The Development of Learning Management Design Models in Compulsory Subjects of the Master of Education Program in Educational Administration Innovation in Order to Enhance the Characteristics of Learners According to the Needs of the Professional Education Institution Administrators

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Abstract- This research article the objectives are to: 1) study the problems and requirements of the students' characteristics of the Master of Education Program in Educational Administration Innovation; Educational administration to enhance the characteristics of learners according to professional needs, educational institution administrators, demographics and sample groups, namely, curriculum responsibility groups. Study of a total of 60 people and a group of coaching students by studying the target group by using a specific selection of 30 people. The researcher used a research and development model to collect data, ie questionnaires and a suitability appraisal, as an approximation of 5 levels. The statistics used for data analysis were percentage, mean and Standard deviation.

The results of the research were to study the problem condition and the need for the characteristics of the students of the Master of Education Program in Educational Management Innovation. Improvements, development, work is the most Necessary Needs PNImodified. Equal to 0.35 The results of the development of learning management design models, compulsory subjects of the Master of Education Program in Educational Administration Innovation to enhance the learner characteristics according to the needs of the professional practice of educational institution administrators consists of 5 stages. Each step has the following components: 1) Analysis process 1.1) Curriculum analysis 1.2) Teaching plan preparation 1.3) Teaching plan performance analysis 2) Design stage 2.1) Theoretical teaching design 2.2) Teaching design Practice class 3) Development stage 3.1) Theoretical learning management plan 3.2) practical learning management plan 4) application steps 4.1) applying for teaching in educational institutions 4.2) applying for teaching in the workplace and 5) The evaluation and follow-up stage of the model suitability evaluation by experts was at the highest level with the mean of 4.86.

Keywords: The development of learning management design models, compulsory subject areas, professional practice in educational institution administrators.

Introduction
The quality of the students is the result of the quality of the teacher's teaching and learning. The quality of the teaching and learning comes from the ability to design instruction and to apply a well-designed lesson plan to the students. Teaching and learning with the aim of learning outcomes is not something that happens by accident or accident. but requires very good instructional design Instructional design is therefore an important capability for This chapter discusses the background and meaning of instructional design, instructional design process instructional design pattern relationship between curriculum and instructional design and those involved in teaching and learning design a learning plan or lesson plan is like a guide map for teachers to use in conducting learning activities for students. It describes in detail about what content to teach each time. for what purpose How to organize activities for learners to learn What media do you use for learning? and how to measure the evaluation results in order for the learning management to achieve the standard goals of the curriculum in addition, the learning management plan is also something that allows teachers to prepare for learning in advance for the students. Therefore, the preparation of a learning management plan is extremely important for the instructor to have an understanding of the core curriculum and the school curriculum. To be able to plan and design a learning management plan correctly and appropriately This will lead to effective learning management for learners to achieve the goals of the course.

Instructional design started with the need for research and development of materials used for training manpower working in various fields during World War II and later on the development of programmed lessons. Making instructional design more and more interesting, people working in instructional design in the 1970s included those who called themselves educational psychologists, specialists in the field of instructional design. media or designer training the word “Instructional design” was introduced in the 1980s and started in the private sector in business and industry. before entering the public sector, such as in public health Education and the military. In Thailand, the term “Instructional design” is a term that has been widely used during the first decade of education reform (1997-2007) and continued to the present by the Teachers Council of Thailand (2013) has set the design and learning experience to be the standard of knowledge and professional experience of teachers will see that instructional design becomes more important, which is in the direction of The same for both Thai and international education said. Instructional design has become a profession just as it is an educational science.

Based on the background and importance of the problems mentioned above, the researcher has an idea to study the problem conditions and the needs of learners' characteristics in developing a design model of learning management in the compulsory category of the Master of Education Program Educational administration innovation program to enhance learner characteristics according to the needs of the educational institution administrators to enhance learner characteristics according to the needs of professional work. By combining various learning theories of Khammannee (2008) as well as the concept of teaching techniques and practical work in the agency of Strayakorn (2004) in order to create a learning model and professional experience training for students. study in order to have competence to meet the requirements of the profession Such action will not only develop a learning model but also promote the creation of quality graduates that meet the objectives of the curriculum. and meet the needs of enterprises, which can be applied in different educational institutions and enterprises to lead to the same standardized learning management and affect the quality of learners to have characteristics that match the needs of their careers in terms of knowledge, skills, as well as the analytical thinking process. and applying knowledge to effectively solve professional problems.
Research objectives

1. To study the problems and needs of learners' characteristics in the development of a learning management design model for compulsory subjects of the Master of Education Program Educational administration innovation program to enhance learner characteristics according to the needs of educational institution administrators.

2. To develop and assess the appropriateness of the development of a learning management design model for the compulsory subjects of the Master of Education program. Educational administration innovation program to enhance learner characteristics according to the needs of educational institution administrators.

Methods of conducting research

This research is Research and Development, which is conducted research using Mixed Methodology which is divided into 2 phases as follows:

The first phase studied the problems and needs of learners in the Master of Education program. Department of Educational Administration Innovation according to the needs of professional practice of educational institution administrators. It is a documentary study and survey research in which the researcher has studied various academic documents and related research both at home and abroad. Apply the knowledge acquired to develop a questionnaire on condition, problems and needs of students of the Master of Education program. Department of Educational Administration Innovation. The population and sample groups are those responsible for the curriculum. Study from a total population of 60 people and a group of teaching students by studying from the target group. by method of selective selection of 30 people.

The research tool was a questionnaire. Questionnaires created by the researcher from the analysis of various variables. The tool quality was examined by 2 methods as follows: 1) Content validity checked by 5 experts. Corresponding between sub-questions and question topics with IOC values between 0.80-1.00 and quantitative data analysis with SPSS package. Statistics used for data analysis were percentage, mean, standard deviation and PNI Modified.

Phase 2 Development and assessment of the appropriateness of the learning management design model for specific subject areas of the Master of Education program. Educational Administration Innovation Program that manages bilateral education to enhance learners' characteristics according to the needs of educational institution administrators. The researcher used the results of the study of the problems and the needs of the learners of the Master of Education program. Department of Educational Administration Innovation as information for the development of a learning management design model for specific subject areas of the Master of Education program. Educational Administration Innovation Program that manages bilateral education to enhance learners' characteristics according to the needs of educational institution administrators. The researcher uses the ADDIE Model as a framework for model development. Then bring the developed model to the course development specialist. in learning management, Master of Education Program or internship, a total of 11 people assessed the suitability of collecting qualitative data using Focus Group Discussion. Research tools It is a form to assess the suitability of the learning management design model for specific subject areas of the Master of Education program. Educational Administration Innovation Program that manages bilateral education. To enhance learners' characteristics according to the needs of the educational institutions administrators that the researcher created. It is a 5-level rating scale, divided into 1)
an assessment form for the appropriateness of the model 2) an assessment form for the process of analyzing the course curriculum 3) an assessment form for the project design process. Teach 4) a suitability assessment form for the process of performance analysis and 5) a suitability assessment form for the learning management plan design process. The statistics used to analyze the data were mean and standard deviation.

The steps for conducting research are as follows: 1) Studying the problems and characteristics of learners in the Master of Education Program in Educational Management Innovation 2) Creating research tools 3) Assessing the appropriateness of the design model of learning management in specific subject areas of the Master of Education Program in Education Educational administration innovation that provides bilateral education to enhance learners' characteristics according to the needs of the educational institute administrators 4) Summarizes the discussion of the research results and recommendations obtained from the research.

Research results

Objective 1 was to study the problems and needs of learners in the development of a learning management design model in the compulsory category of the Master of Education program. In the field of educational administration innovation to enhance learners' characteristics according to the needs of educational institution administrators, the researcher divided the study into 5 aspects: 1) morality and ethics; 2) the ability to work in 3) the field of education administrator profession, 4) the application of technology to the professional practice of educational institution administrators, and 5) analysis, problem solving, improvement and job development. The results showed that Analysis, problem solving, improvement, work development There is a number one need for morality and ethics. The ability to work in the workplace and the profession of educational institution administrators have the same needs as the second for the application of technology to work. The establishment was of the opinion that the learners were capable of more than the establishment required.

Objective 2: To develop and assess the appropriateness of the development of a learning management design model in the compulsory category of the Master of Education program. Educational administration innovation program to enhance learner characteristics according to the needs of educational institution administrators that provides bilateral education To enhance learners' characteristics according to the needs of educational institution administrators The results showed that Development of a learning management design model in the compulsory category of the Master of Education Program Educational administration innovation program to enhance learner characteristics according to the needs of educational institution administrators consists of 5 steps: 1) analytical stage with the following components: 1.1) curriculum analysis 1.2) teaching project preparation 1.3 ) Performance Analysis 2) Design Stage The components are as follows: 2.1) Theoretical teaching design 2.2) Practical instruction design 3) The development stage consists of the following components: 3.1) Theoretical learning management plan 3.2) Practical learning management plan 4) Implementation stage and 5) evaluation and follow-up The results of assessment of the suitability of the model are as follows: 1) Assessment of the overall model suitability Experts are of the opinion that 2) Assessing the suitability of the course analysis process Experts are of the opinion that 3) The assessment form for the teaching project design process. Experts are of the opinion that 4) The appropriateness assessment form, the process of competency analysis. Experts are of the opinion that at the highest level and 5) the appropriateness assessment form for the learning management plan design process. Experts are of the opinion that at the highest level.
Knowledge from research

From the research concept using the development of a learning management design model in the compulsory category of the Master of Education Program. The Department of Educational Administration Innovation to enhance learners' characteristics according to the needs of educational institution administrators is a conceptual framework for developing a learning management design model for specific subject areas of the Master of Education Program. Educational Administration Innovation Program that manages bilateral education to enhance learners' characteristics according to the needs of educational institution administrators to lead to learning management so that students have skills in analyzing problems, improving work development school administrators.

Discuss the results of the research.

Educational Management of the Master of Education Program. the Department of Educational Administration Innovation is an educational management model of professional experience skills. Executives who play an important role in the process of learning management in the curriculum are those who are responsible for professional experience skills courses. Therefore, executives are necessary for all parties. must jointly formulate a learning plan and a training plan to organize a learning management model to encourage learners to learn practical skills, analytical thinking and problem solving; they can apply both theoretical and practical knowledge. practical applications to work to solve problems in careers that need to be practical, so the researcher has researched and developed a learning management design model. This is a collaboration between educational institutions and schools, including educational agencies. The results of the research can be discussed as follows:

The results of the research objective number 1 found that in the aspect of problem-solving analysis, improvement, and development of a learning management design model in the compulsory category of the Master of Education Program in Educational Administration Innovation to enhance learners' characteristics according to their needs. Of the educational institution administrators' professional practice, there is a need to be in the first place, which is based on the assumptions because the researcher has studied the relevant documents and research. as well as inquire about the establishments that participate in the education according to the curriculum. Therefore, the need is directly studied from relevant stakeholders from all sectors, both schools and educational institutions. which the research findings are consistent with the research of Thianboocha (2009) found that the core competency in problem solving Problem-solving and situational analysis is an important competency in the work, as the work practice encounters a wide variety of problems. Therefore, it is necessary that the operators have to develop in the person. This is in line with the ideas of Richards and Freedman (1979) who have studied the thinking skills of vocational graduates that employers need, namely, creative skills. Thinking, Work Problem Solving, Information Search, and Team Work, where successful people must be able to put their ideas into action, including Holmes (2003). Identify what employees should possess besides professional skills, namely cognitive abilities, such as problem solving, creative teamwork leadership.

The results of the research objective number 2 found that the model of learning management design for specific subjects of the Master of Education Program. Innovative educational management program that provides education with a practice of professional experience in the development of a learning management design model, a compulsory category of the Master of Education Program in Innovation Management. Study to enhance learners'
characteristics according to the needs of the educational institution administrators' professional practice to enhance learners' characteristics according to the needs of the educational institution administrators' professional practice, demonstrating the structure and composition of those involved. It is carried out together in all 5 stages: 1) Analysis stage 2) Design stage 3) Development stage. 4) Implementation stage and 5) Assessment and follow-up step, consistent with the research of Kruse (2012) that presented the instructional design process, the development of learning management design model in the compulsory course of study. Master of Arts Innovative department of educational administration by experts assessing the appropriateness of the model. Overall, it was at the highest level, which was based on the assumptions. This was because the researcher had inquired about the condition, problems and needs of the learners of the Master of Education Program in Educational Administration Innovation according to the needs of the executive profession. academy Study the needs directly from relevant stakeholders in all sectors, study the relevant documents and theories, and then synthesize the data according to the process of developing a learning management design model in the compulsory course of the Master of Education Program in Innovation. Administers education from curriculum analysis, design, teaching project development, and trial management plans to evaluation. Then, the development of a learning management design model was developed that stipulated that relevant persons from both educational institutions and enterprises have joint responsibility for the implementation according to the principles of educational management as a practice-based education. Executive professional experience in the design phase that consists of theoretical teaching design by using teaching methods that focus on developing problem-solving skills.

Conclude

The development of a learning management design model in the compulsory category of the Master of Education Program in Educational Administration Innovation to enhance learner characteristics according to the needs of the educational institution administrators' professional practice. merge method by studying the problems and needs of the learners of the Master of Education Program in Educational Management Innovation program, the results showed that the characteristics of the learners of the Master of Education Program in the Educational Management Innovation program that matched the needs of their careers were There are analytical features to solve problems, improve work development. Therefore, the researcher has used it as a guideline for developing a learning management design model in the compulsory category of the Master of Education Program in Educational Administration Innovation to enhance learners' characteristics according to the needs of assembly. The educational institution administrator profession is a conceptual framework for developing a learning management design model. The 5 steps in each step are carried out jointly between educational institutions and enterprises. According to the principles of educational management education model, practice experience of professional executives, i.e. the process of analysis consisting of the analysis of the course curriculum to get a job (Job) by bringing the job to be defined as a teaching project of competency analysis. To determine the competency list (Task) and the competency level for each task and the competency level of the competency list. The design stage is the design of teaching a theory course consisting of content, teaching materials, teaching methods that promote critical thinking, problem solving and creativity, and methods for measuring and evaluating teaching design; practical subjects consist of teaching materials; and practice of executive professional experience, including how to teach practical work by using
teaching practices in management practice, and measuring results according to the actual conditions of the development process. It is the development of a plan for learning management in theory, and learning management plans for practical subjects. Implementation process demonstrate the application of the theoretical learning management plan to teach in educational institutions and the implementation of the practical learning management plan to teach in schools or educational agencies, including and the evaluation and follow-up process as a test, measure, and evaluation. learner's learning, It also includes tracking feedback on the teaching that the instructor has performed at each stage, the model developed through the highest level of expert suitability assessment.

Suggestion

From research results the researcher has the following suggestions:

1. Recommendations from research

The results from Objective 1 research found that the characteristics of learners in the Master of Education Program in Educational Administration Innovation that match the requirements of their careers were the characteristics of analytical problem solving, improvement and job development in addition to knowledge and skills, according to the requirements of professional practice, therefore, educational institution administrators Universities that provide education for the Master of Education program Innovation in educational administration should be used to define the educational management objectives of the Master of Education program. In the next course update

The results of the second objective research found that the learning management design model for specific subject areas of the Master of Education program Innovative branch of educational administration that provides education in the form of education, training for professional skills, experiences, executives to enhance learners' characteristics according to the needs of the educational institutions administrators are appropriate. The Master of Education in Educational Management Innovation should be formulated as a learning management design policy according to the Teacher Council criteria. To develop learners to have practical skills, analytical thinking, problem solving and effective work development that will result in response to educational reforms.

2. Suggestions for the next research

2.1 There should be research on the development of training courses for designing learning management to enhance learners' characteristics in analytical thinking, problem solving and work development for those involved in the curriculum, both those responsible for the curriculum. According to the requirements of professional practice, educational institution administrators have knowledge and can be used to manage learning to develop learners to practice analytical thinking skills and problem solving effectively.

References