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Factors and Indicators of Professional Teacher in the Digital Age under the Office of Non-Formal and Informal Education Promotion, District in the Three Southern Border Provinces, Thailand

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ABSTRACT

The purpose of this study is to analyze the factors and indicators of professional teachers in the digital age of teachers under the Office of Non-Formal and Informal Education Promotion, District in the three Southern Border Provinces of Thailand. It adopts a model that consists of 2 phases: Phase 1, Qualitative Research, A selective method was used to conduct in-depth interviews with seven experts with knowledge and experience of being a professional teacher in the digital age. Phase 2, a quantitative research A simple random sampling method was used to select 37 people from the three Southern Border Provinces. A questionnaire tool that passed the validation check from 7 experts and got a CVI index of .957 is used data collection. The Cronbach's alpha coefficient is used to calculate the confidence value for the whole edition. The experiments were carried out on a similar group of 30 people, and the data are analyzed using Exploratory Factor Analysis (*EFA*). *The results found that there were 5 factors and 46 indicators, and when analyzing the survey factors, it was found that there were 7 factors and 43 indicators, of which the factors had Eigen Value ranged from 1.038 to 18.196, the percentage of variance was between 2.256 and 39.557, and the cumulative percentage of variance was between 39.557 and 65.332. It observes the following: promoting educational innovation and digital intelligence, 16 indicators, Teacher Professional Ethics, 8 indicators, Comprehensive self-development, 6 indicators; Promoting learning community, 4 indicators; Promoting professional skills, 3 indicators, Promoting lifelong learning, 3 indicators and Social intelligence, 3 indicators.*

Keywords: *Factors and Indicators, Professional Teacher, the Digital Age*

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INTRODUCTION

The world is facing a state of great transformation we know as VUCA World. As VUCA is a world that everyone faces inevitably, volatility is high volatility. Technology is in a state of flux. The lack of clarity makes it difficult to decide. The complexity of the Internet connection makes the world seem smaller with large databases. It is a challenging factor, causing various systems to manage new learning. The New Normal in a world where people in society need to find techniques, methods, or tools for remaining in the VUCA World to keep up with or lead the changes and access new opportunities that arise from building readiness to cope with rapid changes in technology and situations. The epidemic of COVID-19 has affected the social conditions. Unpredictably, politics and the economy will affect the education sector in an age of all-around changes. Therefore, it is necessary to lay a foundation for education that responds to changes in the world. According to Marut (2019), Thailand has always given importance to education as the main engine for the country's development.

The circumstances and context of the environment affecting educational development in the country are crucial. The leap forward in digital technology affects the country's economic and social systems. The entire world-changing population structure towards an aging society and skills of the 21st-century population means the world has to face challenges and aim to develop the country towards a new economic and social development in the digital age. The dynamics of digital technology have given rise to the dimensions of Thai society toward a digital economy and society. The vision and goal of digital development for the economy and society have set out the policies and plans for Thailand. The focus is on sustainable, long-term continuous development in line with the preparation of the 20-year national strategy. Setting a vision for the transformation of Thailand into "Digital Thailand" means the age where Thailand can create and take full advantage of digital technology to develop infrastructure, innovation, data, human capital, and other resources. It drives the country's economic and social development towards stability, prosperity, and sustainability. One of the paramount issues of is to create an inclusive quality society with digital technology, aiming at reducing inequality of opportunity and developing citizens with digital intelligence, accessibility, and information literacy, responsible for the creative and safe use of digital technology. The focus should be on informal education and lifelong education (Ministry of Education, 2021).

The dynamic challenges of the 21st-century world are evident. It is to prepare students to cope with the rapidly changing world. Digital technology to

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promote and develop students' thinking processes according to 21st-century development guidelines to meet the challenges of digital life and adapt to the situation of the epidemic of the coronavirus, or Covid-19, from the end of 2019 to 2021, which happens quickly and severely. Humans, therefore, need to protect themselves to survive by changing their lifestyle behaviors that go from the old way to the new way of life. They have to cope with the changes in the digital age, such as external pressures and changes in the global economic and social context. Due to the Digital Revolution, the Fourth Industrial Revolution, the implementation of the United Nations Sustainable Development Goals (SDGs 2030), the development of people of all ages, and the potential to create a learning society, it is necessary to keep pace with the changes in the digital age. It is the development of the quality of teachers and educational personnel by system design and teacher development model. According to the Ministry of Education (2021), to strengthen the country's development according to the 20-year National Strategy and the Thailand 4.0 Strategy by teachers of all levels and types of education developed following professional standards. To ensure the quality and standards of professional competence of teachers for the educational quality assurance system accelerates the development of teachers and personnel, including teachers in the workplace from regular teachers who do not teach at the same level and teachers in the shortage of disciplines. Develop a professional development system for teachers in schools by promoting a Professional Learning Community (PLC) for teachers.

Being a professional teacher in the digital age requires teachers to focus on continuous improvement in a rapidly changing environment. It starts with self-assessment and improvement strictly, complying with professional ethics. Be a good role model for students and others. There is a learning management system that focuses on the learner as important. In particular, it promotes lifelong learning so that students can compete. Internationally, being Thai, the qualifications of a professional teacher according to the performance criteria are teaching, knowledge and competence, adaptation, human relations, and self-discipline. Teachers working in the Office of Non-Formal and Informal Education in the district also have tasks; they require comprehensive skills, especially in promoting lifelong learning among people. Because the Office of Non-Formal and Informal Education Promotion has played a clear role for a long time in giving importance to the organization of lifelong learning among the people and creating a learning society in the community. The office is the mechanism for driving, and there are relevant agencies to promote and support the operations of the community for the community.

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Many studies on teachership from various perspectives mainly focus on studying the composition of professional teachers. Formal education is education that defines objectives, methods, curriculum, and duration of study. Measurement and evaluation as condition for graduation still give less importance to the factors of professional teachers in the digital age in non-formal and informal education with a variety of missions in terms of learning management and learner target groups, academic services, and the implementation of community missions to promote lifelong learning. There is also a lack of education that emphasizes the qualifications of a professional teacher in the digital age to keep pace with the appropriate changes in teachers. Thus, there is a clear gap in teacher development guidelines if the old development approach is still used and does not fit the context in which it should be. To experience rapid change, beginning with the present and progresses to a new way of life in the digital age in addition, the context in the area of the three Southern Border Provinces. There are multicultural diversity contexts that are challenging and interesting in varied issues. To improve the effectiveness and efficiency of teachers to keep up with the changes, there is still a lack of appropriate factors and indicators that cover the working context objectively. Everything is explored in-depth in this digital age to guide the professional development of teachers in the digital age. It affects effective human resource management according to actual conditions. As a result, teachers lack a concrete way to develop themselves as professionals in the digital age. It also affects the development of educational institutions; the efficiency of students may not meet the needs of the labor market in the future.

Therefore, the researcher is interested in studying the factors and indicators of professional teachers in the digital age using teachers under the Office of Non-Formal and Informal Education Promotion, District in the three Southern Border Provinces. To discover clear, empirical information on developing professional teachers in the digital age that will serve as role models for modern learning. Good teachers with morals and professional ethics for comprehensive self-development who have the necessary skills of teachers in the digital age are appropriate in the context and the specific tasks prepared for changes. The research will be for teachers in various fields to develop themselves. A "professional teacher in the digital age" is for strategic management. School development will affect the quality of learners and the management of educational institutions to have quality and efficient preparation for the future. What are the factors and indicators of being a professional teacher in the digital age of teachers under the Office of Non-Formal and Informal Education Promotion, District in the three Southern Border Provinces, Thailand?

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The purpose of this study is to analyze the factors and indicators of professional teachers in the digital age under the Office of Non-Formal and Informal Education Promotion, District in the three Southern Border Provinces, Thailand.

This research aims to study professional teachers in the digital age. Teachers under the Office of Non-Formal and Informal Education Promotion, District in the three Southern Border Provinces are for the study in the digital age. The focus is on lifelong learning, educational innovation, professional ethics, digital intelligence, and comprehensive self-development. The areas used are the Office for the Promotion of Non-Formal and Informal Education, District in the three Southern Border Provinces, which consist of Yala Province, Pattani Province, and Narathiwat Province in Thailand, 33 sites.

METHOD

The research is conducted using a Mixed Method. It is a model consisting of two phases:

Phase 1, Qualitative Research, which defines the factors and indicators of professional teaching under the Office of Non-Formal and Informal Education Promotion, District in the three Southern Border Provinces in the digital age. A selective method was used by researching relevant works and conducting in-depth interviews with seven experts with knowledge and experience of being professional teachers in the digital age. The tool used as a guide to this is an in-depth interview.

Phase 2, Quantitative (Research) determines the population used in research. They consist of teachers under the Office of Non-Formal Education and Informal Education in the district. In the three Southern Border Provinces, the schools have 981 teachers, leaving the remaining population for Real data on 951 people collected because the researcher used 30 people to experiment with the research tools.

Determination of the sample size: The According to Hair et al. (2010), the sample was at least 5 - 10 times the indicator. In this research, 46 variables were analyzed. The size was set at six times. Therefore, the sample size was 322 people from the population using simple random sampling. The population comprised teaching staff under the Office of Non-Formal Education and Informal Education

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in the three Southern Border Provinces. The instrument for data collection was a questionnaire. The instrument validated by seven (7) experts and tested on the same group as the sample group. The data were analyzed using the exploratory factor analysis technique and orthogonal rotation by the Varimax method. Factors were by principal factors analysis..

RESULTS AND DISCUSSION

Phase 1 Qualitative Research: The results of a study on the factors and indicators of professional teachers in the digital age using teachers under the Office of Non-Formal and Informal Education Promotion, District in the three Southern Border Provinces. Studying the Factors and Indicators of Professional Teachers in the Digital Age of Teachers under the Office of Non-Formal and Informal Education Promotion, District in the three Southern Border Provinces by researching relevant works and conducting in-depth interviews with experts. The results found that factors and indicators of being a professional teacher in the digital age of teachers under the Office of Non-Formal and Informal Education Promotion, District in the three Southern Border Provinces, are five factors and 46 indicators:

Factor 1, Promoting Lifelong Learning, Total of 12 Indicators
Factor 2, Promotion of Educational Innovation, Total of 9 Indicators,
Factor 3, Teacher Ethics, Total of 8 Indicators
Factor 4: Digital Intelligence Total of 7 Indicators
Factor 5: Comprehensive Self-Development Total of 10 Indicators

Phase 2, Quantitative Research: The results of the study analyze the factors and indicators of professional teachers in the digital age using teachers under the Office of Non-Formal and Informal Education Promotion, District in the three Southern Border Provinces, Thailand.

1. General information about the respondents: From the number of samples, teachers under the Office of Non-Formal and Informal Education in the district in the three Southern Border Provinces, 37 locations totaling 322 people were used to analyze the general data. The results are as follows: the majority of respondents (41.0%) had 11–20 years of work experience, followed by 1–10 years, 21–30 years, and 31 years or more, accounting for 24.5%, 18.0%, and 16.5 percent, respectively. Duration of being a teacher under the district NSO office was between 11 and 15 years at the most, accounting for 31.7%, followed by 15 years

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or more, 6-10 years, and 1–5 years, accounting for 1 percent, 25.5, 24.5, and 18.3, respectively.

2. The results of the examination of the preliminary agreement of the factors analysis: The researcher conducted a feasibility test of all data in accordance with the preliminary agreement of the statistical analysis for each factors, whether an Exploratory Factor Analysis (EFA) could be performed to determine the relationship between the indicators in each. Factors were statistically different from zero. Bartlett's Test of Sphericity must be significant, indicating that the questions are sufficiently correlated. This can be combined with the consideration of the Kaiser-Mayer-Olkin Measure of Sampling Adequacy (KMO) as it indicates that the suitability of the data should be greater than .50. The results of the data analysis can be shown in Table 1.

Table 1: Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity

Indicators	**Kaiser-Mayer-Olkin Measure of Sampling Adequacy (KMO)**		**Bartlett's Test of Sphericity**		**Chi-Square**
	Appropriate value	**Values obtained from analysis**	**Appropriate value**	**Values obtained from analysis**	
46 Indicators	More than .50 (over .90 is very good.	.948	P > .05	P = .000	10420.507

From Table 1, the Kaiser-Mayer-Olkin Measure of Sampling Adequacy (KMO) of the Factors and indicators of professional teachers in the digital age of teachers under the Office of Non-Formal and Informal Education Promotion, District in the three Southern provinces, Thailand. The value was .948, which was higher than .50 and greater than .90, indicating that the data had a very high correlation. Therefore, it is appropriate to use the data to analyze the exploratory composition, and the Chi-square value obtained from Bartlett's Test of Sphericity is 10420.507, which is statistically significant at the .000 level. Therefore, it can be concluded that the matrix is suitable for use in exploratory Factors analysis. The correlation of the variables is related to each other.

Factor extraction and orthogonal rotation, which is a right-angle rotation, using the Varimax method, considering the criteria that the factors must have an

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Eigen value greater than or equal to 1.0. The researchers named the factors and regrouped indicators. By considering the overview of the indicators for each of the factors, by ordering the factors and indicators according to the rearrangement, they are: Factors 1 Number 16 Indicators, Factors 2 Number 8 Indicator, Factors 3 Number 6 Indicator, Factors 4 Number 4 Indicator, and Factors 5 Number 3 Indicators, which can show details of the names of new factors and indicators that have passed the selection criteria.

Table 2: Eigen Values, Percentage of variance and cumulative percentage of variance

Factors	Eigen Values	Percentage of variance	cumulative percentage of variance
1. Promoting educational innovation and digital intelligence	18.196	39.557	39.557
2. Teacher Professional Ethics	4.640	10.086	49.643
3. Comprehensive self-development	2.081	4.524	54.168
4. Promoting a learning community	1.651	3.589	57.757
5. Promoting professional skills	1.320	2.869	60.626
6. Promoting lifelong learning	1.127	2.450	63.075
7. Social intelligence	1.038	2.256	65.332

From Table 2, it was found that the factors had Eigen values between 1.038 and 18.196, the percentage of variance was between 2.256 and 39.557, and the cumulative percentage of variance was between 39.557 and 65.332. The seven factors are 1. Promoting educational innovation and digital intelligence 2. Teacher Professional Ethics 3. Comprehensive self-development 4. Promoting a learning community 5. Promoting professional skills 6. Promoting lifelong learning 7. Social intelligence. When summarized according to the conceptual framework derived from the analysis and synthesis of concepts, theories, and research, there are 5 factors and 46 indicators, and when analyzed, the survey factors found that there are 7 factors and 43 indicators, which are described in Figure 1 as follows:

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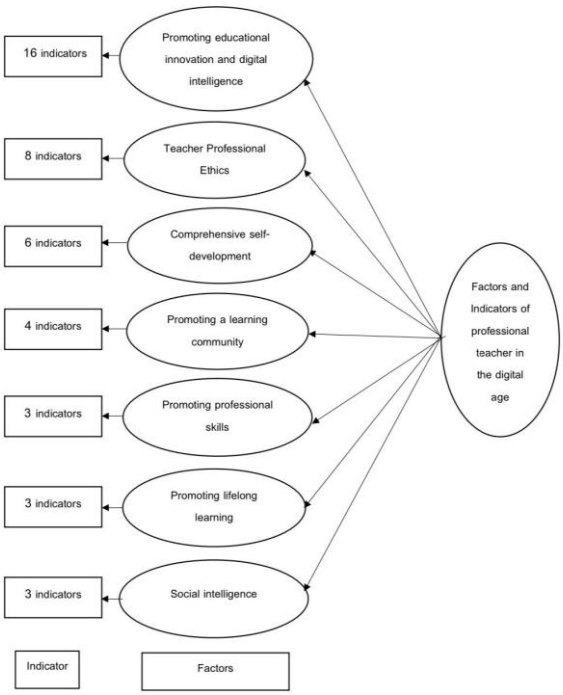

Figure 1: Factors and Indicators of a professional teacher in the digital age. of teachers under the Office of Non-Formal and Informal Education Promotion, District in the three Southern Border Provinces

Factor 1: Promoting educational innovation and digital intelligence is a new factor and renamed. Total indicators are 16, and the Eigenvalue equals 18.196. Teachers should have the skills to foster educational innovation and digital intelligence, because of the importance of digital education.

Advances in both technology and information: As a result, teachers must depart from the current educational system; keep up-to-date with changes in technology and social conditions to effectively solve some problems. Changes in education require education about educational innovations to solve problems. Teachers need to have digital intelligence, to change the country's education system from traditional to digital education; to reduce educational disparities through digital technology (Mishra, 2021).

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Equal access to quality resources and teaching materials: Educators are asked to investigate and adopt a variety of innovative learner-centered pedagogical teaching and learning approaches to create choices that the standard systems for a lecture. The practical and capable use of innovation depends on prepared teachers and instructors. They should respect the probability of these advancements and have an inspiring outlook. To finish technology-based learning in the Teacher Education Program so that the understudy instructors, while they become instructors in school, would no doubt use technological devices in the classroom. The results of this study clearly show that teachers have a basic understanding of ICT. However, what they know is insufficient to enable them to master ICT, thus requiring more training and increased capacity. To promote innovation in education and digital intelligence concentration is to improve capabilities and capacity-building opportunities (Balagosa & Samson, 2021).

Factor 2: Teacher Professional Ethics is the original factor and has all eight (8) indicators intact and the Eigenvalue is 4.640. Even in the digital age, the professional ethics of teachers are to encourage them to be good teachers with morals and ethics (Sajakarn and Samrit, 2017). The suggestions for promoting practice according to the code are mainly showing a good attitude, awareness, and understanding of duty according to the **Ethics** and self-conduct towards professional teacher standards, self-learning on the professional ethics and professional standards, and allowing teachers to know and understand the code, self-conduct, and self-behavior pattern according to the code; and duty training, professional **Ethics**, and behavior pattern according to the code.

Factor 3: Comprehensive self-development Total indicators are 16, and the Eigenvalue equals 2.081. A good teacher must develop himself in all aspects, whether the thinking process or inspiration, is a clear development plan for oneself and colleagues. There are both professional development and academic opportunities. They are interested in learning and exchanging new things that will benefit themselves, their friends, teachers, schools, communities, and most importantly, their students (Attanandana, *et al.* 2020) [1]. The study's findings showed that the six characteristics of learning space, such as the Objective, IT Support, Sense of Ownership, and learning activities, (2) the seven (7) processes of development, such as defining the work team, assessment of the original space, resource allocation, and (3) the 11 factors for support, such as comprehensive design, Related Policies, and budget.

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Factor 4: Promoting a learning community is a new factor and renamed, totaling four (4) indicators, the Eigenvalue equals 1.651. Teachers in the digital age must seek knowledge from their trainers and assist in problem-solving learning. What role does the teacher learn? Management is a learning community for teachers and students, which results from a gathering of teachers to share their experiences performing the duties of community teachers; learning is the creation process. Change by learning from the practice of groups of people coming together to work together. The goal is to improve learners' learning (Saengsahwang & Ruangmontri, 2020).

Developing guidelines for promoting professional learning communities of teachers: It consists of 6 aspects, 29 approaches, namely vision and shared values; 4 approaches, teamwork together. There are 5 approaches to co-leadership, six (6) approaches to learning, four (4) to professional development, and five (5) respectively to community and support structures for communities.

Factor 5: Promoting professional skills is a new factor. There are three candidates in total. The Eigenvalue is 1.320. Professional teachers in the digital age should have the primary mission of managing education and promoting vocational skills, creating a variety of learning skills to meet the problems and needs of the community. Sharma (2018) explains the importance of vocational skills training for learners to promote career development and develop a better quality of life to live in peace, realizing the importance of vocational skills training for learners to use in the future. Since the teacher is a pivot of an educational system and a catalytic agent for desirable changes in the teaching-learning process, all attempts need to motivate teachers and stress the main attributes of a profession, such as systems theory and rigorous training over a specified duration. Continuous formal professional training ly is necessary for becoming a good teacher, sharpening communication skills, and the commitment to code of conduct. The industrial and labour market trends indicate the necessity of strengthening vocation.

Factor 6: Promoting lifelong learning: Total indicators are three (3), and the Eigenvalue equals 2.081. Teachers in the digital age must have the skills to promote learning activities or processes of learners that result in behavioral changes or self-improvement due to the acquisition of knowledgeable skills or experiences acquired in different stages of life (Upanan, 2021). Being an advocate for learning that leads to the sustainability of learners:

- engages in learning activities,

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- creates learning goals that are suitable for learners by putting the learner at the center,
- creates a creative process application of knowledge according to the philosophy of sufficiency economy, and
- creates an opportunity and atmosphere for learning a good relationship in learning that is consistent with today's lifelong learning skills.

Factor 7: Social intelligence is a new factor. Total indicators are 16, and the Eigenvalue equals 1.038. Professional teachers in the digital age need social intelligence. Social intelligence is one of the factors that help successful people in life. It is the ability to adapt to the changes around people and the environment. Thus, they can live happily after camp activities, clubs, or projects (Patsat, 2020). It is to learn about real society by organizing activities on-site, rather than learning in the classroom only or through interference in the course:

- to decide how to behave appropriately in that situation, learn to live with other people and practice manners in expressing feelings, build relationships as a leader, communicate, and listen to others.

CONCLUSION AND RECOMMENDATIONS

The purpose of the study was to evaluate the factors and indicators of being a professional teacher in the digital age of teachers under the Office of Non-Formal and Informal Education Promotion, District In the three Southern Border Provinces. There are seven (7) factors and 43 indicators, with details as follows:

Factor 1: Promotion of Educational Innovation and Digital Intelligence, which reflect the ability to solve problems to promote innovation in education. The ability to create new knowledge is the research and development of educational innovations. The ability to adapt and learn to keep pace with changes in educational innovation. as a professional, modern, and adaptable to change, the ability to capitalize on educational innovations and knowledge of digital technology.

Factor 2: Teaching Professional Ethics to show love and faith in the teaching profession. Teachers to conduct themselves as role models for learners. It is a service to create opportunities and equality in education and to have morals, ethics, and the ethics of the teaching profession.

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Factor 3: Comprehensive self-development to show the development of learning exchange centers in the community development of activities to promote learner skills in 21st-century work improvement and continuous and systematic learning management processes.

Factor 4: Promote a learning community demonstrates the ability to be goal-builders and acquire aspirations. Develop learners using research as a basis for their ability to promote learning according to learners' needs. and academic service skills to the community.

Factor 5: Developing professional skills to demonstrate the ability to foster learner-centered learning environments. The ability to create participation in learning management and the ability to manage learning to promote careers.

Factor 6: Promoting lifelong learning consists of the ability to provide guidance and counseling to learners. I can be a facilitator of learning and the ability to promote the learning process of learners of all ages.

Factor 7: Social intelligence consists of teacher professional progress and development. Teachers to develop the ability to communicate with others and effectively manage their emotions in any situation.

Based on the factors and indicators of being a professional teacher in the digital age under the Office of Non-Formal and Informal Education Promotion, District In the three Southern Border Provinces, the following suggestions are made:

1. High-level executives of the Office of Non-formal and Informal Education Promotion in the three Southern Border Provinces should participate in policy formulation and management direction framework, education, and strategic planning, and design action plan to develop education management in the Southern Border Provinces
2. Executive officers and stakeholders should create and develop best practices for enhancing and developing professional teachers in the digital age by formulating the strategy of the Office for the Promotion of Non-Formal and Informal Education of the district in the three Southern Border Provinces.
3. Teachers under the Office of Non-Formal and Informal Education Promotion, District in the three Southern Border Provinces should take it as

a guideline for self-improvement to be effective under the context of the area and planning the operation more systematically.

Conflict of Interest:
There is no conflict of interest between the authors in this manuscript.

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