen, C, Jongmuanwai, B and Others (2020)said to thesustainable education management 4.0 in response a changing global context in 21st century,

along with driving mechanism that leads to practical implementation to effectiveness.Wonganutarot, P. (2017) a developing into the strong educational quality.Requires the knowledge, prudence, planning and implementation of every step of the educational administrators, which are to the organizational leadership's role to develop sustainable education.Seong, Law Song (2017) the challenges in management education. Thailand Development Research Institute (TDRI) (2018) areto able to lead their organizations in the leadership of change, such as vision, management, future-building policy, systematic and continuous methodology, and the effectiveness of quality education management. It relies on participation and cooperation from all sectors involved in education in driving education management to be successful. (Randall, Lindsey,2015) Managing the organizational structure according to various departmentsto systematically, implementing proactive and policy plans as strategies and master plans with hierarchical order, clearly defining missions, duties and responsibilities, byusing the division of personnel to do according to their particular expertise, and setting organizational goals in creating strategies to guide them in achieving them, using technology for innovation to learning management (Salami, Reza and Soltanzadeh, Javad, 2012),distribution from strategy to action plan. (Donnelly H. Jame. Jr., James L. Gibson, John M. Ivancevich, 2012) Efficiency that meets the knowledge society needs to support the organization of activities that contribute to the development of knowledge and desirable characteristics in the creation of a learning organization, able to manage and manage learning with quality, and motivate staff to have morale and morale in their work.Leading an educational organization with a focus on personnel and learning, a stakeholder focus, agility and future focus, management for innovation and management, social responsibility and leadership, Focusing on results and cost-effectiveness, having a systematic view of management, and a method of learner-centered, developed and foremost management.Productivity of the implementation to the established guidelines and as a result of the management of education achieving critical goals, having a standard of excellence aligned with objectives and cost- effective use of resources, a practical process for driving education management to be successful.SMART $_{educate}$ into the importance of participatory management. Also, the policyrecommendationsto implementation such as a creating the quality system by building strong and integrated foundation to enhance education and increase responsiveness to any changes in the 21st century a putting more emphasis on productivity, equality and balance building.Creating a well-balanced and well-rounded quality citizens base on assist them in finding their specialties, recognizing their own potential and thriving for lifelong learning.Teaching Instruction: Teacher's holistic and unbiased management should be set as the essence of classroom. Teachers should be able to choose suitable methods for their own students. Also, students should be assisted in finding their own potential, capability and drive for their passion in lifelong learning. The environment should be challenging and enjoyable with a balance between in-class and non-class education.Curriculum: Structure of the national curriculum should be more intensified, have strict quality control. However, the core curriculum should only be a framework for schools and teachers to work around and adjust to each of their own context in teaching. Most importantly, it should promote board-based and holistic learning; putting more emphasis into creating "Curriculum of Thinking".Assessment: There should be no national tests or too frequent standardized tests. Actual objective for assessment should be about evaluating each student's learning development by using formative assessment.Information and Communication Technology (ICT): ICT should be one of core factors to support student-centered environment. Adaptive usage can be utilized to match each child's development at each certain age to effectively support education.

SUMMARY

Education administrative process of SMART $_{educate}$ on Sustainable as systematic work processes and proceduresin planning to the specified goals, knowledge of management science, understanding in context of spatial differencesfor operation is effective,leadership, knowledge, competence, vision, management competencies achieving organizational objectives. Management and Moralityas organizational structure to various departmentsto systematically, implementing proactive, policy plans as strategies. Achievement as performance-oriented management processes and methods to achieve objectives, goals, participation from all stakeholders.Role and Responsibility in a having the policies to create the future and have a systematic approach into a looking for and anticipating change to balance change with continuity, inspiration motivation and setting standards of work, being

positive and believing in achieving goals.social responsibility of operating under ethical principles, good management,developing personnel to have quality. Technologicalinto a using the technology for education is a factor that helps to expand quality education for learners and society.Importance of participatory management as trust, commitment, goals and objectives, autonomy a focusing the results, cost-effectiveness.

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