

The Integration of Buddhist Dhamma for School Administration in the VUCA World

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ABSTRACT

This article presented the integration of Buddhist Dhamma for school administration in the VUCA world, a school administration in the world that is full of uncertainty, dreams always and changes all the time, including competition technology, economic environment. Therefore, the administration of schools in the world of overflowing executives must create educational opportunities to reduce educational overlapping create educational growth opportunities in which the management must have a clear vision and keep up with the event to be able to make a quick decision, understand, strengths, weaknesses of the school, capabilities and strategies of the school clear build clearly in policies and strategies are agile to change, adapt and handle the situation. Emergency is a leader in educational change and prepare in the VUCA era world by using intelligence and digital knowledge to promote and develop the thinking process of the learner along the line. Development in the 21st century to face the challenge of digital life and can adapt to with digital life in the world by integrating with the principles of Buddhism, which will result in management of Buddhist schools, namely 1) observing oneself with the principles Brahmvihāradhamma 4, and 3) Occupation with 4 principles of paths to create important skills in administration in schools in the world overflowing to make a complete digital citizen and ready to face globalization technology development trend, the great trend of capital in the VUCA era.

Keywords: Education Administration, Buddhist Dhamma, VUCA World

I. INTRODUCTION

From various situations happening around the world since the change of technology consumer behaviour displacement of business models Disruption International trade wars and to the situation of the virus resulting in significant repercussions. This kind of situation is known as “VUCA world”, and it involves decision-makers or leader of the organization the most to be ready to deal with various situations according to each model which can be divided into 4 situations, each of which has variables (factors / drivers), effects and ways to solve problems that are not the same, consisting of: 1) Volatility is a situation with high volatility, for example in the stock market, changes in the currency which causes volatility. Most often it is caused by changes in external factors (environment), 2) uncertainty is a situation where there is no high certainty, an example of an uncertain situation, such as changing the organization / company, substitution of modern business or future career, 3) complexity is a situation with high complexity, for example, the structure of the financial system, economy, and 4) ambiguity is a situation with high ambiguity [1]. Technology and environment that affect way of life, society, political economy and education. As a result, educational institutions have to adapt in order to get through the aforementioned era as well. Educational leaders can set clear goals and provide freedom and trust to team personnel Giving accountability and the right processes is the true purpose of leadership [2].

School administration is a process of working with school administrators performing missions systematically in the educational establishments that operate. School administration is the operation process of a group of administrators who want to develop or provide educational

services to members of society, according to the aims of the course educational institution administrators are important persons who have roles and authority in managing educational institutions to achieve the objectives set by the organization and to be able to provide educational services to society as well [3]. The era of VUCA world, an era of change and volatility, is extremely important, especially leaders or executives are important people who are responsible for driving the educational process to be effective in terms of vision, understanding clear side and the sensitivity to change in the development of educational personnel for change appropriately by bringing the principles of the scope of school administration to be integrated with the Buddhist principles, namely 1) Self-reliance with the Four Saṅgahavathu principles, 2) Human reliance with the Four Brahmvihāra Dhamma principles, and 3) Occupations with the four powers. School administrators should have perspectives and visions that can connect to the world with technology being ready to work, able to create motivation and coordinate management relations with personnel in educational institutions to have more participation both internally and externally to aim for the achievement of the goals set.[4]

This article presents the integration of Buddhist principles for school administration in the VUCA world era, consisting of: 1) self-dominance with the Four Saṅgahavathu principles, 2) people-dominating with the Four Brahmvihāra Dhamma principles, and 3) occupational dominance, 4 paths, which will result in the administration of Buddhist educational institutions and keeping up with the world's fluctuating situations. Technological and cultural changes affecting people's daily lives and today's educational organizations.

II. SCHOOL ADMINISTRATION THEORY

Management is important because it involves the performance of an organization that aims to achieve effective goals and for the survival of the organization. Education Administration is a learning management process for the prosperity of individuals and society by transferring knowledge arising from social environment management. Learning and supporting factors for continuous learning throughout life. There are details that educators have discussed the meaning of school administration in a variety of ways, including the work that is a duty that must be done to facilitate various tasks for teaching students who come to study in educational institution [5] or a process that leads to a defined goal with many components such as decision-making, organization, motivation, leadership, with management having to consider the consequences and circumstances that occur [6] or diagnosis or order, controlling and managing work or activities of educational institutions including business administration in educational institutions. Actions related to all personnel in educational institutions as well as activities directly related to learners such as teaching and learning, guidance, extra-curricular activities [7] or science and art that administrators must rely on knowledge, competence, skills and experience as well as ability. In communicating with human relations leadership to manage work to achieve goals effectively [8] or working together with two or more people have a common purpose. The management style has four important characteristics as follows: 1) Administration is the activity of a group of 2 or more people, 2) Administration is the group of people working together to do activities, 3) Administration is the activity to achieve common objectives, and 4) Administration is an activity that uses appropriate processes and resources [9] or may refer to judgment, order, control and management in regards to work or school affairs both the business administration of the school by aiming to be packed according to the aims of the educational institutions that have been set. Such obligations involve teachers, students, other personnel in educational institutions [10] or refer to the systematic performance of educational institution administrators' missions in academic administration, budget management, personnel management and general administration to achieve the objectives as set by the Drug War Institute. [11]

It can be concluded that educational institution administration means the process of ruling, ordering, controlling, and management in regards to strategic plans for the implementation of various activities in educational institutions in a systematic and orderly manner according to the administrative process in order to develop educational institutions both in terms of learners and personnel efficiently and to achieve their objectives, etc.

III. THE IMPORTANCE OF SCHOOL ADMINISTRATION

Educational institute administration is the operational process in various educational institute activities consisting of administrators, teachers, lecturers and members of the local community in order to jointly plan educational management within the educational institute, systematic, standardized and quality for youth in order to cause development in all areas

with efficiency and effectiveness in which educators have discussed the importance of school administration in a variety of ways, namely, school services are important because the education of youth or people in the country is good or bad will make people in the country compete well with other countries or not depends on the education administration. In other words, it depends on the education administrators of the country itself. If any country has a truly competent education administrator have a broad vision have an understanding of educational work and the impact of education on the progress of the people and the nation that country will prosper in every way and work by determining the progress and prosperity of the nation as the flag. It is difficult for that country to prosper [12] or that the administration of education is important as a process that is the main duty of the administrators to set the pattern and various techniques by bringing both science and art that are effective and suitable for the organization to make all parties involved take action together, facilitate learners to receive correct and quality education from educational institutions achieve the goals laid down by that school, which is the development of education for the nation [13] or the importance of educational administration as a systematic and continuous management. There are people and agencies responsible for participating in the process, there are forms, procedures, rules and procedures, have resources to support and has a fair and reliable educational evaluation process [14]. It can be concluded that from the concepts and attitudes of scholars and can be seen that the importance of school administration is that it is a systematic and continuous management process, and it is the duty and duty of the administrators to formulate various patterns and techniques by both leading science and arts that are effective for the organization to be used to make all parties involved work together to facilitate learners to receive correct and quality education. It is also very important to the prosperity, the quality of educational production and the development of all aspects of human beings that are important resources of the nation.

IV. PRINCIPLES AND SCOPE OF SCHOOL ADMINISTRATION

School administration is a process for all aspects of school operations by adhering to various principles and practices, appropriate, and effective in order to achieve the intended goals. This will affect the child's development and teaching. School administrators must know and understand the scope of school administration in which academics and educators have proposed the concepts, principles and scope of school administration, including school administration educational institution administrators should set guidelines for everyone to follow. Educational institution administrators used it as a guideline for formulating an educational institution administration plan by setting goals, objectives, structure, educational management and supporting mechanisms that need to develop schools [15] or educational institution administration has 6 important tasks: 1) curriculum and teaching work, 2) personnel administration work, 3) student activities work, 4) building work, and 5) budget work and administrative work, and 6) community relations work [16] or may divide school administration work into 8 areas: 1) school development work, 2) curriculum and teaching administration

work, 3) educational economic management work, 4) administrative work, 5) personnel administration, 6) student affairs, 7) leadership building in community relations, and 8) evaluation and research[17] or there are 4 aspects of the school administration structure: 1) Academic, 2) Budget, 3) Personnel management, and 4) General administration[18] or as the National Education Act B.E. 2542 and the amendment (No.2) B.E. and the mission of educational institute management in 4 areas: academic administration personnel management budget management and general administration as shown in below figure.

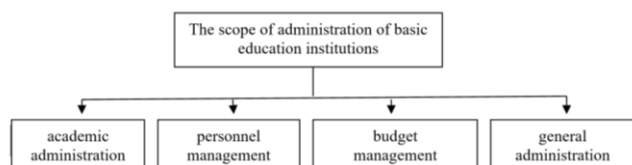


Figure 1 The Scope of administration of basic education institutions

It can be concluded that the principles and scope of school administration able to set operational guidelines for everyone to follow educational institution administrators used this as a guideline for formulating an educational institution administration plan consisting of 4 aspects: 1) academic aspect, 2) budget aspect, 3) personnel administration aspect, and 4) general administration aspect which is the duty of the executives to enable educational personnel from all parties to work together to facilitate learners to receive accurate and quality education.

V. BUDDHIST PRINCIPLES

The Buddhist way of administration should be based on Abhidhammapitaka principles. The executives should practice Dhamma and use Dhamma as the basis for administration and taking into account the common interests as its location relying on self-sacrifice for the common good. As a result, both people's kindness and the results of the work are good and efficient, including:

1. Self-dominance by the four Saṅgahavathu; Monks, these four Saṅgahavathus, dāna, peyyāvajja/ piyavācā, atthacariyā in this world and samānattatā in that Dhamma as appropriate, help support the world like a wedge that holds a chariot that moves on. If not these virtues mother or father would not be respected or worshiped because of the son's cause. But because the wise realized the importance of these Saṅgahavathus, they attained greatness and were commendable Dharma; a personal stimulus and bring the people together in unity. There are 4 principles of aid consisting of: 1) Dāna: giving, which are generosity, sacrifice, sharing, helping each other with things as well as providing knowledge and teaching, 2) Piyavācā: words of appreciation, that is, saying polite words, sweet, harmonious to create goodwill and love and respect as well as showing benefits with reasons. 3) Atthacariyā: useful conduct, i.e., earnestly helping the business and 4) Samānattatā: consistency, i.e., conducting oneself consistently, acting consistently among all peoples, and consistently in happiness and suffering by mutually acknowledging and correcting

oneself as well as placing oneself appropriate to the status quo, person events and environment fair in each case. [21]

It can be concluded that the dominance of oneself by the four Saṅgahavathu principles, the mind-binding dhamma and harmonize principle of synthesis in accordance with the context in Thai society with a generous character. Mutual welfare is the basis, executives with Buddhist principles for self-management and others who are subordinates to achieve positive behavior including organizational changes. Management methods are always up-to-date for the organization to achieve its goals affect happiness and satisfaction of colleagues and subordinates.

2. Dominating people with the Four Brahmavihāradhamma Principles. [22] The sublime existence of Dhamma is a virtue for the dwelling of the mind of Brahma is an adult or noble. The true attributes of those who have Brahmavihāradhamma are those who have; Mettā; mercy composed of equanimity; there is Karuṇā that consists of equanimity, there is Muditā that consists of equanimity and Upekkhā has equanimity with compassion. There must be all four virtues in harmony, complete and unbroken at all times, without any of them alone [23] which consists of 4 virtues: 1) Mettā; kindness, affection, desire for happiness. 2) Karuṇā; having a heart of goodwill and thinking of helping people and animals all over the face 3) Muditā; joy when others are happy, have a bright mind, entertaining, always endowed with joy and joy. To all beings who live in peace Ploy was happy when he was happy. 4) Upekkhā; equanimity, neutral trust which will allow us to live in the Dhamma as agreed with wisdom is to have a mind that is straight and upright like a scale, not inclined to love and hate contemplating the kamma that beings have done which should receive good or bad results suitable for the cause, ready to diagnose and act according to the Dhamma as well as knowing how to be calm and look at when there is nothing that should be done because he is well responsible for himself, he should be responsible for himself, or he should receive the consequences commensurate with his responsibility. [24]

It can be concluded that Brahmavihāradhamma 4 is a virtue for rulers or administrators, make personnel in the organization live, work and live together happily. It consists of: 1) Mettā; loving-kindness, the desire for others to be happy, 2) Karuṇā; the desire to cause suffering to others, 3) Muditā; the feeling of rejoicing when others are doing well or succeeding, and 4) Upekkhā; being neutral trust, impartial. It is a Buddhist principle in administration that is a practical guideline for dominating people who are extremely important.

3. Occupying work with the principle of 4 powers [25] in Buddhism. The Buddha preached a sermon on 4 virtues: Consists of: Chanda Samadhi, Viriya Samadhi, Citta Samadhi, Vimangsa Samadhi; Apakkhapatanasangkharā, therefore, the Four Iddhipādas are the principles that will never go out of fashion or principles which are the principles of success or the four paths of success that at present, although we may forget what they are, but if we recall what they are and what they are, we will see that the 2,000-year-old Dhamma has never been. In this, it is called: 1) Chanda; obsolete and made with love want to make it a good success of the business or work done and not just doing enough to complete, or just because you want rewards or profits. 2)

Viriya; Perseverance to work, that is, perseverance, diligence, doing it with strong effort, patience, business, not abandoning, not giving up, moving forward until success. 3) Citta; paying attention to work: focusing the mind and concentrating the mind on what one does, and 4) Vimamsā; do that with thought, not letting the mind wander, use the thought in that matter often and always; do that task or work with devotion and devotion; and check for the more flawed, flawed, flawed in what they do by knowing how to experiment, plan, measure results, think of ways to fix and improve, etc. in order to manage and perform that task for better results. [26]

It can be concluded that occupying a job with the four powers are a Buddhist principle that is practiced to overcome various problems and obstacles as a path leading to success in work as expected which consists of: Chanda, Viriya, Citta, Vimamsā, therefore, Buddhist principles in the integration of educational institute administration. Leaders or executives should be moral and ethical adhering to the principles of democracy managed by adhering to the principles of accuracy rather than pleasure, must be a leader who knows and understands the principles of self-dominance, people-dominance, and work-dominance to be consistent and coordinated by using people to get the right job put the job to the right people.

VI. INTEGRATING BUDDHIST PRINCIPLES FOR SCHOOL ADMINISTRATION IN THE VUCA WORLD

“VUCA World” is an acronym for volatility, uncertainty, complexity, ambiguity. “VUCA World” is the term used by the US military to refer to situations in the wars in Africa and Iraq because the current economic environment changes rapidly and it is a challenge for leaders in organizations to understand and adapt to the current political, economic, social and environmental changes. The details are as follows: 1) V - Volatility is high volatility quick change. A situation or environment that is highly changing and rapidly unpredictable or predictable or a sudden change of situation unpredictable or very fast, 2) U - Uncertainty is a state of high uncertainty, hard to predict lack of clarity can't find clear information can be confirmed in each situation make it difficult to make decisions, 3) C - Complexity is systematic complexity with many factors and complicate decision-making, 4) A - Ambiguity is unclear, cannot predict any results that might be happened. [27] Thai education and the world's fluctuating trends must change from focusing on knowledge, came to focus on the thinking process of the learners. School leaders or administrators are important people who are responsible for driving the educational process to be effective. Leaders of educational institutions should be prepared in four main areas: vision; understanding clear side and the sensitivity to change in the development of educational personnel for change, both for themselves and for their subordinates and to colleagues to the educational organization as a whole in order for the operation to be successful and effectively by integrating with Buddhist principles consisting of:

1. The integration of Buddhist principles for School Administration in the VUCA World Era with the principle of 4 Saṅghavathu, self-administration by making oneself a

good friend who coordinates others' hearts with generosity, beautiful voices, helping the people, placing oneself appropriately, integrated with the four departments of administration, including academic, budgetary, personnel management, general management for positive behavior including organizational changes. Management methods are always up-to-date for the organization to achieve its goals affect happiness, satisfaction of colleagues and subordinates and to cope with the rapidly changing situation of technology, education competition to achieve the set goals.

2. The integration of Buddhist principles for school administration in the VUCA World Era in self-awareness with the four Brahmavihāradhamma principles that can win people's hearts for successful performance of work efficiently integrated with the administration of 4 departments, including academic, budgeting, personnel management, general administration good executives have a desire to make people in the organization happy, give advice, consult, take care, support the work, to make subordinates warm and happy to work, have an independent commitment to the educational organization have goals that are unified with the organization for overcoming volatility in the era of change.

3. The integration of Buddhist principles for school administration in the VUCA World in self-awareness with the 4 powers of power applied to the administration of educational institutions as appropriate for the administration of the 4 divisions, both academic, budget, personnel management, general administration. This will determine the behavior of the executives, which adhere to the moral principles that aim for the success of the work, executives will pay attention to the work, set high job goals and expectations of followers, and continually focusing on improving work efficiency to be able to truly understand the changing world with the role of a VUCA executive that is volatile and rapid change.

CONCLUSION

School administration is a management process in relation to the strategic plan for conducting various activities in educational institutions in a systematic and orderly manner according to the administrative process in order to develop educational institutions both in terms of students and personnel with efficiency and achievement of objectives. The scope of educational institute administration consists of 4 aspects: 1) academic administration, 2) personnel administration, 3) budget administration, and 4) general administration, which is the duties and responsibilities of administrators to enable educational personnel from all parties to work together to facilitate learners to receive accurate and quality education. It is integrated with the Buddhadhamma principles which are the teachings of Buddhism, namely: 1) Dominating oneself with the 4 Saṅghavathu, principles, 2) Dominating people with the 4 Brahmavihāradhamma principles, and 3) Dominating work with the 4 Iddhipāda principles. This will result in the administration of a Buddhist educational institution where the administrators have brought the principles of Buddhism to administer education. Both in terms of self-employment, in terms of employment, in order to achieve efficiency and effectiveness for educational organizations, ready to deal with

challenging situations in education in the VUCA World that is volatile, change over time as shown in Figure 2.

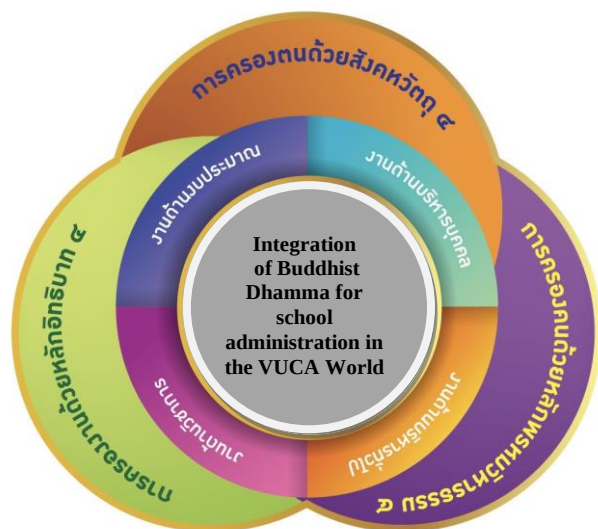


Figure 2 Integration of Buddhist Dhamma for school administration in the VUCA World (in Thai)

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