



The Development of School-based Management for Innovation Organization Model for Implementation in Small-sized Primary Schools

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ABSTRACT

School-based management (SBM) is widely accepted as one effective administration approach that emphasizes a school as a center of management. In addition, innovation organization (IO) is set as a major goal for schools in the 21st century and Thailand 4.0 era that demands creativity and innovation-driven economy. The authors reviewed and analyzed SBM and IO and synthesized the School-based Management for Innovation Organization (SBM-IO) model. The components of SBM-IO model include: Preparation, Set goal, Operation, Human research development, Environment and culture, Monitoring, and Knowledge Management (KM). The SBM-IO model was implemented to design the associated projects in small-sized primary school. The SBM-IO model and associated projects were sent to five experts to validate their quality through the calculation of index of item-objective congruence (IOC) of appropriateness, correspondence, possibility, and advantages. The overall IOC of SBM-IO model and associated projects were qualified at over 0.60. In addition, the SBM-IO model and associated projects were qualified regarding their appropriateness, correspondence, possibility, and advantages. The implications of SBM-IO model in different types of schools are finally discussed.

Keywords: School-based management, innovation organization, school administration, innovation

1. INTRODUCTION

The 21st century is the age of the knowledge-based economy. Due to the changes of society that rely on knowledge where the factors of production and competition are changing to more intangible factors. Therefore, innovation development is one way to help every organization to build a strong standing point as an innovation organization. with the goal of survival Growth and building of sustainable competitiveness [1]. Currently, we are facing the situation of COVID-19. It is causing many students to experience learning recession. According to the research of the Education Council, it was found that students at different levels will be getting different learning recessions. For example, in elementary school, there was a learning recession in knowledge, reading, mathematics and student characteristics. At the high school level, it was found that there was a regression in knowledge link, emotional states, and relationships etc. Teachers and parents were also affected by the need to adapt to new teaching methods that requires both knowledge and management of limited resources [2]. Thailand Development Research Institute (TDRI) has classified

three major problems of Thai education as follows: 1) Low quality: Thai students have lower skills than the criteria 2) High Inequality: students in rural villages have 3 academic years slower reading skills than urban children 3) Low efficiency: They have more educational budgets and spend a lot of time studying, but the student's academic performance has deteriorated [2].

One of the causes of quality problems in education, comes from the rapid changes in the modern world. (Post-modernization) or digital world. Each country is trying to create a development paradigm in the context of change in all dimensions, either political, administrative, economic, social, or educational dimensions. Additionally, it essentially states that education is an important tool in raising the quality of human resources in the country. It is the main mechanism for developing, promoting, cultivating ideas, and educating human resource and the society as a whole country. Education has become the main variable of the country's development in all areas. To prepare human resource for the 21st century which is the world with diverse rapid changes. Education in this era must prepare our people to face with the disrupted world. The complexity in society is increasing respectively as

follows: Knowledge fields are "reproduction" or "reproduced" on the basis of change. Including bringing the body of knowledge to develop "to increase" better [3]. The development of thinking skills can happen to Thai children. The learning process and attitudes of teachers need to be adjusted. Also, most importantly, innovations in learning management for teachers should be developed in order to provide teachers with guidelines for organizing learning experiences to develop students' thinking skills. Learning management innovations are forms, methods, procedures, and techniques of learning management that help develop students' thinking skills. This will allow teachers to see guidelines for learning management. to develop thinking skills effectively [4]. Therefore, the rapid changes in all dimensions will affect learners' learning, resulting in obvious learning recession.

Organizational management is related to outcomes and actions towards the intended outcomes. However, the context in each area of the educational establishments is different. Therefore, the development of innovations, in accordance with the context of the educational institutions, is one way to help all educational institutions to build a strong standing point as an innovation organization. The goal is to develop learners to have knowledge and abilities. Desirable Characteristics and learner competency in the 21st century is important and solve the problem of learning recession of learners. School-Based Management (SBM) is an important strategy for successful school reform and educational quality assurance [5] to support the development of innovative learning management according to the context of the school, which will lead to becoming an Innovative Organization (IO) using the school as the base. This paper aimed to create the new school administration called the School-based Management for Innovative Organization (SBM-IO) to use for developing a school to be sustainable innovation organizations. Therefore, the authors have studied the literatures related to SBM and IO in order to be the bases of developing the SBM-IO management model.

1.1. Principles, Concepts, and Theories

Innovation is the result of knowledge management by the integration resulting from the creation new knowledge or extension of old knowledge, also. It can be used to benefit in the commercial trade. Innovation is therefore an important tool used to solve work problems, make a difference, and make the organization have the ability to compete sustainably. The idea of innovation is therefore inseparably related to the economy, society, politics, and human culture causing in a change in the structure of the manufacturing and service industries as well as the social structure. It is also the driving force of the economy; create economic growth and enhance the country's competitiveness. It

can be said that innovation is a factor that affects the operations of the organization. The organization must create innovations to create advantages in order for the organization to survive under a competitive society [6]. Educational Innovative Organization or innovative organization refers to an organization that has improved and changed its thought process to create something new, different and useful or it is an organization that has adopted new changes and has been successfully applied and spread to become a method of practice for the general public. Being an innovative educational organization must have the ability to innovate and do new things for development from the work process in the form of management course preparation, creation of media or methods of teaching and learning including measurement and evaluation. To promote learning of learners according to their potential and have the capability to continue their studies and continue to operate effectively [7].

Management innovation development to create innovators, can be grouped according to the new management framework. which is an innovation process consisting of three groups: 1) Learning management innovation 2) Human resource development innovation and 3) Learning support innovation. There were details of these three groups as follows.

1. Learning Management Innovation: It consists of five aspects; two indicators as follows:

Section 1. Curriculum Development Concepts

Section 2. Learning Management

Section 3. Measurement and Evaluation

Section 4 . Development of innovative media and learning resources

Section 5. Coordination with other institutional organizations

The learning management innovation indicator consists of 2 indicators. is the first indicator, the number of learners with enhanced innovator competency and the second indicator is the number of innovations of learners upon completion of the curriculum.

2. Human Resource Development Innovation: It consists of three aspects; three indicators as follows:

Section 1. Power rate planning

Section 2. Personnel Development

Section 3. Performance Evaluation and Compensation Management

3. Learning Support Innovation: It consists of five aspects and six indicators as follows:

- Section 1. Budget planning
- Section 2. Budgeting
- Section 3. Budget allocation
- Section 4. Development of information systems and networks
- Section 5. Mobilization of resources for education

1.2. Indicators for innovation to support learning

Indicators for innovation to support learning consisted of 6 indicators: Indicator 6 , the number of projects/activities that promote learners to increase innovator competency, Indicator 7 , the number of projects/activities that encourage teachers Increasing Innovative competencies, Indicator 8 Number of Management Personnel with Innovative Competencies, Indicator 9 Number of Innovative Executives in each academic year, Indicator 1 0 Number of Innovator Competencies that has been enhanced business and indicator 11 satisfaction of those involved in the learner's competency innovator. [8].

2. SBM-IO MODEL

Innovation Organization (IO) is an organization that has a management system for the improvement or development of products, services, plans and processes, including management. In other words, the organization has innovation management. The emphasis or focus on organizational innovation is not the result of just the number of innovations created, and only the ability to adapt itself to the environment The organization needs to develop itself to be capable of innovation in order to continually innovate and wants innovation to lead a change in the organization's environment that has enough influence to make it necessary for other organizations to respond or adapt to that change, which to be an innovative organization. Organizations need to have the following key attributes:

- 1) Leading an organization for innovation refers to the commitment and determination of the leaders of the organization towards innovation
- 2) Organizational structure conducive to innovation management refers to the organizational structure that promotes innovation capability and innovation,
- 3) Creating an organizational atmosphere
- 4) Work system that supports the creativity of personnel refers to the organization of work systems and

work processes in order for the personnel to come up with new ideas and be motivated to create innovations

3. INNOVATION MANAGEMENT

Innovation management is the extension of the comprehensive organization management. To achieve the creation of products and services that are based on new knowledge, practices and processes that are better or leap from what they are. Innovation management is a complex matter and not a quick fix. The challenge of innovation management depends on the reality of the diverse ideas that affect the organization, which cannot easy transfer in which innovation strategy and strategic leadership are the most influential factors in innovation management concept [9]. Executives need to adapt these ideas to the situations the organization faces. Therefore, the innovation management of one organization may or may not work well for another organization.



FIGURE 1. SBM-IO model

4. ORGANIZATIONAL CULTURE TO SUPPORT SBM-IO

Established an organizational culture to drive the SBM-IO concept in the organization to create the same concepts and goals in the same direction is an important factor that will help the implementation of the SBM-IO concept in that organization [7]. The success of SBM-IO needs eight key success factors or elements in creating an organizational culture to support the innovative organization of basic education institutions.

1. Leadership: It is an important component of the innovative organizational model of basic education institutions.
2. Organizational atmosphere: It is an important component of the organizational style of innovation of basic education institutions
3. Knowledge Management: It is a component that has a combined effect on being an innovative

organization of basic educational institutions equal to 0.93. Knowledge management consists of 5 components

4 . Organizational structure: It is an element that has a collective influence affecting the organization of innovation of basic education institutions with 0 .5 Organizational structure consists of 3 components

5. Teamwork: It is the element that has a total influence on the organization of innovation of basic education institutions equal to 0.50. Teamwork consists of 3 components

6. Organizational culture: It is an element that has a combined influence on being an innovative organization of basic education institutions equal to 0.45. Organizational culture consists of 4 components

7. Strategic Management: It is an element that has a total influence on the organization of innovation of basic education institutions equal to 0 .3 7 . Strategic management consists of 3 components

8 . Human resource management: It is an element that does not have direct influence but has an indirect influence. As a result, it is an innovative organization of basic education institutions. It consists of 5 components

5. APPLYING SBM-IO

Applying the concept of SBM-IO in educational institution management to develop educational institutions to become an innovative organization of the 2st century in a sustainable manner by using educational institutions as the base.



FIGURE 2. Applying SBM-IO model in real school context



FIGURE 3. Result of SBM-IO model on students’ development of innovations in real school context

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