

## **Good Governance Asean Countries With Education Policy In 3 Southern Border Provinces Of Thailand: Yala, Pattani, And Narathiwat**

**Warisah Wanaeloh**

*Andalas University*

*Email: warisahwanaeloh77@gmail.com*

### **ABSTRACT**

Educational management in the three southern border provinces must be arranged following the context of a multicultural society with diversity from other regions of Thailand. Because people in the three southern border provinces have different language education from other provinces in Thailand, such as Malay and Arabic, etc. Therefore, this article is essential to those involved in sharing. Find the direction of educational management in the three southern border provinces and educational opportunities that people in the area should receive, both domestically and internationally. The quality of Education in the multicultural society in the three southern border provinces consists of academic achievements according to the curriculum of the Ministry of Education, including people who graduated from abroad can compare their qualifications to work in Thailand. Desirable characteristics and skills in a multicultural society, including education policy in the area with details of Good Governance involved because some people in the area can study abroad. In this regard, one of the elements that are important in the development of sustainable and long-term quality Education in the three southern border provinces is parental participation in education management. Therefore, those involved in education management in the three southern border provinces should seriously and continuously develop the quality of Education there.

**Keywords:** *Good Governance, Policy, Educational Quality, Participation, Three Southern Border Provinces of Thailand*

This article is licensed under [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/) 

### **INTRODUCTION**

Three southern border provinces, which means Pattani, Yala and Narathiwat are areas with diversity in race, language, religion and culture different from other social contexts. Thailand is known as a multicultural society with southern Thai Muslim cultural groups, Southern Thai people and Thai people of Chinese descent who must learn and Live together in harmony with Central Thai culture as the primary national culture. From the past until At Present, there has been an effort to improve the quality of Education for a long time, which may consider two critical issues: fundamental factors affecting the development of education quality; and the quality of Education in a multicultural society.

Fundamental Factors Affecting Educational Quality Development Educational management in the three southern border provinces has various fundamental factors that affect the quality of Education in many respects, such as education policy. Education Executive School administrators, educational programs teachers and educational personnel Media and Technology and social, economic, and political environments, which these fundamental factors Education Executive school administrators' teachers and staff the study was developed using a method. A variety of activities, such as policy changes educational curriculum development of teaching and learning process development of teachers and educational personnel development of learning materials and Technology, the development of such issues even though it has been implemented for a long time. However, it did not affect the quality of Education in the three southern border provinces.

Causes to continue to search for answers that There are other issues. Is it essential and affects the quality of Education again? School administrators, Teachers and educational personnel overlook or give little importance to participation in managing the Education of parents involved in Education. This factor deserves serious and sustainable development since parents are closest to and spend most of their time with the students. Where parents play an essential role in the learning of students of all ages of students starting from the time of pregnancy, infancy, early childhood and the age of initiation to the education system until graduation In. Parents play a role in creating readiness for learning and a knowledge base for students. Forming the habit of learning to help supervise and support student learning from the above parental role shows that parents' participation in learning management is a sustainable quality of Education, especially in the three southern border provinces where people of various backgrounds live together. So, parents are essential. They are significantly improving the quality of Education.

The fundamental factors of parents may cause problems with the quality of Education because most of the population is religious. Islam views the state's Education as inconsistent with the way of life. Including the level of Education and income of most parents. Quite a few needs help in seeing the importance of Education. It also results in participation in the Education of parents. In the past, three southern border provinces were unsuccessful and proceeded with difficulty. Therefore, schools must promote Realizing the importance of Education and seriously participating in the education management of parents for parents to encourage, support, supervise and follow up on student learning, including advice on how to live in a multicultural society for students so that they can live happily and with quality in a multicultural society.

Quality of Education in a multicultural society the three southern border provinces are different from other areas in Thailand.

Because it is a society where people of different cultures live together, known as a multicultural society, where the local education factor is highly linked to the cultural identity of the local people in the three southern border provinces in terms of language, religion, history, culture and ethnicity The goal of educational quality is different from other areas as well So executive education school administrators Teachers and educational personnel must have knowledge and understanding in the multicultural social context and can apply knowledge to improve the quality of Education through the process Provide teaching and learning for students, parents, and those involved in education management to learn based on cultural differences and understanding. Accept and respect cultural diversity. Moreover, they can live together in society happily. The critical question that will be the basis for developing the quality of Education in the three southern border provinces is how was the quality of Education in the three southern border provinces in the past? Moreover, guidelines for improving the quality of Education in the three border provinces.

Looking back at the quality of Education in the three southernmost provinces

In the past, Thailand has tried to create a unique Thai identity. The integration policy for national solidarity created a common language as the Central culture to remove differences and make a similar. For this reason, Thailand's education system has always announced a single curriculum. This will prepare people to enter the mainstream culture, including learning Thai culture, traditions, and the Thai language, especially in terms of preparing for living in

the city rather than learning culture and language. Local traditions due to the current Thai constitution of 2017, sections 1, 4 and 5 mention fundamental human rights and freedoms under the Kingdom of Thailand and the National Education Act of 2010, sections 22 and 23 with contents. Decentralize administration and education management to localities with diverse cultures. Especially the arrangement of Education in the three southern border provinces that provide Education amid differences in educational management the three southern border provinces.

### **Problems with the quality of Education in the three southernmost provinces**

Education management in the three southern border provinces adheres to the same educational management guidelines as the overall education management of the country according to the National Education Act B.E. 2542 and amendments in B.E. must be to develop Thai people to be perfect human beings in terms of body, mind, intellect, knowledge and morality. Have ethics and culture in life and live happily with others. Office of the National Education Commission, which corresponds to the Vision of the Basic Education Core Curriculum Ministry of Education, intends to give learners a balance in terms of body, knowledge, morality, ethics and desirable values. Adhere to the principles of religion, adhere to the philosophy of sufficiency economy, can communicate, think, solve problems, use Technology and have life skills. They have good physical and mental health. Therefore, the quality of Education in the three southern border provinces in the past was determined by academic achievement according to the curriculum of the Ministry: education and desirable characteristics as students in other areas of Thailand. Therefore, the education management in the three southern border provinces still needs to improve. As a result, the quality of Education has deteriorated for a long time and tends to continue to decline.

The problem of education quality in the three southern border provinces is evident and has gone hand in hand with education management. in the three southern border provinces for a long time, although many academics in education management have tried to find a solution. Quality of Education, The National Bureau of Educational Testing Service has adopted the Basic National Test (O-NET) to measure and assess the quality of Education in Thailand and the three southern border provinces. The results of the national level educational test the baseline of elementary school students in the three southern border provinces from 2017 to 2022 had lower than average scores. The national average for all subjects and all levels and test results for Basic national Education of Highschool Class 9 and Highschool Class 12 students in the three southernmost provinces Have an average score of less than 50 per cent in almost all subjects, which is lower than the national average and other educational areas across the country and tends to continue to decline in academic achievement. The steadily decreasing level of primary national Education has led to problems in improving the quality of teaching and learning in the three southern border provinces. Social and cultural problems in education management efficiency problems These problems directly affect management efficiency. Education and teaching quality also deteriorate, and it is essential to urgently fix it, especially in the three southern border provinces that focus on developing student achievement.

### **Causes of educational quality problems in the three southern border provinces**

Management of Education in the three southern border provinces from the past to the Present Still sticking to the development of achievement the student's learning is primarily rather than the development of desirable characteristics of the students as in education management. Other regions and overall education management at the national level Because the school's educational quality is ranked by bringing the test results from measure achievement and the criteria for measuring results are applied. Come to assess the progress of administrators and teachers and the allocation of school budgets. This drives the school to increase test scores by organizing tutoring sessions for academic achievement tests. Therefore, the goal of education management according to the guidelines of the Act The study and approaches to measuring and evaluating the quality of Education are distorted from the intentions of education management in order to Students are human beings who are physically, mentally and intellectually perfect, transformed into educational arrangements for examinations and assessments. Academic results However, tutoring for exams and academic assessments does not improve the scores of the test results in the picture. Overall, much better. As a result, the problem of education quality in the three southern border provinces is still a persistent problem waiting to be resolved, which reflects the unsuccessful use of a single curriculum in educational management in various contexts. Culture in the three southern border provinces

Educational management in the three southern border provinces is highly linked to the local people's cultural identity in terms of language, religion, and ethnic history. Previously, educational management aimed to enhance national character to show culture. It has also received responses from local societies whose culture differs from the primary culture by reflecting the opposition to the education system from the state into the local society. People often give importance to the Education of their young children because they see that Education is inconsistent with their way of life. Philosophy and religion in addition, it was found that there was a dropout problem. Moreover, the continuing education rate is lower than the national average. As a result, the three southernmost provinces have become People who received the lowest level of Education compared to other local public systems.

Therefore, public education management is trying to expand into this locality. It is, therefore, slow and gradual, along with the formation of obstacles of feeling against Education in the school system, which has a curriculum and learning philosophy that is different from the system—the traditional educational value of the large group of people in the area.

### **Factors Affecting Educational Quality Development in the Three Southern Border Provinces**

In the three southern border provinces, there has always been a problem with the quality of Education, despite many agencies needing help. Try to solve the problem by developing factors that affect the quality of education development, such as educational policies and curricula development. Development of teachers and educational personnel and the support of media and Technology but solving only those fundamental problems may not solve the education quality problem because the factors that affect the quality of Education may come from several vital factors together. As will be briefly mentioned as follows:

Education policy Changes in education policy are often followed by changing ministers of Education. Thailand's education policy needs more stability, where education policy is beautiful but cannot be implemented or does not exist. Follow up on the implementation of the policy from the education administration seriously. Alternatively, the recipient of the education policy implemented a need for more knowledge and understanding about the policy. Therefore, it is not possible to implement the education policy properly when looking back at the education policy of Singapore, where the national education policy has been laid for 20 years, whether there is a minister, or Any government has the same national education policy. which has stability in education management and has objectives and guidelines for operating according to a clear policy along with the development of those involved in a systematic way to make education management possible effectively.

The course of educational study curriculum does not respond to the needs of learners and the multicultural social context by emphasizing the adherence to the primary education core curriculum, which is education management based on the core curriculum. However, because of the area, The Deep South differs from other areas of Thailand due to its diversity of races, languages, religions and cultures. There should be a specific curriculum that meets the needs of students and people in the context of the Deep South. Guidelines for educational development, such as the multicultural studies curriculum or professional courses Forms of educational management from the past to the present Thai scholars have adopted various educational management styles. International models such as Teach Less Learn More, Flip Classroom, Brain-Based Learning (BBL), Science Technology, Engineering and Mathematics (STEM) and Professional Learning Community (PLC) have been applied. Thai Education, regardless of the context, is different between the Thai context and the foreign context. The development of educational quality still needs to be consistent with the context of a multicultural society. In the three southern border provinces, as a result, the development of quality of Education could only partially develop or achieve the goals set by the lack of teacher development to understand and teach according to that model sufficiently. There is also a need for more supervision and monitoring of operations. Tasks according to the learning style teachers and educational personnel, the number of teachers and educational personnel still needs to be increased to meet the school's needs.

From 2011 to 2022, in the three southern border provinces, 6,176 teachers requested to transfer schools, but 1,843 were able to transfer schools, causing many schools to lack teachers and teachers having to perform their duties and have a heavy burden. Must teach multiple subjects and be responsible for multiple classes. Which results in inefficient teaching of teachers and affects the learning of students, teachers and personnel. Education needs to gain knowledge and the ability to operate. Lack of regular training or self-development and teachers' lack Determined to teach teachers to use of Patani Malay in teaching cause students to lack the opportunity to develop Thai language communication skills, both Listening skills, speaking skills, reading skills, and Thai writing skills of the students. Make learning and understanding the content of the lessons, students are late, and teachers have workloads other than teaching large volumes. This keeps the teacher out of the classroom and conducts the lesson. not fully

The problem of unrest in the area in the three southern border provinces, there has been unrest for a long time, causing fear. There is mutual suspicion between citizens and local

government officials in the work of teachers who are concerned about safety. As a result, quality teachers and educational personnel from outside the area do not dare to enter the area, and even Teachers in the area also moved out of the area, causing the school to lack the opportunity to acquire qualified personnel to teach and teach in the area. Three southern border provinces, due to the distrust between teachers or government agencies and people in the area and cultural differences of the people in the area, cause suspicion of each other, resulting in the development of the quality of Education not being fully effective.

Parent involvement in the process of solving many problems, the things mentioned above have been overlooked or given to

Less important to the issue of participation in teaching and learning management of parents of students the reason may be that it requires a build—understanding and takes a long time to implement. The parents themselves have little role in the students' learning and do not give importance to student education Because most social conditions focus on less Education. Parents received little Education, and There is a view towards education management inconsistent with the way of life. Poverty and lack of job security Inefficient quality of life, parents and students focus on making a living rather than taking care of students' learning. Which the problem of giving the importance of parent and student education is the main factor that persists in the quality of Education and results in unsuccessful efforts to improve the quality of Education. This also results in other problems followed in a chain, such as a problem of creating an appropriate learning foundation for students. Do your parents not speak Thai at home? Try to train your children to use the Thai language at home. Regulatory problems and follow-up on student learning problem of participation in educational management and problems reflecting on parental education management Another reason that the component of parental involvement and student learning is an essential element in developing the quality of Education is that parents. have much time with their children Able to train, teach, supervise, monitor the study behaviour and life of students Better than having only a teacher who monitors and monitors the learning behaviour of students alone.

From the problems, it can be concluded that in the past, the problem of education quality persisted in the three provinces. The southern border has constantly been developing factors that affect the quality of Education as well. Therefore, in education management, In the future, educational quality goals and educational management guidelines should be set to be suitable for the social context. Multicultural and in line with the people's way of life in the three southern border provinces, Including promoting parental involvement. In learning management to lead to the sustainable development of the quality of Education in the three southern border provinces and in front of the quality of Education in the three southern border provinces

For the three southern border provinces, Education is managed using the primary education core curriculum to achieve the quality of Education that meets national standards and creates a specific quality of Education for society as well. The study management using the primary education core curriculum aims to provide learners with the knowledge, skills and characteristics required by the curriculum. Moreover, goals are set that all students must pass the learning assessment desirable characteristics and student performance for learning in school and living in society happily and with quality. The three southern border provinces are unique. A society in which people of different cultures live together. Therefore, the goal of

education management in a multicultural society Emphasis that learners be able to learn, understand, accept and respect cultural diversity. as well as Successfully experience the completion of studies and be able to enter society happily (Chemi & Buaraphan, 2023)

### **Expected quality of Education in the three southern border provinces**

As for the quality of Education in the three southern border provinces, it combines general education quality and character. Local-specific students must have academic achievements following the curriculum aligned with the Ministry of Education curriculum. Desirable characteristics to develop students' characteristics for learning quality and morality. Furthermore, skills in a multicultural society to develop students' characteristics and promote happy living together in a multicultural society(Mahayani et al., 2010).

Skills in a multicultural society include Students have knowledge and understanding of the history, importance and differences in politics, economy, society, language and culture of a multicultural context. Moreover, live based on Thai awareness, acceptance, respect for cultural differences and a positive sense of multiculturalism. have equality, justice and freedom, aesthetics, skills in coexisting and working with others in a multicultural society happily and a good attitude, knowledge and basic skills for further study Sufficiency Economy Philosophy and Livelihood.

In this regard, education management in a multicultural society is essential to develop students to be physically, mentally and intellectually perfect and to live happily together in a multicultural society.

## **METHOD**

### **Important method contributing to Sustainable education quality development in the three southernmost provinces**

Education management is for the benefit of all people, groups, communities and societies. The quality follows the primary education core curriculum. It is consistent with the education management in the context of the three southern border provinces and creates a feeling of acceptance of education management. Therefore, taking part in public education management is a matter. extremely important

Parents' involvement in learning is an essential educational factor that solves quality problems. Education can be sustained and directly affect the quality of Education of students as well (Chuchuen, 2012)), as stated by the Office for Educational Standards and Quality Assessment. (Pawabutra & Pailai, n.d.)said that the quality of Education is the quality of learners with high academic achievement and good quality. The quality of such learners depends on the attention of parents, guardians and communities, a standardized administrative system and a quality teaching system. and directly affects that learner have desirable and quality learning behaviours and indirectly affects the administration system and the teaching and learning system standardized This will lead to the development of students to have high academic achievement and good quality. Therefore, schools should have guidelines Proactively encourage parents to see the importance of Education and participate in education management by meeting parents as a whole or individually to promote understanding and point out the importance of Education. Education and entry participation in education management Guidelines for participating in education management and guidelines for improving the quality

of Education, including creating educational cooperation between parents, communities and schools.

**Guidelines for educational management to improve the quality of Education in the three southern border provinces.**

The management of Education in the three southern borders provinces have an exciting factor, multiculturalism, because the three provinces' southern border has a variety of cultural differences. Multicultural education management helps build understanding. It is an educational process to create skills in a multicultural society for students. Therefore, most of the southern border proceeds to comply with Islamic principles as most of the population is Muslim. The development of educational quality is considered in 3 ways:

1) Guidelines for educational institution curriculum development

Integration of school curriculum according to the boundaries of religion, interests, and aptitudes of students. The school curriculum combines core curricula and local, provincial, and international contexts. Therefore, the curriculum must correspond to and responds to the diversity of students and the local context by local stakeholders Participate in the preparation of the curriculum for educational institutions as (Chemi & Buaraphan, 2023) said the same thing. In teaching and learning according to the context, the three southern border provinces need to develop an educational curriculum. To be consistent with the problems and needs of the community and locality and the integration of school curriculum within the boundaries of religion and cultural traditions. To effect educational equality for all students. Through the educational process that teaches and prepares learners to learn with determination based on differences, including developing professional courses. Professional skills are essential in building security for students and their families. And the promotion of essential professions in the community. To be accepted and continue to inherit

The National Education Act of 1999 and its amendments in 2002 set out guidelines for education management to develop learners according to their potential. By knowing oneself able to manage to learn to occur at any time and

Every place has coordination with parents, guardians and people in the community to jointly develop students. Moreover, the establishment of all forms of lifelong learning resources with the knowledge of careers to support themselves and their families happily (Bhatta, 2015). Educational institutions must promote vocational programs in line with the diversity of students. Student needs and multicultural social context by promoting cooperation from students, parents, communities, and educational agencies in the country and abroad. In presenting a comment request and recommendations for curriculum development Including inviting parents to be local speakers on multicultural studies. Professional courses and the study of learning resources in the community

2) Guidelines for Teaching and Learning in Educational Institutions

Encouragement for teachers to integrate learning subjects and multicultural studies from the community into international Education. This is because integrated teaching and learning is a holistic teaching that is very important in the three southern border provinces that must be created for teachers—awareness and cooperation in teaching, integrating learning and

multicultural studies. Moreover, there must be follow-up supervision for effective integration of teaching, including integrating multicultural Education in teaching and learning in three provinces. Southern border to promote understanding accepting cultural diversity and living together in a multicultural society happily (Carino, 2003). It is holistic education management that organizes activities, integrates content appropriately, and prepares students to study abroad, including teaching and learning. With the ability of students to promote and develop students following the diversity of students, it is a student-centred teaching and learning management. It is the centre of teaching and learning management, which must use media and Technology is used in teaching and learning for maximum benefit. Including encouraging parents and communities to participate. In integrating multicultural education teaching and learning by bringing local speakers in multicultural Education to educate. For students and taking students to learn in the multicultural education learning resources in the community

The Office of the Basic Education Commission has set standards for teaching and learning; teachers must analyze student potential and understand students individually. Can provide student-centred teaching and learning; be able to use media, innovation, Technology, and learning resources to develop learning and assessment results. Let us modify teaching and learning to develop students to their full potential. There is research to improve student learning and bring results. Used to develop students

### 3) Guidelines for learning process development

Development of the learning process in addition to the teachers who are responsible for teaching students in the school. The opportunity for communities, parents and education agencies from countries such as Saudi Arabia, Jordan, Malaysia, Indonesia, Brunei, Japan, America, England and others to participate in the development of the learning process is an exciting issue. Very much which may split into 2

## **RESULTS AND DISCUSSION**

### **Community participation in organizing overall learning activities**

They are encouraging parents, communities and society to organize the learning process. Because of that, the community took part in learning activities. Which will raise awareness and build relationships between schools, parents and communities as the Office for National Education Standards and Quality Assessment. The Public Organization said that the importance of educational networking by determining the criteria and methods for external evaluation of educational institutes. The second round of fundamentals (2006-2010) is that educational institutions must promote relationships and cooperation with communities in development (Mahayani et al., 2010). There is a system and mechanism to promote relationships and cooperation with the community in education development. Educational institutions have activities that promote relationships and cooperation with the community in developing Education. Therefore, the development of the learning process in the three provinces the southern border must have an activity plan consistent with the curriculum by encouraging parents, families, communities and society to participate in organizing the learning process.

In this research, (Chemi & Buaraphan, 2023) found that community participation is the primary function of educational institution administrators in coordinating good relations

between communities and educational institutions. Both in terms of the management of educational institutions in the picture of school board Giving the opportunity for the community to participate in solving the teaching and learning problems of teachers and students (Witthayanon, 2012).

Participation is to encourage the community to use more educational services. Building good relationships with schools and communities and establishing networks with other educational institutions in the form of partner schools This may be because school administration must have a relationship with the community, develop policies and set guidelines for school development. By providing opportunities for the community to participate in activities, Join and exchange ideas for school development. Moreover, networking with other educational institutions as a partner school is in line with participation with parents, communities, local communities and various organizations for cooperation and mobilization of education management in line with the community's needs. Which is an educational service recipient and who is involved in the development of the school (Miles & Huberman, 1984). Encouraging parents, communities and all relevant parties to participate in the development

A learning process that focuses on the benefit of the learners. The direct role of parents is to supervise the learning and behaviour. of students closely. Therefore, reporting student learning outcomes to parents is crucial to raising awareness. In taking care of students' learning, parents are encouraged to monitor their students' learning continuously, which is an essential factor. Another thing that affects the quality of Education sustainably.

### **Encouraging parental participation in individual learning activities**

In managing that learning Perhaps divide students into two large groups. A student with good learning skills and the ability to care for themselves and students with low learning skills and their parents must be closely supervised. The students in the first group have good learning skills able to learn and follow up on their abilities. Another group of students, Parents, must supervise their studies closely because this group of students may need to pay more attention to study. Not taking responsibility for assigned tasks or not learning to the total ability Parents must support, encourage, supervise and closely monitor their students' learning and use individualized student supervision processes (Sanwises, 2012). Listen to learning problems and take part in solving them. Student learning seriously and continuously

Therefore, sustainable education quality improvement promotes parents' participation in learning management by parents being able to participate in learning management at all stages of student learning. Starting from Preparing basic skills for students, motivating students to promote learning, supervising students' studies closely, including expressing opinions on teaching and learning management, and participating in the cooperative exchange of knowledge by participating in students' learning at all levels. Parents can supervise and follow up on student learning from notebooks, workpieces, or student learning activities. Parents can inquire about studying from students as a preliminary and examine students' notebooks and workpieces to see how the learning process is and if students have completed their homework, assignments, and learning activities (Farazmand, 2004). In this regard, parents can inquire about the learning behaviour of students to find ways to solve problems and develop individual student learning from a mentor, including the show Opinions on participation in teaching and

learning management, cooperation in teaching and learning management and exchange of knowledge Taking care of students' learning and life Parents spend much time with students and know students very well. Therefore, parents should cooperate with school and teacher advisors in teaching, supervising and monitoring behaviour. Study and life of students to be practical. Which will enable students to learn well and live in a multicultural society happily. This is another factor that makes parents living in the city more involved in their student's learning. Parents living in rural areas because of the fundamentals of Education and social status of parents and social context the competition results in parents and students realizing the importance of Education and parents participating in management. Learning more about students expressing opinions and asking questions in learning management is to create clarity in managing to learn for students and parents. When parents supervise students' learning, parents may have comments or issues of doubt about student learning management in which parents should express their opinions about learning to teach and recommending guidelines for teaching and learning management and guidelines for improving the quality of Education. Exchange of knowledge Parents are speakers or encourage the exchange of knowledge. Participation in learning activities in Organizing school learning (Balai Pustaka, 2001), such as parent-teacher meetings. Being a local speaker in various fields and educational support through the cooperation of domestic and international education agencies. Because most of the educational opportunities in the three southern border provinces are mostly through embassies.

Parents support and promote school learning activities as appropriate, such as budget support and other assistance to the school, such as studying learning resources in the community, provinces, and abroad.

## **CONCLUSION**

Educational management in the three culturally diverse southern border provinces ensures quality education by implementing a primary education core curriculum, establishing school curriculum guidelines, and developing teaching and learning processes. School administrators, teachers, educational personnel, and stakeholders, both domestic and international, contribute through Good Governance, supported by international educational cooperation. This approach aligns with the primary education core curriculum to develop students according to national standards while respecting the multicultural context of the society. Meeting the needs of the local community is essential for creating quality education that fosters a harmonious and inclusive society. Parental involvement is particularly critical, as parents play a foundational role in school education management, teacher instruction, and student learning, influencing curriculum development, teaching management, and the learning process from early childhood to graduation. Educational institutions must encourage parental participation to emphasize the value of education and foster collaboration in school management, teaching, and learning. Parental engagement in the three southern border provinces is especially significant for establishing Thai language skills as a learning foundation, which is vital for advancing educational quality in the region. Schools should proactively enhance educational quality by inviting input from students, parents, and the community to shape curriculum development, encouraging local voices in multicultural and professional courses, utilizing community learning resources, and consistently monitoring student progress.

## REFERENCES

- Balai Pustaka, P. N. (2001). Kamus besar bahasa Indonesia. (*No Title*).
- Bhatta, G. (2015). *International dictionary of public management and governance*. Routledge.
- Carino, L. V. (2003). The concept of governance. *Introduction to Public Administration in the Philippines: A Reader*. Alfiler, et. Al.
- Chemi, N., & Buaraphan, K. (2023). Developing the Multi-Cultural Literature Learning with Technological Pedagogical and Content Knowledge Model for Grade 11 Students: A New Challenge. *International Conference on English Language and Teaching (ICOELT 2022)*, 225–233.
- Chuchuen, S. (2012). Suthirat Chuchuen (2012). Multicultural Studies in the Three Southern Border Provinces. *Alternative or Survival, Academic Journal Faculty of Humanities, Social Sciences Mahidol University* 8(2), 123-136. *Multicultural Studies in the Three Southern Border Provinces. Alternative or Survival, Academic Journal Faculty of Humanities, Social Sciences Mahidol University*, 8(2), 123–136.
- Farazmand, A. (2004). Sound governance in the age of globalization: A conceptual framework. *Sound Governance: Policy and Administrative Innovations*, 1–23.
- Mahayani, P. A. S., Sujana, I. K., & Keperdataan, H. (2010). *Implikasi Hukum Persetujuan General Agreement on Trade in Services (GATS)–World Trade Organization (WTO) Terhadap Pengaturan Kepariwisata di Indonesia*. Denpasar: Fakultas Hukum Universitas Udayana.
- Miles, M. B., & Huberman, A. M. (1984). *Qualitative data analysis: A sourcebook of new methods*.
- Pawabutra, S. S. C., & Pailai, T. (n.d.). *A Model of Transformational Leadership for Small Primary School Administrators in the Northeast Region*.
- Sanwises, P. (2012). Paranathat Sanwises. (2012). Community Participation in Basic Education Management of Primary Schools. *Building Theory from Foundations, Journal of Educational Administration. Community Participation in Basic Education Management of Primary Schools. Building Theory from Foundations, Journal of Educational Administration*.
- Witthayanon, N. (2012). Nantaphon Witthayanon. (2012). Education management model in primary education institutions for peace in border regions. *Education Management Model in Primary Education Institutions for Peace in Border Regions*.