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## THE ROLE OF SCHOOL ADMINISTRATORS IN PROMOTING ACTIVE LEARNING

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### Abstract

The role of school administrators is a crucial factor in promoting active learning management, a teaching method that emphasizes stimulating student participation. This approach allows students to engage in hands-on activities, develop analytical and creative thinking processes, and solve problems through various activities. School administrators play a vital role in creating an environment that supports active learning by developing appropriate policies, enhancing teachers' potential, promoting and developing students learning activities, and providing necessary technology and resources to enhance active learning efficiency. This development of the learning process encourages students to apply skills that will further improve the quality of education and the effectiveness of learners.

**Keywords:** Active learning, The role of school administrators

### Introduction

The transformation in education in the global stream of the 21st century, an era of globalization or a borderless world, has rapidly changed. The educational management model must also change accordingly. It is necessary to adapt to develop human resources with knowledge and as a significant force in national development. Education is a crucial tool in reducing social inequality and promoting equal access to opportunities. Therefore, the current educational management is vital in developing learners with skills and abilities that meet the demands of 21st-century society, emphasizing the development of analytical thinking, creativity, problem-solving, and collaboration skills. The National Education Act of B.E. 2542, which is the fundamental law for comprehensive educational reform, aligned with the country's political, economic, and social development direction, states that "education" is a learning process for the growth of individuals and society through transmitting knowledge, training, cultural perpetuation, creative advancement, and fostering academic progress. It involves creating knowledge through environmental, social, and learning settings and supporting factors that enable individuals to learn continuously throughout life. The educational management approach that responds to these needs is active learning management, emphasizing student participation through hands-on practice, analytical thinking processes, and problem-solving skills development through various activities.

Therefore, the role of educational administrators is a crucial factor in promoting and supporting effective active learning management, whether by developing policies conducive to learning, enhancing teachers' potential, and providing appropriate technology and resources. These roles collectively help elevate the quality of the country's education to a level that can compete internationally.

## Active Learning

Active Learning is a proactive learning management process that emphasizes active participation, where learners engage in hands-on activities or learning tasks under the guidance of instructors. It involves collaborative learning, with participants contributing to knowledge creation. According to the Office of Basic Education Commission (2019), active learning emphasizes learner interaction with teaching methods, stimulating higher-order thinking through analysis, synthesis, and evaluation. Learners are not just listeners; they must read, write, question, and discuss. They engage in practical activities, taking into account their prior knowledge and individual needs. The role of the learner shifts from a passive recipient of knowledge to an active participant in knowledge creation.

Nattawadee Thatdee (2018) defines active learning as a learner-centered process where learners engage in critical thinking, discussion, and skill development in reading, writing, listening, and presenting. This approach allows learners to interact with peers and instructors, gaining knowledge through practical experience, which is more enduring than rote memorization or lectures.

Jittnarong Iamsamang (2015) describes active learning as a learner-centered teaching approach where learners think and participate in learning activities, using tools and expressing their understanding. They share responsibility for the outcomes, with instructors providing guidance and integrating diverse teaching techniques. This approach aims for learners to apply classroom knowledge to real-world situations.

Wicharn Panich (2013) notes that learning is a transformative process resulting from experiential learning, enhancing performance and future learning capabilities. Learning involves changes in knowledge, beliefs, behaviors, or attitudes, with long-term impacts on thinking and behavior. It is not something given to students but something they actively do for themselves, influenced by their interpretation and response to experiences, both consciously and unconsciously, in the past and present.

Gifkins (2015) defines active learning as organizing learning activities where learners interact with content in ways that express thoughts through learning activities or processes. This aims to stimulate thinking about the content rather than merely transmitting information, with the goal of developing participation skills in activities, discussions, and application of principles to promote high-order thinking and analytical thinking.

In summary, active learning is a process of organizing learning activities that allow learners to engage in every step through practical experiences. Learners exchange knowledge collaboratively, engaging in activities that enhance analytical thinking and personal expression, with instructors providing guidance. This enables learners to independently construct knowledge from learning activities and achieve desired outcomes.

## Active Learning Management Models

Learning management that emphasizes the roles and participation of learners means allowing learners to take the lead in their own learning process. There are various models, such as those proposed by the Curriculum Development Unit, Office of the Basic Education Commission (2019), which suggest activity-based learning. This approach evolved from the late 20th-century concept of learner-centered and participatory learning, or "active learning," which emphasizes learner involvement and roles. "Activity-based" means using activities as a foundation to train or develop learners, achieving defined objectives or goals. Examples include debates, exploratory activities, and scenario-based learning, stimulating critical thinking and encouraging self-directed learning rather than passive listening and rote memorization.

Experiential Learning involves learning from concrete, hands-on activities and experiences, leading to abstract understanding through reflection. This approach fosters continuous learning through challenging experiences, emphasizing learner participation and interaction among learners and between learners and teachers, expanding knowledge networks through various communication activities such as speaking, writing, drawing, role-playing, and multimedia presentations. This facilitates the exchange, analysis, and synthesis of learning.

Problem-based Learning (PBL) uses problems to stimulate learners to hypothesize about causes and mechanisms, researching relevant knowledge to solve the problem. Learners may lack prior knowledge but utilize existing or previously learned information. PBL encourages self-directed learning, problem-solving, decision-making, and teamwork, applying learned skills to real-life situations. It's an experiential learning process starting with direct experience from a problem, progressing through reflection and thought processes to broader knowledge and understanding, applicable to new situations. PBL aligns with constructivism, encouraging learners to analyze problems, question, reflect, and interact within groups to discover or create new knowledge based on existing understanding. It creates conditions conducive to learning.

Project-Based Learning (PBL) provides learners with structured, real-world work experiences. This allows for hands-on learning, problem-solving, reasoned inquiry, experimentation, and self-assessment. Learners plan, develop leadership and followership skills, and enhance higher-order thinking. Teachers act as facilitators, guiding learners' self-directed research. This combines practical experience with observation and learning from experts. Group work leads to new knowledge synthesis, documented project processes, and tangible outputs. Project-based learning emphasizes real-world experience and skill development, aligning with Bloom's Taxonomy's six cognitive levels: knowledge, comprehension, application, analysis, synthesis, evaluation, and creativity. It is learner-centered, with teachers providing support and encouragement.

In summary, Active learning is a teaching approach that emphasizes learner engagement by incorporating a variety of teaching methods and techniques into the design of lesson plans and learning activities. This approach encourages students to think critically, synthesize information, and apply their knowledge in practical situations. Moreover, it fosters interaction among students and promotes the development of qualities that align with the demands of the modern era.

### **Roles of Educational Administrators**

The Office of the Teachers Council Secretariat (2013) has established the Teachers Council Regulations on Professional Standards and Code of Ethics of the Profession B.E. 2556, in Section 2, Article 12, which details the performance standards for educational administrators. They must adhere to the following operational standards: 1. Engage in academic activities to continuously advance the profession of educational administration. 2. Make decisions for various activities with consideration of the impact on the development of personnel, students, and the community. 3. Commit to developing colleagues to perform their duties to their fullest potential. 4. Develop organizational plans that can be practically implemented to achieve real results. 5. Develop and apply management innovations to achieve progressively higher quality outcomes. 6. Perform organizational duties with an emphasis on lasting results. 7. Systematically report the results of educational quality development. 8. Set a good example. 9. Collaborate constructively with the community and other agencies. 10. Seek and utilize information for development. 11. Be a leader and develop leaders. 12. Create opportunities for development in all situations. Based on these performance standards,

educational administrators play a crucial role in developing organizations to achieve quality success.

Nuengruethai Malithong (2017) stated that educational administrators must play a role in supporting and promoting the teaching management of teachers. This includes creating educational development plans, curricula, teaching management, supervision and evaluation, problem-solving, decision-making, morale boosting, and public relations, which will enhance the efficiency of teaching management and enable the organization to achieve its goals.

Suthikan Borieak (2021) defined that in educational management, administrators have a key role in developing the quality of learners towards tangible success. School management must therefore be efficient and effective. Administrators need to integrate educational management theories appropriately and innovate new methods that align with the conditions and context of the educational institution, to genuinely elevate the quality of education.

In summary, the role of educational administrators is to drive the advancement of educational quality. They must possess knowledge, competence, and a broad vision in management, from policy formulation, strategic planning, and conceptualization to practical implementation. This impacts the development of educational quality in various aspects, whether academic work, personnel management, budgeting, or general management. Additionally, they strive to develop colleagues to perform their duties to their fullest potential.

### **The Roles of Administrators in Promoting Active Learning**

School administrators play a significant role in the success or effectiveness of educational operations. They are academic leaders managing teaching and learning, as well as curriculum administration in schools. As Khemthong Sirisangleat (2012, pp. 51-52) stated, there are five important roles in learning management in educational institutions: organizing the learning management system, supporting the learning management system, facilitating, supervising, and monitoring and evaluating. The details are as follows: 1. The role of organizing the learning management system 2. The role of supporting the learning management system 3. The role of facilitating 4. The role of supervising educational administrators 5. The role of monitoring, following up, and evaluating.

Nuanjit Chaokiritipong, Benjalak Na Fa, and Chadjen Thai Tae (2002) stated that school administrators play a crucial role in learner-centered education. This includes supporting various facilities, as administrators are pivotal in ensuring the success of learner-centered education, which in turn impacts the quality of learners to become complete Thai individuals as stipulated by the National Education Act of 1999. This act aims for Thai people to be physically, mentally, and intellectually complete, knowledgeable, capable, moral, ethical, and culturally adept in living harmoniously with others. Furthermore, the learner-centered learning process helps instill correct awareness in learners concerning creativity, self-reliance, a continuous desire for knowledge, the importance of local wisdom, conservation of natural resources and the environment, equality, law-abidance, universal knowledge, democracy, national arts and culture, and the importance of continuous self-learning. Therefore, administrators need to shift their vision from traditional management to one that supports learner-centered processes. This involves management that focuses on individuals, considering their needs, differences, interests, empathy, and the desire for participation from all personnel. Such a vision will lead administrators to adjust their management behavior to set an example for teachers, which will then be transferred to teaching behaviors that emphasize learner-centered approaches

Tisna Khaemmani (2002, pp. 14-15) stated that in learner-centered teaching, school administrators must support adequate media, materials, and learning resources, create a conducive school environment for teaching and learning, encourage teachers to develop all

forms of learner-centered teaching, and promote activities that align with individual differences, allowing learners to fully develop their knowledge, mental, emotional, and various skills. Administrators must also encourage learners and teachers to act as motivators, preparers, facilitators, providers of stimuli, and guides for learners in planning activities.

The Office of the National Education Commission (2000a) suggested that school administrators should have roles in managing schools that prioritize learner-centered learning as follows: 1. Change management concepts to reform learning by supporting and collaborating with teachers and instructors in organizing learning activities. 2. Define strategic plans for school development in the school constitution with plans for learning reform according to the National Education Act's educational management guidelines. 3. Use learner assessment results to define school policies. 4. Manage to facilitate teachers' freedom to think, develop learning models, conduct classroom research, and exchange knowledge among fellow teachers, working in teams to develop learning outcomes according to curriculum standards. 5. Develop a school environment conducive to learning, allowing various learning resources to be used as classrooms. 6. Establish an internal supervision system to continuously assist teachers with curriculum and learning management.

In conclusion, the roles of administrators in promoting active learning management include facilitating various aspects such as promoting a learning-friendly atmosphere, organizing learning activities, providing adequate media, materials, and learning resources, and promoting learning processes that foster positive development in both learners and teachers, assisting teachers with curriculum and learning management.

## Conclusion

School administrators play a crucial role in promoting active learning management, which is a learning approach that emphasizes student participation and hands-on practice. The role of administrators includes setting policies that align with active learning, supporting and developing teachers' capabilities, and allocating necessary resources and technology for learning management. Additionally, administrators are responsible for creating an environment conducive to learning and supporting the development of challenging and creative learning activities. These activities help enhance students' analytical thinking, problem-solving, and collaboration skills. Such roles directly impact the improvement of educational quality and prepare students to adapt and apply skills effectively in everyday life.

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