Quality Assurance within Educational Institutions in the Digital Age

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ABSTRACT

Educational quality assurance is a process of conducting activities according to the normal mission of educational institutions that want to continuously improve the quality of learners. The mechanisms need to be developed to be able to achieve educational goals and standards about the readiness and standards of education management in educational institutions to build confidence in the service recipients. The educational institutions will produce with quality and the needs of society. The heart of system reform lies in creating a system of accountability and relates to the principles of the Buddhadhamma (Iddhipāda 4), which are principles that should be integrated and applied with educational quality assurance work in order to overcome various problems and obstacles in work or administration in all respects, which leads to success in various duties as intended in all respects, consisting of: 1) Chanda (will, satisfaction), 2) Viriya (satisfaction; effort; perseverance, 3) Citta (concentration, which is to set the mind to be aware of what you are doing and do it with thought, to be focused, and not to let the mind wander), and 4) Vimaṅsā (investigation and reflection) to put it simply, to have a loving heart, to strive, to be intent on doing, to use wisdom to investigate carefully pondered to improve the quality of education. Education quality assurance is more directly responsible to parents and learners. Educational institutes should be the main unit in the development of educational quality and have the freedom to administer whether it is curriculum design, teaching methods and measurement methods according to the concept of 21st century skills in accordance with the vision and intent of the school and responding to the needs of the community and internal quality assessment of educational institutions which causes the reform of the education system. As a result, the country's educational development activities in the past, along with rapid changes in technological innovation, educational institutions have to adapt to keep up with the changes in the digital world by applying technology systems in the field. School management aims to develop educational institutions to be innovative educational institutions, which is an adaptation for the survival of educational institutions in a sustainable manner by applying innovations in the digital age to enhance the potential of learners and focus on students to have the skills to create innovation.

Keywords: Internal Quality Assurance, Educational Institutions, Digital Age, Principles of Buddhism (Iddhipāda 4)

I. INTRODUCTION

The operation of educational institutions in terms of educational quality assurance is an important matter that personnel in educational institutions must help drive and push the educational quality assurance system to be in accordance with the specified standard criteria. Personnel must participate in planning and decision-making to follow the specified plan. They must join forces in carrying out activities and participate in the process of controlling, inspecting, and evaluating the performance under the specified standard criteria to continuously improve and develop the educational quality assurance system in order to achieve the set objectives and goals. The educational quality assurance system of basic educational institutions has been continuously developed in accordance with the National Education Act of B.E.2542 (1999) and Amendments (Second National Education Act B.E.2545 (2002) in Chapter 6 on educational quality assurance, Section 48, which states that "the parent organization with jurisdiction over educational institutions shall establish a quality assurance system in the institutions. Internal quality assurance shall be regarded as a part of the educational administration process which must be a continuous process" (National Education Act of B.E.2542 (1999).[1]

At present, the education quality assurance system has become a part of education management in various educational institutions. It aims to be a guideline for operations, as well as activities and teaching and learning to clearly and continuously develop quality in accordance with national principles, such as the National Education Act of B.E.2542 (1999) and Amendments (Second National Education Act B.E.2545 (2002), the National Education Plan, the National Economic and Social Development Plan, the National Education Standards, the Basic Education Standards, and the Basic Education Curriculum Standards. At the same time, the operations of educational institutions must be in accordance with the philosophy, vision, mission, and strategies that have been set. The implementation of education development in the country in the past has found that there are 6 main problems: 1) Curriculum and learning process; it was found that students are not happy with their studies, students lack discipline, have low academic achievement, the content is not consistent with the changing social context, the learning process does not have a process for child development, and English learning lacks standards, 2) Production and development of human resources and research; it was found that the country lacks professional labor, research cannot be put into practice, skill standards are not accepted by businesses, and the production of graduates

in fields that do not meet the country's needs, 3) Assessment and development of educational standards; it was found that the evaluation of teacher quality, the evaluation of educational institutions at each level, the evaluation of students' academic achievements, 4) Information technology for education; it was found that the signal is unstable, the equipment is outdated, not widespread, the workers do not use the information obtained in decision making, do not use the products obtained from the development to benefit, 5) Management; it was found that there is a lack of integration, the decentralization is not serious, the supervision is ineffective, the budget system is not consistent with the implementation of educational quality development, and 6) Teachers; it was found that teachers have a lot of workload, teachers do not teach all classes, do not teach the main subject, teachers lack morale and encouragement, which are problems in the evaluation and development of educational standards (Somphon Santhap, 2019).[2]

Buddhadhamma (Buddhism) here refers to the four bases of influence, which are important virtues that can lead practitioners to success in every aspect. Management consists of 1) Chanda; contentment, which is the desire to do, to always be eager to do that thing, and to wish to do it for even better results. 2) Viriya; perseverance, which is to be diligent and persistent in doing that thing with effort, strength, patience, and never give up. 3) Citta; thought, which is to set the mind to be aware of what you are doing and do it with thought, to be focused, and not to let the mind wander. 4) Vimaṅsā; to ponder with wisdom, to consider, examine reasons, and check for shortcomings in what you are doing, to plan, to measure, and to devise ways to correct and improve. For all four of these, administrators, teachers, or related persons must diligently and carefully consider with wisdom the work of educational quality assurance in every dimension in the management of educational quality assurance. Which is consistent with Phra Dhamma Pitaka (P.A. Payutto) who said that "Iddhipādha means the Dhamma that leads to Iddhi (power or success) or the Dhamma that causes success or simply put, the path to success, there are 4 types: Chanda (contentment), Viriya (effort), Citta (concentration) and Vimaṅsā (investigation and reflection) to put it simply, to have a loving heart, to strive, to be intent on doing, to use wisdom to investigate. (Phra Dhammapitaka (P.A. Payutto), 2543) [3]

Therefore, educational quality assurance is an important mechanism that can drive the continuous development of educational quality. It is necessary to use the Buddhist principles (4 factors of influence) namely, Chanda (contentment), Viriya (diligence), Citta (responsibility), and Vimaṅsā (investigation) to integrate in driving educational quality assurance work to achieve success according to the standard quality. Graduates have the quality as expected by their parents, communities, and organizations or establishments that accept each graduate. Each school has the quality as expected, even if they are not the same, but not much different. Students who graduate from every educational institution have knowledge, abilities, skills, and desirable characteristics as specified by the educational institution's curriculum. Therefore, learners are the most important persons those educational institutions, which means administrators, teachers, and all educational personnel in educational institutions, must take into account at all times. No matter what activities or projects they plan to do, learners must receive both direct and indirect results or benefits. In addition, educational management requires the participation of all relevant parties so that learners can learn with the quality as expected. Therefore, the educational quality assurance process is a very important tool in current educational management and must be carried out continuously (Piyanan Boonthima, 2018).[4]

II. EDUCATIONAL QUALITY ASSURANCE

Educational quality assurance is considered as management and implementation of activities according to the normal mission of educational institutions to continuously develop the quality of students. This will create confidence for educational administrators, which are students, parents, and indirect service recipients, which are business establishments, the public, and society as a whole. It is considered an important mechanism for developing students to be able to proceed to educational goals and standards. Because educational quality assurance is a system that indicates readiness and standards in educational management in educational institutions, which will create confidence in service recipients, parents, and stakeholders in the products that educational institutions will produce with quality and can make graduates have characteristics that meet the needs of society (Office of the National Education Commission, 2000).[5]

The Office of the National Education Commission stated that educational quality assurance means the management and implementation of activities according to the normal missions of educational institutions to continuously develop the quality of students. This will create confidence for educational service recipients, both direct service recipients, such as students and parents, and indirect service recipients, such as business establishments, the public, and society as a whole, that the operations of educational institutions will be efficient and will produce students with the desired quality or characteristics according to the specified educational standards. Quality assurance is based on the concept of "preventing" inefficient work and low-quality products (Office of the National Education Commission, 2000) [6] and the National Education Act of B.E.2542 (1999) (Section 4). Standards and educational quality assurance stipulate that education management must adhere to the principle of having standards and educational quality assurance. It defines educational standards, internal educational quality assurance, and external educational quality assurance, as well as determines the matters to be carried out, which can be summarized as follows:

"Educational Standards" means the requirements regarding the desired quality characteristics and standards to be established in every educational institution and to be used as a basis for comparison for the promotion and supervision, inspection, evaluation and assurance of educational quality, including internal and external educational quality assurance.

"Internal quality assurance" means the evaluation, monitoring, and inspection of the quality and educational standards of an educational institution from within by the personnel of that educational institution or by the parent

organization responsible for supervising that educational institution.

"External quality assurance" means the evaluation and monitoring of the quality and educational standards of educational institutions from outside by the Office for National Education Standards and Quality Assessment (Public Organization), an individual or an external agency certified by the Office in order to ensure quality and develop the quality and educational standards of educational institutions.

The Office for National Education Standards and Quality Assessment (Public Organization) stated that "Educational Quality Assurance means creating standards for management and conducting activities according to the mission of educational institutions to continuously develop the quality of students, creating confidence for those receiving educational services, both those receiving direct services, such as students, parents, and those receiving indirect services, such as business establishments, the public, and society as a whole (Office for National Education Standards and Quality Assessment, 2010).[7]

III. COMPONENTS OF EDUCATIONAL QUALITY ASSURANCE

For the components of educational quality assurance, they are parts of the quality assurance system that the department chooses to use to ensure educational quality. These components will cover and be consistent with the internal management system of the university. The university's educational quality assurance can be divided into 2 parts:

1. Internal educational quality assurance refers to the evaluation and monitoring of the quality and educational standards of the educational institution from within by the personnel of the educational institution. The parent organization is responsible for supervising the educational institution to ensure that the higher education institution performs its main mission with quality. Internal educational quality assurance consists of 1) Quality Control, 2) Quality Audit, and 3) Quality Assessment.

2. External quality assurance of education means monitoring and checking the quality and evaluation of educational institutions from outside by the Office for National Education Standards and Quality Assessment or an external person or agency certified by the said office to ensure the quality of education and develop the quality of education and standards of educational institutions and the external quality assurance process and components of education quality assurance are 2 things: 1) Internal quality assurance of education; it is a control and inspection by oneself to know the weaknesses, to correct and improve and strengthen the strengths. 2) External quality assurance of education; it is an inspection from a group of people with knowledge and skills or related to the use of graduates. External audits often involve visits to gather information to support decisions based on externally defined criteria. External quality assurance often occurs after an educational institution has conducted internal quality assurance to a satisfactory level.

The results of external judgments are often summarized as accepting/not accepting the evaluation resolution and then

informing the agency and the public. External quality assurance is usually done every 5-6 years, while internal quality assurance is done every semester (Uthumporn Chamonman, 2002).[8]

IV. INTERNAL QUALITY ASSURANCE OF EDUCATION AT THE BASIC EDUCATION

Educational quality assurance is an important mechanism that promotes and drives the work processes of various agencies at all levels of the education sector and related personnel to proceed in a coordinated and systematic manner, heading in the direction that has been jointly determined to effectively achieve the goal of educational reform, namely, developing the quality of learners to be "complete human beings in body, mind, intellect, knowledge and morality, with ethics and culture in life, and able to live happily with others" according to the National Education Act, Section 6, both by relying on the principles and methods of modern quality management and quality management that emphasizes creating confidence for all relevant parties that products or services that are the products of the organization will have the quality according to the specified standards, where this confidence must be based on the foundation of academic principles, facts, empirical evidence, and reasonableness (Department of Academic Affairs, 2001).[9]

The internal quality assurance system of educational institutions is a system in which educational institutions build confidence or assure for service recipients, including students, parents, communities, as well as organizations or businesses that accept students for further study or employment that the educational institution can provide quality education according to the standards set by the educational institution. Graduates have knowledge, abilities, skills and desirable characteristics as specified by the curriculum and expected by society, can live happily in society, and create benefits for their families and communities as appropriate through quality management throughout the organization using the principle of participation of personnel in the educational institution, especially teachers and administrators, who are aware of the goal, which is the benefits that occur to students first. The internal quality assurance system of educational institutions is, therefore, an important mechanism in developing the quality of education in educational institutions that relevant parties can inspect. It is required that all educational institutions operate in accordance with the provisions of the National Education Act and the Ministerial Regulations (Office of the Basic Education Commission 2013). [10]

The development of the internal quality assurance system of educational institutions is based on the following 3 principles:

1. Decentralization of educational institutions to have independence and flexibility in administration and decision-making in operations, both in terms of academic administration, budget, personnel, and resources, the provision of facilities and teachers to perform their roles in teaching, organizing activities, and developing media to develop student learning to achieve the fullest results according to the curriculum's objectives, and to be able to organize education in a way that is most consistent with the

conditions of the area, the needs of the community, and society.

2. Opportunities to participate in working with government agencies, private sectors, local administrative organizations, entrepreneurs, local wisdom, or local scholars to participate in developing the quality of students as a committee member of the educational institution or a working group in other parts of the educational institution. There is joint thinking, decision-making, support, promotion, and monitoring of operations, and pride in the success of the educational institution.

3. Demonstrating accountability that can be verified. Educational standards of the educational institution are the goals that students, parents, and the community must be aware of for joint development and for monitoring and inspecting the operation of the educational institution to see if it can lead students to the standards that have been jointly determined. From the goals and development focus, the educational institution must create participation in planning the development of educational quality, select appropriate development strategies that produce tangible results, publicize the goals, and the focus points that need to be developed for all parties to be aware of in order to be a public contract and for all parties involved to have a clear direction of work towards the goals and have a continuous process of operation in 3 steps: 3.1) Internal quality assessment is an assessment of the quality of education management, monitoring and inspection of the quality and standards of education of educational institutions, carried out by personnel of the educational institution or by the educational service area office or by the parent organization responsible for supervising the educational institution. This is to use the results of the assessment in planning the development of activities or development projects that are therefore based on reality, are feasible, and completed in a timely manner. 3.2) Educational quality monitoring is a process of monitoring and reviewing the progress of operations according to the educational quality development plan of the educational institution and preparing a report on the monitoring and reviewing of educational quality, along with suggesting measures to accelerate the development of educational quality. When checking progress, the educational institution must have information showing trends in the results of student quality development and the quality of the educational institution's management. 3.3) 3.3 Educational quality development is a process of developing education into a quality that is consistent with national education standards. Educational standards are set, the organization of the system and structure of planning and implementation according to the plan, including "creating awareness" to see that educational quality development must be carried out continuously and is a "shared responsibility" of everyone. Educational quality development is a term with a very broad meaning. However, at the educational institution level, it is actually the primary duty of the educational institution to organize quality teaching and learning, which is desired for learners as a goal, which is currently set in the form of educational standards of the educational institution. Therefore, in thinking of activities or projects or developing any innovations, it must reflect the results that occur with

learners. However, the operation will be successful if all operators work systematically, work well together, listen to and accept each other's opinions, choose the best approach, accept the results together and are ready to improve.

V. INTERNAL QUALITY ASSURANCE CRITERIA AND METHODS IN EDUCATIONAL INSTITUTIONS

The National Education Act B.E. 2542 and amendments (No. 2) B.E. 2545, Section 47 states that there must be education quality assurance to develop the quality and standards of education. There is an internal quality assurance system and an external quality assurance system. The internal quality assurance system focuses on decentralizing authority to educational institutions that provide basic education in accordance with Section 18 (2), requiring the parent agency and educational institutions to establish an internal education quality assurance system in the educational institution to assure those concerned that all learners will receive quality education from the educational institution to develop knowledge, abilities, and desired characteristics in accordance with the educational standards specified in the basic education curriculum. The Minister of Education issued the Ministerial Regulation on Education Quality Assurance B.E. 2561 by exercising the authority under Section 5, paragraph one of the National Education Act B.E. 2542, as amended by the National Education Act (No. 2) B.E. 2545, and Section 47, paragraph two of the National Education Act B.E. 2542, related to educational institutions and Educational Service Area Offices, namely:

Section 3: Each educational institution shall establish an internal education quality assurance system by setting educational standards of the institution in accordance with the educational standards of each level and type of education announced by the Minister of Education, and preparing an educational management development plan of the institution that focuses on quality according to educational standards and implementing the specified plan to evaluate and inspect the quality of education within the institution, follow up on the results of the operation to develop the educational institution to have quality according to educational standards, and report the results of the self-evaluation to the parent agency supervising the educational institution so that the implementation of educational quality assurance according to paragraph one is effective. The parent agency or the agency supervising the educational institution shall have the duty to provide advice, assistance, and recommendations to the educational institution so that the educational quality assurance of the educational institution can continuously develop.

Guidelines for the Operation of Quality Assurance of Basic Education 2018, announced on August 16, 2018, the basic education level shall proceed as follows:

1. Each educational institution shall establish an internal quality assurance system in order to develop and serve as a mechanism to control and inspect the quality of education of the educational institution to develop and create confidence for society, the community, and stakeholders.

2. Provide an educational quality assurance system within the educational institution as follows: 2.1) Set

educational standards of the educational institution to be in accordance with the educational standards of early childhood education and/or basic education that the Ministry has announced and have the educational institution set goals and achievements according to the educational institution's standards according to the context. It is possible to add educational standards of the educational institution in addition to those announced by the Ministry of Education by having the educational institution and related persons operate and take responsibility together. 2.2) Create an educational development plan for the educational institution that is consistent with the problems and needs of the educational institution systematically, clearly reflecting the quality of success according to the educational standards of the educational institution. 2.3) Implement the educational development plan for the educational institution. 2.4) Evaluate and inspect the quality of education within the educational institution, assign responsible persons and appropriate methods. 2.5) Follow up on the results of the operations to develop the educational institution to have quality according to the educational standards of the educational institution, and use the results of the monitoring for improvement and development. 2.6) Prepare a self-assessment report (SAR) according to the educational standards of the educational institution, present the self-assessment report to the Basic Education Commission for approval, and submit the report to the Office of the Basic Education Commission annually. 2.7) Develop the educational institution to have quality by considering the self-assessment report (SAR) and following the recommendations of the Office of the Educational Service Area or the Office of the Basic Education Commission in order for the educational quality assurance to be effective and continuously developed.

3. Each educational institution cooperates with the Office for National Education Standards and Quality Assessment (ONESQA) in external quality assessment of the educational institution in order to improve and develop the quality of education according to the recommendations of the Office for National Education Standards and Quality Assessment (ONESQA) and the parent organization or the supervising agency to lead to the development of the quality and standards of the educational institution.

A. Office of the Area Education Office or Special Education Administration Office

The Office of the Educational Service Area/Office of Special Education Administration, as the parent agency or the supervising agency, shall perform the following:

1. Study, analyze, report the results of the self-evaluation of educational institutions, provide advice, assistance, and recommendations to educational institutions for the continuous development of the educational quality assurance system of each educational institution.

2. Collect and synthesize the Self-Assessment Report (SAR) of the educational institution along with various issues that require evaluation and monitoring, inspection from stakeholders of that educational institution and send it to the Office for National Education Standards and Quality Assessment (ONESQA) to be used as information and guidelines for external quality assessment.

3. Follow up on the progress of improving and developing the quality of education of educational institutions according

to the recommendations of the Office for National Education Standards and Quality Assessment (ONESQA) to lead to the development of the quality and standards of education of educational institutions.

4. Cooperate with the Office for National Education Standards and Quality Assessment (ONESQA) in external quality assessment.

5. May assign non-evaluators to observe and provide additional information in the external quality assessment process.

Educational quality assurance within an educational institution is a process of managing all aspects of education in an educational institution. It is a normal job of an educational institution that is taken care of and organized so that everyone involved can participate in the continuous development of educational quality, from analyzing strengths, points that need to be developed, planning, to self-evaluation, improving and developing one's work in the direction that the educational institution and related parties jointly determine, so that learners can develop themselves to their full potential, in line with the curriculum, and be accepted and trusted by students, teachers, parents, communities, and society.

VI. QUALITY ASSURANCE MANAGEMENT IN EDUCATION IN THE DIGITAL AGE

The digital age is an era in which everyday appliances such as telephones, televisions, watches, etc. can connect data to each other, process and present information conveniently and quickly like a computer, and all ages have these everyday appliances, making the digital world 1) a borderless world with unlimited access to information and news anywhere and anytime. 2) a smaller world, meaning faster and more efficient travel and communication. 3) a faster-moving world, meaning a more convenient and diverse way of life, and more activities can be done at any given time than in the past era (Sa-ngob Intharamani, 2019).[11]

Technological advancement in the digital age has influenced the philosophical foundation of the technocratic group that focuses on the application of technology to manage learning and management more efficiently. (Phaithoon Sinlarat, 2018), because the digital technology system is continuously advanced and developed, it has become an important factor that increases the challenge of educational administration in the digital age, which is very different from the administration of educational institutions in the past. Because the administration of education in the digital age or the 21st century is an era where learners can access knowledge and information conveniently, quickly, and can access that information at any time. And the technological advancement of educational institutions, as an important organization in developing human resources and upgrading them to have better quality, must adjust the educational administration process to be appropriate for the digital age and the need for good characteristics of Thai people who are skilled, have quality, and are ready for life in the 21st century. (National Strategic Plan, 2018)

The characteristics of the current organization are post-modern organizations, namely, they have a reduced formal structure, emphasize diversity, have a flat structure that emphasizes decentralization, self-management, the ability to

access information quickly to create flexibility and increase the organization's response capability, which is important for organizations in the current era. The important goal of educational administration in the digital age is to be an innovative educational institution, which is the integration of knowledge, skills, and creativity of teachers and personnel with the strategic management capabilities of school administrators to develop the quality of learners to achieve the goals of learners who are diverse and consistent with the abilities of learners until the results are clearly tangible. There are 7 important components as follows: (Sukanya Chaemchoi, 2019) [12]

1. Highly flexible management structure that is conducive to innovation is the determination of roles and responsibilities of groups of people to perform duties to assist, support, improve, and develop innovation.

2. Technology systems that support the administration and learning management of educational institutions, which are considered important basic tools that affect the various operational processes of innovative educational institutions to be efficient.

3. Organizational culture that supports development towards becoming an innovative educational institution, promotes work values that are daring to think and do new things in order to develop towards becoming an innovative organization.

4. Innovative leadership of school administrators; school administrators must promote teachers and educational personnel to have innovative thinking skills, which will become an important mechanism to drive towards becoming an innovative school.

5. Strategic management; starting from analyzing the context of the school to set guidelines for operations to achieve the goals of education management in the digital age.

6. Development of human resources of the school; creating Professional Learning Communities (PLCs) to facilitate exchange and mutual learning, and teamwork.

7. A diverse network of cooperation both inside and outside the educational institution provides an opportunity for teachers and students to use the resources of the network organizations to exchange knowledge and enhance the potential for joint innovation.

VII. DEVELOPMENT OF INTERNAL QUALITY ASSURANCE IN THE DIGITAL AGE

Learning in the digital age is an educational management for national development towards "stability, prosperity, and sustainability", organizing the entire education system from early childhood, all sectors participate in creating the highest potential of youth to meet the needs of the labor market and society, which has administrators, teachers, and educational personnel as important persons who make learners learn in 3 aspects simultaneously, consisting of 1) Knowledge; learners are well-rounded and ready to change in the future world. 2) Skills; including technology skills, work skills, imaginative thinking skills, knowledge seeking skills, problem solving, analytical thinking, creative integration of personnel management, assessment, decision-making skills, and flexibility in appropriate situations. Service skills, communication skills, creative integration skills of culture,

society, economy, politics, and lifelong learning skills of people in the 21st century. And 3) Characteristics: being patient, daring to think, daring to work with others with determination to create new things or innovations until successful, and accepting the rules and regulations of society. And the development guidelines for internal quality assurance in the digital age (Penchan Sinthuket, 2017) [13] and Thai education management 4.0 that the main principle of Thai education management 4.0 is to adjust the learning management process that must promote learners to think and act freely according to their abilities and interests by integrating knowledge, thinking abilities and technology creatively to be able to design, produce, develop, and expand valuable products by using a curriculum with flexible content that can be changed according to knowledge in the digital age to achieve learning outcomes that are products or creative innovations that are valuable in public, commercial, and useful. (Thanapat Chancharoen, 2019) [14]

VII. PRINCIPLES OF EDUCATIONAL QUALITY ASSURANCE IN THE DIGITAL AGE

Educational administration in the digital age has one important principle in developing the educational administration system to improve the quality of students by using technology and communication, promoting teachers, students, parents, and related persons to access technology, information, learning media, and services of the educational institution; planning and implementing the development of the digital technology system to be ready to provide services to related persons; having the following goals of educational administration in the digital age: (Sa-ngob Intharamani, 2019) [15].

1. School administrators must develop themselves to have vision, be aware, see the importance, and use information technology and communication to improve the management of schools and student learning, including being leaders in using information technology and communication to manage learning in various dimensions.

2. School administrators must promote and develop teachers to have vision, awareness, see the importance and skills in using digital technology in learning management and encourage students to strive to learn, have skills in using information and communication technology.

3.School administrators should increase the competitiveness of educational management and improve the quality of education in the school.

4. School administrators should promote students to learn with modern techniques and methods using information and communication technology.

5.School administrators should create social opportunities; create social equality and build confidence among students, parents and communities in developing the quality of students, improving the quality of education and the quality of life of students.

Buddhist principles (Buddhism) refer to principles and teachings that are believed to be the result of research, knowledge, and wisdom of the Buddha that have been passed down. It is considered world wisdom, the wisdom of humanity, especially the four principles of success: Chanda, Viriya, Citta, and Vimaṅsā. They are principles that have

components that are guidelines for all types of work or management in order to achieve success in life and work according to the hopes or goals that have been set in every respect.

VIII. BUDDHA'S PRINCIPLES (IDDHIPĀDA)

In every job, there will be some quick success and some difficult success, depending on the nature of the job. And it is necessary to apply the principles of Buddhism to achieve success or advancement in one's duties as stated by the Buddha, namely the Four Bases of Iddhipāda; the dhamma of success, namely; Chanda, Viriya, Citta, and Vimaṅsā.

Phra Brahmagunabhorn (P.A. Payutto) (2545) [16] said, summarized the principle of Iddhipāda, that it is a virtue that leads to success according to desire or the 4 principles of success. Even though nowadays we may have forgotten 'what is it?' but if we recall, 'what is it and what is it?' we will see that these 2,000-year-old principles can never be called outdated. They consist of 1) Chanda; because he loves what he is doing, he does what he is doing now, 2) Viriya; which is perseverance; never give up, 3) Citta; which is focusing on what he is doing, therefore he can do it, and 4) Vimaṅsā; working without giving up, constantly checking, reviewing, pondering, and considering. Therefore, the principles of success and the principles of practice according to the principles of Dhamma that will lead to the success of an undertaking are called Iddhipāda (Dhamma leading to success), which has 4 points: 1) Chanda : Love work (appreciation, love, satisfaction) is to have a heart that loves, is pleased to do that thing and do it with love, wants to make the activity or work that is done succeed well, not just doing it, just to finish it or just because of the reward or profit; 2) Viriya: to work (perseverance, seeing it as a challenge, fighting spirit, diligence) is to persevere in doing, be diligent, do it with effort, strength, patience, be engaged, do not abandon it, do not give up, move forward until successful; 3) Citta: to put one's mind to work (dedication to work, focus, seriousness) is to put one's mind attentive, set one's mind aware of what one is doing, and do that thing with thought, not allowing the mind to wander, use one's mind on the matter frequently and consistently, do that activity or work with dedication; and 4) Vimaṅsā: work with wisdom (consider, prove, test, inspect, improve and correct); use wisdom to investigate is to diligently use wisdom to consider, meditate and examine to find reasons. and check for any shortcomings or defects in what is being done by learning how to experiment, plan, measure, devise solutions and improvements, etc., in order to manage and carry out the work to achieve better results.

Phra Thepdilok (Rabap Thitañaṇo) (2005) [17] mentioned the meaning of the Four Bases of Iddhipāda as follows: The Four Bases of Iddhipāda are virtues that will lead the practitioner to achieve success in what they desire, which must not be impossible. What they desire must be within the scope of what can be achieved with effort, and must not be a dream that has no chance of success. This group of virtues is called the Four Bases of Iddhipāda.

From studying the principles of Buddhism, it can be concluded that the Four Bases of Power are principles of Dhamma that are practiced to overcome problems and obstacles in every aspect of work or management, which is the path leading to success in every aspect of work as hoped for. They consist of Chanda (satisfaction), Viriya (effort), Citta (active thought), and Vimaṅsā (investigation).

IX. CONCLUSION

From the study of the concepts of many educational scholars on quality assurance in digital age educational institutions as mentioned above, it can be concluded that educational quality assurance is the management and implementation of activities according to the normal missions of educational institutions that want to continuously develop the quality of students according to the important mechanisms in developing students to be able to proceed to educational goals and standards because educational quality assurance will indicate the readiness and standards of educational management in educational institutions to create confidence in service recipients that educational institutions will produce with quality and apply the principles of Buddhism (4 Bases of Power), which are principles of Dhamma that are practiced to overcome various problems and obstacles. In all work or management, which is the way to success in various duties as expected in all respects, consisting of (Chanda) satisfaction, (Viriya) perseverance, (Citta) thinking, and (Vimaṅsā) reflection, making the management of insurance work successful in accordance with the set goals in all respects, in line with the needs of society and changes that cause educational institutions to adapt to keep up with the changes in the digital world by applying technology systems in educational administration to aim for the development of educational institutions to be innovative educational institutions, which is an adaptation for the sustainable survival of educational institutions by applying digital innovations to promote the potential of students, and focusing on students having skills in creating innovations, namely 1) Internal educational quality assurance, namely, quality control methods, quality inspection, quality assessment of educational development plans of educational institutions; 2) External educational quality assurance; quality inspection from groups of knowledgeable people, quality monitoring and evaluation of educational institutions; and 3) Digital educational institution quality; Educational quality assurance with innovation, using digital educational technology to support the development of educational quality assurance systems to innovative organizations, educational personnel with innovative thinking skills There is a strategic plan to achieve the goal of digital education insurance, developing human resources of educational institutions to be experts in innovation, creating a diverse network of cooperation both inside/outside the educational institutions and promoting the potential to jointly create innovations in insurance work.

Summary of knowledge on quality assurance in digital educational institutions according to Buddhism principles

Quality assurance in digital educational institutions according to Buddhist principles as shown in Figure 1.
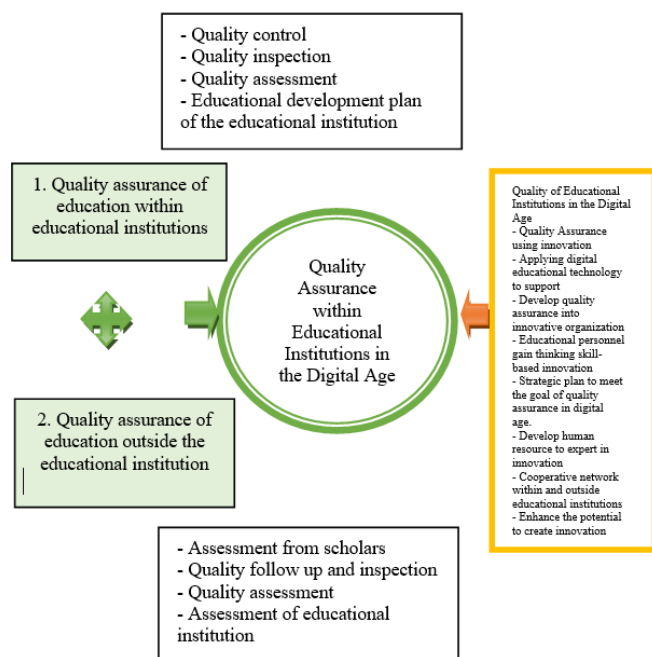
Figure 1 Knowledge of educational quality assurance

1. Internal quality assurance of education means quality control, quality inspection, quality assessment of educational development plans of educational institutions.

2. External quality assurance of education means quality inspection from groups of knowledgeable people, quality monitoring and assessment of educational institutions.

3. Quality of educational institutions in the digital age means educational quality assurance with innovation, using digital educational technology to support the development of educational quality assurance systems to become innovative organizations. Educational personnel have innovative thinking skills, have a strategy to achieve digital education assurance goals, develop human resources of educational institutions to be experts in innovation, create diverse cooperation networks both inside and outside the educational institutions, and promote the potential to create innovation, assurance work together.

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