

Elementary Education Trend: Integrated Learning Management with Community Based for Learning Skills in Context of Multicultural Society, The Southern Andaman

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Introduction

"Elementary education" refers to the initial 6 years of formal education within the school system, covering grades 1 to 6. It is designed for students aged 6 to 12 years. Elementary education is an essential component of basic education and is part of the mandatory education system. Education at this level is crucial both for individual development, as children grow into well-rounded individuals, and for the development of the nation. Therefore, elementary education focuses on fostering holistic learning (Saifah, 2021). As a result, one of the significant challenges in managing learning at the elementary education level is to ensure that students acquire genuine knowledge and essential learning skills to adapt to the changes of today's era. This is accomplished through community involvement in the learning process and the development of education at the elementary level. By utilizing the local community's knowledge and experiences as the basis for the students' learning processes, it can make education more relevant and effective. This trend can be associated with the development of holistic and experiential learning approaches that allow students to learn from real experiences and situations within their community. The utilization of the community as a source of knowledge can enhance students' learning experiences and make education at the elementary level more connected to students' real lives and their local communities, thus making it more effective.

Integrated learning management in elementary education

The term "Integrated" emerged during the time of John Dewey in 1933, who believed that education could connect and consolidate the ideas of various subjects in the curriculum, involving at least two or more subjects. This integration would enable learners to apply or link the knowledge and

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experiences they acquire to real life (Thunthong, 2016). Applying the concept of integration for elementary education aims to develop learners in terms of their physical, mental, emotional, and social aspects, leading to effective learning promotion. Furthermore, the management of teaching and learning that involves the integration of content from multiple subjects in a meaningful way is a crucial characteristic of integrated instruction. Integrated learning is one of the learning approaches that helps learners achieve the objectives of the curriculum and their individual needs. In integrated learning, related and interconnected learning content is used to create learning activities that enable learners to gain knowledge and understanding in a holistic manner (Ministry of education, 2008). This is an activity of learning that aims to connect learners' knowledge, thinking, skills, and diverse experiences into a comprehensive understanding of education (Pholpraprut and Petri, 2018). It helps learners comprehend content in a holistic manner, see the interrelationships between various subjects, and meaningfully integrate related content. Additionally, integrated learning activities enable learners to develop their critical thinking and analytical skills through hands-on practice rather than mere memorization from textbooks. Learners find enjoyment in the learning process, have positive interactions with teachers and peers, and cultivate good ethics and morals, which contribute to the development of learning skills (Chancharng, 2020). Furthermore, when integrated learning is combined with community involvement, learners can acquire knowledge in a real-world context and apply it in their lives effectively.

Community-based learning management

Community-based learning management is a strategy or learning management model that integrates content according to the curriculum to connect with the community by using work as a basis for students to learn from doing work. From the real situation in the community Under the participation between teachers, learners, and community members (Padkeejit and Photipita, 2022). So, Community-based learning have many positive influences on the school culture and the surrounding community. So, pedagogical approaches to community-based learning are commonly applied in various parts of the world for the purposes of building strong school-community relationships and creating profound learning experiences (Kimonen and Nevalainen, 2020). Learning management with community-based learning (CBL) or learning through service learning (SL) is a type of experiential learning which provides opportunity for learners to enhance their understanding of concepts and theories in practical environment. Additionally, community-based learning and teaching is described as encouraging students to interact and collaborate with diverse communities in a dynamic setting that fosters students' social learning and personal development (Salam et al., 2019). There are important processes in learning that utilize diverse methods to help foster a deeper understanding of the curriculum content and a better grasp of the community. The primary goal is to enhance learning and develop learners in terms of knowledge and learning skills, which are essential in the 21st century (Simsawat, 2022).

Multicultural Society in The Southern Andaman

The Southern Andaman region, consisting of the provinces of Ranong, Phang Nga, Phuket, Krabi, and Trang, is a group known for its significant cultural diversity. It is a city of diverse cultures, including various ethnicities, races, beliefs, traditions, ceremonies, and cultures, all living together peacefully. Each area within this group has its unique characteristics that reflect its distinct identity, and

they live in harmony with their beliefs, traditions, ceremonies, and cultures. This is expressed through the customs and practices of each community, showcasing their unique individuality influenced by their local context. They transmit knowledge through various learning sources, which is a valuable tool for enhancing the quality of primary education and promoting learning skills through community-based learning approaches. Examples of such community-based learning initiatives include the "Way of Life and Identity of the Moken People in Ranong Province" for the transmission of knowledge to reduce educational disparities and promote learners' awareness of natural resources and the environment through the creative and sustainable participation of the community and educational institutions (Kao-Un and Wipataklas, 2023). Additionally, learning through the local community's identity and cultural heritage is illustrated by the "Creative dance performance Nhae Ane Lho Bong" aimed at promoting cultural awareness and dissemination (Thunthong, 2020). There is also an emphasis on the transmission of local food knowledge, which combines various cultural influences from Thai, Chinese, Malay, Muslim, and Hindu traditions, commonly found in the Southern Andaman provinces. This preservation of local food represents the preservation of cultural wisdom and the maintenance of traditional customs (Yamarisuk, Jindapol and Leela, 2020). The Southern Andaman region, known for its numerous islands, offers a pristine and beautiful natural environment, with abundant biodiversity and coastal resources. This includes vast mangrove forests and various marine life. The study of coastal lifestyles and marine ecosystems through the exploration of the diversity of shellfish is an example of local initiatives (Damrongjwattana, Angteekarak and Wongkambaeng, 2022). Conservation efforts also extend to the Leatherback Sea Turtle (*Dermochelys coriacea*), a protected species in Thailand. Additionally, there is a collaborative effort between the communities of small and large islands and seagulls, which exemplify the diverse and culturally rich Andaman Sea communities. These initiatives emphasize the importance of community-based learning, where learners can directly acquire knowledge through the guidance of educators who design suitable learning experiences that genuinely promote students' learning skills.

Learning Skills in Context of Multicultural Society

"Learning skills" refer to behaviors that demonstrate an individual's ability to employ various learning methods and processes to seek diverse knowledge. This can be achieved through independent learning or collaborative work with others, ultimately resulting in the creation of self-derived knowledge. These skills enable individuals to take the knowledge they have acquired and apply it creatively, allowing them to solve real-life problems effectively (Khongcharoen, 2021). Learning skills are particularly crucial at the elementary education level, where it is necessary to cultivate genuine learning skills that lead to the development of competencies and desirable attributes. This should be done in alignment with the multicultural societal context, as highlighted by the 21st-century skills framework. The 21st-century skills framework emphasizes four key components of learning management: Core Subjects, Information, Media and Technology Skills, Learning and Innovation Skills, and Life and Career Skills (Partnership for 21st Century Skills, 2009; Brandt, 2010; Swangiang, 2022). Learning skills consisted of 3Rs learning skills include Reading, (W) Rriting, and (A) Arithmetic, and 8Cs which are Critical Thinking and Problem Solving, Creativity and Innovation, Cross Cultural Understanding, Collaboration Teamwork and Leadership, Communication Information and Media Literacy, Computing and IT literacy, Career and Learning Self-reliance and Compassion, which will make students ready for long life learning. Therefore, it needed to design learning process in accordance with the current educational direction (Wetchasit, Sirisuthi and Agsomsooa, 2020). So, learning skills

in the context of multicultural society" refers to an individual's ability to learn and understand various content by utilizing their experiences and the multicultural society and culture that surrounds them. These learning skills focus on recognizing and understanding the specific culture of the community or society in which they are immersed. Additionally, they involve being open to and appreciating the diversity of cultural perspectives and differences within the context of society and culture. These skills enable individuals to use the knowledge and understanding of these cultural aspects in their learning process and daily lives.

The approach to integrated learning management with community-based learning

The learner-centered and community-based learning approach can take on various types. In this context, a learning management approach is proposed, emphasizing the promotion of learning skills for elementary students, which can be divided into two main types:

1. **Integrated Learning within Learner-Centric Learning Groups with the Community as the Foundation:** This approach focuses on connecting the content of knowledge, skills/processes, or desired attributes within the same learner-centric learning group. It aims to explore narratives, topics, issues, problems, themes, or experiences related to a specific learner-centric learning group while using the community as a base. Learning can be managed by the teacher within the specific learner-centric learning group without interference from other learning groups. This type of learning management is beneficial for students as it promotes more effective learning, as opposed to fragmented learning that lacks interconnections.

2. **Integrated Learning between Learner-Centric Learning Groups with the Community as the Foundation:** This approach involves linking learning content, skills/processes, or desired attributes between two or more learner-centric learning groups under the community as the foundation. The purpose is to address issues or seek knowledge on topics of interest. Students will be able to connect their previous knowledge and experiences with new knowledge, thereby developing a diverse range of knowledge and learning skills.

These approaches to integrated learning management with community-based learning provide valuable insights for research articles and create effective learning environments that foster integration, connect learners, and promote a sense of community among students and teachers.

The approach to integrated learning management with community-based learning, as conceptualized by Melaville, Berg, and Blank (2006) :

1. **Academically Based Community Service:** This approach aligns the academic mission of elementary schools with the goals of the surrounding communities. It involves designing or redesigning the curriculum or courses to focus on community revitalization. This approach provides students with a genuine opportunity to study community issues and needs. Students can actively participate in problem-solving within the community, using their learning skills to address these challenges.

2. **Civic Education:** The aim of civic education is to prepare competent and responsible citizens. It emphasizes ideas and concepts crucial to constitutional democracy, highlighting democratic principles relevant to students and their experiences. This learning management approach supports

students in understanding their role as citizens through experiential learning that connects democratic concepts to their own lives. Learning can be facilitated through simulations of events in the community, helping students explore their roles as true citizens.

3. **Environmental Education:** Capitalizing on children's inherent curiosity about the natural world and social interactions within it, environmental education utilizes the school's environment and the surrounding community as a framework for students to construct their own learning. This approach stimulates learning skills through hands-on participation in addressing community problems, allowing students to learn from their community's environmental context.

4. **Place-Based Learning:** Place-based learning utilizes the unique history, environment, culture, and economy of a specific location to provide a context for learning. Student work is directed towards meeting community needs and interests, and community members are actively involved as resources and partners in all aspects of teaching and learning. This approach provides students with the opportunity to learn from real experiences, such as community learning centers, local museums, or by involving community experts in school activities, enabling students to gain direct experiences.

5. **Service Learning:** Service learning combines community service with academic studies. The service activities address community needs identified by students and are linked to academic objectives, offering students the opportunity for reflection and celebration. This learning approach involves students actively participating in activities arising from community needs and aligning them with their curriculum goals.

6. **Work-Based Learning:** Work-based learning is a strategy that engages elementary students in spending time with experts, whether through mentorship relationships, role modeling situations, or informational interactions, to learn about various careers. This approach enables students to learn from experienced individuals who are connected to professions within the community, fostering a rich and immersive understanding of different occupations.

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<Abstract>

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The Southern Andaman region includes the provinces of Ranong, Phang Nga, Phuket, Krabi, and Trang. This region is distinguished by a multicultural social context characterized. This diversity encompasses culture, local wisdom, tradition, way of life, and invaluable resources. These various dimensions and attributes serve as essential educational resources, offering experiential learning opportunities for learners. This approach aligns with the contemporary educational emphasis on enabling learners to engage in authentic and meaningful learning experiences. So, this article aims to present an integrated community-based learning approach in the multicultural society of the Southern Andaman Coast, fostering elementary students to connect knowledge with real-life experiences to enhance authentic learning skills.

Key words: Elementary education, Integrated learning, Community based learning, Learning skills, Multicultural society