Development Approach for Quality Assurance in Higher Education on Area-Based and Community based on the Concept of Management of Educational Institution as the World of New Learning to Promote Students' Living Valuable Lives

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Abstract

The misalignment between educational standards and the needs of students and the labor market often results in education that is underutilized. Thus, enhancing quality assurance in education to achieve learning outcomes that improve the value of life is essential for students to lead meaningful lives and attain true success. This study aims to: 1) examine the current and desirable states and priority needs, and 2) proposed development approach for quality assurance in higher education according to Area-Based and Community based on the concept of management of educational institution as the world of new learning to promote students' living valuable lives. The respondents were 291 participants from 36 institutions. The results indicated that the overall current state is at a moderate level, the overall desirable state is at a high level, and the overall priority needs index ($PNI_{Modified}$=0.236). The proposed approaches are: 1) establishing policies and standards for data in various disciplines, considering societal trends, economy, environment, and other factors, with a focus on goal-orientation and regular updates both quantitatively and qualitatively; 1.1) developing a comprehensive database with national and international interlinks, 1.2) advancing technologies for teaching and learning management with an emphasis on outcomes, self-adaptation, discovery, and creativity, 1.3) fostering knowledge construction with innovative data; 2) formulating pedagogical policies and strategies that cater to students' potential and interests: 2.1) creating integrated trans-disciplinary courses that reflect learning outcomes, 2.2) developing modern learning resources, 2.3) establishing data collection methods for evaluating outcomes, including the progress and success of both teachers and students; 3) setting policies for supervision and monitoring of data management linked to instructional management and research, with a focus on academic integrity and national context: 3.1) developing an integrated data system for knowledge, innovation, and research that highlights the creation of new ideas for career development, 3.2) ensuring data access for discovering methods to improve instructional management, foster creative innovations, and develop positive career attitudes and societal security.

Keywords: development approach to education quality assurance, the world of new learning, promote students' living valuable lives

1. Introduction

1.1 Introduce the Problem

Inequality is a structural issue contributing to Thailand's fragility in education and learning. Accessibility to quality education is heavily influenced by socioeconomic status (SES), encompassing education level, occupation, income, and wealth. Consequently, economic and social conditions hinder individuals' potential, limiting their ability to fully express and utilize their creative capabilities. This is evident in the data on skills and human quality, directly affecting labor quality. Thailand's education system is marked by slow development and high inequality, while the

country's economic growth potential is declining amid rapidly changing workforce skill demands (KKP Research, 2024). Additionally, cultural shifts lead to rapid knowledge transmission, significantly impacting individuals aged 18-22, the higher education demographic. The new generation exhibits distinct learning behaviors compared to the past, viewing failure as a fast track to learning. Multitasking is commonplace, yet they find traditional systems, procedures, and delays intolerable. Students prefer learning that aligns with their interests, emphasizing practical application over theoretical knowledge. They value experiential learning, collaboration, and constant feedback over rote memorization (Decharin, 2018).

In the context of these changes, the new generation faces an emerging epidemic and technological advancements that transform life, business, industry, and society. Adapting to these changes requires: 1) understanding and adapting to diverse cultures, 2) proficiency in multiple languages, 3) flexibility to work globally, 4) digital literacy, 5) overcoming past limitations, and 6) lifelong learning. Success in the rapidly evolving business world depends on continuous learning and adaptation rather than traditional academic excellence (Intanate, 2021).

Recognizing the need for alignment between education and labor market demands, the Ministry of Higher Education, Science, Research and Innovation (MHESI) has established measures to promote, support, and assess the quality of higher education institutions. Among the five institutional clusters defined by the Ministry, Cluster 3: Area-based and Community includes 41 institutions focused on local and community development. These institutions aim to serve as learning resources, transfer knowledge and technology, and provide lifelong learning opportunities, contributing to sustainable development (MHESI, 2021).

Effective education management must respond to economic, social, political, and cultural needs to develop valuable human resources. The education quality assurance system is integral to continuously improving learner quality, building trust among direct and indirect educational service recipients, and ensuring successful, sustainable lives for all in the education system. This also involves skill development and lifelong learning to meet labor market needs. Thus, developing educational institutions to achieve true educational goals producing quality, valuable human resources is a challenge that necessitates quality assurance to enhance educational development and keep pace with changing factors. As a result, students become knowledgeable, skilled, socially, and environmentally responsible individuals.

This study on development approaches to higher education quality assurance based on innovative educational management aims to provide insights into managing educational institutions to develop human potential, in line with the 20-Year National Strategy (2018-2037) and its vision for a secure, prosperous, and sustainable Thailand guided by the Sufficiency Economy Philosophy.

1.2 Research Purpose

1) To study the current state, desirable state, and priority needs for quality assurance in higher education based on Area-Based and Community based on the concept of management of educational institution as the world of new learning to promote students' living valuable lives.

2) To propose development approaches for quality assurance in higher education based on Area-Based and Community based on the concept of management of educational institution as the world of new learning to promote students' living valuable lives.

2. Method

2.1 Research Design

This research employed a mixed methods approach to develop a quality assurance framework for higher education institutions, focusing on Area-Based and Community based on the concept of management of educational institution as the world of new learning to promote students' living valuable lives.

2.2 Population and Samples

The population included higher education institutions under the Ministry of Higher Education, Science, Research and Innovation (MHESI). According to the Ministerial Regulation on Clustering Higher Education Institutions (2021), these institutions are categorized into five clusters: (1) Global and Frontier Research (16 institutions), (2) Technology and Innovation (18 institutions), (3) Area-Based and Community (41 institutions), (4) Moral and Intellectual Cultivation (0 institutions), and (5) Development of Professionals and Specialists (7 institutions). This study's purposive sample consisted of all 41 institutions in Cluster 3: Area-Based and Community.

2.3 Procedures

This research was undertaken in the following 4 stages:

Stage 1: Investigation of the current and desirable stages of the development of higher education quality assurance in Area-based and Community based on the concept of managing educational institutions as a new world of learning to promote students' meaningful lives. Instruments included a structured interview form for administrators and a 5-point rating scale questionnaire to assess current and desirable states. Data collection was conducted by sending out the questionnaires via postal service and online, with responses collected by the due date.

Stage 2: Investigation of the priority needs for the development of higher education quality assurance in Area-Based and Community based on the concept of managing educational institutions as a new world of learning to promote students' meaningful lives. The analyses were performed using the Priority Needs Index Modified (PNImodified), strengths and weaknesses analysis, and interview data.

Stage 3: Drawing up the first draft approach to developing higher education quality assurance in Area-Based and Community based on the concept of managing educational institutions as a new world of learning to promote students' meaningful lives. The analysis results from Stage 1 were used to prepare the first draft approach, which was then evaluated for propriety and feasibility by 20 experts. Research instruments included the propriety and feasibility evaluation form for the draft, with individual evaluations by the experts. The results were used to revise the first draft and prepare the second draft.

Stage 4: Evaluation of the second draft approach to developing higher education quality assurance in Area-Based and Community through focus group discussions with 12 experts. The instruments employed included focus group records and a propriety and feasibility evaluation form for the draft approach.

2.4 The Research Tools and Quality of Tools

The instruments used in this study were questionnaires and interview forms. Content validation was performed on all research instruments to determine the Item-Objective Congruence Index (IOC) by 7 experts with experience, knowledge, and expertise in research instrument validation. The resulting IOC ranged between 0.71 and 1.00. The research instruments were also piloted with a group that had similar characteristics to the sample group to determine overall reliability. Using Cronbach's Alpha Coefficient (1970), the reliability of the instruments was found to be 0.979.

2.5 Data Analysis

The data analysis involved frequency, percentage, mean (M, standard deviation (SD), and content analysis. The interpretation criteria employed 5-point rating scales.

3. Results

The results on the development approach to higher education quality assurance on Area-Based and Community based on the concept of management of educational institution as the world of new learning to promote students' living valuable lives was summarized below.

3.1 The Development of Higher Education Quality Assurance on Area-Based and Community

The analysis of the development approach to higher education quality assurance, based on the concept of managing educational institutions to foster students' valuable living suggests a moderate level for the overall current stage, a high level for the overall desirable state, and identifies overall priority needs.

From Table 1, it is evident that the current state of quality assurance development in higher education, aligned with the concept of managing educational institutions as the world of new learning to promote students' living valuable lives, is generally at a moderate level ($\bar{X}$ = 3.48, S.D. = 0.75). Among the various aspects examined, the highest current state is observed in developing knowledge, innovation, research, and teaching to produce new outcomes, which stands at a high level ($\bar{X}$ = 3.55, S.D. = 0.81). This is followed by providing flexible education according to potential and interests, which is at a moderate level ($\bar{X}$ = 3.47, S.D. = 0.80). Conversely, managing information and knowledge to be continuously updated exhibits the lowest current state, also at a moderate level ($\bar{X}$ = 3.41, S.D. = 0.74).

In contrast, the desired state of quality assurance development in higher education, based on the same concept, is generally at a high level ($\bar{X}$ = 4.30, S.D. = 0.65). Specifically, developing knowledge, innovation, research, and teaching to produce new outcomes is desired at the highest level ($\bar{X}$ = 4.35, S.D. = 0.64), followed by providing

flexible education according to potential and interests, also at a high level ($\bar{X}$ = 4.32, S.D. = 0.64). Conversely, managing information and knowledge to be continuously updated is desired at a slightly lower but still high level ($\bar{X}$ = 4.23, S.D. = 0.65).

Table 1. Analysis of the Current and Desired State of Quality Assurance Development in Higher Education According to the Concept of Management of Educational Institution as the World of New Learning to Promote Students' Living Valuable Lives

	Items	Management of Educational Institution as the World of New Learning					
		Current State (D)		Desired State (I)		$PNI_{Modified}$	Sequence
		$\bar{x}$	S.D.	$\bar{x}$	S.D.	#	
1	Managing Information and Knowledge to Be Continuously Updated	3.41	0.74	4.23	0.65	0.240	2
2	Developing Knowledge, Innovation, Research, and Teaching to Produce New Outcomes	3.55	0.81	4.35	0.64	0.225	3
3	Providing Flexible Education According to Potential and Interests	3.47	0.80	4.32	0.64	0.244	1
	Total Average	**3.48**	**0.75**	**4.30**	**0.65**	**0.236**	

Regarding the prioritization of development needs in quality assurance in higher education, based on the same concept, providing flexible education according to potential and interests emerges as the highest priority ($PNI_{Modified}$ = 0.244). Managing information and knowledge to be continuously updated follows closely behind ($PNI_{Modified}$ = 0.240), while developing knowledge, innovation, research, and teaching to produce new outcomes is ranked as the least prioritized aspect ($PNI_{Modified}$ = 0.225).

Table 2. Analysis of the Current and Desired State of Quality Assurance Development in Higher Education according to the Concept of Management of Educational Institution as the World of New Learning to Promote Students' Living Valuable Lives

	Items	Promoting Students' Living Valuable Lives					
		Current State (D)		Desired State (I)		$PNI_{Modified}$	Sequence
		$\bar{x}$	S.D.	$\bar{x}$	S.D.		
1	Having the Concept of Starting with What You Love and Loving What You Do	3.43	0.81	4.28	0.64	0.247	2
2	Accessing Information, Perceiving, Mindfully Engaging, and Letting Go	3.38	0.79	4.25	0.69	0.257	1
3	Developing Innovations with Determination and Mindfulness	3.43	0.83	4.24	0.70	0.236	3
	Total Average	**3.41**	**0.83**	**4.26**	**0.68**	**0.246**	

From Table 2, it is evident that the current state of quality assurance development in higher education, according to the concept of managing educational institutions as the world of new learning to promote students' living valuable lives, in terms of promoting students' living valuable lives, is at a moderate level ($\bar{X}$ = 3.41, S.D. = 0.83). Upon examining each aspect, it is found that the aspect with the highest current state is having the concept of starting with what you love and loving what you do, which is at a moderate level ($\bar{X}$ = 3.43, S.D. = 0.81), as well as developing innovations with determination and mindfulness, also at a moderate level ($\bar{X}$ = 3.43, S.D.= 0.83). Accessing information, perceiving, mindfully engaging, and letting go is at a moderate level as well ($\bar{X}$ = 3.38, S.D. = 0.79).

The desired state of quality assurance development in higher education, according to the same concept, in terms of

promoting students' living valuable lives, is at a high level ($\bar{x}$=4.26, S.D.=0.68). Upon examining each aspect, it is found that the aspect with the highest desired state is having the concept of starting with what you love and loving what you do, which is at a high level ($\bar{x}$=4.28, S.D.=0.64), followed by accessing information, perceiving, mindfully engaging, and letting go, which is also at a high level ($\bar{x}$=4.25, S.D.=0.69). Developing innovations with determination and mindfulness is at a high level as well ($\bar{x}$=4.24, S.D.=0.70).

The results of prioritizing the necessity of development in quality assurance in higher education, according to the same concept, in terms of promoting students' living valuable lives, show that the aspect with the highest priority is accessing information, perceiving, mindfully engaging, and letting go ($PNI_{Modified}$ = 0.257), followed by having the concept of starting with what you love and loving what you do ($PNI_{Modified}$ = 0.247), and the least prioritized aspect is developing innovations with determination and mindfulness ($PNI_{Modified}$ = 0.236).

Table 3. Analysis of the Current and Desired State of Quality Assurance Development in Higher Education according to the Concept of Management of Educational Institution as the World of New Learning to Promote Students' Living Valuable Lives: Students' Competency Overview

Items	Students' Competency					
	Current State (D)		Desired State (I)		$PNI_{Modified}$	Sequence
	$\bar{x}$	S.D.	$\bar{x}$	S.D.		
1 Leadership skills	3.43	0.86	4.29	0.66	0.248	3
2 Discovery/method skills	3.42	0.84	4.30	0.64	0.259	1
3 Adaptation skills	3.40	0.85	4.27	0.68	0.255	2
4 Creative thinking skills	3.41	0.85	4.27	0.71	0.248	3
5 Planning skills	3.46	0.83	4.27	0.71	0.229	4
Total Average	3.42	0.85	4.28	0.67	0.248	

From Table 3, it is found that the current state of quality assurance development in higher education, according to the concept of management of educational institution as the world of new learning to promote students' living valuable lives, in terms of students' competency overall, is at a moderate level ($\bar{x}$=3.42, S.D.=0.85). Upon examining each item, it is found that the item with the highest current state is planning skills, which is at a moderate level ($\bar{x}$=3.46, S.D.=0.83), followed by leadership skills at a moderate level ($\bar{x}$=3.43, S.D.=0.86), discovery/method skills at a moderate level ($\bar{x}$=3.42, S.D.=0.84), creative thinking skills at a moderate level ($\bar{x}$=3.41, S.D.=0.85), and adaptation skills at a moderate level ($\bar{x}$=3.40, S.D.=0.85).

The desired state of quality assurance development in higher education, according to the same concept, in terms of students' competency overall, is at a high level ($\bar{x}$=4.28, S.D.=0.67). Upon examining each item, it is found that the item with the highest desired state is discovery/method skills, which is at a high level ($\bar{x}$=4.30, S.D. =0.64), followed by leadership skills at a high level ($\bar{x}$=4.29, S.D.=0.66), adaptation skills ($\bar{x}$=4.27, S.D.=0.68), planning skills, and creative thinking skills at a high level ($\bar{x}$=4.27, S.D.=0.71).

The results of prioritizing the necessity of development in quality assurance in higher education, according to the same concept, in terms of students' competency, show that the item with the highest priority is discovery/method skills ($PNI_{Modified}$=0.259), followed by adaptation skills ($PNI_{Modified}$=0.255), leadership skills and creative thinking skills ($PNI_{Modified}$=0.248), and the least prioritized item is planning skills ($PNI_{Modified}$=0.229).

3.2 Approaches to Development in Higher Education Quality Assurance on Area-Based and Community

The development approach to higher education quality assurance on Area-Based and Community, aimed at fostering students' valuable living, comprises three main approaches and eight sub-approaches: 1) Determining policies, measures, and standards for data in different sciences; trends of society, economy, environment, and other factors, with update, impartiality, goal-orientation, both quantitatively and qualitatively; 1.1) Developing database, data screening, and interlinks with other databases at both the national and international levels, 1.2) Developing technologies to include teaching and learning management focusing on outcomes, self-adaptation, discovery, and creativity, 1.3) Developing the construction of knowledge with the idea added to innovation development data. 2) Determining pedagogical policies, models and strategies for a range of educational management promoting students'

potentiality and interest: 2.1) developing an integrated trans-disciplinary course reflecting the learning outcomes by students' potentiality in innovation development, 2.2) Developing supportive learning resources for students with links to modern databases, 2.3) Developing data collection for outcome evaluation encompassing the progress, success, and efficacy of teachers and students. 3) Determining policies, supervision and monitoring of data management linked with instructional management and research with academic integrity and freedom taking into account the national context: 3.1) Developing an integrated trans-disciplinary data of knowledge, innovation, and research focusing on the outcome of constructing new and creative ideas applicable to further development in a career; 3.2) Developing data access and selection for the discovery, methods of improving instructional management for developing creative innovations, and positive attitudes enabling further development in a career for the security of oneself and society.

4. Discussion

4.1 Analysis of Results

The findings indicate that the current state of institute management within the realm of new learning was moderate, while the desirable state was notably higher, highlighting weaknesses in managing educational institutions within the context of new learning paradigms. Notably, in terms of fostering meaningful life experiences for students, the aspect with the highest average score was the development of knowledge, innovation, and research aimed at producing novel outcomes aligned with 21st-century skills. This aligns with the National Education Standards 2018, which advocate for educational institutions to steer education in a creative direction, nurturing students with the requisite knowledge, abilities, and technological skills for innovation creation, thus cultivating the attributes of the new generation. This finding resonates with Burkle et al. (2018), who discuss the transformative role of universities in the future of higher education, emphasizing the evolving nature of data access and knowledge sharing facilitated by digital technologies for fostering knowledge and innovation development, which necessitates the integration of pedagogical methods and research (Burkle & Cobo, 2018).

Education serves as a pivotal tool for human resource development, crucial for a country's advancement in various domains. Consequently, the identified top-ranked current state factors contributing to students' meaningful life experiences, such as pursuing one's passion and fostering innovation with determination and focus, are essential. The high ranking of the desirable state factor, "doing what you love and loving what you do," underscores the significance of personalized learning within the framework of educational management (Burkle & Cobo, 2018). Leveraging digital technologies enables students to tailor their learning experiences based on individual needs. Collins and Halverson (2018) further elaborate on this notion, highlighting the personalized nature of information and knowledge acquisition facilitated by digital platforms, wherein learners access relevant information as per their immediate requirements. Consequently, universities face the challenge of designing courses and programs tailored to meet learners' specific needs, expectations, and profiles.

4.2 Implications of Priority Needs

The findings concerning priority needs in management, particularly in the areas of up-to-date information and knowledge management, and fostering a passion-driven approach, resonate with the philosophy of Hygge (Brits, 2017). This concept, central to Denmark's cultural ethos, contributes to the country's status as one of the happiest in the world. Denmark's education system, renowned for its emphasis on achieving international standards and fostering analytical thinking and self-expression, underscores the importance of cultivating learners equipped with knowledge, skills, and distinctive identities (Nielson & Ma, 2021).

Priority needs related to knowledge, innovation, research, and pedagogical development highlight the significance of discovery skills and methods, aligning with the principles of the world of new learning. As outlined by Adrien Schmidt (2018) and Karl Utermohlen (2018), the proliferation of artificial intelligence (AI) presents transformative opportunities across various sectors, including education. AI's integration in education holds promise for streamlining administrative tasks, content creation, and instructional design, thereby enhancing learning experiences and outcomes. The projected growth of AI utilization in educational activities underscores its potential to revolutionize learning approaches and facilitate personalized learning experiences, aligning with the imperative of nurturing innovators equipped with 21st-century skills (Vicharn Panich, 2012).

Concepts such as Proof of Concept (POC) for new products, as proposed by University Lab Partners (2019), and the strategic initiatives outlined by the Office of the Permanent Secretary, Ministry of Higher Education, Science, Research, and Innovation (2022), underscore a paradigm shift towards demand-driven, interdisciplinary education

models. These initiatives aim to produce graduates equipped to meet the evolving demands of the labor market, particularly in sectors emphasizing science, technology, and innovation. By leveraging the Education Sandbox system, institutions can cultivate a skilled workforce capable of driving innovation and attracting investment from modern business and industry sectors.

4.3 Development Approach for Quality Assurance in Higher Education

The development approach to higher education quality assurance, grounded in the concept of management of educational institutions as the world of new learning to promote students' living valuable lives, underscores the importance of addressing priority needs while aligning with contemporary educational paradigms. The results highlight weaknesses in managing up-to-date information and knowledge, as well as students' competencies in adaptability, discovery, and creativity. To address these challenges, a multifaceted approach is proposed, comprising three main approaches and corresponding sub-approaches.

Main Approach 1: Determining Policies, Measures, and Standards for Data Management

This approach aims to establish comprehensive policies, measures, and standards for data management across various disciplines, societal trends, and economic environments. Aligned with the principles advocated by EDUCAUSE (2018), it emphasizes the integration of technologies into educational processes for enhanced instructional management, information handling, performance measurement, and record-keeping. The analysis of data will inform universities' efforts to improve learning management, develop essential skills, and foster creativity.

The current research findings highlight weaknesses in the management of up-to-date information and knowledge. To address this, improvements in teaching and learning management are proposed to provide a variety of learning channels and networks. Sub-Approach 1.1 suggests the development of databases, data screening processes, and interlinks at both national and international levels. This sub-approach is informed by insights from Phrakru Opassarathikhun et al. (2021), who discuss the need for adaptation to new social norms, technological advancements, and a balanced lifestyle. Additionally, philosophical concepts, such as those by Jacques Lacan, underscore the importance of adjusting attitudes to embrace new ways of living.

Furthermore, the 21st century is characterized by rapid globalization, technological advancements, and financialization, driving significant changes across societies. The research identifies weaknesses in flexible education management, particularly in the areas of discovery skills/methods and adaptability skills. Sub-Approach 1.2 proposes the development of technologies to enhance teaching and learning management, focusing on outcomes, self-adaptation, discovery, and creativity. This sub-approach is guided by the recognition that education must adapt to these evolving trends to effectively prepare learners for the future.

Moreover, the research indicates a high level of desirability in developing knowledge, innovations, and research to offer new products. Sub-Approach 1.3 suggests the construction of knowledge integrated with innovation development data. Baruch & Erstad (2018) emphasize the transformative role of technological innovations in education, urging a focus on holistic learning outcomes that encompass various aspects of human development.

Main Approach 1 offers a structured framework for enhancing data management practices and leveraging technology to promote student learning and innovation. By prioritizing the development of comprehensive policies and infrastructure, institutions can create a supportive environment for educational advancement and holistic skill development.

Main Approach 2: Determining Pedagogical Policies, Models, and Strategies

The research findings indicate that the overall management of educational institutions is moving towards state-of-the-art learning, with a moderate level observed for the current state and a high level for the desirable state. This underscores the need to adapt to the changing educational landscape, particularly in response to emerging challenges such as the COVID-19 pandemic. Talerngsri, Chief Capability Officer & Managing Director of SEAC, highlights the necessity of adjusting curriculum and instructional models to accommodate online and virtual classrooms, given the uncertain and unpredictable nature of the current situation.

In light of these challenges, the research suggests the development of transdisciplinary courses that integrate various disciplines to meet the demands of establishments, the labor market, and changing career landscapes. Additionally, leveraging technologies to support learning and knowledge acquisition is emphasized. Two proposed sub-approaches aim to achieve these goals: 1) Developing Integrated Trans-disciplinary Courses: This sub-approach focuses on creating courses that reflect students' potential for innovation development. By integrating multiple disciplines, these courses can cater to diverse learning needs and facilitate holistic skill development. 2) Developing Supportive

Learning Resources: This sub-approach involves the creation of learning resources linked to modern databases. These resources will enhance students' access to relevant information and support their learning journey.

Supporting interdisciplinary education requires addressing the needs of various stakeholders, including government bodies, the private sector, international organizations, civil society, and the general public. Pozo, Echeverria, Cabellos & Sanchez (2021) highlight the potential of online learning to enhance technological skills and motivation among students and educators. However, it is crucial to address weaknesses identified in outcome evaluation, particularly the lack of planning and continuous improvement efforts.

Sub-Approach 2.3 proposes developing data collection mechanisms for outcome evaluation, focusing on tracking the progress, success, and efficacy of both teachers and students. Quality assurance in education, as outlined by the Asean University Network Quality Assurance (AUN-QA), emphasizes the importance of evaluating teaching and learning management across three dimensions: input quality, processes quality, and output/outcomes quality.

Thongphubate et al. (2021) describe a model for external quality evaluation and assurance in higher education, emphasizing the need for awareness and adaptation to ensure continuous improvement in quality. The research underscores the importance of education management development and innovation to offer products that meet societal needs and enhance students' outcomes in leading meaningful lives. Addressing gaps in system and policy implementation is essential to improve overall quality, ensuring that teachers and staff are adequately trained and engaged in institutional activities.

Main Approach 3: Determining Policies, Supervision, and Monitoring of Data Management

This approach focuses on establishing policies and mechanisms for data management linked to instructional management and research, prioritizing academic integrity and freedom while considering the national context. Educational standards emphasize the cultivation of four key aspects in students: a righteous attitude towards the nation, a foundation of life traits encompassing strength and morality, career readiness, and good citizenship.

In the context of advancing technology, particularly AI, its role in upholding academic integrity, especially in scenarios like online exams during the COVID-19 pandemic, is noted. While AI can address certain challenges, its integration with traditional teaching methods is deemed necessary for tasks such as providing feedback, grading, and assessing performance.

To address the need for diverse curricula that cater to the requirements of different establishments, a recommendation is made to develop curricula that not only impart essential skills for the workforce but also facilitate collaborative knowledge-building within communities. Such curricula should enable students to understand local contexts and cultures, offer integrated cross-disciplinary activities, and foster holistic learning experiences.

Sub-Approach 3.1: Developing Integrated Trans-disciplinary Data focuses on creating integrated trans-disciplinary data sets encompassing knowledge, innovation, and research outcomes. By emphasizing the construction of new and creative ideas applicable to career development, this approach aligns with future education trends outlined by HolonIQ (2023), which highlight the continued importance of traditional educational institutions, regional alliances for educational development, digital technology integration, and AI applications in education.

Sub-Approach 3.2: Developing Data Access and Selection for Discovery aims to address weaknesses identified in education management, such as limited budgets, insufficient resources, and workload issues. By improving data access and selection processes, enhancing instructional management practices, and fostering positive attitudes towards career development and societal security, this approach seeks to overcome existing challenges and drive educational innovation.

Additionally, insights from Kritsanaprakornkit (2018) regarding the Ikigai concept of living in the present moment and perspectives from Singharat and Fakkao (2022) on the evolving roles of educators underscore the importance of adapting to dynamic educational landscapes. Educators are encouraged to engage in continuous self-improvement, shift towards learner-centered approaches, and adopt holistic measurement and assessment practices to better prepare learners for the challenges of the future.

5. Conclusion

The research findings highlight the needs and developmental directions for quality assurance in higher education, emphasizing its importance in preparing students to lead valuable lives in the new learning world. This can be achieved through the development of policies and strategies that align with the rapidly changing environment. For effective application of the research results, institutions should establish visions, missions, objectives, and strategies

that promote the implementation of quality assurance systems and mechanisms, as well as educational management systems that align with indicators reflecting the enhancement of students' life values. Additionally, there should be a focus on promoting the development of modern and sufficient technology and data, along with creating networks for developing teaching and learning management that effectively enhance students' potential in line with the curriculum goals.

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