

## การพัฒนารูปแบบการจัดการเรียนรู้ของโรงเรียนต้นแบบการเตรียมเยาวชนสู่ประชาคม สังคมและวัฒนธรรมอาเซียน\*

วิไลลักษณ์ ภูักดี<sup>1</sup>

ชำนาญ รอดเหตุภัย<sup>2</sup> วิชนี ศิลตระกูล<sup>3</sup>

### บทคัดย่อ

การพัฒนารูปแบบการจัดการเรียนรู้ของโรงเรียนต้นแบบการเตรียมเยาวชนสู่ประชาคมสังคม และวัฒนธรรมอาเซียน เป็นการวิจัยเชิงคุณภาพ มีความมุ่งหมาย 1) เพื่อศึกษาความเป็นมาและสภาพปัจจุบันด้านการจัดการเรียนรู้ของโรงเรียนต้นแบบการเตรียมเยาวชนสู่ประชาคมสังคมและวัฒนธรรมอาเซียน 2) เพื่อศึกษาปัญหาแนวทางในการแก้ปัญหา และความต้องการด้านการจัดการเรียนรู้ของโรงเรียนต้นแบบการเตรียมเยาวชนสู่ประชาคมสังคมและวัฒนธรรมอาเซียน และ 3) เพื่อพัฒนารูปแบบการจัดการเรียนรู้ของโรงเรียนต้นแบบการเตรียมเยาวชนสู่ประชาคมสังคมและวัฒนธรรมอาเซียน การวิจัยครั้งนี้มีพื้นที่ในการวิจัยเป็น โรงเรียนมัธยมศึกษาของจังหวัดในภาคกลาง 4 โรงเรียน กลุ่มตัวอย่างใช้วิธีเลือกแบบเจาะจง (Purposive Sampling) จากบุคลากรของโรงเรียนและผู้ที่มีส่วนร่วมในการพัฒนาการศึกษาในพื้นที่ที่โรงเรียนตั้งอยู่ จำนวน 87 คน เครื่องมือที่ใช้ในการวิจัยเป็นแบบสำรวจ แบบสังเกต แบบสัมภาษณ์ ประเด็นในการสนทนากลุ่ม และสาระในการประชุมเชิงปฏิบัติการ ผลการวิจัยพบว่า โรงเรียนทั้ง 4 แห่งเป็น โรงเรียนที่สำนักงานเขตพื้นที่การศึกษาต้นสังกัดเสนอชื่อให้เป็น โรงเรียนในกลุ่ม Sister School ของโครงการ Spirit of ASEAN ทุกโรงเรียนดำเนินการพัฒนาหลักสูตรสถานศึกษาที่เน้นอาเซียน ภาษาอังกฤษ เทคโนโลยี วัฒนธรรมและภาษาเพื่อนบ้าน พบปัญหาเรื่องการจัดหลักสูตรของโรงเรียนที่ไม่เน้นวัฒนธรรมเท่าที่ควร ไม่เน้นอาชีพ ครูและผู้ปกครองไม่ค่อยเห็นด้วยกับการจัดกิจกรรมเพื่อสร้างประสบการณ์ให้กับนักเรียน นักเรียนไม่มีทักษะการพูดภาษาอังกฤษ ไม่มีทักษะการจัดการ ใช้เทคโนโลยีเพื่อการเรียนรู้ไม่คุ้มค่า จากปัญหาดังกล่าวมีแนวทางในการแก้ปัญหาและความต้องการด้านการจัดการเรียนรู้ที่เป็นปัจจัยให้เกิดการพัฒนารูปแบบการจัดการเรียนรู้ขึ้น กำหนดเป็นองค์ประกอบของรูปแบบ 3 ส่วน กระบวนการจัดการเรียนรู้ของรูปแบบที่พัฒนาขึ้นมีขั้นตอนการเรียนรู้ 6 ขั้น ใช้อักษรย่อ “IMCASE” รูปแบบการเรียนรู้ของโรงเรียนต้นแบบการเตรียมเยาวชนสู่ประชาคมสังคมและวัฒนธรรมอาเซียน มีการปรับปรุงพัฒนาโดยผ่านการตรวจสอบวิพากษ์ของผู้ทรงคุณวุฒิจากองค์กรต่าง ๆ รวมทั้งคำรับรองของผู้เชี่ยวชาญการสอนจากบุคลากรในโรงเรียน ช่วยให้องค์ประกอบของรูปแบบ การจัดการเรียนรู้มีความสมบูรณ์ สามารถนำไปใช้ได้ตามวัตถุประสงค์และเป้าหมายของการพัฒนาเยาวชน

**คำสำคัญ:** ประชาคมสังคมและวัฒนธรรมอาเซียน, การพัฒนา, การจัดการเรียนรู้, เยาวชน

\* วิทยานิพนธ์หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาวัฒนธรรมศาสตร์ มหาวิทยาลัยมหาสารคาม, 2559

<sup>1</sup> นักศึกษาหลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาวัฒนธรรมศาสตร์ มหาวิทยาลัยมหาสารคาม, E-mail: wpoopakdee246@gmail.com

<sup>2</sup> รองศาสตราจารย์, คณะวัฒนธรรมศาสตร์ มหาวิทยาลัยมหาสารคาม

<sup>3</sup> อาจารย์, คณะวัฒนธรรมศาสตร์ มหาวิทยาลัยมหาสารคาม



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## The Development of a Learning Management Model in Prototype Schools to Prepare Youth for the ASEAN Socio-Cultural Community\*

*Wilailak Poopakdee<sup>1</sup>*

*Chamnan Rodhetbhai<sup>2</sup> Wisanee Siltragool<sup>3</sup>*

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### Abstract

The purposes of this research were 1) to study the learning management background and situation of prototype schools that prepare young people for the ASEAN Socio-Cultural Community, 2) to study problems, solutions and needs of prototype schools in preparing young people for the ASEAN Socio-Cultural Community, and 3) to develop a model of learning management in prototype schools to prepare young people for the ASEAN Socio-Cultural Community. The research area was composed of secondary schools from four provinces in Central Thailand. The research sample consisted of 87 people, selected by purposive sampling from school personnel and those involved in educational development. The research instruments used were survey, observation, interview, focus group and workshop. The research findings revealed that the sample schools were all sister schools under the Spirit of ASEAN project. Each school had developed a school curriculum that focused on ASEAN, English language, technology, multiculturalism and neighboring languages. The problems of implementation were varied. The school curricula did not focus on culture and career, the teachers and parents disagreed with activities, the students did not have conversational English or management skills, and did not use technology for learning. The learning management model consisted of 3 parts: introduction, content and youth competency. Six steps of learning were developed, abbreviated as “IMCASE”. The learning management model can be applied for youth development.

**Keywords:** ASEAN Socio-Cultural Community, development, learning management, youth

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\* Research Article from Doctor of Philosophy Program in Cultural Science, Maharakham University, 2016

<sup>1</sup> Student in Doctor of Philosophy Program in Cultural Science, Maharakham University, E-mail: wpoopakdee246@gmail.com

<sup>2</sup> Associate Professor, Faculty of Cultural Science, Maharakham University

<sup>3</sup> Lecturer, Faculty of Cultural Science, Maharakham University



### ***Introduction***

Education is an important base for driving the prosperity of the country. It develops knowledge, thought processes and ethical behaviour in students, training them to be good citizens. Furthermore, it promotes efficient work, strong career-mindedness, income security and self-reliance. Nowadays, we live in a knowledge society, a society for learning. Everyone is faced with the immediate consequences of a changing world. In 2015, the Association of Southeast Asian Nations (ASEAN) became a fully integrated alliance promoting economic and political cooperation by fostering dialogue among its ten members.: Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand, and Vietnam. The ASEAN Integration of 2015 compelled member states to follow and mirror one-another's educational systems. In the past, ASEAN was a small stage for the exchange of ideas, meeting and cultural cooperation (Pitsuwan, 2012). Now, the Association has far more influence and a bigger voice in global affairs. Cooperation among ASEAN countries increases the life-quality within the community, reduces income disparity and develops society. The health sector has particularly benefitted from knowledge exchange and unrestricted labour migration. Besides this, wise use of natural resources and strengthening of ASEAN member-state cooperation have been products of the union (Praosri, 2011). The ultimate aim of this initiative is to foster cooperation and peace in South East Asia. One way to achieve this goal is through education but the traditional Thai teaching model has not adequately prepared Thai people for social change (Wiriyaichitra, 2002). Education should play an important role in readying people for change, especially regarding educational reform, convenience, technology and educational management for children's education. ASEAN is committed to human resource development by educational development, increased educational quality at every level and lifelong learning development. The attempt to drive and prepare for the ASEAN community is now an important mission of Thailand due to its mutually beneficial nature. Education is the main vehicle for preparation of Thai people for integration in the ASEAN community, which consists of three pillars: 1) ASEAN Political-Security Community (APSC), 2) ASEAN Economic Community (AEC) and 3) ASEAN Socio-cultural Community (ASCC).

According to the policy of the country and ASEAN moving forward, the Thai Ministry of Education has created a 'Spirit of ASEAN' program under the Education Hub to drive ASEAN-related education. This program has been assigned to the Bureau of Academic Affairs and Educational Standards, who have chosen 68 primary and secondary schools as prototypes for the preparation of students as



members of the ASEAN community. These schools have been divided into three groups: 1) 30 Sister Schools, which create joint education plans to prepare for ASEAN with schools from neighboring countries and “have connecting classrooms with schools in the United Kingdom and other ASEAN nations” (B Namfa, as cited in Khaopa, 2011); 2) 24 Buffer Schools, schools located near the border; and 3) 14 ASEAN Focus Schools, schools which “are boosting students' awareness about the AEC, getting them to know ASEAN more deeply” (B Namfa, as cited in Khaopa, 2011). Each school has developed a school curriculum focused on ASEAN, English language, technology, multiculturalism and the languages of neighboring countries. Each school has provided an ASEAN study center and ASEAN activities. They have also become a part of a nine-member ASEAN school network that actions learning about the ASEAN Community by integrating the ASEAN Curriculum Sourcebook into the 2008 Basic Education Curriculum of Thailand. This is the Sourcebook that was developed in 2012, by the Southeast Asian Ministers of Education Organization (SEAMEO) to help transmit the Spirit of ASEAN.

When the preparation and the ability of Thai youth are considered, many areas require improvement, especially Ordinary National Education Test (O-NET) results and Program for International Student Assessment (PISA) conducted by the Organization for Economic Co-operation and Development (OECD) (Bantoeng, 2013). Active preparation of youth for integration into the ASEAN Socio-Cultural Community based on the Spirit of ASEAN has been conducted in Thailand since 2010, but these early initiatives are still not reflected in young people. Youth activities created to educate in Thai unity, social change, learning achievement and social disparity are not clear. Thai youth should gain greater social, cultural and academic skills, especially sister schools in the program for preparation of youth for the ASEAN socio-cultural community. These schools initiate more frequent ASEAN-focused activities than other institutions and should improve the learning process to include social and cultural problem-solving. Moreover, social and cultural skills for youth should be practiced systematically. These skills will help Thai youth become good citizens and be ready for the ASEAN community with confidence. In order to prepare youth for the ASEAN community and culture, schools in Thailand should provide significant guidance, diversity and a common direction. With this in mind, the researchers were interested in examining the development of a learning management model in prototype schools to prepare young people for the ASEAN Socio-Cultural Community. This is a qualitative investigation. The purposes of this research were 1) to study the learning management background and



situation of prototype schools that prepare young people for the ASEAN Socio-Cultural Community, 2) to study problems, solutions and needs of prototype schools in preparing young people for the ASEAN Socio-Cultural Community, and 3) to develop a model of learning management in prototype schools to prepare young people for the ASEAN Socio-Cultural Community.

### ***Research Methodology***

It is hoped that the results of this investigation are related to real life and reflect good cultural practice. Children affected by the developed model will gain life skills in both academic and social aspects. These will help children live together in unity as part of the diverse ASEAN society. In addition, the goals and process of this investigation are related to the policy of human development for lifelong learning in the 11th National Economic and Social Development Plan (B.E. 2555-2559) and are also related to the strategies of the 5 year plan for ASEAN realization, master plan on ASEAN connectivity, the National Education Act of 2542 (1999) and Amendments (The Second National Education Act) 2545 (2002). This research helps to develop learning and the ability of Thai people to adapt to change, encouraging Thai nationals to be proud of their culture, accept cultural diversity and be ready for the ASEAN community. By Thai youth have high cultural and social skills, they can reduce crisis problems in society and live in Thailand and the ASEAN community happily.

The research area for this investigation was purposively selected according to the aims of the research and consisted of secondary schools from four provinces in Central Thailand. The chosen institutions were all Sister Schools under the Spirit of ASEAN program: Pibulwittayalai School, Prommanusorn Petchaburi School, Nakhon Sawan School and Samut Sakhon Burana School. The research sample was also purposively selected and consisted of 87 people from school personnel and those involved in educational development in the area. Data was collected from March 2014 to October 2015. Research instruments were survey, observation, interview, focus group and workshop. Data were verified by means of triangulation and results are presented below as a descriptive analysis.

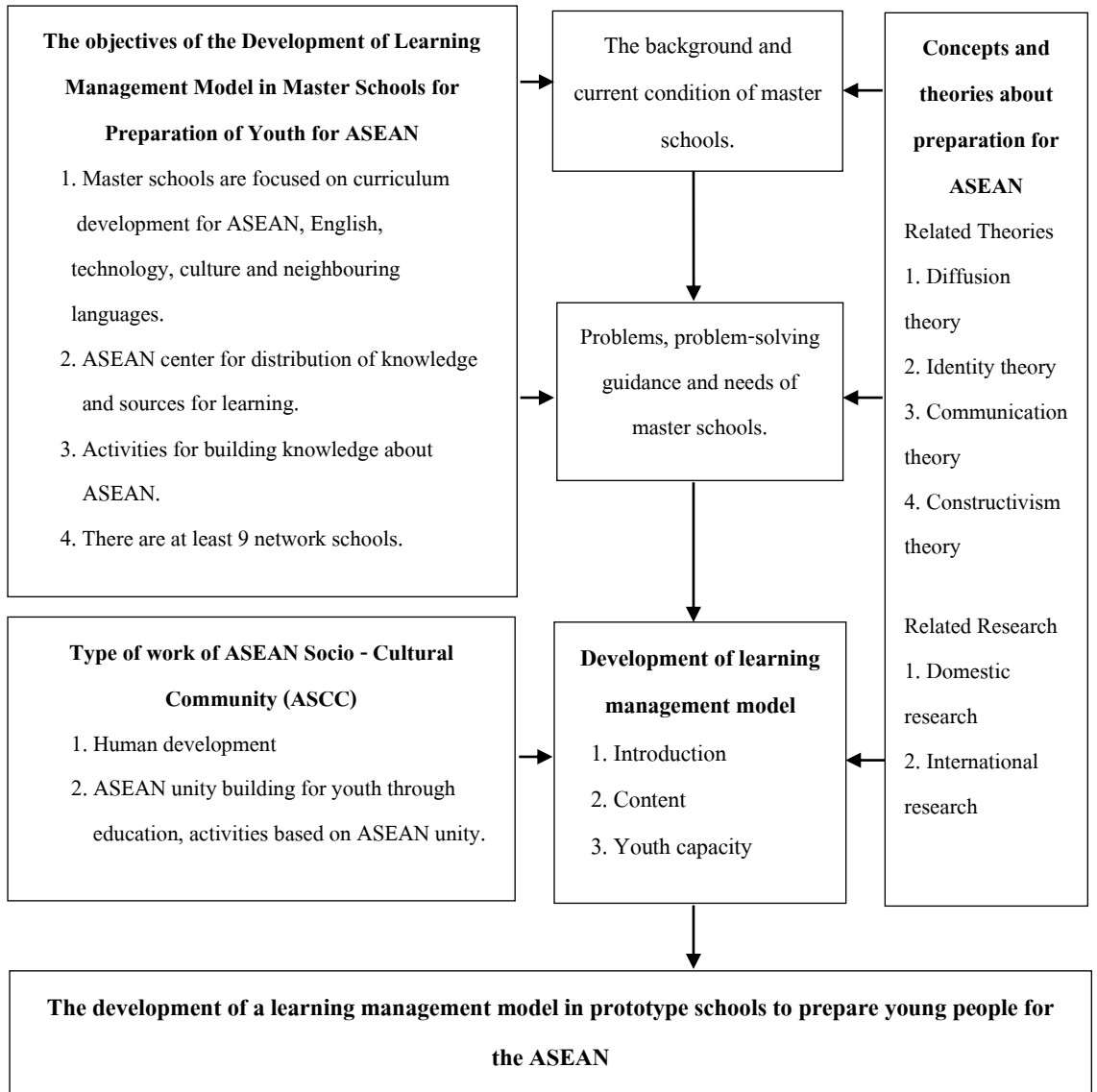


Figure 1. Research framework for this investigation, The development of a learning management model in prototype schools to prepare young people for the ASEAN Socio-Cultural Community

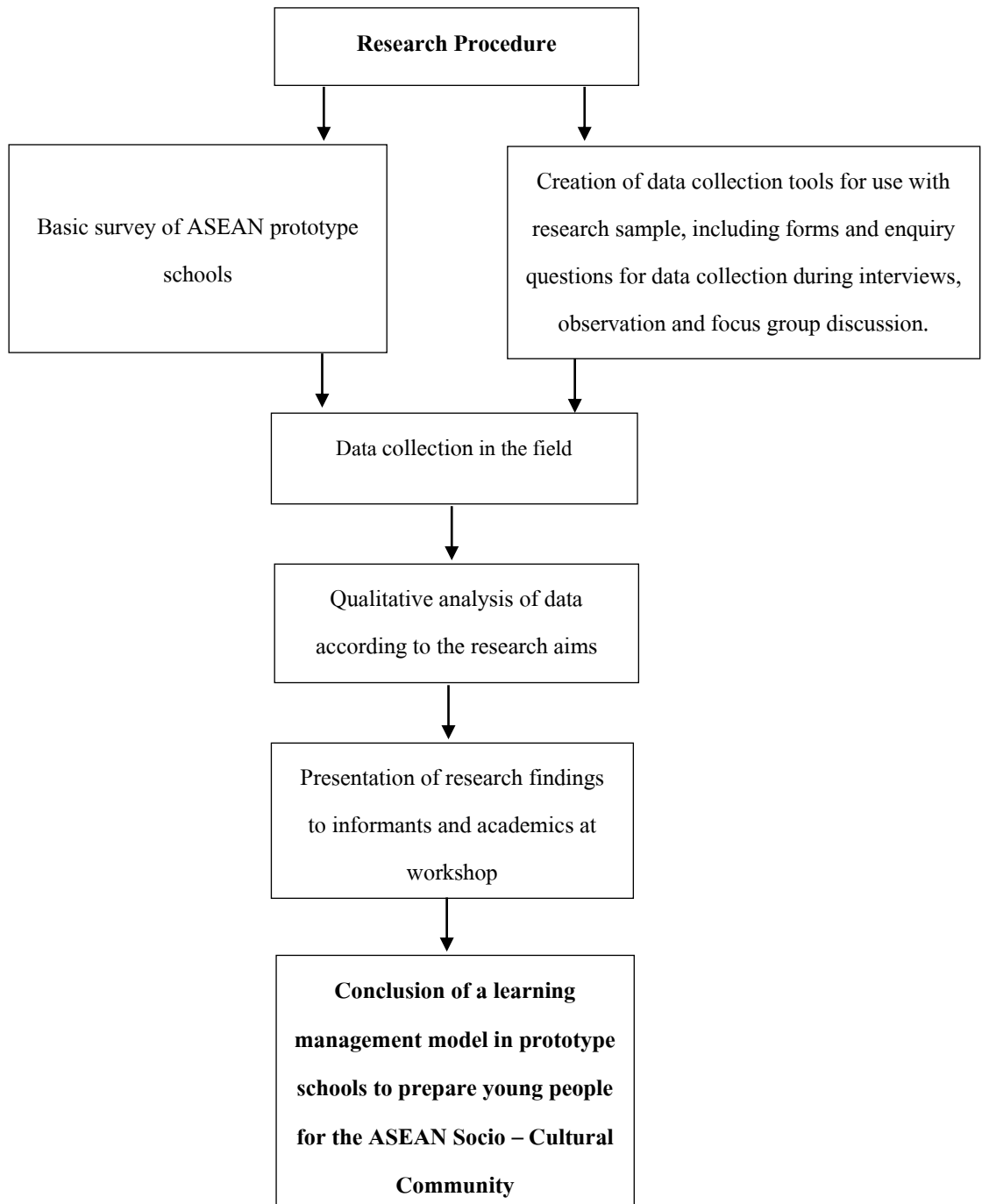


Figure 2. Research procedure for this investigation, ‘The development of a learning management model in prototype schools to prepare young people for the ASEAN Socio-Cultural Community’



## **Results**

The research findings revealed that the four sample schools were recruited as Sister Schools under the Spirit of ASEAN project. Each school has developed a school curriculum focused on ASEAN, English language, technology, multiculturalism and the languages of neighboring ASEAN countries. Each school has created an ASEAN study center and organises regular ASEAN-focused activities. Importantly, they have each joined a network of ASEAN schools to promote ASEAN Community by integrating the ASEAN Curriculum Sourcebook into the Basic Education Curriculum. The problems with the implementation of an ASEAN-centric curriculum were numerous. Crucially, the school curricula did not focus on culture and career and the teachers and parents disagreed with the activities provided for student experience. Rather than aim at developing practical skills, they focused on abstract knowledge. Despite the emphasis upon language, the students did not possess suitable English skills. Additionally, management skills were weak and technology was not used effectively for worthwhile learning. Moreover, some parents did not agree to the focus on ASEAN trades that were perceived as irrelevant, Thai students did not learn the languages and culture of their neighboring countries, and the ASEAN Study Centers were not managed by specialized operations officers.

These problems were discussed by focus groups and the researchers drew up a draft development proposal. The researchers took into account the needs of each school as factors in the development of the learning management model. All data was analysed in combination with theoretical concepts in educational and cultural science. The learning management model was finalised at a workshop with selected participants. The model consisted of 3 parts. The first part was the introduction: goals, principles, concepts, theories and school contexts. The second part was the content of the model: objectives, knowledge content, activities, learning process, media and learning resources, assessment and evaluation. The third part was the youth competency: understanding of ASEAN, life skills in socio-culture, Thai nationality and the way of life based on unity in the diversity of Thailand and ASEAN culture. There were six steps to the learning process, abbreviated as ‘IMCASE’. The steps were 1) Identity Activation, 2) Management, 3) Collaboration, 4) Application, 5) Show and Share, and 6) Evaluation (Figure 3). The learning management model to prepare young people for the ASEAN Socio-Cultural Community was validated and suggestions were given by experts from other



organizations, including teaching experts within the four schools. The research process allowed the learning management model to be completed and applied to the purposes and goals of youth development.

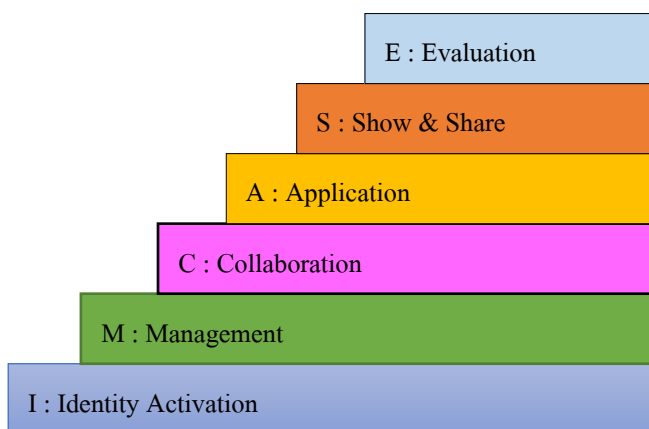


Figure 3. The IMCASE management model in prototype schools to prepare young people for the ASEAN Socio-Cultural Community'

### ***Discussion***

According to the field study in four provinces, the researcher collected and analyzed data by using observation, document study, interview, focus group and workshop. The context of the research areas reflected to the way of life, culture, traditions and civilization of Central Thailand, including the prosperity of the areas, career paths and education. The four sample schools were recruited as Sister Schools under the Spirit of ASEAN project and had been developed in similar ways. Each school was selected to join the project and all of them are extra-large size schools. They had sufficient resources to be prototypes for other schools and all of them had measures in place enabling them to develop and be ready for change.

Thailand is a multicultural society. People live together with nationals of neighboring countries, who speak a variety of different languages and observe a number of different religions. This is a reflection of ASEAN people and societies in other countries. The immediate distribution of foreign cultures has changed the condition of society. If Thai people are not ready, Thai culture will be assimilated into an ASEAN narrative and many aspects of Thai identity will change and, perhaps, disappear. It is the duty of Thai people and every Thai organization to cooperated to preserve Thai identity, both personal and social. This is related to the identity theory (Stryker and Burke, 2000).



The cooperation of ASEAN members to maintain national culture does not disregard the expectation ASEAN member states will share one identity.

The three components of the learning management model are related to the diffusion theory (Rogers, 1962), identity theory (Hogg, Terry and White, 1995), and communication theory (Berlo, 1960), respectively. The capacity of youth is concerned with constructivism theory (Deechuay, 2011). The components of learning management discussed during this research are related the study of Saengduen Jaroenchim (2009). Jaroenchim developed a learning model for concept building and problem solving in physics for the secondary school level, including many of the components in the model created during this investigation. Similarly, Saisunee Thepsulieam (2010) identified technology and communication as vital to learning development models. Thepsulieam also argued that development should be based on the concept of cooperation among the community and practitioners, which would enhance the problem-solving skills of all parties. These researchers would also add the voice of the students to create a cooperative triumvirate of interested parties. The findings of this investigation are also consistent with the work of Nammon Ruengrit (2010). Ruengrit's study of online learning activity of exchange students found cooperation to be a key factor in the success of development programs. From examination of academic research on learning management development, common components and recommendations were identified, despite the variation of research topics. Document analysis and field investigation have led the researchers to conclude that objectives, learning process, content, activities, technology, learning resources, evaluation and assessment are vital components of learning management development.

### ***Suggestions***

The research team wishes to make the following suggestions for practical application of the results of this investigation: 1) The development model is a learning model for learning skill development to help children have social and cultural skills, connect processes to real life situations, and reflect good culture. All schools can apply these depending on their context and needs; 2) The content components of this research focused on human development of education and ASEAN unity development following types of work and establishing a plan for ASEAN society and culture. The model highlighted youth realization and knowledge of ASEAN through education and activities to develop the unity of ASEAN based on friendship and cooperation. The content consisted of the knowledge of ASEAN unity



development and management skills, then led to IMCASE by identity activation, management, and show & share (using R-C-A questions); 3. This model is developed for teachers who can apply knowledge in every learning subject area because this is an integrated model which is related to learning indicators, learning achievement and Moderate Class More Knowledge; 4) The learning model is focused on identity. Schools should be connected to external organizations, such as community and local wisdom sources who can help children absorb and inherit good traits; 5) The process of this learning model is designed for problem solving and learning development of youth. Further research must be conducted before this model can be applied to adult education.

The research team also wishes to recommend a number of topics for further investigation:

1) The study should be applied for other schools in other areas in order to study the results and suitability of the model and development of student learning quality, social life skills and cultural awareness; 2) Since the full integration of the ASEAN community, knowledge of neighboring languages has become more important. Studies should focus on language-learning among ASEAN countries, including research of South-East Asian language learning and teaching of the Thai language. These should be developed to enhance communication between ASEAN member states; 3) Future studies should concern Thai identity preservation and ASEAN identity building to promote harmony and cultural diversity; 4) Studies of unique living styles in multicultural ASEAN societies should be designed to assess the positive and negative effects of multiculturalism; 5) Youth development in all aspects of society and culture should be examined in schools in order to build the people's readiness for the ASEAN community.

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