An Instructional Model of ASEAN Cross Cultural Learning of CLMV Students in Mahachulalongkornrajavidyalaya University

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Abstract— the purpose of this research article was to develop and assess the quality of the instructional model of ASEAN cross cultural learning of CLMV students in Mahachulalongkornrajavidyalaya University. Multiphase mixed methods research applying quantitative research to extend qualitative results was used for research design. The qualitative target group was selected using purposive sampling whereas the quantitative sampling group was used two-stage random sampling. Interview guideline and questionnaires were used for measurement design. Qualitative data were classified and analyzed using content analysis and analytic induction. Quantitative data were analyzed by descriptive statistics and the developed model was validated by using LISREL program. Results showed that the instructional model of ASEAN cross cultural learning relating to consequent factors leading to a happy coexistence included 5 components as the following: 1) ASEAN cross cultural learning management; 2) components of ASEAN cross cultural learning; 3) ASEAN cross cultural learning process; 4) activities for cross cultural learning; and 5) coexistence with happiness following the principle of virtues for fraternal living (Saraniyadham). The developed model had its possibility, validity, appropriateness and benefit for the related students and instructors. The result of quantitative quality assessment for creating a generalizability model by validating the consistency between structural equation model of the instructional model of ASEAN cross cultural learning developed from qualitative research and the model developed from the relation between components and variables of the instructional model of ASEAN cross cultural learning were both well coherent and fit with the empirical data (Chi-square = 140.33, df=116, p=0.062, GFI=0.98, AGFI=0.95, RMR = 0.023). It, thus, clearly showed that ASEAN cross cultural learning management, components of ASEAN cross cultural learning, ASEAN cross cultural learning process and activities for cross cultural learning were capable of promoting a happy coexistence.

Index Terms— ASEAN, Instructional Model, CLMV students, Cross Cultural learning

I. INTRODUCTION

Mahachulalongkornrajavidyalaya University is a Buddhist university and has been established as a government university since 1997. The university has developed both hardware and software aspects in order to prepare learners to be ready for the development of being a center of Buddhism in national and international levels continually. The main purpose of educational management is also related to ASEAN Community (ASEAN refers to the Association of Southeast Asian Nations) that is the education for encouraging each other by training and conducting research including Southeast Asia Studies. Students from educational institutes are encouraged to realize and understand each other by sharing knowledge between ASEAN countries that related to the third pillar of ASEAN cultures and societies. The target of this cooperation is to build the unity within community by sharing and supporting each other as in [1], [2]. For this reason, lectures and instructors should be able to organize classroom activities to increase student's learning in various ways and covers with five aspects consisted of 1) cognitive domain, 2) affective domain, 3) psychomotor domain, 4) skills and 5) integration. These are learning models for international learning as in [3].

In the university community, it is an educational institute of students who are different in races, languages and traditions living together in the same campus. Activities have been organized by students to enhance living together peacefully which is the main purpose of educational management that the faculty members wish to see them to encourage each other to cooperate and do activities together creatively and also complement each other. According to their ethnicity or country, they are not divided into groups. On the other hand, when the understanding occurs and the coordination in the activities of the university can be easily carried out both in the classroom and outside the classroom which is in accordance with the goals of the university that focuses on training students to have both knowledge and morality applying into the society when they graduate from the university and return to their home countries.

Mahachulalongkornrajavidyalaya University has students who are diverse and different in races, languages, religions and traditions especially students who come from CLMV countries consisted of Cambodia, Laos, Myanmar and Vietnam. They need to live together on campus, but from this distinction resulting in the management of education or living and activities being separate both inside and outside the classroom. Therefore, the university needs to find ways or learning methods to manage learning in order to encourage cross cultural learning for students who are the host to have a better understanding of the culture of students from ASEAN countries in order to have effectively learning and adapting to understand other cultures in ASEAN.

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II. RESEARCH OBJECTIVE

The objective of this research article was to develop and assess the quality of the instructional model of ASEAN cross cultural learning of CLMV students in Mahachula longkornrajavidyalaya University.

III. SCOPE OF RESEARCH

This research article is designed by using a multiphase mixed methods research design. The population of this research is students from Mahachulalongkornrajavidyalaya University and the target group are lectures and educators from CLMV countries. The content used in this study consists of 1) cultural concepts, 2) ASEAN culture in CLMV countries, 3) religious culture, 4) cross cultural learning, 5) learning management using research based learning and 6) model of cross cultural learning management.

IV. METHODS

Multiphase mixed methods research applying quantitative research to extend qualitative results was used for research design. The qualitative target group was selected using purposive sampling whereas the quantitative sampling group was used two-stage random sampling. Interview guideline and questionnaires were used for data collection. Qualitative data were classified and analyzed using content analysis and analytic induction. Quantitative data were analyzed by descriptive statistics and developed model was validated by using LISREL program. Four phases were designed in this research. The first phase used field study with in-depth interview for studying case studies that are being best practices of cross cultural learning in CLMV countries. Phase 2 used focus group discussion to develop and examine ASEAN cross cultural learning management in CLMV countries. Phase 3 used the model of ASEAN cross cultural learning management in CLMV countries for conducting workshop with Mahachulalongkornrajavidyalaya University students. In phase 4 was a quantitative research design to assess the quality of the developed model. Evaluation of the quality of ASEAN cross cultural learning management model of Mahachulalongkornrajavidyalaya University students by examining the validity of the causal relationship model developed. Population and sample group were undergraduate students who registered in Mahachulalongkornrajavidyalaya University in academic year 2018. Determine the size of the sample group by using the formulas of Hair and others (1998) as in [4]. The sample size is 10 people per 1 parameter. Two-stage random sampling method can be used. Questionnaires were used for data collection and quantitative data were analyzed using descriptive statistics. In the hypothesis test, the research used validation of the structural equation model with the LISREL program. The results can be summarized as follows.

V. RESULTS

In analyzing the data of this model, there are 5 latent variables: ASEAN cross cultural learning management (LEARNASE), components of ASEAN cross cultural learning (COMASE), ASEAN cross cultural learning process (PROASE), activities for cross cultural learning (ACTASE) and coexistence with happiness (HAPLIVE) and 23 observed variables were used for the analysis.

Results of quantitative quality assessment is to create a pattern that can be used for generalizability model by examining the consistency between the structural equation model of ASEAN cross cultural learning management in CLMV countries which developed from the qualitative research including the experimental model and empirical data obtained from the real condition of cross cultural learning as perceived by Mahachulalongkornrajavidyalaya University students. The results showed that the developed model from the relationship between the composition and variables of the model of ASEAN cross cultural learning management in CLMV countries fit with empirical data (Chi-square = 140.33, df = 116, p = 0.062 GFI = 0.98, AGFI = 0.95, RMR = 0.023).

When considering the predictive coefficient (R-square) of the latent internal variable structure equation, it found that the components of the cross cultural learning (COMASE) had the forecast coefficient equal to 0.64, indicating that the variables within the model of ASEAN cross cultural learning management (LEARNASE) can explain the variance of components of ASEAN cross cultural learning for 64.00 percent. ASEAN cross cultural learning process (PROASE) has a predictive coefficient equal to 1.00, indicating that the variables within the model of ASEAN cross cultural learning management (LEARNASE), able to explain the variance of ASEAN cross cultural learning process for 100 percent. Activities for cross cultural learning (ACTASE) has a predictive coefficient of 0.85, indicating that the variables within the model of cross cultural learning management (LEARNASE) can explain the variance of activities for cross cultural learning at 85.00 percent. Coexistence with happiness (HAPLIVE) has a predictive coefficient of 0.82, indicating that the variables within the model of ASEAN cross cultural learning management (LEARNASE), components of ASEAN cross cultural learning (COMASE), ASEAN cross cultural learning process (PROASE), and activities for cross cultural learning (ACTASE) can explain the variance of coexistence with happiness at 82.00 percent.

When considering the correlation matrix between latent variables, it indicated that the correlation coefficient range between latent variables was in the range of 0.74 to 1.00, with all pairs having the same directional correlation and positive correlation values. The variables with the highest correlation coefficients are ASEAN cross cultural learning management (LEARNASE) and the cross cultural learning process (PROASE) with correlation coefficients equal to 1.00 indicating that when increasing the management of ASEAN cross cultural learning, the level of ASEAN cross cultural learning process is also increased. The next variables with correlation coefficients followed by ASEAN cross cultural learning process (PROASE) and activities for cross cultural learning (ACTASE) with correlation coefficients equal to 0.92 indicating that when the level of
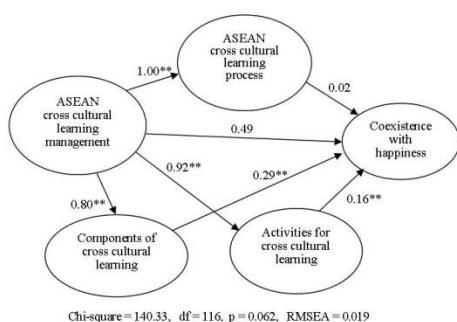
ASEAN cross cultural learning process increase, the level of activities for cross-cultural learning has also increased. In addition, correlation coefficients of ASEAN cross cultural learning management (LEARNASE) and activities for cross cultural learning (ACTASE) is also equal to 0.92 indicating that when the level of ASEAN cross cultural learning management, the level of activities for cross cultural learning has also increased and showed a high level of correlation.

When considering the direct effect and indirect effect between variables in the model, it was found that the relationship between the ASEAN cross cultural learning management variables (LEARNASE) and coexistence with happiness (HAPLIVE) is equal to 0.89 ($r = 0.89$) is a direct influence 0.49 and indirect effect is 0.40, the total effect is 0.89. Direct and indirect effects do not affect the coexistence with happiness significantly. However, the total effect size has a significant effect on coexistence with happiness. Detail of analysis results are shown in Table I and Fig. 1.

Table I Statistical analysis of correlation between latent variables and factor analysis of developed model

Variables	COMASE			PROASE			ACTASE			HAPLIVE		
	TE	IE	DE	TE	IE	DE	TE	IE	DE	TE	IE	DE
LEARNASE	0.80** (0.04)	-	0.80** (0.04)	1.00** (0.04)	-	1.00** (0.04)	0.92** (0.04)	-	0.92** (0.04)	0.89** (0.04)	0.40 (5.90)	0.49 (5.91)
COMASE	-	-	-	-	-	-	-	-	-	0.29** (0.04)	-	0.29** (0.04)
PROASE	-	-	-	-	-	-	-	-	-	0.02 (0.00)	-	0.02 (0.00)
ACTASE	-	-	-	-	-	-	-	-	-	0.16** (0.08)	-	0.16** (0.08)
Statistics	Chi-square = 140.33 df = 116 p = 0.062 GFI = 0.98, AGFI = 0.95 RMR = 0.0023											
Variables	LEARN1		LEARN2	LEARN3		LEARN4	LEARN5			LEARN6		
Reliability	0.50		0.54	0.55		0.59	0.53			0.59		
Variables	COM1		COM2	COM3		PRO1	PRO2			PRO3		
Reliability	0.73		0.82	0.92		0.68	0.75			0.77		
Variables	PRO4		PRO5	ACT1		ACT2	ACT3					
Reliability	0.59		0.80	0.85		0.89	0.89					
Variables	HAPLIV1		HAPLIV2	HAPLIV3		HAPLIV4	HAPLIV5			HAPLIV6		
Reliability	0.82		0.82	0.85		0.89	0.89			0.92		
R SQUARE	COMASE			PROASE			ACTASE			HAPLIVE		
	0.64			1.00			0.85			0.82		

Correlation matrix betweern latent variables

Latent Variables	COMASE	PROASE	ACTASE	HAPLIVE	LEARNASE
COMASE	1.00				
PROASE	0.80	1.00			
ACTASE	0.74	0.92	1.00		
HAPLIVE	0.81	0.89	0.84	1.00	
LEARNASE	0.80	1.00	0.92	0.89	1.00

Remarks: **p < .01, TE = Total Effect, IE = Indirect Effect, DE = Direct Effect

Chi-square = 140.33, df = 116, p = 0.062, RMSEA = 0.019

Fig.1 A causal model of ASEAN cross cultural learning of CLMV students in Mahachulalongkornrajavidyalaya University

VI. DISCUSSIONS

In workshop activities in accordance with the model of ASEAN cross cultural learning management in CLMV countries, it was found that participants were interested in continuing to participate in activities starting with Think-Pair-Share, brainstorming, knowledge sharing, and group activities in order to develop learning innovations through a storyline and planning for innovation with mind mapping technique. Results from students' reflections after participating in the activity indicated that they knew how to

obtain information and understand trough additional activities with research based leaning, systematic presentation through the planning process, creative thinking, and communicate to the public with fully understand others. These are learning activities that apply research based learning of conducting ASEAN cross cultural learning for CLMV students in Mahachulalongkornrajavidyalaya University in accordance with the research as in [5], research on teaching and learning management that students use as part of the learning process by integrating teaching by using research-based method along with content analysis. The research found that students are interested in pursuing knowledge and have skills in acquiring self-knowledge whereas the research that showed in [6] that studies on the continuous professional development of measurement and evaluation using research as a tertiary base in Thailand. The researcher suggested that research based learning is important for Thai university research. Indicators reflected the success of student learning assessment by using the learning process with 3 stages of research: 1) creating self-thinking, 2) focusing on change, and 3) reflecting change and presenting development guidelines. The development results through this process led to the development of the participants using research based learning. In addition, the teaching and learning management that is used as a base is still widely seen in the management of Thai education that has shown in [7] to synthesize the research results that are used by learning and using research is the base of Thai education. It found that research is aimed at developing learners in basic education level. The variables found from synthesis are work skills, thinking skills, academic achievement nature of researchers, basic research and problem solving skills, critical thinking including seeking knowledge and attitudes. It can be seen that learning management is a teaching technique that helps to develop a variety of skills. Therefore, this research is to develop cross cultural learning management and choose to use for learning management as a base to develop ASEAN cross cultural learning of CLMV students.

For the model of learning management across ASEAN from theory into practice, the process of developing a model for this research started with a qualitative study to develop a conceptual framework for research in a manner that shows the relationship between variables in order to obtain guidelines for developing field area variables from in-depth interviews, surveys and observations. According to variables and issues of interest to study, the findings obtained from in-depth interviews led to the addition of variables in the research framework to be clearer and important, consistent with the social and cultural context. Model and practices of people from different cultural backgrounds under the similarities of Buddhism, the variables are clear and begin to develop the learning activity management process. Develop a learning set about the religious culture of CLMV countries creates a learning management plan. To be used as a guideline for organizing workshop activities and then conduct an examination of the appropriateness and

feasibility of conduct from education experts and ASEAN education. When the pattern is clear in every component and there is a process that is ready, there is a workshop activity that is designed into practice. Based on the results of the development of learners with practical activities, the ASEAN cultural innovation design program has 24 tasks which participants will be able to create media or innovations about ASEAN culture to disseminate knowledge about religious culture. In ASEAN, however, in the development of innovation that are some video clips have been developed from students. There is the development of 24 group tasks showing in mind map style, but they have not completed video clips as the innovation. It appears the reflection and thinking of the students who attended the workshop because of having the opportunity to learn together, do group activities, practice searching information from online media, present work via online media, to express opinions through the process of ASEAN cross cultural learning which is an essential skill for learners in the 21st century as in [8] that study "The relationship between skills in the 21st century with digital technology skills", by presenting the results of the study that are the necessary skills in the 21st century obtained from the synthesis of 25 articles in total of 7 main areas consisting of academic skills, information management, communication, collaborative learning, creative thinking, critical thinking and problem solving. Related context skills have been included for this study such as ethical awareness, cultural awareness, flexibility, self-directed learning, and lifelong learning. From the mentioned reasons, it shows that model of ASEAN cross cultural learning management can be developed from theory into practice and can be useful for teaching and learning management that is consistent with the development of learner skills in the 21st century.

VII. CONCLUSION

The result of quality assessment, learning management model both qualitative and quantitative concluded that managing ASEAN cross cultural learning will result in a happy living place that requires the components of ASEAN cross cultural learning content such as patterns of self-practice, principles of living together, and respect for Buddhism which is used as an important part in the design of the learning process management for students to learn across ASEAN culture in accordance with the 5-step process: 1) open mind to receive a new culture, 2) ready to learn with the difference, 3) prepare mind to the situations, 4) understand the behavior of other students, and 5) adjust paradigm shift of culture. The model of activities is to promote cross cultural learning consisted of exchanging learning from their own experiences and cultural activity demonstration through collaborative learning. In summary, ASEAN cross cultural learning management, components of ASEAN cross cultural learning, ASEAN cross cultural learning process and activities for cross cultural learning can promote a happy living together in the society.

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