

The Administrative Strategy of Professional Learning Community in the Digital Era of Small-Sized Primary Schools under the Office of Basic Education Commission

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Abstract

This research aimed to: 1) study the current conditions and the desirable conditions; 2) develop the administrative strategy; and 3) evaluate the administrative strategy of the Professional Learning Community in the digital era of small-sized primary schools. There were 3 steps, as follows: step 1: study the current conditions and the desirable conditions; step 2: develop the administrative strategy; and step 3: evaluate the administrative strategy of the Professional Learning Community in the digital era of small-sized primary schools. The findings were as follows: 1. The current conditions and the desirable conditions of Professional Learning Community in the digital era of small-sized primary schools, overall was at a high level. 2. The administrative strategy of Professional Learning Community comprised 3 parts : 1) the introduction comprised vision, mission, and goal, 2) the content consisted of 5 administrative strategies of Professional Learning Community in the digital era of small-sized primary schools: the 1st strategy: shared values and norms, the 2nd strategy: collective focused on student learning, the 3rd strategy: collaboration, the 4th strategy: expert advice and study visit, and the 5th strategy: reflection dialogue, and 3) the success condition. 3. The evaluation of the administrative strategy of Professional Learning Community in the digital era of small-sized primary schools shown that 3.1 the results of the evaluation of the administrative strategy of Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission, overall was at a high level consisted of the accuracy, the propriety, the feasibility, and the utility, and 3.2 the results of the handbook evaluation for using the administrative strategy of Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission, overall was at the highest level.

Keywords: Strategy; Professional Learning Community; PLC; Small- Sized Primary School; Digital Era

Introduction

The current world is highly competitive, and education is an important basic for country development. Education enhances knowledge, thought, and skill for a qualitative and effective life and keeps up with the rapid changes in global society, including country development to be as prosperous as other countries. Therefore, schools are the core organizations that develop students and societies under the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 (2002), and amended up to the National Education Act (No. 3), B.E. 2553 (2010), aim to develop Thais to be complete humans on physical, mind, knowledge, morals, and ethics, and Thais to live happily in Thai society in order to develop Thais' potentials to international stages wisely. According to the government policy, the 20-Year National Strategy (2017–2036), the National Security Council Act, B.E. 2559 (2016), the direction of the Twelfth National Economic and Social Development Plan (2017–2021), and the direction of the National Education Plan (2017–2031) focus on the educational enhancement to be qualitative, effective, and reduce all differences. Personal production and development relate to needs and country development. Due to the current condition, learning in classrooms is not enough to meet learners' needs. The development keeps up with the new era and the changes in the economy, society, and politics, which make young generations have different capacities. Therefore, 21st-century education must be in a new form that is different from the past. (Panich, 2012). Especially teachers' instructions and instructional culture need to be changed to active learning. The teachers' roles are facilitators and learners' guidance to have skills. Moreover, teachers learn together with learners (Pakotun, 2018). The core of the learning process in the digital era comprises the thinking process, the practice process, and teamwork (Phoglin, 2017). In the digital era, education must cover all aspects of work development, and learning has to focus on the skill process in order to have knowledge, ability, and life skills that learners are able to apply in their daily lives. Moreover, learners have performances and learner attributes in the digital era. Instructions are in the forms of learning by doing, collaboration skills, and team learning. Learning by doing, learners innovate by themselves, and teachers are facilitators to have knowledge by lesson design and inspiration more than teaching "Teach less, Learn more". So, teachers' work must change from individual work to teamwork, identified work goals, and instruction

with buddies in the form of a professional learning community, in which personnel share ideas, discuss, criticize practically concerning practice, provide feedback, and take a careful view towards collaborative learning. The whole school is needed as a guide to encourage teachers to instruct students effectively. (Yamkasikorn, 2016). The Ministry of Education realizes the importance of teachers and educational personnel development and has a policy for teachers and educational personnel development using the Professional Learning Community (PLC for teachers in each subject. All schools develop knowledge from instructions and lead to a professional learning community.

The Office of the Basic Education Commission defines the policy for qualitative education development for the whole systems of schools in the fiscal year 2019 for preparing for the change of education in the country in order to develop every student and every goal to have the 21st century skill of being Thais and global citizens, who have high order thinking, are innovators, thinkers, entrepreneurs, and smart farmers by living with their own occupations. (Ministry of Education, 2019) Administrators in the digital era should realize and drive to the goals for qualitative education, and students are as follows: 1) Students are persons of learning, innovative thinking, knowledge, skills, attributes in the 21st century, age-appropriate health, self-reliance, adaptation for good citizens and global citizens, 2) teachers who have the spirit of being teachers, academic specialization, and multi-skilled teaching to meet students' needs individually, innovators, and technology skills. 3) Administrators are excellent strategic thinkers and innovators. Moreover, they have academic leadership, accountability, and cooperative administration. 4) Schools are independent in administration and instruction and cooperate with the community, both in the private sector and educational stakeholders in other areas. The environment is set up in all dimensions to be pilot schools in the education sandbox. (Ministry of Education, 2019) digital technology for the instructions of individual students based on their competency, need, and proficiency and to develop a knowledge-based society for lifelong learning (Ministry of Education, 2019). Moreover, supporting and developing personnel in the form of Professional Learning Community (PLC, including enhancing and developing teachers to design instructions related to the evaluation focused on higher-order thinking, active learning, promoting, and developing administrators, teachers, and personnel to have digital literacy and digital pedagogy (Ministry of Education, 2019).

In the digital era, to achieve goals, administrators, teachers, students, and stakeholders in education need to cooperate and work using a new paradigm by using the cooperation of the

association and teacher community on work, which focuses on teachers' instruction changing. Teachers, who manage the instructions, change the instruction to be a learning process, and prepare youth to have learning skills and work skills in the 21st century, including realization, knowledge, and digital technology skills (Thai Government Gazette, 2019). Besides, changing the classrooms to be learning areas and human development to have potential for international stage competitions by using education reform for the Professional Learning Community (PLC to share experience together (Panich, 2012).

Education, student development, teacher development, and personnel development are successful in many countries. They realize the importance of professional development, which focuses on teachers, administrators, educators, and stakeholder cooperation to develop professionals continuously in the form of the Professional Learning Community (PLC. The results and effects are from the Professional Learning Community: PLC, which individually changed; it is the positive behavior towards teachers, administrators, students, and stakeholders to be qualitative human, and teachers adapt learning activities from exchanging ideas from the Professional Learning Community: PLC (DiMarco, 2019), which influences the student's quality, the educational quality, and the quality of the country.

According to the reasons above, the researcher is interested in studying the current condition and desirable feature condition of the professional learning community in small-sized primary schools to be the tools for school administrations of teacher's development to be professional teachers using the development process to instruct, develop, and lift up the education of students reflects to Thai education in order to catch up with the change of digital technology and gain the effectiveness and quality of the quality of education.

Research Objectives

1. To study the current conditions and the desirable conditions of Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission.
2. To develop the administrative strategy of Professional Learning Community in the digital era of small-sized primary schools.

3. To evaluate the administrative strategy of Professional Learning Community in the digital era of small-sized primary schools.

Research Scope

Content Scope: The Professional Learning Community: PLC in the digital era of small-sized primary schools under the Office of Basic Education Commission.

Population/Sample Scope: The population is the small-sized primary schools under the 18th Bureau of Inspection and Evaluation, and 11 experts.

The sample group is the small-sized primary schools under the 18th Bureau of Inspection and Evaluation, with a total of 286 schools, 2 persons from each school, and a total of 572 participants using random sampling by stratified sampling and 11 experts by purposive random sampling.

Area Scope: The small-sized primary schools under the 18th Bureau of Inspection and Evaluation.

Timing Scope: November 2021– April 2022

Literature Review

The importance and the utility of the Professional Learning Community: PLC. The Professional Learning Community: PLC is the cooperation of teachers, administrators, and educators based on the relationship culture. They must rely on each other and aim to develop learner's learning. The atmosphere is the relationship of members, has the same goal, and build the good atmosphere among members. Hord et al. (2010) suggests that PLC leads to the qualitative change both profession and student achievement from community synthesis :PLC) Chookemner and Sungtong (2014) recommends that the usefulness of PLC for teachers and students provides into 2 issues: 1) the advantages for teachers are reducing the loneliness of teacher, increasing the concerning of mission and goal, increasing the encouragement in order to achieve and respond together, 2) the advantages for students are reducing repeated classes, and teaching less makes the learning achievement of science, maths, and academic high.

The conclusion is that Professional Learning Communities were developed from organizational strategies to help organizations adapt to the trend of social change rapidly. It is a gathering of teachers, administrators, and educators based on PLC.

The elements of the Professional Learning Community

Yamkasikorn (2016) suggests that the professional learning community consists of three elements, which are as follows: 1) group 2) accepting each other, and 3) remembering both physical and mental states. Spencer–Johnson (2018) analyzes and synthesizes the elements of PLC into three elements as follows: 1) reflecting on practice; 2) exchanging ideas; and 3) participating as organizational leaders.

It can be concluded that the nature and elements of Professional Learning Communities (PLC), including professional learning communities in the current era, concern knowledge society, knowledge-based economies, and innovation. It aims to: 1) develop personnel's ability in the organization; 2) build opportunity for personnel in the organization continuously; 3) promote using local resources valuably and effectively; 4) share power and decision participation; 5) promote shared value and collaborative learning; 6) build human relations in the organization; 7) express opinion acceptance and knowledge sharing; 8) work together and academically build in schools and communities; and 9) cooperate in order to develop students' learning achievement and according to the synthesis of the educators' concepts. The researcher concludes that the elements of the Professional Learning Community (PLC) comprise five elements, as follows: 1) shared norms and values; 2) collective focus on student learning; 3) collaboration; 4) expert advice and study visits; and 5) reflection dialogue.

Education in Digital Era

Kerdrung (2017) recommends that the guidelines for education management in the digital era are as follows: 1) educational transformation; 2) school stability; 3) technology advancement; 4) simulation; 5) instruction; and 6) world digital learning. Wannasri (2021) suggests new concepts for education management in the digital era in order to have learner skills in the digital era and in the future era in order to be innovators based on educational standards on 7 items as follows: 1) Educational management in the digital era, including administrators, teachers, and students, has self-learning skills in knowledge adaptation and proper procedure. 2) Learner skills in the digital era are skills in the 21st century in order to be ready for change and live qualitatively and happily. 3) Instruction using technology is education by using technology and equipment related to current learners' equipment for learning and communication; 4) creative learning 5) Online learning 6) thinking development, and 7) evaluation for development.

It can be concluded that the educational administration must have quality. It is an important goal of administration. However, for administration to achieve goals, there are various ways to process it depending on the leadership or administrator's trait, place, situation, and time.

Research Method

This research uses a mixed method, as follows:

Step 1: To study the current conditions and the desirable conditions of the Professional Learning Community in the digital era of small-sized primary schools under the 18th Bureau of Inspection and Evaluation in 4 provinces: Nakhon Sawan (336 schools), Uthai Thani (136 schools), Pichit (158 schools), and Kamphaeng Phet (224 schools) in 2021, totaling 854 schools, two persons consisted of 1 school director and 1 academic teacher (PLC), totaling 1,708 persons. The sample group consists of small-sized primary schools under the 18th Bureau of Inspection and Evaluation (Nakhon Sawan, Uthai Thani, Pichit, Kamphaeng Phet). Determining the sample size by Yamane Taro's formula consisted of 286 small-sized primary schools, 2 participants from each school: 1 school director and 1 academic teacher (PLC); a total of 572 participants, with a random sampling method. The research instrument used was a questionnaire on the strategy of the administration of the Professional Learning Community (PLC) in the digital era of small-sized primary schools. The statistics employed were mean, S.D., and the need analysis of the Professional Learning Community (PLC) of small-sized primary schools. According to the current condition and the desirable condition by using the Priority Needs Index (PNI),

Step 2: It is to develop the administrative strategy of the Professional Learning Community in the digital era of small-sized primary schools. It was qualitative research by holding the connoisseurship comprised of the experts on the Professional Learning Community, the level of Ministry of Education, service area office, university, and school, totaling 11 participants using purposive selection. The assessment informants on the propriety and feasibility of the strategic handbook of the Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission consisted of 5 experts by using a purposive selection, the same group as the connoisseurship. The research instruments employed were a draft of strategy, the document for the connoisseurship, and the evaluation form. The statistics used were mean and

S.D.; the acceptable value of assessment issues was a mean of 3.50, or the handbook was appropriate at a high level.

Step 3: It is to evaluate the administrative strategy of the Professional Learning Community in the digital era of small-sized primary schools with quantitative research. The experts evaluated the strategy by purposive random sampling of a total of 20 participants using the evaluation form for the strategy of the Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission. The data collected were the mean and S.D. of the acceptable value of assessment issues; the mean was 3.50, or the handbook was appropriate at a high level.

Research Results

1. The current condition and the desirable condition of the administrative strategy of the Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission found that the current condition of the administrative strategy of the Professional Learning Community, overall, was at a high level (\bar{X} = 4.39, S.D. = 0.54), and the desirable condition of the administrative strategy of the Professional Learning Community, overall, was at a high level (\bar{X} = 4.42, S.D. = 0.56) based on table 1.

Table 1 The current condition and the desirable condition of the administrative strategy of Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission overall from the internal environment analysis.

No.	The administrative strategy of Professional Learning Community in the digital era	The current condition			The desirable condition		
		\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
1	Shared values and norms	4.41	0.51	high	4.28	0.56	high
2	Collective focus on student learning	4.38	0.55	high	4.41	0.58	high
3	Collaboration	4.42	0.52	high	4.44	0.57	high
4	Expert advice and study visit	4.40	0.55	high	4.52	0.53	highest
5	Reflection dialogue	4.36	0.57	high	4.47	0.56	high
Mean		4.39	0.54	high	4.42	0.56	high

The current condition and the desirable condition of the administrative strategy of the Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission. According to the external environment analysis overall, the current condition of Professional Learning Community overall was at a high level ($\bar{x}=4.09$, S.D.=0.83), and the desirable condition Professional Learning Community overall was at a high level ($\bar{x}=4.11$, S.D.=0.84) from table 2.

Table 2 The current condition and the desirable condition of the administrative strategy of Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission. From the external environment analysis overall.

The external environment	The current condition			The desirable condition		
	\bar{x}	S.D.	level	\bar{x}	S.D.	level
1. Policy and politics	4.02	0.81	high	4.09	0.83	high
2. Economy	4.01	0.84	high	4.01	0.87	high
3. Society	4.15	0.83	high	4.13	0.85	high
4. Technology	4.17	0.83	high	4.19	0.82	high
Mean	4.09	0.83	high	4.11	0.84	high

2. The administrative strategy of Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission shows that the administrative strategy of Professional Learning Community in the digital era of small-sized primary schools consisted of 3 parts: 1) The introduction comprised vision, mission, and goal; 2) the content consisted of the administrative strategy of the Professional Learning Community in the digital era of small-sized primary schools. A total 5 strategies consisted of shared values and norms, strategy 2 collective focus on student learning, strategy 3: collaboration, strategy 4 expert advice, study visits, and strategies 5 reflection dialogue, and 3) success condition.

3. The administrative strategy of Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission was overall at a high level, comprising the accuracy ($\bar{x}=3.58$, S.D.=0.72), the propriety ($\bar{x}=3.56$, S.D.=0.71), the feasibility ($\bar{x}=3.61$, S.D.=0.73), and the utility of the handbook was ($\bar{x}=3.64$, S.D.=0.76) from table 3.

Table 3 The evaluation results of the administrative strategy of Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission overall

The administrative strategy of Professional Learning Community in the digital era of small-sized primary schools	The accuracy			The propriety			The feasibility			The utility		
	\bar{x}	S.D.	Level	\bar{x}	S.D.	Level	\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
Strategy 1												
Shared values and norms	3.79	0.65	high	3.92	0.62	high	3.92	0.62	high	3.90	0.61	high
Strategy 2												
Collective focus on student learning	3.66	0.84	high	3.59	0.80	high	3.59	0.80	high	3.95	0.73	high
Strategy 3												
Collaboration	3.40	0.69	medium	3.50	0.75	medium	3.46	0.77	medium	3.44	0.75	medium
Strategy 4												
Expert advice and study visit	3.49	0.73	medium	3.43	0.77	medium	3.60	0.73	high	3.56	0.91	high
Strategy 5												
Reflection dialogue	3.60	0.72	high	3.49	0.67	medium	3.59	0.72	high	3.59	0.77	high
Mean	3.58	0.72	high	3.56	0.71	high	3.61	0.73	high	3.64	0.76	high

The handbook evaluation results of the propriety overall were at the highest level (\bar{x} = 4.54, S.D. = 0.57) from table 4

Table 4 The evaluation of the propriety of the handbook for the administrative strategy of Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission overall.

No.	The administrative strategy of Professional Learning Community in the digital era of small-sized primary schools	The propriety		Opinion Level
		\bar{X}	S.D.	
1	Handbook is beautiful and easy to use.	4.55	0.51	high
2	Content of handbook is clear and correct.	4.65	0.49	highest
3	Content of the administrative strategy of Professional Learning Community in the digital era of small-sized primary schools is accuracy based on academic following concept, theory, and basic principle of strategic development.	4.55	0.51	Highest
4	Language used in the handbook is accuracy, clear and easy to understand.	4.35	0.59	High
5	Content sequence in the handbook is sequencing	4.55	0.60	highest
6	Handbook is useful and meets the needs of school network.	4.50	0.51	high
7	Process of the administrative strategy of Professional Learning Community in the digital era is sequencing, clear description, and easy to understand.	4.55	0.60	Highest
8	When study and act following the handbook, the administrative strategy of Professional Learning Community in the digital era can be developed.	4.55	0.69	Highest
9	Handbook is useful and meets the administrator's need.	4.50	0.69	high
10	Handbook of the administrative strategy of Professional Learning Community in the digital era of small-sized primary schools is useful for educational administration in the future.	4.60	0.50	Highest
Mean		4.54	0.57	highest

Research Discussion

According to objective 1, the current condition and the desirable condition of the administrative strategy of Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission overall show that the current condition of the administrative strategy of Professional Learning Community overall was at a high level, and the desirable condition of the administrative strategy of Professional Learning Community overall was at a high level. The mean of the desirable condition was higher than the present. Since the policy of the Ministry of Education defined all teachers in schools instructed to use Professional Learning Community (PLC) for at least 50 hours, the tasks of teachers for offering the annual work evaluation to administrators by the primary educational service area office have been realized and trained

annually for administrators and teachers. The administrators realized the teachers' roles in schools were to be the master teachers to develop the contents based on their interests. It is related to the study of Suwanwong (2016) on the strategic administration of professional learning communities for private school teachers, the current condition of the strategic administration of Professional Learning Communities for private school teachers overall according to the external environment analysis was at a high level, and the desirable condition of the strategic administration of Professional Learning Communities for private school teachers overall was at the highest level. The overall mean of the desirable condition of the Professional Learning Community for private school teachers was higher than the current condition as well.

According to objective 2, the administrative strategy of the Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission consisted of three parts: 1) The introduction comprised vision, mission, and goal; 2) the content consisted of the administrative strategy of the Professional Learning Community in the digital era of small-sized primary schools. A total 5 strategies consisted of shared values and norms, strategy 2 collective focus on student learning, strategy 3: collaboration, strategy 4 expert advice, study visits, and strategies 5 reflection dialogue, consisted of 12 sub-strategies, and 3) success condition from expert connoisseurship shown that it was appropriate because the administrative strategy of Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission had the external environment analysis concerning strategy, vision, mission, goal, and strategy related to each other, and lead to practice in schools properly related to the study of Leuanoi (2018) on the Professional Learning Community Management Model of World Class Standard School found that the model evaluation of the Professional Learning Community Management Model of World Class Standard School from the experts' views was appropriate, the results of the propriety of the hand book evaluation of the Professional Learning Community Management Model of World Class Standard School from 5 experts shown that the agreement of 5 experts towards the handbook of the Professional Learning Community Management Model of World Class Standard School was appropriate at the highest level.

According to the objective 3 found that the results of the evaluation of the administrative strategy of Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission overall was at the highest level consisted of

the accuracy, the propriety, the feasibility, and the utility, and the results of the handbook evaluation of the administrative strategy of Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission overall was at the highest level because the development process of the administrative strategy of Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission designed the proper steps and sequencing in each step effectively. The development process comprised step 1: study the current conditions and the desirable conditions of the professional learning community in the digital era of small-sized primary schools under the Office of Basic Education Commission and take the results to use for the step of questions to study the current condition and the desirable condition of the administration to a world-class standard. The current conditions, the desirable conditions, and the expective conditions of the administration to world class standard, the current conditions and the desirable conditions using Priority Needs Index (PNI), then took the results to synthesize and analyze content using SWOT Analysis and SWOT Matrix, and the administrative strategy of Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission including the administrative strategy checking, and the propriety of the using handbook by holding the connoisseurship related to the study of Auatarakul et al. (2023) on the development of school management strategies towards World-Class Standard School, it was defined into 3 steps as follows: 1) the study of the current conditions and the desirable conditions, mean, S.D., and the needs assessment using PNIModified; 2) the strategic development by holding the connoisseurship and content analysis; 3) The results of the strategic development had the propriety, feasibility, and utility at the highest level and were related to the study of Padyen et al. (2016) on the development of management strategies of the world-class standard elementary schools towards the Thailand quality award. The strategic process involved using qualitative and quantitative research and analyzing the importance of the need assessment using PNI, a modified technique by holding the connoisseurship by experts and holding the connoisseurship by analysis, using content analysis, and content improvement.

Conclusion

The research results found that 1. The current conditions and the desirable conditions of the administrative strategy of the Professional Learning Community in the digital era of small-sized primary schools overall were high. 2. The administrative strategy of the Professional Learning Community in the digital era of small-sized primary schools consisted of three parts, as follows: 1) introduction comprised vision, mission, and goal; 2) content consisted of the administrative strategy of the Professional Learning Community in the digital era of small-sized primary schools totaling 5 strategies; and 3) success condition. 3. The strategic evaluation of the administrative strategy of Professional Learning Community in the digital era of small-sized primary schools found that it was at a high level, and the handbook evaluation was at the highest level.

Suggestion

According to the research results suggested that:

1. The research suggestion:

The results from objective 1 found that the current conditions and the desirable conditions of the administrative strategy of the Professional Learning Community in the digital era of small-sized primary schools overall were at a high level. So, the offices should conduct office administration and personnel visits, which reflect work practices, expert advice, and study visits.

The results from Objective 2 show that the administrative strategy of the Professional Learning Community in the digital era of small-sized primary schools consisted of three parts, as follows: 1) introduction comprised vision, mission, and goal; 2) content consisted of the administrative strategy of the Professional Learning Community in the digital era of small-sized primary schools totaling 5 strategies; and 3) success condition. So, related offices should conduct the following: Schools and networks should apply the administrative strategy of the Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission and study the details of the strategy from the handbook to understand every issue before using it in a real-life situation.

The results from Objective 2 found that the evaluation of the administrative strategy of the Professional Learning Community in the digital era of small-sized primary schools has shown that it is at a high level. The handbook evaluation was at the highest level. So, the related offices should

apply in the administration of the Professional Learning Community in the digital era of small-sized primary schools, give knowledge to stakeholders, sequence the importance of each issue depending on the context of schools and school networks, adapt to the policy of relating offices, and have supervision and evaluation in order to take the strategies to use in order to improve and develop the Professional Learning Community in the digital era of small-sized primary schools effectively.

2. The research suggestion for further study:

2.1 The administrative strategy of the Professional Learning Community in the digital era of small-sized primary schools of other ministries should be applied for the overall improvement and development of the Professional Learning Community in the digital era of small-sized primary schools.

2.2 The administrative strategy of the Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission should be studied for every level of administrators to know the results of the conducting of the administrative strategy of the Professional Learning Community in the digital era in every step for making the decision of information technology in the administration of Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission effectively.

New Knowledge

Researcher concluded the new knowledge as follows:

The administrative strategy of the Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission received new knowledge from the study of the current conditions and the desirable conditions, analyzed the relevant internal and external environment to develop strategy, and defined vision, mission, goal, and strategy that related to and applied to the practice level in schools appropriately.

The administrative strategy of Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission



Figure 1. New Knowledge

From: Author

According to the model shown, the administrative strategy of the Professional Learning Community in the digital era of small-sized primary schools under the Office of Basic Education Commission related to the current conditions and the desirable conditions, including the analysis of the relevant internal and external environment, leads to three parts as follows: 1) The introduction comprised vision, mission, and goal; 2) The content consisted of the administrative strategy of the Professional Learning Community in the digital era of small-sized primary schools, which totaled 5 core strategies and 33 sub-strategies. One shared value and norm included five sub-strategies. Strategy 2. The collective focus on student learning consisted of four sub-strategies. Strategy 3 collaborations comprised 7 sub-strategies; strategy 4 expert advice and study visits comprised 5 sub-strategies. Strategy 5: The reflection dialogue consisted of 12 sub-strategies and 3 success conditions.

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