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Sustainable Education Leadership A Managing Ability Educational 4.0, Thailand

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ABSTRACT

Thai's education 4.0 that must of own innovation. This research to highlights of sustainable education leadership a managing ability educational 4.0. Instruments were the interviews, questionnaire. Collections came from documentary, interviews, survey with participants to the data. Factors to sustainable education leadership a managing ability educational 4.0 were to accept change, ready to be the leaders for change, advanced vision, attention communication, technological minded, coordination skills, be modest. Causal factors have empirical data to statistical significance at level of .01. Policy for setting goals a managing ability educational 4.0 as capacity development of sustainable education leadership, budget system organization and supporting factors for educational management, policies to promote education for sustainable development, building the ability to meet the needs of the learners and stakeholders, and building the ability to adapt to local and international contexts. Finally, managing ability educational 4.0 was effectiveness quality education.

1. Introduction

Education management under the 21st century of the changes era to extensive and a rapid flow of balancing the development of educational management to sustainable learning society, and corresponds to education 4.0 as the scholarship integrity to will be able to generate continuous development, including human capital, intellectual capital, financial capital, tool and machine capital, social capital, natural resource and environmental capital. Education is

a competency and talent development to mechanism that instills to the concept of citizens and youth as a key variable of long-term competitiveness. Suwit Maesincee (2017) the global social change trends in Europe, America, people's republic of China, Japan, by a clear trend of change, which was brought up as a transitional factor is the revolutionary Arab spring through the use of social media a making the 21st century an important problem in education, Office of the National Economic and Social Development Board (2017) it needs to be well planned. From finding out processes, techniques and methods for developing education management to be used to support them to keep pace with the changes and to be a driving mechanism for the development of new future skills in learning to formed the concept of skills of the 21st century and a network of cooperative organizations for the development of educational management. Thai's Education 4.0 to Transitions of each era of education can be summarized (Kasem Maesincee, 2016) are to, education 1.0 is a course of educational management that is taught by teachers and students as the recipient, focusing on textbook memorization, and doing exercises according to the textbook, isn't a focusing the learning process of according to the ability to each students, education 2.0 is a student-centered teaching management, there are elective courses that students can choose from based on their aptitudes and interests, as well as start with exciting the teaching materials (e.g., slideshows, videos, movies, modular measurements and assessments, etc.), education 3.0 is a course to increases the core competencies of the students. Desirable characteristics, indicators and curriculum aligned with changes in social, economic, cultural, and political conditions, aimed at developing learners (i.e., good students, intelligent, happy, have the potential to further study, and to work, etc.), and education 4.0 it is the current era that requires its own innovation and education that is consistent with changing students behavior, applying modern technology as a learning tool, focusing on students' innovation. And research with science and technology to increase the competitiveness of Thailand. Praithoon Pimdee, Pornchai Jedaman, et al (2017) to discussion of education 4.0 was the development of educational management to reduce inequality and equality, emphasize the knowledge skills, competencies, innovation, critical thinking, creativity, use and access to technology there are to mechanism and important variables need to be planned step by step, providing comprehensive curriculum, changing the assessment system in accordance with the curriculum, adjusting the training of educational personnel to meet the needs and applying knowledge. Siriporn Pongsrirot (2016) a having leadership in the formulation of educational development plans. That imply leadership from smart planning, vision, foresight into the long-term needs of the future. Leading the strong educational management organization goals.

Challenges of study

The challenges of sustainable leadership and strategies a managing ability of educational management based on consistency and interrelated factors arising from the responsibility and leadership of management in academic, facilitation

and consulting, coordinating for all sectors a working together towards the goals from vision, mission, aims, strategy, planning, implementation of plans, managing organization, personnel organization, assignment, control, supervision, monitoring and evaluation to achieve the goals set. (Keerati Yingyingyong, 2016) Sustainable education development as a process based on the holistic development to ensure a comprehension and balance, the needs to consider carefully all the aspects both to social, economic, environment. (Thailand Development Research Institute, 2018) Opportunity for all parties to participate in development by considering holistic approach in terms of integration, and processes occur on a variety of different economies such as consider developing capability to compete on the basis of their own resources, society, and environment, the need to focus on the needs of all parties must be relevant to the social and cultural context, no negatively impact future development. (Wattana Wongkietrat, and Others, 2015) Leaders of administrators in education organizations to bring methods and approaches to practice requires establishing a common core policy, good model, vision, knowledge, competence, virtue and ethics. Therefore, educational administration will be successful according to the goals. (Teera Rooncharoen, 2016) Self development of leadership in 21st century dynamics era, managing effectiveness educational 4.0. Leadership in the 21st century dynamics era, managing effectiveness educational 4.0 will be a seeing change as an opportunity, where knowing how to find the right the changing and knowing how to created of effective change both outside and within the education organization to the future generation policy, systematic way of looking for and anticipating change, building familiarity with change, and balancing policies between the changes with the continuities. (Thaweesak Sutkawatin, 2018) Because a systematic modernization policy can raise the awareness of the organization as leaders. Also gives the organization the view that the change is an opportunity that arises under a significant role. (Thanakorn IamPan, 2016) the characteristics of leadership and strategic management include creating good and good people by developing and supporting talent, building people who are better than themselves, using talented people, responsible, diligent, patient, and effortless, unselfish. Boonchana Mekto (2017) a having strategy for education management, people management and creating corporate culture values, being a person with skills in the process of creating great power from the personnel around to success exceeds goals.

This research to highlights of the challenges of study aimed to 3 mains of, 1) to analyzed sustainable education leadership a managing ability educational 4.0, 2) to analyzed causal factors which can jointly foresee sustainable education leadership a managing ability educational 4.0, and 3) to analyzed policy recommendations for setting goals and strategies as well as operational plans to accordant a managing ability educational 4.0 to effectiveness quality education.

2. Theoretical and Frameworks

Sustainable development to generally, there are three dimensions: economic dimension, social dimension (e.g., human capital integrates important factors of people's happiness as the base of economic value creation), and natural resource dimensions (e.g., educational environment). Sunate Chaipayang Et al (2018) the educational organizations, therefore, have an important mission as the organization that organizes the learning process for human capital and social capital, all components must be developed integrally, helpful, complementary in systematic, discrete and comprehensive development in achieving goals of the students development. (Kitima Pridi Dilok, 2016) Thai's education management a stepping significantly education 4.0 to major global trends in 21st century that have significant impact on Thailand's education, and to set key overall objectives of Thai education a major global trends have significant impact on Thailand's education. (Natthaphan Khajornan, 2017) Major transformations that can have significant impact on Thailand's education can be divided such as; a) global dynamics as the world stepped into the 21st century are the main trends involved of shift from American century to Asian century, shift from age of prosperity to age of extremity in aspects ranging from environment, politics and business, and shift in power from government and corporate centric governance to citizen centric governance/good governance, b) regional forces regional economic integrations have emerged around the world. Collaborations that are most important, closely related to Thailand are ASEAN community and regional comprehensive economic partnership (RCEP), c) local issues and country strategy as main local issues that have always been critical for Thailand. Nathakorn Raktham et al. (2016) are inequality, middle income trap, instability and households' structural change as country strategy. Thai government has set of mains to strategies including growth and competitiveness, inclusive growth, green growth, balanced, efficient government administration. Education is also declared as one of the priorities within country strategies, nevertheless to education in Thailand still faces with many challenges regarding its implementation to truly raise overall quality of Thai learning system.

Foundation of Thai's education system in 21st century has to be transformed in the following areas to, (1) transformation of identity for Thai people a being just a citizen of Thailand "Thai-Thai" to being a Thai citizen and a part of global community "Global-Thai". Thai people in the 21st century have to be equipped with knowledge and understanding about global dynamics, network of global communities, and global responsibilities, (2) reorientation of priority a focusing on generating workforce to support of economic growth "People for Growth" to serve only the industries to focusing more on the people. Thailand need to aim for maintaining sustainable growth that will create and enhance each person's full potential "Growth for People" to serve people and to build knowledge-based society, (3) shift in paradigm a controlling and deteriorating nature a living, protecting for

sustainable development, (4) transformation of culture from competition to driven society in which people compete and take from one another to collaboration-driven society in which people share and care for one another, (5) drive for becoming 1st world Nation a focusing only on becoming developed country in an economic sense to strengthen dignity of nation through understanding of Thai history and culture. Praithoon Pimdee, Pornchai Jedaman, et al. (2017) the preparation for education to advance to education 4.0 must be done by updating the textbook to be in line with the school curriculum. Assessment system must be changed to reflect the school curriculum. Create innovative education that will further expand into its application, the best way to make students innovate is the use of a project presentation model that uses science and mathematics knowledge to answer development and motivation that will make students enjoy finding answers. education 4.0 in the “Education Output” to create quality system by building strong and integrated foundation to enhance education and increase responsiveness to any changes in 21st century of a putting more emphasis on productivity, equality and balance building, create well-balanced and well-rounded quality citizens. Educational management 4.0 is the development and reduce inequality, equality focus on knowledge skills, competencies, innovation, critical thinking, focus on creativity, and focus on using and accessing technology to an important mechanism and variable in performance, knowledge, skill, competence and competence.

Sustainable education leadership into the leaders a formulating educational development plans that indicate intelligent planning, vision, foresight into the future a leading the goal of education management in the dimension to keep up with the changes, in adding value to educational institutions and personnel, by a keeping the pace with transition from the same mobilization and commitment, identifying problems and solutions, creating a shared vision for strengthening education. (Office of the Education Council Secretariat, 2017) Identification of leaders and practitioners with the competencies, knowledge and skills, creating an operational incentives and creativity to achieve critical goals, focus on results, establishing success through policies, systems and structures. Including the supervision, monitoring and evaluation of strategy adjustments in response to changes. Pornchai Jedaman and Bureau of Personnel and Legal Affairs (2018) has made suggestions on leadership and administrative processes consisting to, 1) being a leader and a good follower, 2) dedication, morale, 3) creativity, 4) good governance, 5) morale, 6) planning and implementing plans, 7) valuation. Leaders will be successful a having three basic skills of technical skills, human skills, and conceptual skills. The points out that leadership to, 1) foresight and influence in development, 2) motivates and guides development, 3) defines methods and coordination, 4) represents a change. The characteristics of leaders as follows, 1) commitment to develop colleagues to be able to follow their full potential, 2) develop work plans to be effective, 3) develop and implement innovative management as a result, higher-quality results are achieved, 4) behave as a good example, 5) collaborate with communities and other agencies constructively, 6) seek and

use information for development, 7) lead and create leader, 8) create development opportunities in any situation. Akpong Sukkamat, pornchai Jadaman, et al. (2017) to summarize the 21st century sustainable leadership under the framework of Thailand 4.0 education, consisting of promoting a balance into the development, competence, management and development, implementation, work and strengthening of parties can participate in the development. Also, leadership of leader's educational management 4.0, the imperative to adhere to principles of systematic management, broad vision, good planning, implementation of the plan, correlated evaluation, which are essential to the development of education into a learning organization to the greatest benefit to the students are to important. The strategies to ability management of education a using the principles of educational management for sustainable development of resource-based competitiveness and organizational competence. Sustainable education leadership a managing ability educational 4.0, ability to meet the needs of learners and stakeholders, the ability to adapt to local and international contexts, adjusting the teachers for training to meet the needs of the knowledge to used, development of learners to be able to create innovations for use must be carried out together. In the conceptual frameworks of the research to the contents and variable study were followed:

• ***The contents;***

1) sustainable education leadership a managing ability educational 4.0 into 7 factors including accept change, ready to be the leaders for change, advanced vision, attention communication, technological minded, coordination skills, be modest, 2) causal factors which can jointly foresee sustainable education leadership a managing ability educational 4.0 of 7 factors, and 3) policy recommendations for setting goals and strategies as well as operational plans to accordant a managing ability educational 4.0 including capacity development of sustainable education leadership, budget system organization and supporting factors for educational management, policies to promote education for sustainable development, building the ability to meet the needs of the learners and stakeholders, building the ability to adapt to local and international contexts.

• ***Variables study;***

1) effects to factors and indicators of sustainable education leadership a managing ability educational 4.0, 2) effects to causal factors which can jointly foresee sustainable education leadership a managing ability educational 4.0 to empirical data including a) exogenous latent variable was causal variable influencing result variable to sustainable leadership, it consists of 2 variables as, (1) atmosphere variable have to 6 factors of organizational structure, challenges and responsibilities in the work, support of peers, motivation, standard of work, feeling of commitment and responsible for the organization, and (2) external pressure variables have to 5 factors of competitive conditions, personnel behavior changes, personnel expectations, trends in technology and innovation development, collaboration between organizations, b) endogenous

latent variable of sustainable leadership variable as observation variable have to 7 variables as acceptance of change, change leadership, forward vision, attention to communication, prioritize technology, having coordination skills, acumen, c) transmitted variable of a managing ability educational 4.0 to observation variable have to 3 variables, including vision, good management, human relations, and 3) effects to policy for setting goals a managing ability educational 4.0.

3. Methodology

The methodology was mixed method research both to qualitative research and quantitative research, including participatory action learning and brainstorming to multi-contextual and cultural perspectives, and survey to provide the most complete research of explanation to summary as generalization of the results, can also providing research results that are deeply descriptive a focusing sustainable education leadership and strategies a managing ability educational 4.0.

- Areas of this study as Secondary Education Area Service Office under Basic Education Commission Office, Thailand, by dividing the study area into 5 regions of consisting South, North, Central, Eastern, Western, and North Eastern. Key informants of individual and group interviews, there are to the president of Clusters, directors and vice directors of Secondary Education Area Service Office were 80 peoples, they all were by purposive sampling and focus groups. The samples to survey, there are to directors of personnel management and directors of the schools were 720 peoples, they all were by multi-stage random sampling.

- Instruments were to, 1) interview questionnaire on (1) sustainable leadership a managing ability educational 4.0 and (2) policy recommendations for setting goals and strategies as well as operational plans to accordant a managing ability educational 4.0 of the structure was an open-ended, verbatim, question-by-question, and answer interview to provide a broad, in-depth, tool-based consistency value, 2) questionnaire on causal factors which can jointly foresee sustainable leadership a managing ability educational 4.0 was a 5-rattng scales with consistency and confidence of the whole questionnaire equal to 0.89.

- ***Data collections of this research to divided of;***

Phase 1:- Analyzed sustainable education leadership a managing ability educational 4.0 was the qualitative research came from documentary and the literature of reviews, including an individual and group interviews, there are to the president of clusters, directors and vice directors were 80 peoples to synthesize the data obtained to effects of factors and indicators to sustainable leadership.

Phase 2:- Analyzed causal factors which can jointly foresee sustainable education leadership a managing ability educational 4.0 was quantitative research as exploratory research to examine the directness of the causal relationship model of sustainable leadership a managing ability educational 4.0 and to study direct, indirect, and combined influences among variables in moderately, data from the samples, there are to directors of personnel management and directors of the schools were 720 peoples by the questionnaire, compiling the complete number of data, and take to the data for analysis with empirical data.

Phase 3:- Analyzed policy recommendations for setting goals and strategies as well as operational plans to accordant a managing ability educational 4.0 was qualitative research from an individual and group interviews, there are to president of clusters, directors and vice directors were 80 peoples to synthesize the data obtained to effects to policy recommendations for setting goals and strategies as well as operational plans to accordant a managing ability educational 4.0.

- Data analysis on the qualitative data using grounded theory a relying on analytical methods as; 1) open coding of creating the most concepts are divided into 2 levels, (1) substantive code, (2) theoretical code is conceptualization on step 2 after creating all the concepts this stage is based on knowledge of theoretical sensitivity on analyzer, in addition, comparison of stability to content comparative method of each data unit, 2) category when creating concepts or opening codes at both levels will be categorize the code of similarity or related in a context, condition, and consequences, which these are things make it visible on the process of clear phenomenon, 3) axial coding for relationships analyzed between the resulting category and context for getting the main category and subcategory include central concept to checking with the data provider, 4) theoretical generalization for interpretation lead to conclusion. On the quantitative data to analyzed by descriptive statistically analysis include percentage, mean, standard deviation. Including analyzed structural equation modeling : SEM, from factor analysis and path analysis, structural equation modeling as measurement model and structural model. By measurement model is a model that specifies a linear relationship between the latent and observable variables a using confirmatory factor analysis: CFA, first order to verify the validity of the latent variable measurement model that the observable variable / indicator to consistent with the empirical data, with a statistical program of linear structure relation, and to consider selecting factors and indicators from observable variables/ indicators to relationship coefficient (R^2), which can describe high elements of 60 percent or more. Structural model it is a model that specifies the relationship between the latent and latent variables a using of influence path analysis, the aim is to develop models of causal relationships between study variables, direct and indirect influences, and analyzed, verify consistency between the developed model and the empirical data.

4. Findings and Discussions

Sustainable education leadership a managing ability, educational 4.0, Thailand of majors findings such as:

a) Factors and indicators to sustainable education leadership a managing ability educational 4.0.

The factors and indicators sustainable leadership a managing ability educational 4.0 to shown as figure 1, and table 1.

Figure 1:- Factors to sustainable education leadership a managing ability educational 4.0.



Table 1:- Factors and indicators to sustainable education leadership a managing ability educational 4.0.

Factors	Indicators
1. Accept change	1.1 Monitoring of news and collecting educational data statistically. 1.2 Acknowledging and understanding the contexts of social, economic, cultural and educational changes. 1.3 Meeting emphasis to be able to predict continuous change a continuing. 1.4 Encouraging education personnel for learning and keeping the pace with changes. 1.5 Adoption of technological development, generation capable of integrating technology to be society and citizen digital.
2. Ready to be the leaders for change	2.1 Building mutual successful in educational organization. 2.2 Taking risk management and be the roles model for personnel. 2.3 Being a ready to make a difference for leading educational competitors. 2.4 Best performance to communication. 2.5 Accepting innovation and creating readiness into innovation. 2.6 Preparing both to personnel and team members to in line with the world's globalization.
3. Advanced vision	3.1 Having a difference perspective. 3.2 Thinking broads and faring for pursuing the learning. 3.3 Thinking the outside to the box, imagination and creativity. 3.4 Define to possible a working processes and simulated of the results to successfully. 3.5 Can to a bring true the hoped and success to educational organization. 3.6 Building the trust and understand to purpose of all education personnel.
4. Attention communication	4.1 Communicates well to both formally and informally. 4.2 Being communicators and listening an effectiveness. 4.3 Self-confidence. 4.4 Open- mindedness and always a listening the opinions of others. 4.5 Being able to communicates and

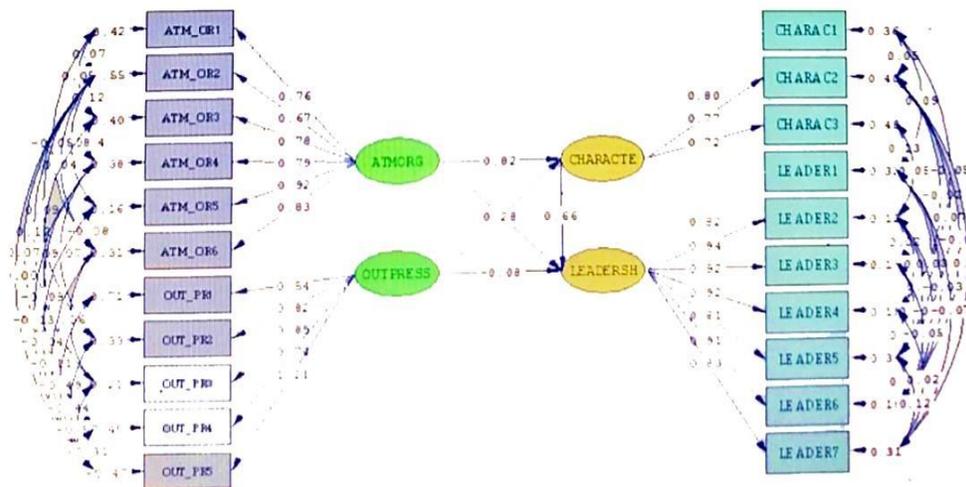
	understanding to creates acceptances of ideas. 4.6 Deliver accurate and clear messages.
5. Technological minded	5.1 Lifelong learning to keep an improving oneself. 5.2 Understanding the digital age to works. 5.3 Bringing new technology to works in both a meeting and command and supervision. 5.4 Focusing the technology and innovation for efficiency into educational management. 5.5 Using technology in educational management for creating the changes.
6. Coordination skills	6.1 Having management skills and humility. 6.2 Goods cooperation. 6.3 Promoting a good relationship to the teamwork. 6.4 Popular team for building and working of the networks. 6.5 Decentralized to powers and don't to skimp on powers, including coordinate to the interests of all the parties.
7. Be modest	7.1 Recognize and accept one's abilities. 7.2 Assertive and dare to face reality. 7.3 Thinking and acting, emphasize to understand of performances. 7.4 Immunity for oneself and educate organization. 7.5 Being the creative thinking and taking an initiative.

On figure 1, and table 1. Factors to sustainable education leadership a managing ability educational 4.0 at a “Key” of 7 factors were to accept change, ready to be the leaders for change, advanced vision, attention communication, technological minded, coordination skills, be modest and have to 38 indicators.

b) Causal factors which can jointly foresee sustainable education leadership a managing ability educational 4.0

A causal factors which can jointly foresee sustainable education leadership a managing ability educational 4.0 can be summarized from the hypothesis test to shown as figure 2, and table 2.

Figure 2:- Causal factors which can jointly foresee sustainable education leadership a managing ability educational 4.0 have to empirical data.



Chi- Square of 137.56, df of 112, P- value of 0.05083, RMSEA of 0.022.

Table 2:- Analysis value of variable influence in causal factors as a pass variable.

Cause variable	Managing ability educational 4.0			Sustainable education leadership		
Results variable	TE	IE	DE	TE	IE	DE
Atmospheres of educational organization	0.82** (0.05)	-	0.82** (0.05)	0.82** (0.05)	0.54** (0.88)	0.82** (0.88)
External the pressures	0.09** (0.03)	-	0.09** (0.03)	-0.02 (0.02)	0.06** (0.02)	-0.08** (0.02)
Managing ability educational 4.0	-	-	-	-	-	0.66* (0.02)
Chi- Square of 137.56, df. of 112, P- value of 0.05083, RMSEA of 0.022.						
Variable	ATM 1, ATM 2, ATM 3, ATM 4, ATM 5, ATM 6, EXT 1, EXT 2, EXT 3					
Precision	0.58, 0.45, 0.60, 0.62, 0.84, 0.69, 0.29, 0.67, 0.79					
Variable	EXT 4, EXT 5, CHA 1, CHA 2, CHA 3, LEAD 1, LEAD 2, LEAD 3, LEAD 4,					
Precision	0.55, 1.47, 0.64, 0.60, 0.52, 0.68, 0.88, 0.84, 0.85					
Variable	LEAD 5, LEAD 6, LEAD 7,					
Precision	0.66, 0.82, 0.69					
Variable structure equations	CHARACTE			LEADER		
R ²	0.76			0.66		
Correlation matrix between variable	Managing ability educational 4.0	Sustainable education leadership	Atmospheres of educational organization	External the pressures		
Latent variable						
Managing ability educational 4.0	1.00	1.00				
Sustainable education leadership	0.86					
Atmospheres of educational organization	0.85	0.81	1.00			
External the pressures	0.36	0.25	0.33			1.00

** $p < .01$.

TE = Influence, IE= Indirect Influence, DE= Direct Influence

On figure 2, and table 2. Causal factors which can jointly foresee sustainable education leadership a managing ability educational 4.0, when considering the predictive coefficient (R²) of the structural equation of the latent internal variable, it was found to be 0.73, indicating that the variables in the model were able to explain the variance of a managing ability educational 4.0 of 73% , and it was also found that the structural equations of internal variables were latent of 0.66, showing that the variables in the model could explain the variant of sustainable education leadership of 66%. And when considering direct influence on variables to sustainable education leadership at found to have been direct influenced by atmospheres of educational organization have to influence of 0.28, and influencing variables in descending order are work Standards of 92%, corporate commitment and responsibility of 83%, incentives of 79%, support of 78%, structure of educational organization of 76%, challenges and responsibilities of work of 67%, respectively. In addition, the variables of a managing ability educational 4.0 were directly influenced by atmospheres of educational organization, with the influence of 0.82, when considering the indirect influence on the variables of sustainable education leadership found to be indirectly influenced. From atmospheres of

educational organization, with influence value of 0.54, external the pressures with influence value of 0.06, which can be seen that the magnitude of indirect influence is higher than the direct influence, indicating that a managing ability educational 4.0 is a transmission variable of sustainable education leadership to statistical significance at level of .01.

Policy for setting goals a managing ability educational 4.0

Capacity development of sustainable education leadership: The success of the promotion of education depends on a number of factors, one of which is essential to the implementation of the goal is the effectiveness of the personnel who will serve as educational leaders. This should have knowledge, understanding of the current global and local situations, able to develop skills in networking of professionals, and practitioners in education, are eager to seek new knowledge for bring the benefits to society at all times. In this regard, the development of leaders' potential is to provide a special curriculum that aims to produce educational personnel who can integrate educational development concepts and principles in which they are comfortable and responsible. Training of model personnel in building capacity, knowledge, and integration skills in various fields to connect with educational management goals.

Budget system organization and supporting factors for educational management: This is because part of the factors contributing to the success of Education 4.0 are budget, teaching materials, and educational technology. However, changes in the structure, format and process of teaching and learning in educational organizations require considerable budget to support curriculum, management and training. At the same time, educational personnel need educational materials that are appropriate and consistent with local development contexts, in addition to the age of a society full of information, news, and borderless communication where learning devices Teaching based on new technology and communication (e.g., computer-aided media, and broadband, etc.), has become an integral part of a managing ability educational 4.0.

- Policies to promote education for sustainable development: Supporting personnel, educational organizations and stakeholders with all sectors of education to participate in social development and sustainable education through the means of promoting education for sustainable development, which is the process of developing quality human resources as a key force in driving development. Therefore, the formulation of comprehensive and clear educational policies that can be driven in the implementation of operational guidelines into education for sustainable development, follow established guidelines to achieve the effective goals of organizing education to create opportunities, access, learner-centered disparities of developed and foremost.

Building the ability to meet the needs of the learners and stakeholders: To achieve a balance in social dimension to have quality, good image according to the potential and availability of resources. In order to meet the specific needs of

specific stakeholders, it helps to maintain and strengthen the relationship between educational organization and different of the stakeholders, enabling educational management activities not only to achieve organizational goals, help educational organizations to carry out sustained and sustainable management practices.

Building the ability to adapt to local and international contexts: Achieve a balance in environmental dimensions of education management, by allowing the study to be organized in accordance with spatial context and its potential, readiness, ability, culture, values, and keeping pace with the changing of situations, e.g., (1) create quality system by building strong and integrated foundation to enhance education, increase responsiveness to any changes in the 21st century on putting more emphasis on productivity, equality and balance building, (2) create well-balanced and well-rounded quality citizens to assist them into finding their specialties, recognizing their own potential and thriving for lifelong learning, (3) sharpen management system of finding the balance between centralization and decentralization and also putting more emphasis on education management in local area. To succeed, the central government has to be the one who set the overall framework and direction whilst local agents still possess freedom to adjust curriculum and teaching instruction according to their context, (4) information and communication technology to should be one of the core factors to support student-centered environment, adaptive usage can be utilized to match each child's development at each certain age to effectively support a managing ability educational 4.0.

Sustainable education leadership a managing ability educational 4.0 as accept change, ready to be leaders for change, advanced vision, attention communication, technological minded, coordination skills, be modest. Causal factors have empirical data to statistical significance at level of .01. Policy for setting goals a managing ability educational 4.0 as capacity development of sustainable education leadership, budget system organization and supporting factors for educational management, policies to promote education for sustainable development, building the ability to meet the needs of the learners and stakeholders, and building the ability to adapt to local and international contexts. All this, sustainable education leadership was to be successful, by drawing on the true potential of the personnel responsible and performing their duties according to their workload. Patcharee Ployted, Chanchai Wongsirasawat (2016) a giving prizes, appreciation and praise for building morale with an emphasis on performance. Effective management, quick communication and quick problem resolution. Working standards an affecting sustainable education leadership a managing ability educational 4.0. Therefore, educational organizational leaders must have a clear and easy-to-understand vision, mission, and action plan to achieve the objectives and operational goals set by the organization. Operate according to standards and create work processes that can transfer and learn and develop in a systematic manner that adheres to fairness, standards and quality throughout educational organizations.

Boonchana Mekto (2017) the factors affecting leadership, it was found that positive predictive factors of leadership were organizational culture, organization of organizational procedures, sense of commitment and responsibility towards the organization influence leadership. Being responsible for the tasks assigned to the success of the educational organization, a focus on collective success, having a sense of pride in being part of the organization, having selflessness and self-benefit, see the success of the organization as the mains. Nathakorn Raktham et al (2016) an influence of leadership to affects organizational engagement and the intention to resign of the operating staff to awareness of employee leadership is important.

Organization should develop for leaders at all levels to achieve leadership throughout the organization to strengthen the organization's engagement. Motivation influences to sustainable education leadership a managing ability educational 4.0, because jobs that provide training opportunities to enhance job knowledge and experience, a sense of satisfaction in career advancement, have opportunities to they will be promoted to higher positions, motivated themselves and their subordinates, provide necessary benefits to their living. Smatcha Chansang (2015) the empowerment of work is directly influenced by motivating work. The support of peers has resulted in sustainable education leadership a managing ability educational 4.0, so good educational leaders should be friendly and allow subordinates to consult, a warm and friendly work environment will make them to supervisors provide assistance when there are problems and mutual support, guidance is given to offer a different idea that will transform the organization. Patcharee Ployted and Chanchai Wongsirasawat (2016) the factors influencing school administrators' leadership based on social support, individual and social interactions are emotional support, assessment support, information support, educational resource support a having relationship with executive leadership. Educational organizational structure results in sustainable education leadership a managing ability educational 4.0, educational organizations must have a clear line of work, a systematic division of responsibilities. It is decentralized and decision-making is provided to the operators at different levels. The systematic organizational structure of education will have good and fair measures leading to effective change, and will help to know which groups of people are suitable and should be developed. Corporate policies, challenges and work responsibilities contribute to sustainable education leadership a managing ability educational 4.0. Akpong Sukkamatpornchai Jadaman, et al. (2017) when work problems arise, it is imperative to find immediate solutions, recognition of job duties and responsibilities, that to clearly done, has the knowledge and abilities that are suitable for the job, know to turn crisis into opportunity to will be creating the leaders who are talented and able to bring change to educational organizations. A solving the problem fully, creativity of new ideas for developing self-development in order can be challenging, and it is important to take responsibility for the consequences of their actions. Smatcha Chansang (2015) to discusses the factors influencing the visionary leadership of school administrators in the field of emotional intelligence. Indirect influence and

overall influence on leadership, communication indirectly influences visionary leadership through creativity. And creativity have direct and collective influence on vision leadership. Sustainable education leadership a managing ability educational 4.0 of advanced vision were a having a difference perspective, thinking broads and faring for pursuing the learning, thinking the outside to the box, imagination and creativity, define to possible a working processes and simulated of the results to successfully, can to a bring true the hoped and success to educational organization, and building the trust and understand to purpose of all education personnel.

5. Summaries

Sustainable education leadership a managing ability educational 4.0 at a “Key” of 7 factors to, (1) accept change to indicators of monitoring of news and collecting educational data statistically, acknowledging and understanding the contexts of social, economic, cultural and educational changes, meeting emphasis to be able to predict continuous change a continuing, encouraging education personnel for learning and keeping the pace with changes, adoption of technological development, generation capable of integrating technology to be society and citizen digital, (2) ready to be the leaders for change to indicators of building mutual successful in educational organization, taking risk management and be the roles model for personnel, being a ready to make a difference for leading educational competitors, best performance to communication, accepting innovation and creating readiness into innovation, preparing both to personnel and team members to in line with the world’s globalization, (3) advanced vision to indicators of having a difference perspective, thinking broads and faring for pursuing the learning, thinking the outside to the box, imagination and creativity, define to possible a working processes and simulated of the results to successfully, can to a bring true the hoped and success to educational organization, building the trust and understand to purpose of all education personnel, (4) attention communication to indicators of communicates well to both formally and informally, being communicators and listening an effectiveness, self- confidence, open-mindedness and always a listening the opinions of others, being able to communicates and understanding to creates acceptances of ideas, deliver accurate and clear messages, (5) technological minded to indicators of lifelong learning to keep an improving oneself, understanding the digital age to works, bringing new technology to works in both a meeting and command and supervision, focusing the technology and innovation for efficiency into educational management, using technology in educational management for creating the changes, (6) coordination skills to indicators of having management skills and humility, goods cooperation, Promoting a good relationship to the teamwork, popular team for building and working of the networks, decentralized to powers and don’t to skimp on powers, including coordinate to the interests of all the parties, and (7) be modest to indicators of recognize and accept one’s abilities, assertive and dare to face reality, thinking and acting, emphasize to understand of performances, immunity for oneself

and educate organization, being the creative thinking and taking an initiative. Causal factors have empirical data to statistical significance at level of .01. Policy for setting goals a managing ability educational 4.0 as capacity development of sustainable education leadership, budget system organization and supporting factors for educational management, policies to promote education for sustainable development, building the ability to meet the needs of the learners and stakeholders, and building the ability to adapt to local and international contexts. A managing ability educational 4.0 was effectiveness quality education.

6. Suggestions for Applying

A managing ability educational 4.0 as passing variable of Sustainable education leadership. Therefore, educational organizations should encourage leaders to adopt sustainable education leadership principles of broad vision, management and good human relations is the principle of practice for the stability and advancement of educational organizations. The atmosphere of the educational organization greatly influences the sustainable education leadership, the educational organization should be aligned and balanced in these areas, including the standardization of work, creating incentives, supporting and promoting personnel, reorganizing the organizational structure, work responsibilities of managing ability educational 4.0.

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