Development of Behavior Regarding Socially Responsible Entrepreneurship Skills for Undergraduate Students in Bachelor of Education According to the Concept of Sustainable Corporate Development (ESG)

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Abstract
A study of the behaviour of undergraduate students in the graduate education programme in terms of the development of socially responsible entrepreneurial skills. It is a mixed-methods investigation that is based on the concept of sustainable corporate development (ESG). The investigation utilises both quantitative and qualitative research methodologies. Investigate the concept of integrated learning management. Technology utilization is critical for both project-based learning and learning management. We encourage students to develop the skills they need to become socially conscious business owners. Students acquire knowledge independently by adhering to the principles of sustainable corporate development (ESG). This is a conceptual framework for research. The sample group consists of 100 individuals, including teachers, educational personnel, and students, who were selected through purposive sampling after analysing the perspectives of informants affiliated with institutions that train teachers in four regions of Thailand. The research employs four distinct kinds of instruments. These are questionnaires and interviews. Basic statistics were implemented to analyse the data. The research findings revealed that entrepreneurial talents who prioritise social responsibility stand out. The following are the eight components: 1) Business operations that are equitable 2) Anti-corruption 3) Adherence to human rights 4) Equitable labour practices 5) Consumer accountability 6) Participating in community or social development; 7) Disseminating innovations from social responsibility implementation; and 8) Ensuring environmental care and resource utilization are efficient. The development has been improved.

Keywords: Behavior Regarding Socially Responsible, Entrepreneurship, Sustainable Corporate Development

Introduction

In today's rapidly changing society, there is widespread economic competition. Youth should be instilled with the importance of and responsibility towards society and the environment of organizations and entrepreneurs by operating under ethical principles and good management, taking responsibility towards society and the environment, which leads to sustainable development. With awareness and importance in supporting activities for society and the community, in order to be responsible towards society that coexists together. Teachers are considered a very important part in strengthening the country. If a country has teachers who are knowledgeable and capable of teaching, that country will have human resources with knowledge and capability. Therefore, the production institutions must produce and develop teachers to be individuals with knowledge and capability according to professional standards, have the ability to teach and promote learning to students in various ways, and must also be good role models with morality, ethics, and professional ethics.

Organizational or environmental, social and governance performance and industry. The study period is from May 2021. The results show that the topic is relevant to the field of study. There is continuous growth and does not affect the concerns about ESG issues. Organizational competencies focused on ESG development, including corporate social responsibility, and technical, managerial and commercial capabilities, show a positive relationship between organizational performance and sustainable development. The discussion focuses on competencies that promote ESG and industry (Sierdovski, 2023). In the past, most investors chose to invest in businesses or companies that were mainly profitable. However, the analysis of many asset management companies has now indicated that investing in companies that focus on ESG concepts is a business that operates with sustainability in mind and generates better returns than companies that seek profits in the long run. This is consistent with surveys from many countries around the world that indicate that sustainable investment is increasingly influential in the investment market. Because investing in ESG business groups will be in the sustainable investment group, showing sustainable development resulting from investments that create positive impacts. Businesses can be managed systematically and with standards, not just focusing on performance. Therefore, it can be said that in the future, companies that can effectively identify ESG factors that are important to sustainability will have a clear impact on their business performance that is superior to their competitors. Sustainable development (ESG) is a concept about sustainable development of organizations. Without expecting only profit, taking into account 3 main factors: 1) environment, 2) society and 3) governance. Currently, ESG is an investment trend that is popular with investors around the world. This is because it is a concept that investors use in considering investing, as businesses with good ESG will reflect competitiveness and long-term growth potential.

The researcher therefore sees the importance of learning innovation. New things that are used to make learners learn. It can be seen that educational innovation is an innovation that is widely used in various aspects of education management. Learning innovation and learning innovation are considered the same type of innovation. It focuses on learning management to make learners learn. When it is linked with integrated learning management, which is teaching that relates and connects concepts of many subjects together, it will help learners connect the knowledge they have learned to real life. Learners can see the benefits of what they have learned and apply it in their daily lives. Integrated learning management will reduce the redundancy of content in various subjects in the curriculum, thus reducing the time spent learning some content and increasing the time for new content. Integrated learning

management will respond to learners' abilities in many areas, helping to create knowledge, skills, and attitudes of "multiple intelligences". Importantly, we have also developed the core competencies of learners to support the competency-based curriculum. For the integration of learning to be interesting, it is one thing that teachers should select and design appropriately for learners so that learners can learn according to their potential, aptitudes, and interests, resulting in sustainable learning and truly accessing that knowledge. Integrated learning management is teaching that relates and connects concepts of many subjects together. It will help learners connect the knowledge they have learned to real life.

From the study of the above related research, the researcher sees the importance of developing learners to have entrepreneurial skills that are socially responsible, consisting of 8 aspects as follows: 1) Operating a business with fairness 2) Anti-corruption 3) Respecting human rights 4) Treating labor fairly 5) Responsibility to consumers 6) Caring for the environment and using resources efficiently 7) Participating in community or social development and 8) Disseminating innovations from social responsibility through organizing a learning management process using an integrated learning management innovation based on the concept of sustainable organizational development (ESG) to promote socially responsible entrepreneurship. This research aims to develop undergraduate students in the graduate education program to be able to apply knowledge to design learning management and integrate it into the design of learning management units, integrated learning management, project-based learning, and learning management using technology to enable learners to have innovator skills through learning based on the concept of sustainable organizational development (ESG), allowing learners to learn by themselves and promote the learners' self-learning management process. Therefore, the research team is interested in developing an integrated learning management innovation based on the concept of sustainable organizational development (ESG) to promote socially responsible entrepreneurship for undergraduate students in the graduate education program.

Research Objectives

The research project aims to develop an integrated learning management innovation based on the concept of sustainable organization development (ESG) to promote socially responsible entrepreneurship for undergraduate students in an effective graduate education program. To study the efficiency of an integrated learning management innovation based on the concept of sustainable organization development (ESG) to promote socially responsible entrepreneurship for undergraduate students in a graduate education program. To study the development of behaviors in terms of socially responsible entrepreneurship skills of undergraduate students in a graduate education program.

Conceptual Framework

From the study of relevant documents and research, it was found that socially responsible entrepreneurial skills can be achieved through integrated learning designed through a blended approach to allow learners to develop diverse and holistic learning. Therefore, it leads to a conceptual framework for research in developing an integrated learning management innovation based on the concept of sustainable development (ESG) to promote socially responsible entrepreneurship for undergraduate students in the graduate education program based on the following 8 main concepts: 1) Fair business operations 2) Anti-corruption 3) Respect for human rights 4) Fair labor practices 5) Responsibility towards consumers

6) Environmental care and efficient resource use 7) Community or social development and 8) Dissemination of innovations from socially responsible practices.

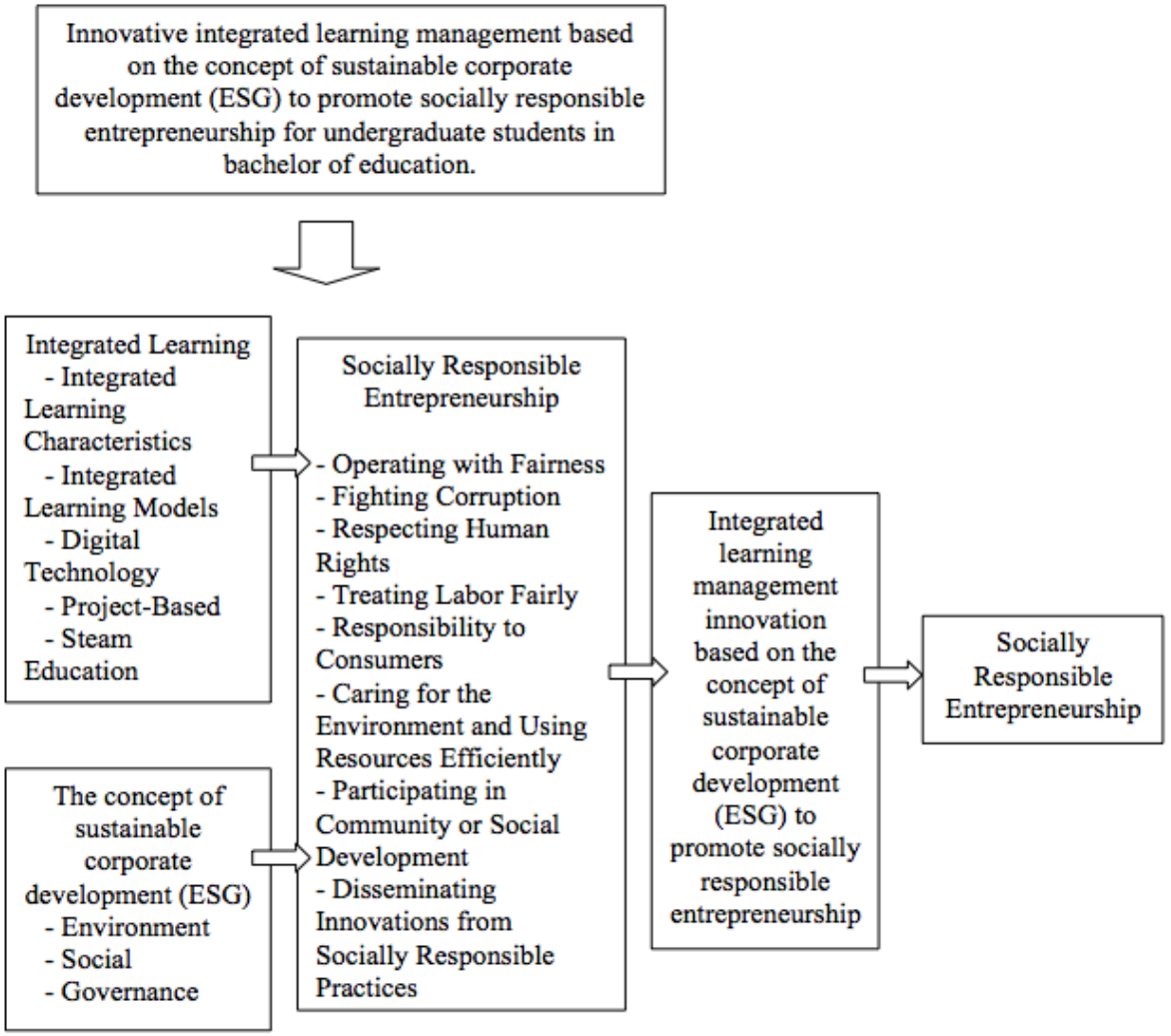

Figure 1: Conceptual Framework

Methodology

Step 1: A Fundamental Information Study

1. Investigate the concepts, theories, and principles underlying the development of educational materials and board games.
2. Examine the content of indigenous knowledge and the guidelines for creating learning media and educational board games.
3. Examine the perspectives of those involved with educational board game learning materials. To investigate the perspectives of individuals involved with educational materials and board games.
4. Utilize the study's findings, analysis, and synthesis of documents as guidelines for researching the opinions of those involved in learning media and educational board games. And educational personnel engaged in learning management in educational institutions via educational materials and board games Creating interview forms and questionnaires to collect feedback on educational materials and board games

Number of interviewees: 30 individuals 30 participants responded to the survey. Gather information in order to construct the next game board.

Step 2: The Design and Development of Educational Board Game Learning Media

The research tools consisted of 1) educational board game learning media and 2) a questionnaire to measure students' satisfaction with the board game educational media. The steps are as follows:

Educational Board Game Learning Media

1. Examine documents and research pertaining to the creation of educational materials and board games. and planning educational activities using instructional materials and educational board games.
2. Examine the content specifics.
3. Development of educational materials and board games
4. Using the ADDIE Model, this investigation developed an educational board game.
5. Bring along educational materials and game boards. Validate the content's appropriateness, the language's usage, the coverage, and the objectives' conformity. then make improvements.
6. Bring learning materials and educational board games for evaluation by five specialists. The specialists are experts in the creation of instructional materials and pedagogical board games.
7. Bring learning materials and revised educational board games to test with sixty students in order to improve.
8. Introduce instructional materials and educational board games.

A Questionnaire to Measure Students' Satisfaction With the Board Game Educational Media

The satisfaction survey was used as a measure of sentiment. Students have both positive and negative opinions of learning materials and educational board games. which seeks to measure the satisfaction assessment form's behavior The researcher determined the behavior to measure based on five factors: 1) learning media components, educational board games; 2) learner performance; 3) STEAM education concepts; 4) local wisdom; and 5) classroom environment. Using instructional materials, educational board games, and number 25 items in accordance with the steps below:

1. Examine the concept of developing a satisfaction evaluation form. and developing a satisfaction survey covering the content and objectives.
2. Develop a satisfaction evaluation form that expresses emotions. Students have both positive and negative opinions of learning materials and educational board games. The researcher establishes the measurement of behavior based on 5 factors with 5 items for each category, for a total of 25 items.
3. Present the satisfaction evaluation form to the research project consultant for verification of its contents.
4. Utilize the customer satisfaction evaluation form to evaluate the Index of Concordance by having five experts evaluate the questions' validity in terms of their content and clarity.
5. Twenty questions from the revised satisfaction assessment questionnaire were administered to 60 students, per the recommendation of the expert.

6. Using Cronbach's alpha coefficient procedure, the confidence value of the entire version of the satisfaction rating was calculated; this yielded the confidence value of the entire version. and to truly use the customer satisfaction survey.

Step 3: The Trial Use of Educational Board Game Media

This research is a quasi-experimental research in the form of One group pretest-post test design.

Step 4: The Evaluation of Learning Materials for Educational Board Games

1. The fundamental statistics used to interpret the satisfaction survey were: 1) mean, 2) standard deviation, 3) percentage, and 4) learning media effectiveness. Using E1/E2 formulas, comprehend the educational game board.
2. To calculate the content validity index (IOC) and to calculate the confidence value of the satisfaction questionnaire, the statistics were used to determine the quality of the instruments.
3. t-tests for dependent samples and t-tests for a single sample were used to verify the hypothesis.

Interview Questionnaire and Form

1. Examine concepts, theories, and relevant research.
2. A questionnaire and interview form were created for the research project consultant to review the content's accuracy and completeness.
3. Adjust the language of the acquired queries to be more succinct and clear before applying them in accordance with the suggestions of the experts.
4. Modify interview forms and questionnaires based on the suggestions of experts. The modified questionnaire was then utilized to acquire actual data.
5. Data Acquisition
6. Data analysis

Procedure

This research consisted of four steps: 1) Study the needs and Study the basic information. 2) Design and develop integrated learning management innovations; and 3) Introduce the integrated learning management innovation that has been developed for trial.

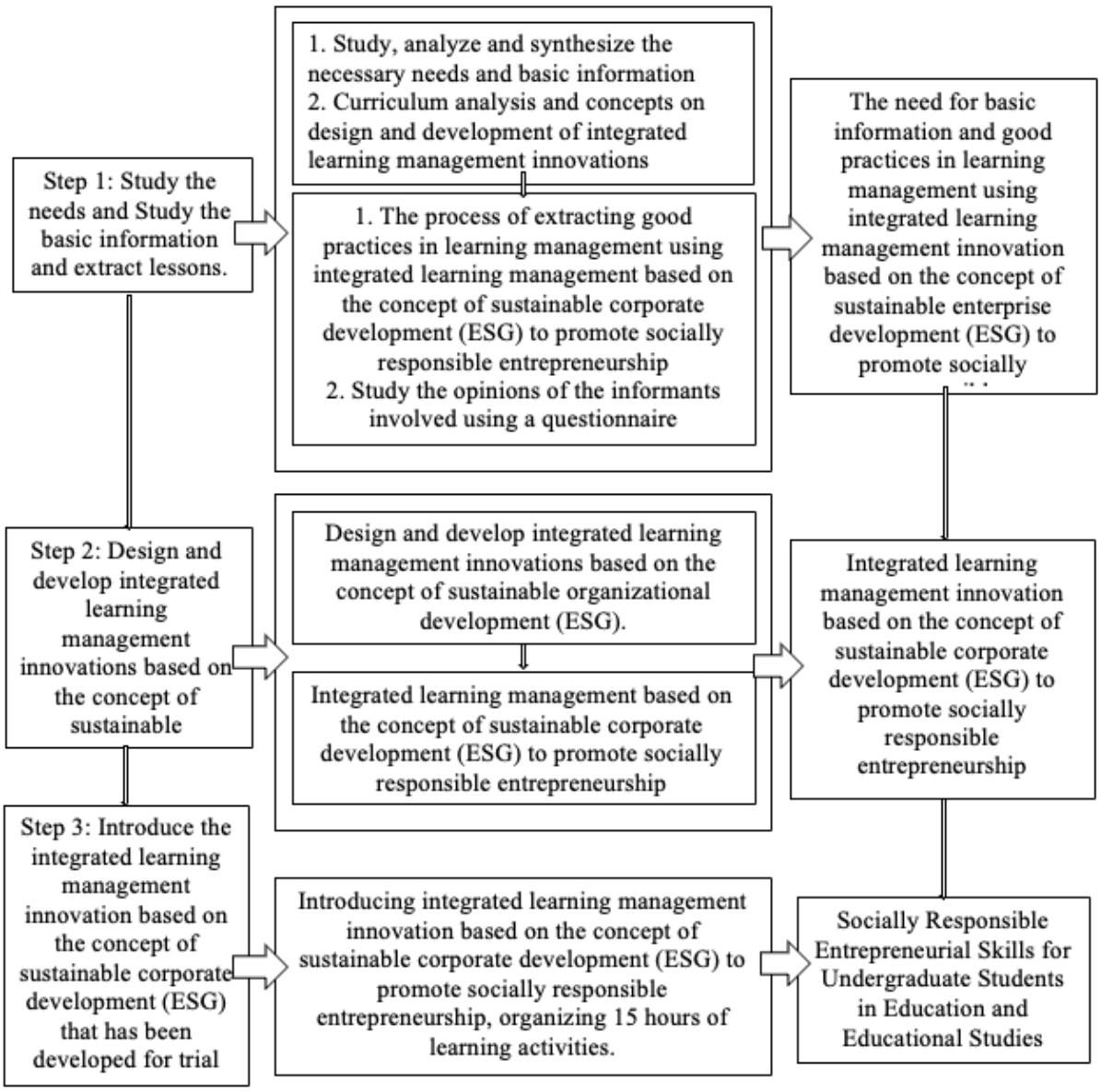

Figure 2: Procedure

Discussion

The best practices in STEAM education knowledge management utilizing local wisdom to cultivate innovator competency consisted of eight components. 1) Thai cultural communication and local wisdom; 2) engineering design methods. 3) Educational innovations 4) STEAM education learning activities; 5) integrated learning activities 6) Inventions of innovators 7) assessment, and 8) development.

Conclusion

Local philosophers and instructors from each of Thailand's four regions examined the best practices. The research utilized interview forms and questionnaires. The content analysis of the data revealed that the best practices in STEAM education knowledge management utilizing local wisdom to cultivate innovator competency consisted of eight components. 1) Thai cultural communication and local wisdom; 2) engineering design methods.

3) Educational innovations 4) STEAM education learning activities; 5) integrated learning activities 6) Inventions of innovators 7) assessment, and 8) development.

It is a challenge for elementary school instructors to design learning activities that combine STEAM education management with local knowledge about Thai handicrafts. Through the engineering design process, proactive learning management and local wisdom card games are used to help learners develop innovative competencies to inspire learners' inquiry and creativity.

Create a learning community for the transmission of knowledge, social processes, and local culture by means of local philosophers by taking systematic and scientific action and developing innovator competencies in conjunction with local wisdom.

The objectives of this research were: 1) to develop local wisdom board game media based on the STEAM education concept to promote efficient innovators' competency; and 2) to study the level of satisfaction of students towards the local wisdom board game media. Based on the STEAM education concept to promote innovators' competency. The tools used in the research were: 1) learning materials for board games of local wisdom based on the concept of STEAM education to promote innovators' competency; 2) handbooks for learning materials for board games of local wisdom based on the concept of STEAM education to promote innovators' competency; and 3) a questionnaire to measure students' satisfaction towards learning media for local wisdom board games based on the STEAM education concept to promote innovators' competency. The sample consisted of fifth-grade students. One study group of 30 students was obtained by simple random sampling. The results showed that evaluation results of the quality of learning media, board games, and local wisdom based on the concept of STEAM education promote innovators' competency. The quality is very good. And the students were satisfied with the learning materials, board games, and local wisdom based on the concept of STEAM education to promote innovators' competency. At the most satisfactory level. The results indicated that student satisfaction with the local wisdom board game in all five categories was as follows: The first aspect of learning media components, educational board games, was at a satisfactory level; the second was learner performance; the third was STEAM education concepts; the fourth was local wisdom; and the fifth was the classroom environment.

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