Development of Effective Student Affairs Administration Based on Sangahavatthu IV Principles for Schools under Office of Primary Education Service Area

Abstract—The main objectives of this research were 1) to develop student activity management to be effective based on Sangahavatthu IV principles for schools under Office of Primary Education Service Area, and 2) to propose development of effective student affairs administration based on Sangahavatthu IV Principles for schools under Office of Primary Education Service Area. Research instruments were a questionnaire distributed to 400 school teachers under the Office of Primary Education Service Area, interview form by interviewing 24 key informants, 24 school administrators, and questionnaires for group discussion with 10 experts. Quantitative data were analyzed by using percentage, frequency, mean, standard deviation whereas qualitative data was analyzed by using content analysis. Results indicated that student affairs administration to be effective based on Sangahavatthu IV principles for schools under Office of Primary Education Service Area has developed in 4 areas which consisted of 1) Policy formulation and guidelines. It sets the rules and criteria for organizing the student development activities of schools. 2) Supervision and follow up is a follow-up of the project plan calendar project of the school student development activities. 3) Support and encouragement is the recruitment, support, resources involved in organizing student development activities as well as giving advice to personnel involved in organizing student development activities of schools. 4) Assessment and reporting is to acknowledge the evaluation results. For Sangahavatthu IV principles, it is justified by each other's will, friendship, generosity, support, cohesion include: 1) alms, generosity, sacrifice, help, and sharing of the development of student affairs administration to be effective based on Sangahavatthu IV principles for schools. 2) Piyawaja is an utterance love each other, polite, sweet, pleasant, and pleasant listening of the development of effective student affairs administration based on Sangahavatthu IV for schools. 3) Attributes are beneficial help provided with the strength of the development of student affairs administration to be effective according to Sangahavatthu IV principles for schools. 4) Samanattata is to heal treat all people equally of the development of student affairs administration to be effective according to Sangahavatthu IV for schools. S S S Model was proposed for the development of effective student affairs administration based on Sangahavatthu IV principles for schools under the Office of Primary Education Service Area. There should be three important aspects which are: 1) Student Affairs Administration, Student activity management is a systematic process or activity plan with a supervisor responsible for each step. 2) Sangahavatthu IV, is fair that is an anchor to each other. There are 4 aspects of relationship, benevolence, generosity, and coordination in managing student activities, which are (1) giving, (2) polite speech, (3) beneficial behavior, and (4) effective student affairs administration is place oneself appropriately. 3) School, the school by improving effective student affairs administration based on Sangahavatthu IV should be participation between schools, namely administrators, teachers and school committee members, parents, students, communities.

Index Terms—Student Affairs Administration, Sangahavatthu, School Administration

I. INTRODUCTION

At present, teaching and learning focuses on students to organize learning activities according to the core curriculum of Basic Education B.E. 2551 (Revised 2017), which aims to develop all learners who are the power of the nation to be human beings with balance both physically, knowledge, morality, and consciousness of being a Thai citizen and a world citizen adhering to the democratic regime of government with the King as Head of State have basic knowledge and skills. It is also including the attitudes necessary to study career and lifelong education by focusing on the learners, based on the belief that everyone can learn and develop themselves to their full potential. An important development is a balanced development that is holistic in all aspects for a complete human being that have an ethical basis being a good person physically, intellectually, emotionally and socially. All learners at the basic education level must build a body of knowledge skills or learning processes and desirable attributes. Therefore, it is necessary to learn 8 learning subject groups, namely Thai language, mathematics, science, social studies, religion and culture, health education and physical education, art, occupation, and technology, foreign language and student development activities[1].

The Core Curriculum of Basic Education 2008 defines learner development activities as an important element in learner development as well as learning the subject matter that is the integration of knowledge skills and attitudes.

arising from learning in all 8 learning subject groups and experiences of learners to practice to enhance key competencies and desirable characteristics. This is set as an important criterion for passing grades and completing basic education courses. Educational institutions must provide learner development activities in every level of educational institution curriculum structure and arrange for learners to practice student development activities seriously focus on developing your abilities according to your own potential. Emphasis is placed on participating and doing appropriate activities with others happily. The learners choose according to their abilities, interests and real aptitudes, not activities organized by teachers in learning various subjects by focusing on working in groups to cultivate good habits in society. Students have to do activities on their own with a comprehensive group starting from education, analysis, planning, implementation of the plan evaluation and improvement. Students must do activities to develop learners to pass the assessment and pass the exam according to the specified criteria. Therefore, each grade level will be graduated [2].

Educational institutions play an important role in promoting, supporting and pushing for effective student development activities. The educational institutions must operate with goals. There is a suitable method by organizing various activities to support and promote learning according to the learning subject group that satisfies interest natural aptitude and ability student needs focus on organizing activities to instill and create awareness of social contributions and organize various types of service activities. Practicing work that is beneficial to one's self and participation including that the educational establishment will arrange any student development activities. School must hold attention aptitude and the needs of the students are important. Therefore, it is consistent with the intention of the course. Educational institutions should give students the opportunity to propose activities to develop learners on their own. For students in the upper level who have knowledge, abilities and are ready to take responsibility for their activities and gives students the opportunity to choose activities that they are good at, like or interested in that students still lack knowledge ability and inability to be responsible for any activities guidelines for organizing activities for developing learners in educational institutions [3].

Therefore, organizing activities is part of education. Schools must organize activities to help students show their interest. true natural aptitude and in accordance with the Education Act 2019, Section 22 that educational management must adhere to the principle that all learners have the ability to learn and develop themselves and are regarded as the most important learners. The educational management process must encourage learners to develop naturally and to their full potential. Article 24, item 3 states that the organization of activities for learners to learn from real experiences. [4] Practice to be able to think, act, love to read, and continually want to know. The activities will help train students to know their duties, responsibility and sacrifice for the public training to be a good leader and follower under a democratic system. Activities are experienced student with difference in order to create good intentions and develop a desirable personality, which, in addition to the students passing the exam in the required course and elective courses as prescribed learners must participate in the activities according to the rules of the Ministry of Education on completion of both lower and upper secondary courses.

It can be seen that in organizing such student activities must be based on students and activities are organized according to their interests student aptitude allowing students to do activities on their own and help each other to solve problems that arise while working engage. All students are knowledgeable pursuing to study in accordance with the National Education Act B.E.2542, organize activities according to your interests the aptitude of the learners. Therefore, it is not the responsibility of the school alone, but must jointly manage education with all stakeholders in educational management, and together organizing student activities in various fields with the cooperation of homes, temples and schools should be another way to make education management more effective. It must adhere to the Buddhist principles that are related to coexistence in society, that is, the Sangahavattha IV principles that will enable work to achieve the goals that have been set, consisting of 1) giving, 2) piyaya, speaking politely, 3) Atthachariya, behaves beneficially, and 4) samanattata is appropriately self-disciplined [5].

From the above context, student activities as part of student affairs are no less important than academic work including doing student activities in the old ways that do not see the importance of the various educational parts that are involved will not achieve the goals of educational administration. Therefore, the community should be given more opportunities to participate and play a role in educational management and work to achieve results as set goals must rely on Buddhist principles, that is, the 4 Sangahavattha principles. Therefore, the researcher is interested in studying the development of student activity management to be effective according to the Sangahiha principle. Object 4 for schools under the Primary Education Service Area Office Based on the opinions of the parents, the students will be able to reflect on the management of student activities in the school by using the Sangahavatthu IV as an administrative approach, which is called the management of student activities with participation in accordance with the Sangahavatthu IV principle.

II. OBJECTIVES

The main objectives of this research were 1) to develop student activity management to be effective based on Sangahavatthu IV principles for schools under Office of Primary Education Service Area, and 2) to propose development of effective student affairs administration based on Sangahavatthu IV Principles for schools under Office of Primary Education Service Area.

III. RESEARCH METHODS

This study used the survey research model along with the in-depth interview and focus group discussion which is a mixed methods research between quantitative research and qualitative research by analyzing data from documents, textbooks, data, statistics, and research reports. Reports of
various departments academic articles, dissertations, as well as related research both at home and abroad. For in-depth interview, an interview form created by the researcher was used to study the opinions of the educational institute administrators who were the target groups as a case study by distributing 400 questionnaires to teachers in schools under the Primary Educational Service Area Office. Interview form was used for interviewing key informants of 20 school administrators, and questionnaires for focus group discussions with 11 experts. The researcher collected the data and analyzed the data, consisting of 1) document analysis using content analysis, 2) data were analyzed by using statistics, percentages, frequency, mean, standard deviation. 3) Data from interview was analyzed by using content analysis and summarizing the results according to the interview form, and 4) data from focus group discussion was analyzed by using content analysis.

IV. RESEARCH RESULTS
Results of the development of student activity management to be effective based on Sangahavatthu IV principles for schools under Office of Primary Education Service Area were shown in 4 aspects as follows: 1) policy formulation and guidelines, 2) monitoring, 3) promotion, and support, and 4) assessment and reporting. In overall, it was at a high level, while each aspect was at a high level in all aspects.

A. The results of a study on the development of effective student activity management according to Sangahavatthu 4 for schools under the Office of Primary Education Service Areas
The development of effective student activity management according to the Sangahavatthu 4 for schools under the Office of Primary Education Service Areas can be summarized as follows:
1. The development of effective student activity management for schools under the Primary Education Service Area Office.

1.1 In terms of policy and practice, it was found that the school had guidelines on student activities consistent with the school’s policy. There are various plans or projects for the development of learners in accordance with the policy. Organize student activities by providing opportunities for students to learn from other learning sources. Organize student activities for students to do on their own. Provide opportunities for groups of learners to offer student activities according to their needs. Define extra-curricular activities to enable students to develop to their full potential. There are regular meetings to discuss and listen to teachers’ opinions on student activity management. Roles and duties in student activities management are appropriately defined.

1.2 Follow up student activity management During the operation as system and continuous. There is a clear supervision and monitoring plan for the management of activities. Consultation and suggestions were given to supervisors in making plans and student activity projects. Experts were invited or qualified to give advice on how to organize student activities problems arising from student activities are regularly monitored and inquired. A meeting was held to give teachers an opportunity to present problems in the management of student activities. There are regulations in the management of student activities in order to be in the same direction for monitoring and evaluation.

1.3 Support and encouragement, it was found that the school provided adequate budget support for student activities management, encouraging teachers to receive seminars, training, and education, visit the event to promote the development of teachers in the management of student activities continuously. Students are encouraged as creative management of student activities, and providing support and assistance with materials and equipment related to student activity management. There is production and preparation/providing media for student activities administration to teach students. There are activities, competitions, contests about the management of student activities, and provide opportunities for educational institutions committees, parents, communities, public and private sectors to participate in the management of student activities of educational institutions. Teaching about student activity management is to be used in the development of educational institutions. There are measurements and assessments of school management and teaching about student activities management in educational institutions according to real conditions continuously through various methods. There is an evaluation of the performance of student activities management in the school and reports to all parties concerned that have been informed and pay attention to the management of student activities. Work is always being improved. New sciences are being studied to improve student activity management to be effective. The student's work process in each activity is continuously assessed. The results of student activity assessments are publicly available or in the school’s annual report. In addition to evaluating each group of student activities, schools also have an overall assessment of student activities.

2. Developing effective management of student activities according to Sangahavatthu IV for schools under the Office of the under the Office of Primary Education Service Areas consisted of below aspects.

2.1 Giving, it was found that the school provided sufficient support for the budget for managing student activities, encouraging teachers to receive seminars, training and study visits to promote the development of teachers in the management of student activities continuously. Students were given creativity in the management of student activities, provide support and assistance with materials and equipment related to student activity management, encourage the production and preparation/procurement of media related to student activity management to teach students support to organize activities, competitions, contests about the management of student activities. It also provided opportunities for educational institutions committees, parents, communities, public and private sectors to participate in the administration of student activities of educational institutions.

2.2 Piyavaca (spoken polite speech) found that administrators spoke to give opportunities to teachers in schools, participate in the administration of student activities and willing to listen to the problem wholeheartedly behave without giving up on hardships. In what is required by activity management regulations without repeating or complaining to others. It has managed student activities with
fairness willing to listen to the problems of the colleagues in the school by using polite words perform duties with dedication ability despite problems and limitations of educational institutions in managing student activities and use a heartfelt voice Even the administration of student activities. There will be obstacles executives do not give up their efforts to complete their work. He never said a word that made him feel negative, and always listen to problems from students, teachers, and local people in order to use the information for the management of student activities. However, it always respond with politeness student activities management that doesn't appear to be good will always improve and improve in the next operation without being discouraged and not saying bad words or that will deteriorate the school. There is a plan to manage student activities even if it takes a long time will try to succeed he continued to use good words.

2.3. Atthachariya (beneficial behavior) found that administrators created awareness of social responsibility of teachers and students. The school holds a meeting to discuss and listen to teachers' opinions on managing student activities. Regularly arrange is to bring the results of management evaluations. Teaching about student activity management to be used in the development of educational institutions to provide measurement and evaluation of learning management teaching about student activities management in educational institutions according to the actual situation continuously by means. There is a variety of supervision or monitoring and evaluating student activity management during the operation as system and continuous. There is an evaluation of the performance of student activities management in the school and reports to all parties concerned have been informed pay attention to the management of student activities work is always being improved. There is a study of new science to be used to improve student activity management to be effective.

2.4 Samanattata (appropriate self positioning) found that tasks were assigned according to their duties responsibility and the ability of teachers and personnel in schools administrators work in the management of student activities with diligence, perseverance, and consistent practice that have a policy objectives and goals in the management of student activities. It also has a passion for managing student activities and the duties performed until able to develop the responsible work to be effective willing to work in the management of student activities and desires to work successfully has managed student activities with honesty transparency can be checked punctuality work with perseverance aim for the success of student activity management. There is a management of student activities by focusing on common interests not for personal benefit or benefits from the administration of student activities.

The presentation of the development of effective student affairs administration based on Sangahavatthu IV Principles for Schools under the Office of Primary Education Service Areas (S S S Model) should increase the focus on three key areas: 1. Student Affairs Administration, student activity management is a process or plan of organizing activities in a systematic manner with caretakers responsible for each step Implementation of plans and projects and assessment at the end of the process consists of 4 aspects: (1) policy formulation and guidelines, (2) supervision, (3) support, (4) assessment and report. 2. Sangahavatthu IV is the Dharma that binds each other's kindness. There are 4 aspects of effective management of student activities, namely (1) alms (giving), (2) piyavaca (spoken speech), (3) atthachariya (beneficial behavior), (4) Samanattata (Possessing oneself appropriately). 3. School Schools by developing effective management of student activities according to Sangahavatthu IV for schools under the Primary Education Service Area Office. There should be participation among schools, i.e. administrators, teachers and school committees, parents, students, and communities.

**Fig 1: Model of Development of Effective Student Affairs Administration based on Sangahavatthu IV Principles for Schools**

**V. DISCUSSIONS**

Opinions on the management of student activities in schools under the Office of Elementary Education Service Areas in 4 aspects as follows: 1) policy and guideline formulation, 2) monitoring, 3) promotion and support, 4) assessment and reporting by the overall is at a high level. This is because the school's student activity management has good school management effective very well. This is consistent with the research of Songpol Charoenkham [6] “Model of excellence of schools affiliated with Bangkok Metropolis”. The results of the research revealed that 1. The factors of excellence of schools affiliated with Bangkok consisted of 5 factors: 1) school administration, 2) school director, 3) administrative structure of the school, 4) students, parents, community and society, and 5) teachers and educational personnel. 2. Conditions of excellence of schools affiliated with Bangkok Metropolis according to the criteria of the National Institute of Standards and technology as a whole, at a high level and the results of the corroborative factor analysis (Confirmatory Factor Model: CFM) is consistent with the empirical data. 3. The model of excellence of schools affiliated with Bangkok consists of 3 factors: school administration, School director, students, parents, community and society. 4. Examination of the model of excellence of schools affiliated with Bangkok Metropolis, the model of excellence of schools affiliated with Bangkok, all three factors were correct, appropriate, feasible and could be used in accordance with the theoretical
framework. This research also consistent with the research results of Suphalak Sethapanich [7] researched on “Development of an administrative system that focuses on excellence for private educational institutions” aims to develop an administrative system that focuses on excellence of private schools by using the concepts/principles of national quality awards of various countries. It is an introductory conceptual framework and using a benchmarking method by studying the characteristics and practices of private schools that are recognized for their excellence. The research process was divided into 5 steps. Step 1: Study of relevant knowledge; Step 2: Analyze the administrative system of excellent private schools; Step 3: System design; Step 4: Examine and improve the administrative system that focusing on the excellence of private educational institutions and the 5th stage. Summary of research results consists of main components child element and guidelines in each sub-organization. There are 9 main components of a management system that focuses on excellence in private schools: 1) Leadership of educational institution administrators, 2) Focus on students, parents and related persons, 3) Strategic planning, 4) Structure Organization, 5) Focus Human Resources, 6) Academic Administration, 7) Financial Management, 8) General Administration, and 9) Information and Knowledge Management. It consists of 35 sub-components and a total of 209 items.

The development of effective student activity management according to Sangahavatthu IV for schools under the Office of Primary Education Service Areas is divided into 2 parts: 1. Development of effective student activity management. For schools under the Office of Primary Education Service Areas, it consists of 1.1 policy formulation and guidelines, 1.2 monitoring supervision, 1.3 promotion and support, 1.4 assessment and reporting, and 2. development of student activity management to be effective according to Sangahavatthu IV principles for schools under the Primary Educational Service Area Office, consisting of 2.1 Giving, 2.2. Piyavacha (spoken speech), 2.3. Atthachariya (behaves for the benefit), and 2.4. Samanattata (appropriate behavior), which is consistent with the research results of Boonruang Kankrot [8] has conducted a research on "Public mind activity management model in schools in secondary education areas". Management model of public activities in schools in secondary education area created and received. There are 4 components to check the suitability of experts, namely Component 1 Policy on Public Mind Activity Management, which has 3 sub-components: 1) Policy formulation, Mission vision the purpose of administering student development activities; 2) a committee for managing student development activities; 3) an educational institution development plan and guidance activities student activities social and public benefit activities. Component 2 Objectives Public mind activity management, which has 4 sub-components consisted of 1) Promote the organization of activities by allowing learners to be the operators themselves focus on analytical thinking and creative thinking. 2) Promote teaching and learning activities to instill for learners to serve their families, communities, schools. 3) Promote awareness of self-sacrifice for the benefit of society, way of life, traditions and culture on a continuous basis; public mental activity with educational institutions and government and private agencies. Component 3: The scope of public mind activities which covers 5 types of activities, namely 1) learner development activities, 2) campaign activities, 3) social contribution activities, 4) disaster victims activities and 5) empowerment activities sacrificing hearts for society. Component 4 The process of managing public mind activities, which has 45 sub-components. The results of the assessment of the public mind activity management model. In schools in the secondary education area, it was found that there was a high level of feasibility and usefulness, and in accordance with the research results of Orasa Songsri [9] conducted a research on “Participative Student Affairs Management Model of Secondary Schools under the Secondary Education Service Area Office”. Participatory student affairs management model of secondary schools Under the Office of Secondary Education Service Area consists of 3 main forms and sub-organizations as follows: 1) Student Affairs Committee, 2) Scope of Student Affairs Administration The sub-models are 2.1) Student Services and Welfare, (2.2) Student Activities, (2.3) Student Support System, (2.4) Activities that are the Focus and Identity of the Educational Institutions. 3) Participatory Student Affairs Management Process join the model was evaluated for feasibility and usefulness. The stakeholder in the student affairs administration of secondary schools has a high level of assessment results.

The presentation of the development of effective student affairs administration based on Sangahavatthu IV Principles for Schools under the Office of Primary Education Service Areas (S S S Model) should increase the focus on three key areas: 1. Student Affairs Administration, student activity management. It is a process or plan of organizing activities in a systematic manner with caretakers responsible for each step implementation of plans and projects and assessment at the end of the process consists of 4 aspects: (1) policy formulation and guidelines, (2) supervision, (3) support, (4) assessment and report. 2. Sangahavatthu IV is the Dharma that binds each other's kindness. There are 4 aspects of effective management of student activities, namely (1) Giving, (2) Piyavaca (spoken speech), (3) Atthachariya (benevolent behavior), (4) Samanattata (Possessing oneself appropriately). 3. School Schools by developing effective management of student activities according to Sangahavatthu IV for schools under the Primary Education Service Area Office. There should be participation among schools, i.e. administrators, teachers and school directors, parents, students, and communities. This is consistent with the research findings that Ziegler, Michele Flasch [10] studied the impact of teaching and learning management on schools community-based approach to students with extraordinary abilities and special need merged together in a secondary school. Results of this study found that the structure of the school teacher's belief practice and experience influencing community-based teaching and learning management. Learners will acquire skills more specific and understandable learners develop three key skills: (1) communication skills, (2) leadership and citizenship, and (3) working with peers other f is efficient. Learners gain knowledge and understanding in four areas:
(1) they have learned that there are various methods of learning. (2) Learn how to work in real work situations. (3) Get started and discover what a community is. A community is a living resource and being a learning resource for the school; and (4) gaining a better understanding of the curriculum of the school that they have studied. For the constraint conditions, there are 3 factors: (1) the natural ratio of normal learners to those with low ability, (2) learners' preferences will be determined by peer groups as inputs, and (3) teachers and mentors must be aware of and understand the characteristics of class community-based teaching and learning management. It must link classroom learning or an objective that combines the academic skills and learning opportunities of all learners. Finally, limitations or continuity of learning arrangements. There are five aspects of community-based teaching: (1) lack of classes; (2) the number of classes with specific needs being exceeded; (3) the accessibility, (4) the limitations of the less skilled learners in this learning method, and (5) the community-based teaching and learning management. The base does not allow learners to have repeated practice sessions continually enough Including in accordance with the research results of Lethwood, Leonard and Sharratt [11] conducted a study of educational institutions with Promote knowledge management to become a learning organization. It was found that the structure of those educational institutions will look flexible. It allows for joint decision-making by teachers and stakeholders, and there must be a collaborative and unified corporate culture have values that support each other. Respect the opinions of colleagues is determined to use courage to create new works exchanging feedback, congratulating mutual success focus on learners’ needs and achievements, exchange ideas and share resources informally, as well as continually develop professional skills. It consistent with the findings of Gold [12], a study of organizational knowledge management performance, the findings indicate that the symbol of the new economy is awareness of the value of knowledge assets although competition is a prerequisite for an organization that is developed based on knowledge management. It is difficult to successfully develop an organization under a knowledge management system because the organization still has a work process under the success of the knowledge management system and traditional culture exists. The effectiveness of knowledge management is therefore fundamental investment in technology and modification corporate culture in the same direction. It is a prerequisite for knowledge management in the organization, and in accordance with the findings of Sallis and Jones [13], the study of the key components in the knowledge management in the organization found that the components of vision and mission. cultural component strategy Organization. learning organizational component, leadership and management component, team and learning team component, process component, knowledge sharing, creativity. knowledge and expertise. It is an important element that encourages knowledge management in organizations succeed the vision and leadership components of executives are the most important for defining important knowledge in the organization.

VI. RECOMMENDATIONS

A. General Recommendations

Research results on Management of student activities in primary schools, the results of the study showed that the researcher has suggestions as follows:

1. Executives should have a strategic plan in the administration of student activities that are clear and practical, there should be sincerity in planning and clearly defining the direction of student activity management.

2. Administrators should have a good working system and quality refers to the efficiency and effectiveness of past student activities management. Administrators should be managers who are trained to develop and change the student activity management system to keep progress.

3. Executives should perform their duties strictly and always be strict and punctual, which creates motivation for the work of subordinates and should be a good role model, and should be a manager who should be a good role model have good human relations high responsibility, and always be committed to your job and inspire your subordinates.

4. Management should always sacrifice their interests for the benefit of their participation and be generous to each other and should be a manager who has patience and distillation. When any emotion affects it, it does not show it to the subordinates.

B. Recommendations for further research

If there is research on student activity management in the next time, the researcher would suggest conducting research in the following aspects.

1. Should study factors affecting student activity management primary school in other educational areas.

2. Should be studied in conducting research that narrows the scope of the research area and should be defined as only the educational area.

3. Should study about other factors that affect the management of student activities such as school administration educational innovations.

4. Should study the application of other Buddhist Dharma principles such as Ithipada IV, Brahmawiha IV, etc. that can be applied to the administration of student activities.

CONCLUSION

The management of student activities in schools under the Office of Primary Education Service Areas consisted of 4 aspects: 1) policy formulation and guideline, 2) monitoring, 3) promotion, and 4) assessment and reporting at a high level, in each aspect, it was at a high level in all aspects. As for the development of student activity management to be effective according to Sangahavathu IV for schools under the Office of Primary Education Service Areas, it was found that student activity management is a process or plan of organizing activities in a systematic manner with caretakers responsible for each step. Implementation of plans and projects are evaluated at the end of the process, consisting of the setting of rules and criteria for student development activities of schools under the Office of Primary Education Service Areas. This is to follow up on the preparation of work plans, projects, calendars of student development activities of schools under the Primary Education Service Area Office. This is to recruit and support resources related to student development.
activities as well as giving advice to personnel involved in organizing learner development activities of schools under the Primary Education Service Area Office. This was to acknowledge the results of the assessment as well as to suggest guidelines for student development activities of schools under the Office of Primary Education Service Areas. As for the Sangahavaththa IV principles, it is the Dharma that binds each other's kindness to generosity and harmonization consisted of: 1) Giving alms, giving charity, generosity, helping and sharing of the development of student activity management to be effective according to Sangahavaththu IV for schools under the Primary Educational Service Area Office; 2) love each other polite and sweet speech of the development of student activity management to be effective according to Sangahavaththu IV for schools under the Office of Primary Education Service Area; 3) eager to help giving with physical strength of the development of student activity management to be effective according to the Sangahavaththu IV for schools under the Primary Education Service Area Office; 4) Treat all people equally for the development of effective student activity management according to the Sangahavaththu 4 for schools under the Primary Education Service Area Office. For the presentation of the development of effective student activity management according to the Sangahavaththu IV for schools under the Office of Primary Education Service Areas (S S S Model), there should be 3 key focus points added: 1. Student Affairs Administration student activity management, it is a process or plan of organizing activities in a systematic manner with caretakers responsible for each step Implementation of plans and projects and assessment at the end of the process consists of 4 aspects: (1) policy formulation and guidelines, (2) supervision, (3) support, (4) assessment and report. 2. Sangahavaththu IV is the Dharma that binds each other's kindness. There are 4 aspects of effective management of student activities, namely (1) alms (giving), (2) piyavaca (spoken speech), (3) attachariya (beneficial behavior), (4) Samanattata (Possessing oneself appropriately). 3. School Schools by developing effective management of student activities according to Sangahavaththu IV for schools under the Primary Education Service Area Office. There should be participation among schools, i.e. administrators, teachers and school committees, parents, students, and communities.

REFERENCES