Interdisciplinary Research Review

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Editorial Note

The Interdisciplinary Research Review (IRR) was established with academic cooperation by the Nakhon Pathom Rajabhat University, The Royal Society of Thailand Committee of Interdisciplinary Research and Development, Rajabhat University (Western Group), and Rajamangala University of Technology Rattanakosin. This Issue, Volume 16 Number 2 (March – April 2021). This issue contains of five interesting articles in multidisciplinary fields: (1) The role of market orientation, product innovation and competitive advantage in improving marketing performance at furniture MSMEs, (2) Strategies for administration of Chinese Students Association of Thailand, (3) Corporate governance, company size, and firm value banking company in Indonesia, (4) School management paradigm in digital disruption era, and (5) Supporting sustainable development goals in the nursing education system: Nursing student practitioner, Faculty of Nursing, Nakhon Pathom Rajabhat University Thailand.

The Editorial Board of the IRR encourages anyone to submit articles for evaluation and review. The processes of submission, review and publication of articles are described on the journal's website, https://www.tci-thaijo.org/index.php/jtir. The Editorial Board and Committees of the IRR sincerely thank all peer reviewers who have sacrificed their time to help us produce a better journal, and also wish to thank all teachers, researchers and other academicians for submitting their valuable research to this journal. Finally, we thank readers of our journal who help to spread the knowledge and benefits gained to others. With your feedback and suggestions, we will strive to improve the quality and relevance of the IRR.

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Yongyudh Vajaradul
Editor
Interdisciplinary Research Review

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The role of market orientation, product innovation and competitive advantage in improving marketing performance at furniture MSMEs

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Abstract

This study aims to determine and analyze the effect of market orientation, product innovation and competitive advantage on the marketing performance of MSMEs Furniture in Jepara. The population in this study were the owners / entrepreneurs of MSMEs Furniture in Jepara with a sample size of 100 respondents. The sampling technique in this study was convenience sampling. The analytical tool used is multiple linear regression, where previously tested the validity and reliability as well as the classical assumption test. The results showed that market orientation, product innovation and competitive advantage had a positive influence on marketing performance. Product innovation has a positive effect on marketing performance, giving the understanding that the higher the product innovation, it will make the owner / entrepreneur of furniture MSMEs able to adapt by creating new ideas for the products offered so that it will have an impact on high marketing performance and competitive advantage is proven to have a positive effect on performance. marketing, gives the understanding that the more the products offered by MSMEs players have an advantage in competing, it will certainly have an impact on the maximum marketing performance.

Keywords: Market orientation, product innovation, competitive advantage, marketing performance

1. Introduction

Every business has a goal of realizing growth and survival for the long term, including Small Micro and Medium Enterprises (MSMEs). To face the era of globalization, it requires MSMEs to adapt to an increasingly dynamic environment. Increasingly dynamic environmental conditions require MSMEs to create competitive advantages for their businesses to be able to compete on an ongoing basis. This competition requires MSMEs to be able to create productive and efficient management and be able to produce according to market wants and needs with better quality standards [1].

This phenomenon shows that there are still many external weaknesses faced by MSMEs, such as weakness in marketing, weakness in seeing market opportunities, lack of adaptability to dynamic environments, lack of innovation and creativity for the products offered, lack of managerial ability and skills, lack of access to technological information, capital [2]. The weaknesses experienced by these MSMEs require the role of the government to overcome them.

The role of the government through the Jepara Regency Industry and Trade Office is very much needed to make improvements, namely by providing coaching, training, mentoring and evaluation as well as

follow-up to MSMEs actors so that owners / entrepreneurs experience success. The background to the problem is that the efforts made by the government in providing guidance to MSMEs have not yielded maximum results. Based on data from the guidance of the Jepara Regency Industry and Trade Office during the 2017 to 2019 period, it can be seen that the increasing number of MSMEs in the type of furniture commodity in Jepara has continued to increase, not being matched by the average income of sales of furniture commodity types per year. In 2017 to 2018 there was a significant increase, reaching 35.44

MSMEs performance can be interpreted as a measure of the achievement of organizational goals. The performance of MSMEs is a measure of achievement that is obtained optimally in implementing the right strategy to manage its business well. In relation to the achievement of MSMEs performance, it requires the ability of MSMEs to innovate so that they can excel in competing. Innovation is something that arises from the ability to see connections, identify opportunities and then take advantage of them. Rapid technological advances and high levels of competition require business actors to continuously innovate products so that they will excel in competition, which in turn will improve their business performance. According to Grawe, *et al.* [3], a culture of innovation is needed for business people to excel in competition

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and be able to improve their business performance. In order for the performance of MSMEs to increase, it cannot be separated from the ability of business actors to have a market orientation.

Market orientation is the company's ability to study customers, competitors, and environmental forces to gain an understanding of the market on an ongoing basis and to take action on prospective or bright markets [4]. Thus, the higher the market orientation, the MSMEs can find out, understand and answer the needs and desires of customers, so as to improve marketing performance maximally. This is in accordance with the statement of Narver and Slater [5] that an understanding of market orientation is needed in order to know, answer the needs and expectations of customers, know the weaknesses and strengths of competitors and coordinate potential resources so as to create superior value for customers and can create performance. company in a sustainable manner.

The role of the government through the Department of Cooperatives and MSMEs of Jepara Regency is very much needed in carrying out assistance tasks in the field of industry and trade which are very much needed in fostering MSMEs properly. In an effort to improve the performance of these UKM entrepreneurs / owners, the government through the Cooperative and MSMEs Office continues to make improvements, namely by providing coaching, training, mentoring and evaluation as well as follow-up to MSMEs actors. This is the background of the problem that the efforts made by the government to MSMEs have not provided maximum results.

Research on performance has been carried out by many previous researchers, such as that conducted by Anjaningrum and Widi [6], Sugiyarti [7], Anggraini, *et al.* [8], Sulistiyani [4], Wang and Feng [9], Suroso [10] show that market orientation has an influence on marketing performance, in a positive direction. Likewise, research conducted by Wachjuni [1] and Sari [11] also shows that market orientation also has a positive effect on business performance. However, it is different from Hatta's [12] research that market orientation has no effect on marketing performance.

Based on the results of the study, it shows that there are contradictions between researchers, especially on market orientation, product innovation and competitive advantage. Based on these problems, it is interesting to conduct research with research questions, do market orientation, product innovation and competitive advantage affect marketing performance?

Marketing performance is a concept to measure the impact of the strategy implemented by the company as a reflection of existing marketing activities [13]. The company's performance illustrates the extent to which the organization is able to meet the needs of its stakeholders and its own needs to survive. Performance is a record of outcomes resulting from the function of a particular job or activity over a certain period of time. Wang and Feng [9] also explained that marketing performance can be measured by 5 indicators, including overall performance, market share growth, sales growth, profitability and customer satisfaction.

Kotler [14] defines a market orientation in response to market changes. The concept of market orientation is related to company activities that emphasize its strategic policies to consumers by understanding competitors' reactions and creating a conducive internal environment. According to Kotler [14] market orientation has five main attributes, namely consumer philosophy, marketing organization integration, marketing information, strategic orientation and operational efficiency.

According to Robbins and Coulter [15], innovation is the process of turning creative ideas into useful products or work methods. Meanwhile, Kasali (2010) defines innovation as the ability to see things in a new and sometimes out of the ordinary way. Sugiyarti [7] explained that product innovation consists of 3 important things, including product advantages, product uniqueness and product costs. The concept of innovation refers to the creation of new value for the company, its stakeholders and customers. An idea or invention only becomes an innovation when an effective economic potential is realized. While invention is essentially a technical solution, the process of innovation encompasses a wide range of scientific, technological, organizational, financial and marketing activities to realize its potential. Therefore, innovation is the process of converting knowledge into value through the application of new or improved products, processes and systems. Innovation as any form of introduction of something new. Innovative behavior is behavior that is directed at the initiation and application (in the role of a work group or organization) of new and useful ideas, processes, products or procedures. Product innovation is something that can be seen as a functional advancement of a product that can take the product one step further than competitors' products. This product innovation has an advantage that is seen as an added value for consumers. The development of new products and their strategies that are more effective are often the determinants of the success and survival of a company. The development of new products and their strategies that are more effective are often determinants of the success and survival of a company.

Competitive advantage can be described as a company's benefit strategy for working together to create a more effective competitive advantage in its market. The strategy must be designed to create a sustainable competitive advantage so that the company can dominate both in new markets and markets. Excellence in principle grows from the values or benefits created by the company for its buyers. Competition is at the core of success and failure. The essence means that a success or failure depends on the company's courage to compete. Without the courage to

Table 1. Operational definition and variable measurement.

Num	Variable	Operational Definition	Indicator	Measurement Scale
1.	Marketing performance (MP)	Marketing performance is a measure of the success of the company through the achievement of targets to benefit the company	– Market share growth – Sales growth – Advantages – Customer growth	Ordinal scale through a questionnaire using a Likert scale 1 to 5
2.	Market orientation (MO)	Market orientation is a process in generating and providing market information in creating high values for consumers	– Customer value – Customer satisfaction – Sharing with consumers – Respond to competitors' strategies – Coordination to formulate strategies	Ordinal scale through a questionnaire using a Likert scale 1 to 5
3.	Product innovation (PI)	Product innovation is the process of turning creative ideas into useful products or methods	– Aggressively plan pricing ideas – Aggressive product planning – Aggressive planning of distribution – Aggressive planning of promotions	Ordinal scale through a questionnaire using a Likert scale 1 to 5
4.	Competitive advantage (CA)	Competitive advantage is the ability to provide added value to a product compared to competitors	– Worth – Has a distinctive characteristic – Difficult to imitate	Ordinal scale through a questionnaire using a Likert scale 1 to 5

compete, success is impossible. Competitive advantage develops from the value the company is able to create for customers or buyers. Competitive advantage describes how a company selects and implements generic strategies (low cost, differentiation, and focus) to achieve and maintain a competitive advantage. In other words, competitive advantage concerns the way a company implements its generic strategy in practical activities. The advantages of all that come from the industrial structure. Companies that come with a low cost strategy, namely: have the ability to design products, and a more efficient market than competitors. Companies originating with differentiation (differentiation), namely: The ability to produce goods and services that are unique and have superior value for buyers in the form of product quality, special characteristics, and other services.

Emphasis on competitiveness market orientation is based on identifying customer needs so that each company is required to be able to answer the needs desired by consumers, either through the creation of new products that are completely new or the development of existing products. According to Martin and Martin (Wachjuni [1]) there is a link between market orientation and company performance in achieving sustainable competitive advantage. According to Uncles (in Sutapa and Wasitowati, 2017) market orientation is a process and activity related to the creation and aging of customers by continuously assessing customer needs and desires so that the application of market orientation will bring increased performance for the company. Market orientation focuses more on aligning the

organization's unique capabilities and customer needs in order to achieve business performance goals. With market orientation, the company can know, understand and answer the needs and expectations of customers, and can find out the weaknesses and strengths of competitors and coordinate company resources so that ultimately it can create superior value for customers and can create company performance in a sustainable manner. Thus, the higher the market orientation, the company can answer the needs and desires of customers so that of course it will have an impact on the achievement of the company's marketing performance. Research conducted by Anjaningrum and Widi [6], Sugiyarti [7], Anggraini, et al. [8], Sulistiyani [4], Wang and Feng [9], Suroso [10] show that market orientation has a positive and significant effect on marketing performance. Likewise with the research of Wachjuni [1], Sari [11], and Wulandari [16], that market orientation has a positive and significant effect on marketing performance. Referring to the theory and previous research, the following hypothesis can be formulated: H_1: Market orientation has a positive and significant effect on marketing performance.

Product innovation is an additional means because companies can increase their efficiency and market performance which can further contribute to competitive advantage in a business environment that currently prefers to compete on the basis of service rather than on the physicality of the product (Grawe et al., [3] in Fauzi and Widiyanto [17]). This is in line with Lukas and Ferrell [18] who state that product innovation varies with market orientation. Thus innovation

is a development that is considered new and can help to focus more on the level of interest desired by customers, so that with this innovation able to improve the company's business performance. The more innovative the products produced, the more marketing performance they produce. Innovation can be through business activities such as improving products, processes or procedures aimed at increasing the value and performance produced. in Fauzi and Widiyanto [17] explains that innovation is needed for companies to better recognize the unique properties of a product it produces. The more these products are able to have advantages because of their uniqueness in each product produced by the company, of course it will affect the marketing performance of the company. The results of research by Fauzie and Widiyanto [17], Anggraini, *et al.* [8], Mulyana and Supata [19], Hartanty and Ratnawati [20] show that innovativeness affects business performance. Based on the theory put forward by several experts and supported by previous research, the following hypothesis can be formulated: H_2: Product innovation has a positive and significant effect on marketing performance.

Competitive advantage can be achieved by looking at the environment, both the external environment and the internal environment (Hui-O Yang (2007) in Fauzi and Widiyanto [17]). Competitive advantage can be seen from the company's ability to produce products both in terms of quality, design, shape, size, packaging, service, warranty, and several other factors in order to attract consumers, a competitive advantage strategy is always directed to produce products that have advantages so that they are able to. improve the company's marketing performance. The more the product produced has advantages, both in terms of features, shape, quality, packaging to brand, it will certainly affect the performance produced by the company. Marketing strategy is always directed through good product excellence in improving the company's marketing performance. Octavia's (2013) research results show that product excellence has a positive effect on marketing performance. Meanwhile, the research of Fauzi and Widiyanto [17] also shows the same results that competitive advantage has a positive influence on the company's marketing performance. Based on theory and supported by previous researchers, the following hypothesis can be formulated: H_3: Competitive advantage has a positive and significant effect on marketing performance.

2. Research Method

The type of research used is associative explanatory research. In this study the population is all owners/entrepreneurs of Furniture MSMEs in Jepara, Indonesia. The furniture industry was chosen as the sample in this study because the city of Jepara, Indonesia is famous for its carvings and the furniture industry is a leading industry in the city of Jepara, Indonesia. The sampling technique used in this study was convenience sampling, which is a sampling technique from population elements whose data is easy to obtain, where the researcher has the freedom to choose the fastest and easiest sample. In this case, all owners / entrepreneurs have the same opportunity to be used as samples, given the large population, to provide an accurate sample, in this study refers to the Slovin formula [22] stated by the following formula: $n = \frac{N}{1+Ne} = \frac{2980}{1+(2980)(0.10)^2} = 96.8$ rounded off 100, where n = total sample, N = total population, and Ne^2 = percent leeway inaccuracy due to sampling error (10%).

Based on the determination of the sample in accordance with the Slovin formula, the minimum sample used in this study is 100 owners / entrepreneurs of Furniture MSMEs in Jepara. Primary data is used in this study, by distributing questionnaires to respondents. The questionnaire was given to owners / entrepreneurs of Furniture MSMEs in Jepara. The questions are presented using a Likert scale, with the assessment criteria ranging from strongly disagree to strongly agree using a liker scale of 1 to 5.

Multiple linear regression analysis is used to determine the effect of the independent variables on the dependent variable. The regression equation can be formulated as follows: $MP = \beta_0 + \beta_1 MO_1 + \beta_2 PI_2 + \beta_3 CA_3 + e$, where MP = marketing performance, MO = market orientation, PI = product innovation, CA = competitive advantage, β_0 = constant, $\beta_1, \beta_2, \beta_3$ = regression coefficient of market orientation, product innovation and competitive advantage, and e = error of term (confounding variable).

3. Result and Discussion

The explanation of the characteristics of respondents based on age shows that most of the owners / entrepreneurs of MSMEs Furniture in Jepara are dominated by respondents aged between 31 to 50 years. The high age of the respondents means that the maturity level of the owner / entrepreneur has an important role in making decisions wisely in order to strengthen his business. This is because age is a factor that supports the potential of the owner / entrepreneur to develop more advanced in advancing his business more optimally. Respondents' responses for the gender of the respondents indicated that the owners / entrepreneurs of MSMEs furniture in Jepara who were respondents in this study were dominated by male respondents, namely 63% when compared to women who were only 37%. This can be understood because the furniture business in carrying out its activities requires more of a stronger mind and physical energy so that it requires men who have better physical strength than women, even though women are also involved in it. Responses to the education of respon-

Table 2. Validity-test.

Num	Variable	Indicator	r count	r table	Information
1.	Market orientation	MO1.1	0.861		Valid
		MO1.2	0.712		Valid
		MO1.3	0.714	0.2368	Valid
		MO1.4	0.850		Valid
		MO1.5	0.720		Valid
2.	Product innovation	PI2.1	0.786		Valid
		PI2.2	0.757		Valid
		PI2.3	0.709	0.2368	Valid
		PI2.4	0.678		Valid
3.	Competitive advantage	CA3.1	0.704		Valid
		CA3.2	0.715		Valid
		CA3.3	0.721	0.2368	Valid
4.	Marketing performance	MP.1	0.772		Valid
		MP.2	0.652	0.2368	Valid
		MP.3	0.790		Valid
		MP.4	0.636		

Source: SPSS output, processed primary data, 2019.

Table 3. Reliability-test.

Num	Variable	r Alpha Value	Standarization Value	Information
1.	Market orientation	0.909	0.6	Reliable
2.	Product innovation	0.874	0.6	Reliable
3.	Competitive advantage	0.846	0.6	Reliable
4.	Marketing performance	0.862	0.6	Reliable

Source: SPSS output, processed primary data, 2019.

dents indicate that most of the owners or entrepreneurs of MSMEs furniture are more dominated by respondents with high school education by 36%. This indicates that the level of education can affect a person's achievement. This is because having education will affect the perspective, way of thinking and how to behave so that adequate education is needed.

The results showed that market orientation has a positive and significant influence on marketing performance, giving the sense that the higher the market orientation, the company can know, understand and answer the needs and expectations of customers so that it will further improve marketing performance maximally. The proof of the results of this study, it is important for the MSMEs business actor to conduct an evaluation by looking at market orientation, such as the importance for the owner / entrepreneur of furniture MSMEs to carry out evaluations, including the ability of business actors to create customer value better than competitors so that marketing performance can increase. Marketing performance can increase if there are efforts from the owner / entrepreneur to provide satisfaction for customers on an ongoing basis. For this reason, it is important for furniture owners / entrepreneurs to be able to share information with customers, through criticism or suggestions given by customers. Furniture owners / entrepreneurs have the ability to improve marketing performance if they have the ability to respond quickly to competitors' strategies. This is very important because changes or developments in the furniture business are very dynamic so that something more is needed in the products it offers. For this reason, coordination is needed in order to formulate a strategy to share resources, both to customers and competitors in improving marketing performance. The results of this study are reinforced by Uncles' statement (in [1]) that market orientation is a process and activity related to the creation and aging of customers by continuously assessing customer needs and desires so that the application of market orientation will bring increased performance for the company. Market orientation focuses more on aligning the organization's unique capabilities and customer needs in order to achieve business performance goals. The results of this study support the findings of Sugiyarti [7], Suroso [10], and Sulistiyani [4] that market orientation has a positive and significant effect on marketing performance. Likewise, the research of Wachjuni [1], Wulandari [16], and Sari [11] which states that market orientation has a positive and significant effect on marketing performance. However, in Hatta's [12] research, the opposite occurs if market orientation has no effect on business performance.

Regarding product innovation, the results show that product innovation has a significant positive effect on marketing performance, giving the sense that the higher the company's ability to create new ideas related to products, the more it will increase the company's marketing performance maximally. With the proof of the research results, it is important for the

Table 4. Linier regression-test.

Dependent variable	Independent variable	Beta	t count	Sig	Information
Marketing performance	Market orientation	0.146	2.237	0.028	Accepted
	Product innovation	0.226	3.333	0.001	Accepted
	Competitive advantage	0.610	7.805	0.000	Accepted

Source: processed primary data, 2019.

Table 5. Coeffisien determination-test.

Information	R	R Square	Adjusted R Square
The influence of market orientation, product innovation and competitive advantage on marketing performance	0.930	0.865	0.861

company to be more aggressive in planning new ideas about the price of a product so that it will be able to increase the company's sales growth. When the price offered is able to compete in seizing the market, it will certainly affect the high sales growth of the company. The company's ability to be more aggressive in planning new ideas about increasing customers because customers will certainly find it easy to get the product. For this reason, it is important for companies to continue to evaluate in order to be more innovative in their marketing, such as the high aggressiveness of the company to seek and find new ideas about promotions carried out through advertising media. By promoting through attractive advertisements and known to the public, it can be a good solution in increasing the number of customers. Another factor that needs attention is the importance of the aggressiveness of the company to plan new ideas about the products offered in the development of a broad market. The more new ideas about the product being offered are in accordance with the wishes and expectations of customers, of course the higher the development of a product's market area will be. Grawe *et al.* [3] explained that product innovation is an additional means because companies can increase their efficiency and market performance which in turn can contribute to competitive advantage in a business environment that currently prefers to compete on the basis of service rather than on the physicality of the product. Roger (in Fauzi and Widiyanto [17]) explains that innovation is needed for companies to better recognize the unique properties of a product it produces. The results of this study support the findings of Anggraini, *et al.* [8], Mulyana and Supata [19], Hartanty and Ratnawati [20] show that product innovation has a positive effect on business performance. Likewise with the research of Fauzie and Widiyanto [17] that innovation affects business performance. In contrast, this research does not support the findings of Zafer and Pinar (2012), which shows the opposite that marketing innovations have no effect on company performance.

The last factor discussed is related to product excellence, the test results show that competitive advantage has a significant positive effect on marketing performance, giving the sense that the higher the furnirure MSMEs owner / entrepreneur has an advantage in competing, it will certainly have an impact on the achievement of the resulting marketing performance. Marketing strategy is always directed through good product excellence in improving company performance. Marketing performance can be maximized if it is supported by products offered by the owner / entrepreneur, which is very valuable because it has a better design when compared to competitors. It is important for the owner / entrepreneur to continue to evaluate so that the products they produce have distinctive features. This means that the owners / entrepreneurs must be able that the products they produce have unique characteristics compared to competitors, so that it will become a product that is very well known to their customers. This can be seen from the design so that it has its own characteristics for the assessing customer. In this case the product being offered must be more unique and much liked. The results of this study support the findings of Maharani (2012) showing that competitive advantage has an influence on marketing performance. In line with the research results of Fauzi and Widiyanto [17], Wachjuni [1], Octavia [21] also show the same thing that competitive advantage has a positive influence on marketing performance.

4. Conclusion

Based on the research that has been done, it can be concluded that market orientation, product innovation and competitive advantage have a significant positive effect on marketing performance. The limitation in this study is that the data collection technique used in this study only uses a questionnaire so that the conclusions that can be drawn are only based on the data collected through the questionnaire. The data analyzed is the perception of the respondent's answer which can cause problems if the respondent's answer does not match the real situation. So that suggestions for further research should be added with interview techniques so that it will further strengthen the accuracy of the data and adding research variables, such as product superiority, in order to find different results. The

research implication for MSMEs furniture is to continue to improve market orientation, continue to carry out product innovation and increase competitive advantage in order to improve marketing performance.

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Strategies for administration of Chinese Students Association of Thailand

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Abstract

This research aimed to: 1) study, synthesize, and confirm the components for administration of the Chinese Students Association of Thailand; 2) investigate the problems and solution guidelines for administration of the Chinese Students Association of Thailand; and 3) develop strategies for administration of the Chinese Students Association of Thailand. Instruments used in this research were a component synthesis, an open-ended questionnaire, a semi-structured interview form, and agenda questions for focus group discussion. Data were analyzed by percentage, mean, standard deviation, content analysis and summarizing, and descriptive analysis. The results of the research revealed as follows: 1. The components for administration of Chinese Students Association of Thailand consisted of 4 components with 23 sub-components. The components were confirmed by five experts participating in the focus group discussion by using consensus. Consequently, there were 5 components with 21 sub-components. 2. Regarding important problems and solution guidelines for administration, the vision, mission, and goals were not planned for all relevant committee, staff, and members; so that they should be formulated and planned. 3. The development strategies for administration of Chinese Students Association of Thailand consisted of 5 strategies with 25 measures.

Keywords: Strategies, Administration, Chinese Students Association of Thailand

1. Introduction

Due to the economic growth all over Asia, the growth of educational trade has been a primary reason. Asian countries realize the importance of education to be one of in fluent factors for economic development. The requirements for higher education will continuously develop. All Thai universities welcome the educational trade aiming for higher quality education and more remarkable choice of studies.

According to ICEF monitor [1], Thailand was marked down as the latest Asian market to step up its efforts to attract greater numbers of Chinese students and the underlying reason was a familiar one: total tertiary enrolment in Thailand had flattened and even begun to decline over the last several years. The affordability of Thai universities was a key consideration for Chinese students as well. Therefore, Thai universities were responding to Chinese demand by laying on additional programs and services targeted to Chinese students. But some also saw the influx of visiting students from China – which had been accompanied as well by growing numbers of Chinese academics taking up post in Thai higher education and even by Chinese investments in private universities in Thailand. Moreover, Chinese students told Voice of America [2] that

Thailand offered better prospects because of lower tuition fees and friendlier visa rules than in the West.

Additionally, the findings of Songsathaphorn, Chen, and Ruangkanjanases [3] indicated that only four factors had significant positive influence on overall Chinese students' satisfaction toward Thai higher education. These four factors were education, safety, image and prestige of institution, and student's preparation before going abroad. Chinese students were a majority and the main source of international students in Thailand, thus, it seemed to be the most critical target group and was one of Thai's prominent export markets for education services. Thai universities were increasingly looking to China to help offset those declining domestic numbers, and the number of Chinese students in Thai higher education was on the rise as a result.

Since 2010, Chinese keen on Thai studies, Kelly [4] wrote that perhaps, was the fact that Thailand's higher learning system earns high marks in the Middle Kingdom, and it is now a popular choice for many young Chinese seeking a study-abroad experience. Moreover, Guan Mu, the ambassador at that time stressed that there was plenty of evidence of the strengthening of bilateral relations between Thailand and the People's Republic of China, and country-to-country educational exchange was one of the best ways to enhance direct ties. Though US and European universities re-

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Table 1. Results of comparison the components for administration of the Chinese Students Association of Thailand.

Components from synthesis	Confirmative components by five experts
1. Planning 1.1 Vision – The non-profit organization to serve Chinese students during studying in Thailand. 1.2 Mission – To serve Chinese students on which all qualities of life and to promote good relations between Thailand and the People's Republic of China. 1.3 Value - Voluntary service to solve problems of Chinese students. 1.4 Goal - Chinese students studying in Thailand receive various services, friendly living together, safety, and good quality of life. 1.5 Objective - To assist Chinese students in development of their quality of life. 1.6 Plan - This non-profit association works in co-operation with all relevant sectors.	**1. Planning** 1.1 Vision - The non-profit organization to serve Chinese students during studying in Thailand. 1.2 Mission - To serve Chinese students on which all qualities of life and to promote good relations between Thailand and the People's Republic of China. 1.3 Value - Voluntary service to solve problems of Chinese students. 1.4 Goal - Chinese students studying in Thailand receive various services, friendly living together, safety, and good quality of life. 1.5 Objective - To assist Chinese students in development of their quality of life. 1.6 Project - The work process consists of many activities to accomplish the objectives.
2.Personnel 2.1 Leadership - The characteristics of chairman of the Chinese Students Association. 2.2 Committee - The management committee of the Chinese Students Association. 2.3 Members - The Chinese students who are studying in Thailand. 2.4 Consultant - The Chinese ambassador and general consul. 2.5 Volunteers - The Chinese students who dedicate persons to work for Chinese Students Association of Thailand. 2.6 Sponsor - The Chinese organizations and honorable Chinese in Thailand. 2.7 Senior - The former Chinese students are studying in Thailand for many years.	**2.Participation** 2.1 Knowledge - Acquiring information and skills through experiences or education of the association management. 2.2 Understanding - Building process of comprehension and interpretation of the association management. 2.3 Association management - Offering the services, information, networking, and even the opportunity for volunteers and teamwork. 2.4 Committee, staff, teamwork, volunteers, and mentors Dedicated persons to work for Chinese Students Association of Thailand.
3. Supporting 3.1 Budget - Expected money is allocated from the Chinese governments. 3.2 Activities - Chinese cultural activities are organized by the Chinese Students Association of Thailand. 3.3 Education/Training - Learning courses of Thai cultures and traditions are provided by the Chinese Students Association of Thailand. 3.4 Technology - Having computers, materials, and facilities for working via internet in the office. 3.5 Support System - A variety of services for students.	**3.Sustainability** 3.1 Activities - Organizing educational training to enhance staff's potential. 3.2 Mobilization/Sponsor - Reserving fund and necessary resources. 3.3 Technology - Having knowledge and understanding about the use of information technology in the disruption era. 3.4 Care and support system - Visiting Chinese students at their residents in Thailand.
4. Collaboration 4.1 Cooperation - Actions of members are accomplish the sharing goals. 4.2 Network - Thai educational agencies are interacted with the Chinese Students Association of Thailand to exchange information and develop relationship contacts. 4.3 Team - Chinese students who work as voluntary members. 4.4 Partnership - Building an agreement of collaboration between the Chinese Students Association of Thailand and educational organizations. 4.5 Public relation - Providing a communication process that builds beneficial relationships between the Chinese Students Association of Thailand and the public.	**4. Collaboration** 4.1 Network - Thai educational agencies interact with the Chinese Students Association of Thailand to exchange information and develop relationship contacts. 4.2 Partnership - Building an agreement of collaboration between the Chinese Students Association of Thailand and educational organizations. 4.3 Public relations - Providing a communication process that builds beneficial relationships between the Chinese Students Association of Thailand and the public.
	5.Human resource management 5.1 Membership - Preparing documentation system of Chinese students studying in Thailand at present and plan for the next recent future. 5.2 Working Environment - Materials are ready to use. 5.3 Staff Relations - Staff participates in planning. 5.4 Manual - Preparing complete information for members.

mained the first choice for many Chinese, the cultural similarity, proximity and rapidly growing economy of Thailand made it suitable for internationally ambitious young people.

Another reason, Lu and Pitchayadejanan [5] studied Chinese students' perceived service quality towards Thai higher education institutes, it found that satisfaction on decision making had been positively affected by two factors: information accuracy, and course facilitating. The results implied that Chinese students would be satisfied with their decision to study in Thai university if the university provided accurate information and facilitated the course appropriately.

Nevertheless, Kang *et al.* [6] identified the main difficulties Chinese students encountered during their time at the upper northern Thai universities as follows: 1) not being accustomed to Thai campus life, 2) having difficulty in understanding courses, 3) not having good job prospects, 4) having difficulty fitting-in with Thai society, 5) cannot adapt to Thai customs and habits, 6) having difficulty in using Thai transportation, 7) not getting enough support from Thai universities, 8) cannot find ways to deal with depression, 9) not being optimistic about studying abroad and the future, 10) being hard to find internship opportunities, and 11) cannot adapt to Thai style of teaching.

Because of friendlier visa rules, cheaper educational fees, as well as Thai universities offer more affordable overseas students; so Chinese students has been running to Thai universities. The Chinese Students Association of Thailand was accordingly established in 2010 under the supervision of the education department, Embassy of the People's Republic of China in Thailand. The senior secretary of education department was the chairman of advisory board consisting of two association presidents, one is based in Bangkok and another is based in Chiang Mai.

The Chinese Students Association of Thailand is the

non-profit organization are: 1) to serve Chinese students in Thailand; 2) to drive sustainable cooperation in education between Thailand and China; 3) to facilitate Chinese students studying in Thailand; 4) to provide information and advice for students; 5) to protect benefits; and 6) to take care of safety for Chinese students in Thailand.

As a leader of the Chinese Students Association of Thailand, it was found that there were currently lack of obviously directions and action plans to support the number of Chinese students. Therefore, there should be administration strategies for the Chinese Students Association of Thailand as working guidelines to provide a specific management method that meets the needs of Chinese Students Association of Thailand and in accordance with higher education standards and the relevant rules and regulations of Thai Ministry of Education. In addition, the researchers expected that the formulated administration strategies for the Chinese Students Association of Thailand could be crop with the increasing number of Chinese students for the next 10 years.

2. Research Questions

2.1 What were the results of studying, synthesizing, and confirming the components for administration of the Chinese Students Association of Thailand?

2.2 What were problems and solution guidelines for administration of the Chinese Students Association of Thailand?

2.3 What should be the results of the development strategies for administration of the Chinese Students Association of Thailand?

3. Research Objectives

3.1 To study, synthesize, and confirm components for administration of the Chinese Students Association of Thailand.

3.2 To investigate the problems and solution guidelines for administration of the Chinese Students Association of Thailand.

3.3 To develop strategies for administration of the Chinese Students Association of Thailand.

4. Materials and Methods

The research process was divided into three phases as follows:

Phase 1: Study, synthesize, and confirm components for administration of the Chinese Students Association of Thailand, divided into 2 steps.

Step 1.1: The researchers studied the documents, concepts, theoretical papers and related research for synthesizing components for administration of the

Chinese Students Association of Thailand. The obtained data were evaluated by 34 scholars and researchers. The instrument used was a component synthesis table. Data were analyzed by content synthesis.

Step 1.2: The confirmation of components for administration of the Chinese Students Association of Thailand. Key informants were five experts in the focus group discussion. The instrument used was a confirmation form for correction, suitability, and completion by using consensus. Data were analyzed by content analysis.

Phase 2: Investigate the problems and solution guidelines for administration of the Chinese Students Association of Thailand. Key informants were eleven relevant committee and staff by interviewing. The instrument used was a semi-structured interview form. Data were analyzed by content summarizing.

Phase 3: Develop strategies for administration of the Chinese Students Association of Thailand. Key informants of eleven experts were selected by purposive sampling. The instrument used was a draft of strategies. Data were analyzed by descriptive analysis. The research framework was as shown in Figure 1.

5. Results and Discussion

The results of this research were as follows:

Phase 1: Study and synthesize the components for administration of the Chinese Students Association of Thailand, divided into 2 steps:

Step 1.1 4 components with 23 sub-components of administration of the Chinese Students Association of Thailand were synthesized from thirty-four scholars and researchers. They were as follows: 1) planning with 6 sub-components, 2) personnel with 7 sub-components, 3) supporting with 5 sub-components, and 4) collaboration with 5 sub-components.

Step 1.2: 5 confirmative components with 21 sub-components of administration of the Chinese Students Association of Thailand were modified by five experts participating in focus group discussion by using consensus. They were as follows: 1) planning with 6 sub-components, 2) participation with 4 sub-components, 3) sustainability with 4 sub-components, 4) collaboration with 3 sub-components, and 5) human resource management with 4 sub-components.

The comparison of step 1.1 and step 1.2 are shown in Table 1.

It was similar to Wudhiwanich *et al.* [7] who studied the development of management model for senior citizens school under Chiang Mai City Municipality towards Thailand 4.0. For the confirmation of management components of school for senior citizens in Thailand, seven experts in the focus group discussion agreed to delete background and focus points from core components.

Phase 2: The problems and solution guidelines for administration of Chinese Students Association of
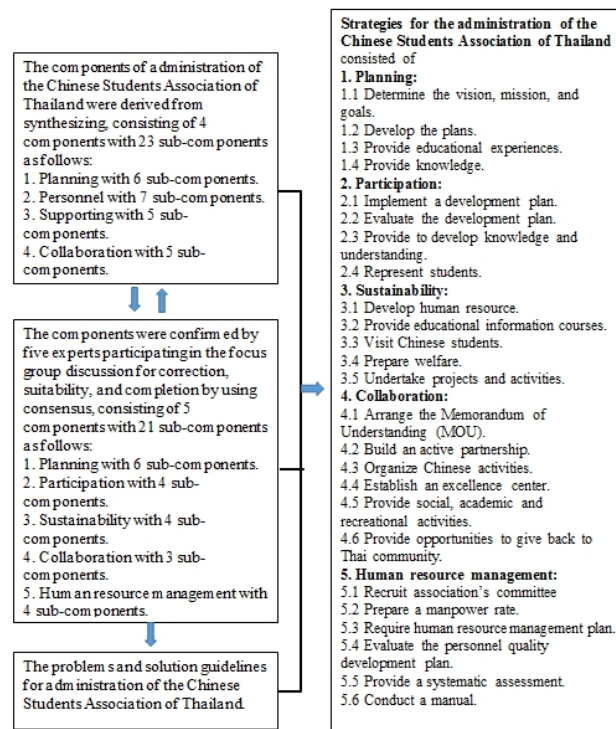
The components of administration of the Chinese Students Association of Thailand were derived from synthesizing, consisting of 4 components with 23 sub-components as follows:
1. Planning with 6 sub-components.
2. Personnel with 7 sub-components.
3. Supporting with 5 sub-components.
4. Collaboration with 5 sub-components.

The components were confirmed by five experts participating in the focus group discussion for correction, suitability, and completion by using consensus, consisting of 5 components with 21 sub-components as follows:
1. Planning with 6 sub-components.
2. Participation with 4 sub-components.
3. Sustainability with 4 sub-components.
4. Collaboration with 3 sub-components.
5. Human resource management with 4 sub-components.

The problems and solution guidelines for administration of the Chinese Students Association of Thailand.

Strategies for the administration of the Chinese Students Association of Thailand consisted of
1. Planning:
1.1 Determine the vision, mission, and goals.
1.2 Develop the plans.
1.3 Provide educational experiences.
1.4 Provide knowledge.
2. Participation:
2.1 Implement a development plan.
2.2 Evaluate the development plan.
2.3 Provide to develop knowledge and understanding.
2.4 Represent students.
3. Sustainability:
3.1 Develop human resource.
3.2 Provide educational information courses.
3.3 Visit Chinese students.
3.4 Prepare welfare.
3.5 Undertake projects and activities.
4. Collaboration:
4.1 Arrange the Memorandum of Understanding (MOU).
4.2 Build an active partnership.
4.3 Organize Chinese activities.
4.4 Establish an excellence center.
4.5 Provide social, academic and recreational activities.
4.6 Provide opportunities to give back to Thai community.
5. Human resource management:
5.1 Recruit association's committee.
5.2 Prepare a manpower rate.
5.3 Require human resource management plan.
5.4 Evaluate the personnel quality development plan.
5.5 Provide a systematic assessment.
5.6 Conduct a manual.

Figure 1: Research framework

Thailand were as follows: 1) in terms of planning: the vision, mission, and goals as working directions were not planned for all relevant committee, staff, and members. Therefore, it is suggested to prepare clear and practical vision, mission, and goals. 2) In terms of participation: knowledge and understanding of committee, staff, members, volunteers, and mentors was not developed. The knowledge management should be set for them. The Chinese Students Association of Thailand did not open opportunities for participation in management, so it should open more for participation. 3) In terms of sustainability: welfare was not prepared to strengthen the morale and encouragement for committee, staff, members, volunteers, and mentors. So there should be mobilizing funds. 4) In terms of collaboration: Memorandum of Understanding (MOU) and partnership building with Thai universities and educational agencies were not arranged actively; therefore, concrete connection should be built. 5) In terms of human resource management: academic potential was not required to recruit association's committee; therefore, an information system for manpower should be well planned.

Similarly, llen-Ebrahimian [8] stated in China's long arm reaches into American campuses' that since they were first established in the 1980s, Chinese Students and Scholars Associations (CSSAs) had served as an important social hub for Chinese students, helping them adjust to life in the United States and providing them with a ready-made support network. The groups typically hosted a variety of different cultural and social activities throughout the school year and could help students coping with the problems and stresses of student life.

Moreover, most difficult problems for Chinese students in American universities were indicated by Zhang 4921's Blog from the Ohio State University, [9]. Chinese students generally needed more time to accommodate with American academic cultures before starting studies, and to ask advisors for help whenever they met a problem. Culture differences might be the most constant and scabrous problem for all International students, especially Chinese students. Because China has a long history, and many cultures have been existed in thousands years which were being carved in every Chinese heart, students needed more time to adapt the environment and accommodate the culture.

On the other hand, the challenges and problems of overseas Chinese students socializing into international academic settings were revealed by Duff (as Tao, Renjie) [10], Duff identified five issues associated with academic discourse socialization especially oral presentation socialization in the second language contexts, which was greater problems.

Phase 3: Developing strategies for administration of the Chinese Students Association of Thailand consisted of:

3.1 Vision: Chinese Student Association of Thailand is the non-profit organization to serve Chinese students during studying in Thailand.

3.2 Mission:

Table 2. Results of developing strategies for administration of the Chinese Students Association of Thailand.

Strategies	Measures
1. Planning: Planning to analyze association of both internal and external organization concretely and to develop the association's values in the changing era.	1.1 The vision, mission, and goals are planned with the participation of all relevant committee, staff, and members. 1.2 The developed plans from the concepts and participation are implemented appropriate to the association's context. 1.3 There is a plan to provide educational experiences for Chinese students studying in Thailand. 1.4 Knowledge concerning Thai law, cultures and traditions is provided for Chinese students.
2. Participation: Developing knowledge and understanding of committee, staff, members, volunteers, and mentors in participation in the association management.	2.1 Implement a development plan with the association's committee and staff. 2.2 Evaluate after implementing the development plan with the association's committee and staff. 2.3 Provide to develop staff, members, volunteers, and mentors to have knowledge and understanding about the association management. 2.4 Represent students both within the institution and externally.
3.Sustainability: Providing reserved fund and necessary resources for association management and potential development of association's staff, to have knowledge and understanding about the use of information technology in the disruption era.	3.1 Have plan for human resource development to have knowledge and understanding about the use of information technology in the disruption era by educational training. 3.2 Provide educational information courses to develop Chinese students in Thailand in various approaches. 3.3 Provide Chinese residents' visiting to give some advices. 3.4 Prepare welfare to strengthen the morale and encouragement for committee, staff, members, volunteers, and mentors. 3.5 Undertake projects and activities to benefit the members.
4.Collaboration: Building the connections between Chinese students and Thai educational agencies.	4.1 Arrange the Memorandum of Understanding (MOU) with Thai universities and educational agencies. 4.2 Build an active partnership with relevant sectors. 4.3 Organize Chinese activities and invite all educational agencies to join. 4.4 Establish a continual quality academic excellence center to serve all Chinese and Thai students. 4.5 Provide social, academic and recreational activities for Chinese students to celebrate and learn about cultures and diversity. 4.6 Provide opportunities for Chinese students to give back to Thai community, acts of service, sponsoring events, or sharing charity.
5.Human resource management: Developing an information system for manpower rate plan and raising the personnel quality with the participation of all relevant staff.	5.1 Recruit association's committee with academic potential. 5.2 Stipulate to prepare an information system for manpower rate plan completely. 5.3 Require to research and study about the human resource management plan. 5.4 Evaluate the personnel quality development plan using the current information and open opportunity for staff participation in planning. 5.5 Provide a systematic assessment of the human resource development plan. 5.6 Conduct a systematic and efficient operating manual.

3.2.1 To serve a variety of services for Chinese students studying in Thailand.

3.2.2 To support well-being and welfare for Chinese students studying in Thailand.

3.2.3 To promote and develop potential for the quality of life of Chinese students studying in Thailand.

3.2.4 To encourage the participation in serving Chinese students studying in Thailand.

3.2.5 To build good relations between Thailand and the People's Republic of China.

3.3 Goal: Chinese students studying in Thailand receive a variety of services from voluntary members, friendly living together, safety, and good quality of life.

3.4 Five strategies consisted of 25 measures were developed. The details were shown in Table 2.

Similarly, Australian Charities and Not-for-profits Commission set up vision of the Chinese Students Association Incorporated is to uplift the spirits of Chinese Students for self-awareness and cultural identity by demanding equal rights & respect and maximizing fair share of representation &influence in all relevant educational institutions. In addition, the mission of the Chinese Students Association Incorporated is dedicated to the advancement of the social, cultural and economic well-being of Chinese Students by sponsoring and engaging in various Chinese student activities

for the benefit of the Chinese community.

Likewise, Victoria University of Wellington [11] set up Chinese Students Association (VUWCSA). The Chinese Students' Association is a club where Chinese students can come to for assistance in regards to various aspects of their lives. The important goals are to enhance Chinese students learning experience and find out what services and support are available to help you achieve your goals at university. Moreover, in terms of sustainability, the university is committed to being an environmentally responsible and a world leading sustainability research and teaching organization.

6. Conclusion

It could be said that the strategies for administration of the Chinese Students Association of Thailand have been regarded as a significant part of educational administration. This is the first time that the Chinese Students Association of Thailand has his own strategies to be working directions as non-profit and voluntary organization. Even Chinese students are flocking to Thailand, administrative strategies will be a tool for assisting participation in association management and good collaboration between Thailand and the People's Republic of China. Thus, strategies for administration of the Chinese Students Association of Thailand could be applied as directions for administration of the Chinese Students Association all over the world.

7. Recommendations

From this research, the recommendations are as follows:

7.1 These developed strategies for administration can be applied for administration of the Chinese Students Association in the Asian and other countries. The Chinese Students Association of Thailand or other relevant educational agencies over Thailand should realized on building the connections with Chinese Students Association of Thailand to benefit for Thai educational agencies actively.

7.2 Memorandum of Understanding (MOU) and an active partnership should be built with the Chinese Students Association of Thailand. It would be beneficial for Thai students and Thai universities to achieve the educational goals.

8. Recommendation for Further Research

8.1 There should be the study of strategies for administration of the Chinese Students Association in other countries as guidelines to establish the association for caring and supporting Chinese students all over the world. Moreover, the derived strategies would facilitate administrators to manage the association more efficiently.

8.2 There should be the study and development of an administrative model for the Chinese Students Association of Thailand to cope with disruptive era.

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Corporate governance, company size, and firm value banking company in Indonesia

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Abstract

This research aims to analyze the effect of corporate governance (CG) and corporate size (CS) on the Firm Value (FV) of banking companies. The dependent variables in this study are FV, which uses the CFROA calculation formula; independent variables are the board of commissioners, the board of directors, and CS. The population of this study is a banking company listed on the Indonesia Stock Exchange (IDX). The selection of research samples was using purposive-sampling methods. Twenty-six companies meet the criteria, so the total obtained research data is 78 data. The data analysis method used in this study is the multiple regression analysis. The results of this study show that the variables of the board of commissioners and CS, which affects FV. On the other hand, the board of directors does not affect FV. The limitation of this study is that the R square value is too low, at 36.6%. The implication of the findings of this study is the importance of the application of CG to improve FV.

Keywords: Corporate governance, the board of commissioners, the board of directors, company size.

1. Introduction

The issue of skimming has been on the rise since a scandal that indicated weak security of the banking industry in recent times. In Indonesia, there is still a case of ATM BRI break-in in mid-2018 by skimming methods that threaten the reputation of banking. Skimming is a theft of credit or debit card information by illegally copying it, which is contained on the magnetic stripe of a credit or debit card. The case for the breach of the customer's funds immediately got a momentary market reaction, which was reflected in BRI's share price. According to the news of portal Tirto.id, BRI shares fell dramatically above JCI on March 15, 2018. BRI's share price at the time fell 2.93 percent to IDR 3,640 from IDR 3,750, deeper than JCI, which fell 0.95 percent to 6,321 from 6,382, which will undoubtedly affect the company's performance report.

Good financial performance can be used as one of the guidelines for investors in determining the decision to invest their funds in a company. Fahmi (2012) stated that financial performance is a representation of the company's success in the form of results that have been obtained by various activities carried out. It is an analysis to measure how far a company is doing activities based on the application of financial regulations.

Many aspects can affect FV, some of which is the implementation of CG and CS.

CG is the achievement of business success and the process of overseeing the performance of its goals. I this study, CG is represented by the board of commissioners and board of directors as a significant factor. As a part of the corporate structure, they are collectively responsible for overseeing, managing, and ensuring the company conducts corporate governance effectively and efficiently. Supervision is an effort of the board of commissioners to support the improvement of the company's performance.

Meanwhile, the board of directors is obliged to establish accountability in managing the company in the form of annual reports containing financial statements, company activity reports, and CG implementation reports. Besides, the board of directors is assigned to observe the risk and to manage the company; controlling to keep the working atmosphere under control; to maintain productivity and professionalism to be better; to manage employees. Also, they have to disclose the company's full performance to shareholders at the general meeting of shareholders and ensure consistency of CG implementation. Related to this explanation, the board of directors has an essential role in managing the company and is indicated to affect the company's performance.

In addition to CG factors, other aspects can affect FV; among them is CS. CS is an important indicator

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for assessing financial performance and determining the size of a company. It is because CS is one of the benchmarks for shareholder valuation to investing. Parameters that can be used in measuring the company are sales, number of assets, total employees, value-added, market capitalization, and various other indicators. CS is the scale of the company assessed from the number of company assets in the current year. It represents the active volatility and inventory controllability that should be in comparison to the broad economy, revealing the acquisition of current operations and management of the company, according to Mukhlisin (2002) in Santioso and Halim (2013). The larger CS represents, the more resources the company has. With so many resources, large companies tend to dominate the market because of their ability to meet the product demand and also easier to get funding. It will help large companies to be able to grow their businesses and produce useful financial performance reports. This research is related to the banking business. Based on this explanation, CS is indicated to have an influence on financial performance based on the analysis that the higher company has a massive increase in sales, and the higher profit earned by a large company will affect the return to be obtained.

Ekaningtias' research (2017) states that the quality of CG, both the board of commissioners and the board of directors, partially does not affect performance. Similarly, in Goldwin and Christiawan's research (2017), CS has no impact on FV. The findings are indisputable with the research conducted by Khairunnisa (2016) that the internal CG mechanism variable proved by the proportion of independent commissioners, which has a positive influence on ROA. The results are in agreement with Veno's research (2015), which found that CG represented by the board of directors showed the significant results, with the higher on the board of directors of manufacturing companies going public from the 48 companies which are used as a sample for leading to an increase in Return on Equity (ROE) levels. Other results from previous research from Windah and Andono (2013), which shows that CG partially does not affect FV either represented ROE, ROE, and Tobin's Q. It is contrary to Widyaningsih and Utomo's research (2013) that shows different results where CG statistically has a positive impact on the company's performance. The results are in line with Rohmah's research (2013), which revealed that based on t-test results, cs showed a positive impact on Cash Flow Return on Assets (CFROA). Based on the explanation, it can be seen that there are many opinions, and mixed results from previous studies on CG and CS can affect FV, so the research question is whether CG and CS affect FV?

Agency theory is served as the basis for this research. Jansen & Meckling (1976), as the pioneer of the theory agency, made it clear that there was a separation between shareholders and the management of the company. The principal employs the agent in a contract-based working bond where the agent is obliged to do the job following the shareholders' wishes. The bond between principal and agent can trigger a conflict of information between each other. Agents become a party whom more informed about the company so that it can produce benefits for them. Some information known by the agent submitted to the principal sometimes does not correspond to the results or circumstances that occur within the company. This assumption finds that the division between the owner and the manager of the company can present an agency problem. Conflicts of interest between principals and agents arise because agents do not always act as they would so that incurring the agency costs to address them.

The board of commissioners is one of the few parts in CG that is considered in solving problems in agency theory. One of the core problems in agency theory is the asymmetry of information. In these circumstances, the board of commissioners, as the main organ of CG, implements to participate in supervising the implementation of CG. They serve as a tool to discipline the stakeholders, both principals, and agents, to comply with the agreed regulations. Therefore, the supervision of the board of commissioners based on CG principles is aimed at minimizing agency conflicts. The duties' implementation of the board of commissioners in the supervisory function uses data from financial statements provided by the managerial (agent) to assess the performance of the company. However, the potential for cheating and manipulation in FV reports will always exist. The supervision and performance of the board of commissioners in the effective and efficient implementation of CG in the company are believed to grow FV for getting profit. The previous studies conducted by Putri (2016) and Khairunnisa (2016) found evidence that the board of commissioners influenced the company's performance. Based on the explanation above, the research hypothesis presented in this study is as follows: H_1: The Board of Commissioners affects FV.

The company's management is inseparable from the role of the board of directors to smooth the implementation of CG. Based on agency theory, the board of directors is responsible for the management of operations that take place within the company, including on the corporate driving organs by the basic principles of CG. The board of directors must be able to spur the performance of management (agents) under it to work correctly to get the most out of it to provide improved results to the company's financial statements. On the other hand, with the pressure and demands from the board of directors on the agent can lead to fraud where the agent will allow various ways to achieve the targets and demands of the company. In order to avoid it occurs, the board of directors must create conducive conditions in and ensure that managing the company ef-

Table 1. F-test.

Model	Sum of Square	Df	Mean Square	F	Sig.
Regression	.003	3	.001	15.631	.000[b]
Residual	.004	74	.000		
Total	.007	77			

a. Dependent Variable: CFROA
b. Predictors: (Constant), CS, COM, BOARD
Source: SPSS output, processed secondary data, 2020.

fectively, to motivate and regulate agents to be able to work following ethics and regulations in CG to avoid the cheating that can harm and affect the company's performance. The reason provides the basis which is expected that the role of the board of directors in the implementation of CG will make the company's performance stable even improved as expected by shareholders. The previous research underpinning hypothetical decisions in this study is research from Masitoh and Hidayah (2018), Eksandy (2018), and Putri (2016), which proves that there is an influence of the board of directors on FV. Based on it, the hypotheses presented in this study are: H_2: The board of directors influences FV.

CS is an essential factor in providing the right image within the company. The small size of the company can convince the shareholders to invest their funds in a company. According to the theory of agency, where if the company's executives, as the drivers of the company, can order the management under him to work on managing and running his business correctly, then it can be assured that the company will get greater acceptance. The greater acceptance that a company gets will show that the company is considered to have promising business prospects for an extended period. Therefore, it will be more able to provide profit results when compared to companies that have low amounts of assets. It will attract the shareholders to invest their shares to make a significant return as well, which will have a good impact on the company's funding receipts and raise FV. The previous research that became the basis of the hypothesis in this research is the research by Rohmah (2013) and Windah and Andano (2013), which proves that CS affects FV. Based on this explanation, the research hypothesis presented in this study is as follows: H_3: CS affects FV.

2. Research Method

The population taken for this research is companies included on the Indonesia Stock Exchange (IDX). The selection of samples used is a purposive sampling method. The reason for using this method is for the sample of information taken can qualify as requested. The determination of samples in this research is based on the criteria specified, including 1) banking companies registered in IDX for consecutive 2017 – 2019 period, 2) availability of banking company data required

Table 2. t-test.

Model	Sig.
(Constants)	.000
COM	.004
BOARD	.520
CS	.000

a. Dependent Variable: CFROA
Source: SPSS output, processed secondary data, 2020.

in this study, both financial and non-financial, 3) financial statements of banking companies that did not have losses during 2017 – 2019.

The financial performance measurement in this research is calculated by the Formula of Cash Flow Return on Assets (CFROA). Here is the CFROA formula:

$$CFROA = \frac{EBIT + Dep}{Assets}$$

Description: $EBIT$ = earnings before interest and taxes, Dep = depreciation, $Assets$ = total assets

The size of the board of commissioners used in this research is measured through the overall indicator of the total members of the board of commissioners of a company. It is also the same as the size of the board of directors, which is calculated through the total of them contained in a company. CS (size) serves to be used as a calculation tool in measuring assets owned in the company. The following is a CS formula:

$$CS = Ln\ Total\ Aset$$

Description: Ln = Natural logarithm

3. Result and Discussion

Based on the total banking companies recorded in the IDX period 2017 – 2019 and the sample criteria that have been set obtained by 43 companies. However, some companies did not meet the criteria, so a sample of 26 banking companies was obtained. Therefore, there are 78 observation data used in this research. This multiple analysis test has the aim of knowing whether the board of commissioners, the board of directors, and CS affect FV. Multiple regression analysis is done with the help of SPSS 20 software. The f test results state that simultaneously the variables of the board of commissioners, the board of directors, and CS affect FV.

The t-test is carried out through the results of the assessment of the significance obtained by each variable. Table 2. presents the partial test results of each variable:

Determinant coefficient tests have the goal of determining the proportion of bound variables that free variables can describe simultaneously.

Table 3. indicates an adjusted R^2 of 0.363, which indicates 36.3% of financial performance variables (CFROA) can be disclosed by the variables of the board of commissioners, the board of directors, and CS. Reverse the remaining 63.7% (100% - 36.3%) expressed by other variables outside of the regression model category.

Based on the measurement and analysis values already implemented (see Table 2), the variables of the board of commissioners affect the CFROA. The results of the t-test are obtained a significance value of 0.004, smaller than the significance level of 0.05. The results indicate that the board of commissioners has an influence on FV, which can be interpreted as H_1. It is under the agency's theory that the board of commissioners has the function and responsibility for corporate supervision that takes place in line with CG principles in order to grow the company's performance and effectiveness. If the board of commissioners is responsible for carrying out its duties in overseeing the performance of the board of directors, then it can minimize fraud or agency conflicts within the company. This condition causes the company to suppress the expenses that should be used to resolve the agency conflicts that occur, thus benefiting the company. The larger the board of commissioners, the tighter the oversight in every action and decision that will be taken by the board of directors so that they will be more careful in managing the company; as a result, it will increase FV. This research is consistent with the previous research conducted by Putri (2016) and Khairunisa (2016) that proves that the board of commissioners influences FV. However, these results contradict the research conducted by Ekaningtias (2017), Veno (2015), and Rohmah (2013), which found results if the board of commissioners did not affect financial performance.

Based on the results and analysis, the variables of the board of directors do not affect FV. The measurement of the t-test obtained a significance of 0.520 more significant than the significance level of 0.05 (see Table 2). The results showed that the board of directors had no effect on FV, which could mean that H_2 was rejected. This research shows that the total size of the board of directors in the company does not determine the efficient running of CG. More and more boards of directors within the company can cause agency conflicts, which can lead to the emergence of agency costs to overcome conflicts that will harm the company. It is because each director has their ideas in managing a company that does not necessarily have

Table 3. R^2-test

Model	Adjusted R Square
1	.363

Source: processed secondary data, 2020.

a vision and mission that is in line with the board of directors so that it will cause conflict within the company. The difference in the interests of each director who has his/her purpose for personal gain also influences the implementation of CG principles well. The number of members of the board of directors will not give the result of influence on FV. This research supports the previous research from Ekaningtias (2017) and Muchtar and Darari (2013), which suggests that the board of directors does not affect FV. However, the results of this research do not support the observations of Eksandy (2018), Khairunisa (2016), and Veno (2015), which prove that the board of directors influences FV.

Based on the measurement results and analysis that has been implemented, CS variables affect FV. The testing of the t-test obtained a significance of 0.000, smaller than the significance level of 0.05 (see Table 2). The results indicate that CS has an impact on the company's financial performance, which can mean that H_3 is accepted. CS is an essential factor for the right image in the company. Based on this research reveals if the size of the small size person can be used as an input factor for shareholders in investing in a company. It is because a large CS indicates a healthy financial performance condition, so it is expected to provide a high return on capital invested in the relevant company so that investors will be interested in investing. These conditions will undoubtedly benefit from getting corporate funding that will certainly have an impact on FV improvement. These results are consistent with the research conducted by Khairunisa (2016), Rohmah (2013), and Windah and Andano (2013), which says if CS affects FV. However, this observation is countered by previous observations from Goldwin and Christiawan (2017) and Addiyah (2014), which show that CS did not affect FV.

4. Conclusion

Based on the results of the analysis that has been carried out, it can be concluded that the board of commissioners and CS affects FV. Nevertheless, the board of directors does not affect FV. There are limitations to note in this research, which is the results of this research show that the low adjusted value of R square is 36.6%. Based on the limitations of research, so the advice presented for future research is to add variables used as factors to uncover the influence of FV, such as audit committee variables, institutional ownership, managerial ownership, or company age.

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School management paradigm in digital disruption era

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Abstract

The objectives of this research were to: 1) synthesize components, 2) investigate problems and factors supporting to success, 3) develop paradigm, and 4) formulate policy proposals and practical proposals of school management paradigm in digital disruption era. Key informants were selected by purposive sampling consisting of personnel under the Secondary Education Service Area Office 34, faculty lecturers, and stakeholders. The instruments used were a synthesis form, a confirmative record form, a semi-structured interview form, a draft of preliminary structures, a verification form, an evaluation form, and a meeting record. Data were analyzed by frequency, mean, standard deviation, content synthesis, content analysis, and summarizing.

The results of this study were: 1) The components consisted of five preliminary components and thirteen sub-components, and all components and sub-components were usable. 2) There are five aspects of problems and solutions for five preliminary components. The supporting factors to success and management guidelines were 4 M: Man, Money, Material, Management. 3) Five preliminary structures of school management paradigm in digital disruption era were verified, evaluated, and recommendations to be completed. Each structure consisting of principles, aims, operational methods, and activities, and factors to success. 4) The policy proposals and practical proposals consisted of role of administrators, goals, operations, measurement and evaluation of success, and guidelines to direct and audit in accordance with recommendations.

Keywords: School management, paradigm, digital disruption era

1. Research Problems

Due to update of school management paradigm, Nathanich, [1] indicated that education is intended to be a primary topic that is always brought up whenever Thailand moves forward. The problems of limited education or educational inequality remain chronic problems for a long time. This is similar to Jen [2] who mentioned that among a global changing and constantly challenging, it is essential to prepare the future generations to be always ready.

In line with the Professional of Psychometric tests & People Development Provider [3] that studied Leadership & Soft Skills: Administrators and Administrative Skills, it was found that in higher positions, if you were a administrator and/or wanted to be a successful administrator, soft skills were more important than anything else, especially, leadership skills.

According to Thiti [4], he has often mentioned concerning digital disruption or disruptive technology. Disrupt is often defined as to stop something continuing in the context of reform or to do anything to achieve new developments.

Concerning the school management readiness for the digital disruption era, Patcharaporn [5] found that changing the perspective of educational organization management in the disruptive world era was, therefore, extremely important. Eductional organization should be managed to keep up with the changing world of digital era, which fully changes the education to the world of inequality.

Likewise, Dig-admin [6] defined paradigm as a featured-rich system that allowed schools to establish collaboration and communication channels between teachers, academic and admission boards, students and parents with complete independence of time, adds on space and availability. Moreover, Lina [7] illustrated the educational management paradigm of tomorrow was experienced in many parts of developed countries.

Meanwhile, school management paradigm has to be changed, school administrators must also change their thinking and thinking methods for how to achieve the success goals. In addition, school administrators must adapt immediately when the situation changes in a new normal management; must create a change intervention to be different from the original and structural operations; andmust create positive changes for the organization including to skip the planned steps.

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Concerning the above reasons, as a researcher, it is necessary to develop a school management paradigm in digital disruption era that can be used in any context based on the readiness of the school and can be truly applied to all levels of school management.

2. Research Questions

2.1 What are the results of synthesizing components of school management paradigm in digital disruption era?

2.2 What are problems and factors supporting success of school management paradigm in digital disruption era?

2.3 What are the results of developing the school management paradigm in digital disruption era?

2.4 What are policy proposals and practical proposals of school management paradigm in digital disruption era?

3. Research Objectives

3.1 To synthesize components of school management paradigm in digital disruption era.

3.2 To investigate problems and factors supporting success of school management paradigm in digital disruption era.

3.3 To develop the school management paradigm in digital disruption era.

3.4 To formulate policy proposals and practical proposals of school management paradigm in digital disruption era.

4. Research Hypothesis

4.1 The components were synthesized and confirmed being usable to develop the school management paradigm in digital disruption era.

4.2 The problems and problems solutions and factors supporting success were usable to develop the school management paradigm in digital disruption era.

4.3 The correction and suitability were verified more than 70.00 percent and the possibility and utility were evaluated higher than a high level.

4.4 The policy proposals and practical proposals of school management paradigm in digital disruption era were usable for the school management paradigm in digital disruption era.

5. Materials and Methods

The research process was divided into four phases as follows:

Phase 1: Synthesizing the components of school management paradigm in digital disruption era, it was subdivided into two steps:

Step 1.1: The researchers studied the documents, concepts, theoretical papers and related researches for synthesizing the components. The instrument used was a component synthesis table, and data were analyzed by content synthesis.

Step 1.2: The components school management paradigm in digital disruption era were confirmed. Eight key informants confirming the results of the preliminary components were selected by purposive sampling. They consisted of school administrators from 2 small-sized schools, 2 medium-sized schools, 2 large-sized schools, and 2 extra large-sized schools under the Secondary Education Service Area Office 34. The insrument used was a confirmative record form for useable and unusable components and subcomponents, and data were analyzed by checking lists.

Phase 2: Investigating the problems and factors supporting success of school management paradigm in digital disruption era. Eight key informants were selected by purposive sampling, consisting of head department teachers of 2 small-sized schools, 2 medium-sized schools, 2 large-sized schools, and 2 extra large-sized schools under the Secondary Education Service Area Office 34. The instrument used was a semi-structured interview form, and data were analyzed by content analysis. It was subdivided into two parts as follows: **Part 1:** Investigating the problems and problems solutions and **Part 2:** Investigating the factors supporting to success and management guidelines for factors supporting to success.

Phase 3: Developing a draft of the school management paradigm in digital disruption era, it was subdivided into four steps as follows:

Step 3.1: The obtained data from component synthesis and investigation of problems and factors supporting to success were used to draft preliminary structures of the school management paradigm in digital disruption era.

Step 3.2: The preliminary structures of the school management paradigm in digital disruption era were verified. Nine key informants were selected by purposive sampling, consisting of 6 faculty lecturers and 3 school administrators graduated with doctoral degree. The instruments used were meeting agendas, preliminary structures of the school management paradigm in digital disruption era, and a verification form of correction and suitability. Data were analyzed by percentage.

Step 3.3: The preliminary structures of the school management paradigm in digital disruption era after verifying the preliminary structures were evaluated. Sixteen key informants were selected by purposive sampling, consisting of representatives of academic deputy director, teachers, basic school board committee, and parents from 4 sizes of schools under the Secondary Education Service Area Office 34. The instruments used were a semi-structured interview form and an evaluation form of possibility and utility. Data were analyzed by mean and standard deviation.

Step 3.4: The researcher improved the structures

of the school management paradigm in digital disruption era according to the verification results, evaluation results, and recommendations for completing.

Phase 4: The policy proposals and practical proposals of school management paradigm in digital disruption era were formulated. Nineteen key informants for brainstorming session were selected by purposive sampling, consisting of representatives of school director, teachers, and parents from 4 size of schools; 2 supervisors, and 2 group directors under the Secondary Education Service Area Office 34; and 3 faculty lecturers majoring in educational administration. The instrument used were the school management paradigm in digital disruption era and a meeting record.Data were analyzed by summarizing and classifying issues.

The research framework was shown in Figure 1.

6. Results and Discussion

The results of this research were as follows:

Phase 1: Results of synthesizing and confirming the components of school management paradigm in digital disruption era were divided into two steps:

Step 1.1: Results of synthesizing the documents, concepts, theoretical papers and related researches from organizations and educators were as follows:

1. The Twelfth National Economic and Social Development Plan B.E. 2560 – 2564 (2017 – 2021). (Office of the National Economic and Social Development Board, Office of the Prime Minister, Bangkok, Thailand, 2017)

2. The National Scheme of Education B.E. 2560 – 2579 (2017 – 2036). (Office of the Education Council, 2017)

3. The Twelfth Education Development Plan of the Ministry of Education B.E. 2560 – 2564 (2017 – 2021). (Ministry of Education, 2017)

4. Thailand's 20 - Year National Strategy B.E. 2560 – 2564 (2018 – 2037). (Royal Thai Government Gazette, 2018)

5. What is the 'New Normal' of Thai education if distance learning is not the answer? (Thailand Development Research Institute (TDRI), 2020)

6. 'New Disease' creating 'New world of learning': Future of Thai Education after COVID-19 (Fund for Educational Equality (FPO), 2020).

7. Education Reform in the Digital Disruption era (Thailand Education Partnership (TEP), 2019).

8. Learning Management in the 'Disruptive Innovation' Era (Wichai Wongyai and Marut Patapon, 2019).

9. Four disruptive education technologies poised to change higher learning 2020 (Isabel Sagenm?ller, 2020).

10. Disruptive education for meeting the challenges of the future (Iberdrola, 2020).

11. Innovation Management: A New Disruptive Paradigm (Amelia Johannsen, 2016)

12. Digital Disruption with Thai Teachers in the 21st Century (Thiti Theerathean, 2020).

13. Re-skill to be a disruptor in Digital Disruption Era (Ourgreenfish, 2019).

14. The Effects of Changes in the Digital Disruption Era on Education (Pitsini Mano, 2019).

15. Ten Job Skills You'll Need in 2020 and Beyond (Vivien Luu, 2016).

16. World Economic Forum: The top 10 skills you'll need for the future of work (Coorpacademy, 2019).

17. 'Online learning' The Challenges in Education. (Thai Public Broadcasting Service of Thailand (Thai PBS), 2020).

18. ConnectED Leaders: Network and Amplify Your Superintendency (Brian Creasman, Bernadine Futrell, Trish Rubin, 2019).

19. 4 Actions to Be a Strong Leader During COVID-19 Disruption (Mary Mesaglio, 2020).

20. 9 Soft Skills Workers Should Have in 2019 (Nalinthip Phaksrikunkamthorn, 2019).

21. Knowledge skills (Hard skills): Definition and Example (Fischer & Partners, 2020).

22. Top 6 Digital Transition Trends of Educational Process (National Science and Technology Development Agency (NSTDA), 2020).

The details was shown in Table 1.

From Table 1, the results of synthesizing components and sub-components of the school management paradigm in digital disruption era consisted of five preliminary components, divided into thirteen sub-components, as follows: 1) school management system consisted of three sub-components, 2) learning management platform consisted of two sub-components, 3) supporting factors consisted of two sub-components, 4) essential skills consisted of four sub-components, and 5) cooperative network consisted of two sub-components.

Step 1.2: Results of confirmation of components and sub-components of school management paradigm in digital disruption era, all components and sub-components were usable.

Phase 2: Results of investigating the problems and factors supporting success of school management paradigm in digital disruption era were divided into two parts as follows:

Part 1: Results of investigating the problems and solutions were as follows:

1. A problem of the school management system is creation of change intervention to be new normal and different from the original management; therefore, schools should operate work according the set plan quickly.

2. A problem of the learning management platform is the use of distance learning television (DLTV) and online learning system in schools; therefore,

Table 1. Results of synthesizing the components and sub-components of school management paradigm in digital disruption era.

Preliminary components	Sub-components	NESDC	ONEC	MOE	Ratchakitcha	TDRI	FPO	TEP	Wichai	Isabel	Iberdrola education	Amelia	Thiti Theerathean	Ourgreenfish	Pitsini	Vivien	Coorpacademy	Thai PBS	Brian	Mary	Nalinthip	Fischer	NSTDA	Total
School management system.	New role of administrators in new normal management.					✓	✓	✓		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓		✓	15
	Change intervention.					✓	✓	✓		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓		✓	15
	Enhancing the quality of education.	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓				✓	✓	✓					13
	Distance education television (DLTV)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓					18
Learning management platform.	Online learning system.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓					18
	Practical learning from the workplace.	✓	✓	✓	✓				✓				✓			✓				✓					8
	Learning from a learning community.	✓	✓	✓									✓											✓	5
Supporting factors.	Resources.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓				17
	Budget.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓				17
	Welfare.	✓	✓		✓															✓					4
	Source of funds.	✓			✓			✓	✓											✓					5
	Leadership skills.	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓				✓	17
	Internet of things skills.					✓	✓		✓	✓	✓	✓		✓			✓	✓	✓	✓		✓	✓	✓	14
	Soft skills.					✓	✓		✓	✓	✓	✓		✓			✓	✓	✓	✓		✓	✓	✓	14
Essential skills.	Hard skills.					✓	✓		✓	✓	✓	✓		✓			✓	✓	✓	✓		✓	✓	✓	14
	Decision-making skills - problem solving.	✓	✓	✓	✓			✓	✓				✓							✓					8
	Skills for building a new knowledge economy.	✓			✓	✓								✓	✓									✓	6
Cooperative network.	Coordination with parents.	✓	✓	✓	✓	✓	✓	✓					✓		✓				✓		✓			✓	12
	Community participation.	✓	✓	✓	✓	✓	✓	✓					✓		✓				✓		✓			✓	12
	Social network.	✓	✓										✓								✓				4

schools should have an ongoing evaluation of learning management.

3. A problem of supporting factors is the lack of a spare budget plan for urgent requirement; therefore, schools should develop a participatory budget plan.

4. A problem of essential skills is the lack of teachers' experiences to provide a new approach of learning management consistent with current requirements; therefore, school administrators should encourage teachers to develop learning managements that enhance a variety of career skills.

5. A problem of cooperative network is communication with parents; therefore, schools should provide parents and the basic school board committees to participate in solving problems from the start.

Part 2: Results of investigating the factors supporting success and management guidelines were as follows:

1. In terms of man factor, teachers should have the potential to develop learners to keep up with the changing events and have appropriate technology skills.

2. In terms of money factor, more budgets should be allocated as urgent requirement and priority.

3. In terms of material factor, schools should have an efficient internet network and be equipped with adequate media, technology, and equipment.

4. In terms of management factors, school administrators should have the skills to solve complex problems and wisely make decisions, build partnerships with educational institutions both government and private sectors for assistance, and provide academic information through a wide variety of networks.

Phase 3: Results of developing the school management paradigm in digital disruption era were divided into four steps as follows:

Step 3.1: The obtained data from component systhesis and investigation of problems and factors supporting success were used to draft preliminary structures of the school management paradigm in digital disruption era. The results consistedof five preliminary structures as follows: 1) school management system, 2) learning management platform, 3) supporting factors, 4) essential skills, and 5) cooperative network.

Step 3.2: Five preliminary structures of the school management paradigm in digital disruption era were verified by 9 participants in workshop, The correction was average at 94.02 percent and the suitability was average at 93.16 percent.

Step 3.3: Five preliminary structures of the school management paradigm in digital disruption era were evaluated by 16 respondents. The possibility and the utility were at the highest level.

Step 3.4: Five preliminary structures of the school management paradigm in digital disruption era according to the verification results, evaluation results, and recommendations were completed. Each structure consisted of principles, aims, operational methods and activities, and success factors.

1. School management system

1.1 Principles:

1.1.1 Administrators must keep up with the epidemic news.

1.1.2 Administrators must focus on change in-

tervention in new normal to be different from the original aim and towards a positive direction.

    1.1.3 Administrators must formulate clearer plans.

    1.2 Aims:

    1.2.1 To develop administrators to keep up with the change

    1.2.2 To develop educational institutions to have a clear action plan.

    1.2.3 To ensure schools strictly operate according to the set plan.

    1.3 Operational methods and activities:

    1.3.1 Administrators have meeting for discussion in order to define the vision/mission/goals of school management paradigm in digital disruption era.

    1.3.2 Administrators and teachers modify the action plan to keep up with the current events.

    1.4 Success factors:

    1.4.1 Teachers have to be developed the potential for developing learners to keep up with the changing events.

    1.4.2 Teachers have to be developed to have knowledge and abilities to be academic leaders, including having learning skills and management experiences.

Concerning the school management system in accordance with Thiti [4] who had often mentioned concerning digital disruption or disruptive technology, disrupt is often defined as to stop something continuing in the context of reform or to do anything to achieve new developments. It is often linked to technology, the nature of disruption as replaces the existing one with the new things and a new demand immediately.

    2. Learning management platform,

    2.1 Principle:

    2.1.1 School administrators must have knowledge, abilities, and experiences for educational administration.

    2.1.2 School administrators must encourage teachers to have the potential for developing learners to keep up with the changing events.

    2.2 Aims:

    2.2.1 To develop teachers to have the knowledge and abilities as academic leaders who modify the learning management system in response to changing situations.

    2.2.2 To develop teachers to have appropriate technology skills, and skills and experiences for online learning management.

    2.2.3 To develop teachers to have the skills and experiences in assessement and evaluation.

    2.3 Operational methods and activities:

    2.3.1 Provide teachers training on skills and experiences for online learning management.

    2.3.2 Encourage teachers to use distance learning television (DLTV) and online learning system for learning management.

    2.3.3 Encourage teachers to prepare additional lessons besides distance learning.

    2.3.4 Encourage knowledge exchange among teachers from different schools.

    2.3.5 Ensure teachers to have continuously learning assessment and evaluation every week to improve the lessons.

    2.4 Success factors:

    2.4.1 Teachers provide distance learning television (DLTV) and online learning system with quality and efficiency.

    2.4.2 Teachers' teaching management has the similar quality.

This result is in line with Patcharaporn [5] who found that changing the perspective of educational organization management in the disruptive world era was extremely important in managing educational organizations in order to keep up with the digital changing in the world, which fully transforms education world to clear inequality.

Nevertheless, Sir Ken Robinson as cited in Ransom [8] stated that schools were still pretty much organized on factory lines-ringing bells, separate facilities, specialized into separate subjects, so education paradigm should be changed.

    3. Supporting factors.

    3.1 Principles:

    3.1.1 School exist resources were used worthy.

    3.1.2 School budget was allocated according to their priorities and urgent needs.

    3.2 Aims:

    3.2.1 To create motivation for cooperative work to achieve goals.

    3.2.2 To support technology as a learning center for teachers and students, as well as facilitating teachers in learning management. 3.3 Operational methods and activities:

    3.3.1 School administrators mobilize resources from teachers, parents, and alumni association.

    3.3.2 School administrators allocate more budget for the Internet to enhance learning management efficiency.

    3.3.3 School administrators build the cooperation with educational institutions and agencies both public and private sectors to seek assistance.

    3.3.4 School administrators manage budget independently, flexibly, with transparency and accountability.

    3.4 Success factors:

    3.4.1 The received resources are managed adequately.

    3.4.2 Parents and school board committees have confidence and support schools.

    3.4.3 The schools are assisted and collaborated with educational institutions and agencies, both public and private sectors.

It is accepted in terms of supporting factors that UNESCO [9] is supporting countries in their efforts to

mitigate the immediate impact of school closures, particularly for more vulnerable and disadvantaged communities, and to facilitate the continuity of education for all through remote learning.

4. Essential skills.

4.1 Principles:

4.1.1 School administrators are role models of transformational leaders, who have skills in solving problems timely.

4.1.2 School administrators have the ability to think critically and make decisions in time of change.

4.2 Aims:

4.2.1 To allocate more budget for technology in order for teachers to use for learning management more convenient.

4.2.2 To prepare the school readiness with adequate media, technology, and equipment for learning in the current situation. 4.3 Operational methods and activities:

4.3.1 School administrators provide information to help teachers solve problems.

4.3.2 School administrators support teachers to attend new learning management training in line with current requirements.

4.3.3 School administrators continually monitor and evaluate results.

4.4 Success factors:

4.4.1 School administrators encourage teachers to develop more learning management that enhance a variety of career skills.

4.4.2 Schools organize more several learning, such as coding.

In terms of the essential skills, it is consistent with the Professional of Psychometric Tests & People Development Provider [3] that study Leadership & Soft Skills: Administrators and Administrative Skills. It was found that in higher positions, if you were a administrator and/or wanted to be a successful administrator, soft skills were more important than anything else, especially, leadership skills.

5. Cooperative network.

5.1 Principles:

5.1.1 School administrators create an effective network with parents and basic school board committees.

5.1.2 School administrators encourage parents and basic school board committees to participate in solving problems from the start.

5.2 Aims:

5.2.1 To provide opportunities for parents and the basic school board committees to take part in the administration of educational institutions.

5.2.2 To enxure school administrators, teachers, parents, and the basic school board committees collaboratively solve the problem.

5.3 Operational methods and activities:

5.3.1 Schools communicate with parents concerning various schedules to perceive the change in learning management by home visiting.

5.3.2 Schools coordinate with parents to prepare use of distance learning television (DLTV) and online learning system to assist the students.

5.3.3 Schools communicate with parents to relieve tension.

5.4 Success factors:

The School administrators build cooperation with other educational institutions and agencies both public and private sectors to seek assistance and request academic information through a wide variety of networks.

In addition, Keingkai and Jiraporn [10] suggested a guideline that the administrators and teachers should select experts in the community to be a school board in order to help the development of participation continually. Besides, Dig-admin [6] defined that paradigm was a featured-rich system that allowed schools to establish collaboration and communication channels between teachers, academic and admission boards, students and parents with complete independence of time, adds on space and availability.

Phase 4: Results of formulate policy proposals and practical proposals of school management paradigm in digital disruption era were as follows:

1. Role of administrators: administrators should have transformational leadership and use a consideration in making decisions, including monitoring from the original affiliation.

2. Goals of school management paradigm in digital disruption era: there should be emphasized on the flexible curriculum, learning and teaching management, learning measurement and evaluation, and follow-up on the operational results to meet the goals.

3. Operations in accordance with the policy proposal: school administrators should be able to make urgent decisions independently depending on the school context.

4. Measurement and evaluation of success: it should be based on problem-solving in each situation and have various criteria.

5. Guidelines to direct and audit in accordance with recommendations: there should be an opportunity to report to parent agencies and other stakeholders to push the policy into action timely.

Besides, Lina [1] illustrated educational paradigm that it could be broadly described as a foundation, idea or attitude towards the construction of the model of education that led to exigency to reconsider the school principals' roles and functions.

It was different from Barr and Tagg as cited in Januard [11] concerning identifying the outcome-based education paradigm, that learning is held constant while time take to achieve the outcomes is alterable.

7. Conclusion

It could be said that it is important for teachers to be prepared for new situations. Teachers have to re-design most of their teaching methods by means of a flexible approach for all groups of students. It should be recognized that education might be the new normal form. Moreover, schools must cooperate with many sectors, including government and private sectors, by reviewing teaching and learning management system. Therefore, the school management paradigm in digital disruption era is more suitable for new normal man-agement.

8. Discussion with Respect to Research Hypothesis

8.1 The obtained components from synthesizing and confirmation were usable to develop the school management paradigm in digital disruption era.

8.2 The data of problems and solutions consisted of five aspects and factors supporting success consisted of 4 M: Man, Money, Material, and Management. They were usable to develop the school management paradigm in digital disruption era.

8.3 The results of verifying the school management paradigm in digital disruption era, the correction was averagely at 94.02 percent and the suitability was av-eragely at 93.16 percent. It was higher than the re-search hypothesis. Regarding the results of evaluation the school management paradigm in digital disruption era, the possibility and utility were at the highest level, which was higher than the research hypothesis.

8.4 The policy proposals and practical proposals of school management paradigm in digital disruption era deriving from 19 participants in brainstorming ses-sion consisted of role of administrators, goals, oper-ations, measurement, and evaluation of success, and the guidelines to direct and audit in accordance with recommendations were usable for the school manage-ment paradigm in digital disruption era.

9. Recommendations

From this research, the recommendations were as follows:

9.1 This school management paradigm in digital disruption era is essential skills for transformational leaders in solving problems urgently.

9.2 The school network can apply this school man-agement paradigm for administration in theirs school context.

9.3 The teachers may have to change their way of thinking. Some teachers are at the school, but parents as teachers, people in community as teachers. Teach-ers have to think outside the box to look for methods and innovations for small group learning and more in-dividual learning.

10. Recommendation for Further Research

10.1 There should be the study of the school man-agement paradigm in digital disruption era in primary level, vocational level, and higher educational level.

10.2 There should be the monitoring results of school management paradigm in digital disruption era for the new normal management of Thai education.

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Supporting sustainable development goals in the nursing education system: Nursing student practitioner, Faculty of Nursing, Nakhon Pathom Rajabhat University Thailand

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Abstract

Nursing education in Thailand is targeted on "stability, prosperity, and sustainability". In the Faculty of Nursing at Nakhon Pathom Rajabhat University, the focus is on sustainability in nursing education. A "student practitioner" approach is a vital part of the program. The 3 key concepts of this approach include professional knowledge, practicing skills, and social skills. In order to be successful in this approach, the concept of Sufficient Economic Philosophy, which was introduced by His Majesty King Bhumibol as a means of guiding his people to live sustainably, has been integrated and deployed along with these 7 elements: 1) curriculum development which focuses on integrated nursing practice, nursing care in diverse culture settings, nursing innovation, digital technology in healthcare, and ethics in the nursing profession; 2) faculty members and staff development involve fostering and enhancing both knowledge and expertise for the staff; 3) strengthening the learning process which consists of a coaching system for lecturers responsible for the program, defining student competencies, planning supplementary curriculum for practice and social skills, and designing an evaluation system for student competencies; 4) enhancing learning support by promoting the community to be a part of clinical practice and facilitating self-learning technology; 5) new administration and management systems for establishing partnership with clinical partners and collaboration in curriculum design to build and expand student practitioner skills; 6) clinical partner and network collaboration, which follows the concept of "the center for excellence in nursing," in order to explore the knowledge and practice for health care professionals and to develop broader knowledge through the learning center; and 7) developing a qualifications framework which involves defining professional knowledge competencies, practice standards for nursing skills, and social skills with a service mind.

The student practitioner approach at the Faculty of Nursing, Nakhon Pathom Rajabhat University would build sustainability in nursing education and create stability in the local community in accordance with the university's determination statement "Prepare the King's Nurse".

Keywords: Sustainable development goals, nursing student practitioner, nursing education, Thailand

1. Introduction

The nursing education system in Thailand could be divided into 3 periods; The first period was in the 19th century in which the idea of creating science curricula was emphasized. Later on, it moved to a problem-solving teaching method. In the 20th century, the idea was shifted to a health system and its reform. The focus was on the curricula that genuinely built student performance. Then the education system reform for healthcare personnel in the era of science and technology, the new business model, and the most important one: "the changing needs of the public and society for health services" was introduced.

2. Philosophy Underpinning the Faculty of Nursing: Education in SDGs

Rajabhat Universities are known for their commitment in serving the local community. Therefore, the Faculty of Nursing under Nakhon Pathom University is the academic institute where nursing student practitioners are developed to serve the local community. The Faculty of Nursing has carried out this commitment under the philosophy of "learning support, empowerment, and creative changes". The expected characteristics and identities of nursing students such as "professional nurses with excellent quality nursing services that meet international standards" and "service mind and willing to learn" are created through the academic and learning process. The Faculty of Nursing emphasizes producing professional nurses along with moral and ethical values, supporting and con-

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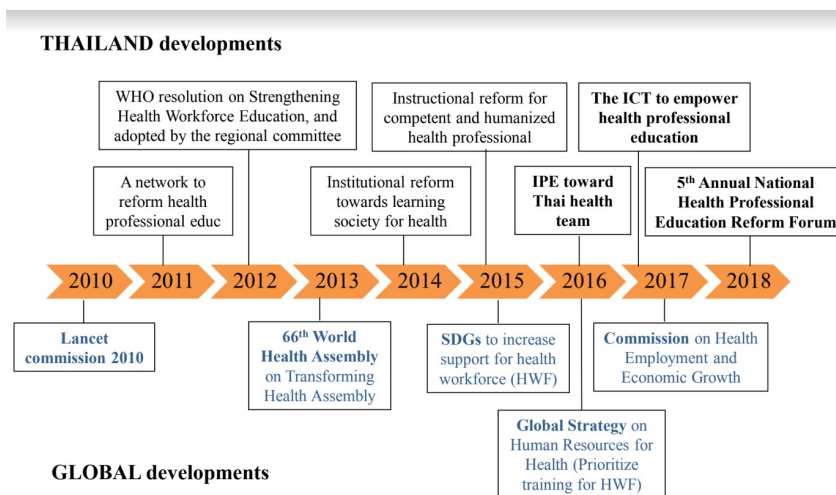
Figure 1: The development of an education system reform for healthcare personnel in the era of science and technology.

ducting nursing research, providing academic service, creating nursing innovation with clinical partners and networks, strengthening staff and students' capabilities to meet standards and professional ethics, preserving cultural and local wisdoms to maintain the local identity, and developing efficiency administration systems.

3. Components SDGs Achievement in Nursing Practitioner Education

The achievement of the nursing student practitioner consists of 7 components:

Component 1: Curriculum Development

The Bachelor of Nursing Science Program curriculum, Faculty of Nursing, Nakhon Pathom Rajabhat University (NPRU) has been developed based on the concept of responding to needs, solving problems of local communities and developing target groups affected by changes in local communities. The NPRU nursing curriculum has been developed by critiquing two main factors which influence the future work of nursing graduates including: 1. Economic situation and development and 2. Social and cultural situations or development. In accordance with the 20-year Thailand National Strategic Plan, the Thai government emphasizes stability, prosperity, and sustainability with the development of the country, based on the sufficient economy philosophy, leading to the development of the happiness of Thai people and in response to the achievement of national interests in the development of a sustainable quality of life (Office of the National Economic and Social Development Board, 2017). In addition, the development of the new NPRU nursing curriculum is analyzed according to the 20-Year National Strategic Plan for Public Health (2016 – 2036), focusing on being the main organization of health that unites society for good health development and governing the health system in a participatory and

sustainable manner. With the goal of making people healthy, the Happy Staff Sustainable health system strategy of excellence was established in four areas: 1) Health promotion 2) Excellent disease prevention and consumer protection 3) Excellent service 4) Personnel excellence and management of excellence with good governance. Balance (Ministry of Public Health, 2016), especially in the service of excellence, focusing on long term care of public health in the local community, emergency medical service system, and a plan to develop excellent services which affect the content in the curriculum that needs to be accelerated to be in line with the changing direction of public health policy. Therefore, the curriculum has a teaching approach that integrates the principles of the king's science (Sufficiency Economy Philosophy, SEP) with the mission of higher education by using a new management system to support integrated learning with research missions and academic services that respond to sustainable public health problems and respond to the sustainable development policy of Thailand.

Component 2: Faculty members and staff development

The faculty has 5 lecturers responsible for the program – one with academic position and one in the process. In the meantime, the faculty also prepares and develops another four lecturers who will be responsible for the program in the future.

The faculty members and staff are fostered and encouraged to gain nursing knowledge, conduct research, and provide academic services. All academic staff are obliged to attend a conference at least 15 hours per year. For supporting staff, they are obliged to study English with Filipino lecturers 2 hours per week.

Component 3: Strengthening the learning process

1. Creating a curriculum management process by adjusting the verification method:

Table 1. Skill development in curriculum management.

Class	Detailed curriculum management
First-Year Students	• Volunteer services at the community healthcare center to gain broader knowledge, have a service-oriented mindset, positive attitude towards the profession; •TOEIC classes to develop English skills; • Field trip/study visits; • Selection of students for exchange program in Taiwan and Vietnam.
Second-Year Students	• Emphasize on critical thinking skills and problem-solving skills using the case study teaching method; • Develop technological skills in healthcare; • TOEIC classes to develop English skills; • Activities for student practitioners in Taiwan (to develop nursing intervention skills with international quality and standards); • Study visits (focus on adult and gerontological nursing).
Third-Year Students	• Emphasize on conducting research and nursing innovation for national and international conferences; • TOEIC classes to develop English skills; • Integrated academic services with practicum courses.
Fourth-Year Students	• Emphasize on supplementary activities to develop systematic and analytical thinking, teamwork, communication skills, consultation skills; • TOEIC classes to develop English skills; • Integrated academic services with practicum courses.

1.1 Appointing course management committee and verification committee from different subject groups;

1.2 Setting lecturers' criteria such as; nursing research course requires lecturers with doctoral degree, funded research papers, published papers, or lecturers responsible for the program.

1.3 Setting criteria and conditions for course management by working collaboratively with lecturers;

1.4 Defining and adjusting subjects and content to modernize activities and assignments according to students sequenced and developmental stages;

1.5 Adjusting the verification method by using observation techniques and in-depth interviews with students.

2. Supplementary curriculum for students based on community as a practical setting.

3. Create a measurement and evaluation process by using a 360-degree evaluation. Integrate the concept of the Community Development Indicators System related to the King's Science and Sustainable Development to evaluate the learning outcome of students and the outcome of academic service which affect our partnership community.

3.1 For theoretical courses, student's reflection is used to evaluate lecturers by the evaluation committee consisting of the Dean, Vice Dean for Academics, Head of Nursing department, subject administrator and lecturer. An evaluation form (Google) is designed to survey students, lecturers and administrators.

3.2 For practice courses like the Structure Clinical Evaluation (OSCE), pretest and posttest are used. Focus groups were reflected from student and preceptor and a non-teaching lecturer who is a practicum evaluator.

3.3 For capability assessment, electronic or online examination is designed. The main components of capability assessment include knowledge skills, professional skills and social skills. The knowledge skill consists of 8 items for essential knowledge to obtain a license to be professional nurse. It was noted that 80 percent of the nursing students who took the online examination passed the test. However, it was also noted that the students needed more time to finish the online test. The results of the capacity assessment for nursing students were shown as table below.

Component 4: Enhancing learning support

Classrooms, laboratories, appliances, technologies, and environment are managed and organized to create a learning atmosphere for student practitioners. Students gain practical experience in simulation laboratories on campus and in communities.

Component 5: New administration systems and management

The key success of coaching management was supported by:

1. The five key main nursing subjects (Pediatric nursing, Community nursing, Psychiatric nursing, Adult and gerontology nursing, and Maternal and child nursing) need more encouragement for co-workers to work as team and to conduct frequent productivity meetings.

2. The technology reform management system used the Google form platform to evaluate curriculum, to survey the needs of the user, and to establish linkage and develop an online data system.

3. Meeting with students to explain curriculum management and promote open mindedness and reflective inputs.

4. Discussion and open communication with lectur-

Table 2. Capacity assessment for nursing students.

Class	Detailed Capacity
First-Year Students	Ability to evaluate health assessment, teach basic hand hygiene, advise on health nutrition, use mobile application to administrate drug.
Second-Year Students	Ability to perform basic nursing intervention, nursing process, sterile techniques, fall precaution, and health innovation using nursing digital technologies.
Third-Year Students	Ability to perform complicated nursing intervention, risk management on high alert, drug and method of administration, health innovation using nursing digital technologies in community setting, and academic service in hospital.
Fourth-Year Students	Ability to perform nursing intervention according to the 8 criteria of registered nurse competencies, nursing intervention according to the hospital quality standard, applied digital technologies for nursing administration in hospital and community.

ers about workload, course learning management and meeting with the team teacher.

5. MOU with foreign countries for the practicum exchange program to be of high academic quality.

Component 6: Clinical partners and networks
The Faculty of Nursing collaborates with two hospitals – Ratchaburi Hospital and Nakhon Pathom Hospital – as partners for "center of excellence in nursing" to improve the quality of teaching and the learning process by using the lessons learned from the hospitals. The faculty has established partnership agreements with several universities overseas. Several collaborative activities have resulted in joint education networks, faculty and student exchange programs, collaborative international nursing conferences, as well as other types of academic cooperation.

Component 7: Developing a qualifications framework

The capacity characteristics of the nursing practicum are:

1. Knowledge skills as essential nursing knowledge

2. Positive attitude towards the profession

3. Acute, crisis and emergency nursing practicum as a professional skill in every layer of the healthcare system

4. Ethical and moral values of the Professional Nurse

5. Systematic thinking, teamwork, communication ability and effective health consultation

The results found were as follows:

First year: They have basic professional skills such as nursing standards, health assessment, patient center care service which underpins patient safety, and hand washing to protect from infection. The nursing practicum student could choose the appropriate digital health technology with food and health promotion.

Second year: They have more standard nursing practicum ability, always used nursing process in practicum for patient safety, careful in sterile technique and bed fall prevention. They have a high nursing practicum skill and critical thinking skill with health digital technology, health innovation and nursing care.

Third year: They have more standard nursing practicum skills with nursing process, caring with crit-

ical nursing practicum, plan risk management in nursing care, drug risk administration, critical thinking with health digital technology, health innovation and nursing care for academic service in the community and hospital.

Fourth year: They have high performance as a professional nurse with patient safety and 8 capacity for professional nurse license, critical thinking with health digital technology, health innovation and nursing care as team head in ward administration and in the community.

4. Conclusion

According to the synthesis of the situations mentioned above, it is pointed out the need for analysis of activities, service or operations that may affect the achievement of SDGs determined by the indicators as goals of the faculty. The important factor to support faculty movement is the mechanism of monitoring the performance of the community and health care service units. Like other agencies or other organizations involved in implementing SDGs, the systematic design that defines the indicators at the area level and organization is crucial. Moreover, the determination of the information and the database to be used to monitor the implementation for SDGs achievement can indicate the potential of the area or the organizations including the nursing practicum. It reflects the requirement of other countries in re-examining and redesigning the work systems of the organizations at all levels, from the local to the national level.

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