Scenario of Educational Management for Unity and Peace in ASEAN Community: Research Utilization

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Abstract: Educational management for unity and peace of countries in ASEAN community was focused on this research article. The purpose was to propose scenario and strategy of educational management for unity and peace in ASEAN community. Ethnographic Delphi Future Research (EDFR) was used for research design, and the target group was educational personnel from ten ASEAN countries. Research tools were interview schedule and questionnaires. Qualitative data were analyzed using content analysis and analytic induction, and quantitative data were analyzed using descriptive statistics. Results indicated that six strategies of educational management were set for unity and peace of countries in ASEAN community which were to develop teachers and administrators, to collaborate curriculum and assessment, to enhance teaching and instruction, to encourage educational research, to facilitate educational opportunity, and to develop educational management. The analyzed result from Ethnographic Delphi Future Research technique showed that 6 strategies and 26 goals have been accepted with the consensus from experts all items. Each item showed the median of strategies and goals were between 4.00 to 5.00, the absolute of median and mode difference was 0 in all items, interquartile range were between 0.00 – 1.00 which can be explained that the expert group had correlated agreement on ASEAN education strategic plan. Research results for scenario of educational management for unity and peace in ASEAN Community was being used for the speech at two international conference as a keynote speech

Keywords: Scenario, Educational Management, Unity, ASEAN Community, Research Utilization

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1. Introduction

The preparation of the readiness of entering into ASEAN community at the end of year 2015 has been set, and it was very important for the change of every organization that was being a part of ASEAN community. Educational organizations were also needed to prepare for the readiness during that time. Modern educational management and information technology were needed for encouragement the level of educational development into international standard especially in 7 occupations that have freely movement between countries within ASEAN community consisted of doctors, dentists, nurses, engineers, architects, explorers and accountants . Therefore, the preparation of basic education for student was very important in order to train their learning skills for enhancing the quality of their future occupations. In addition, appropriated learning activities for the development of students 'achievement should be designed in variety and diversity, and it should cover 5 learning aspects which were 1 (cognitive domain, 2 (affective domain, 3 (psycho-motor domain, 4 (process skills, and 5 (integration .These five aspects or skills of learning activities were usually used in general and worldwide)Khaemanee, T., 2007; Editorial department of Wittayajarn Journal, 2011 .(The main purpose of educational management of countries in ASEAN community was related to the fifth main objective of ASEAN which can be encouraged each other in term of training and conducting research, supporting South East Asia education, and creating awareness and understanding between people by using educational knowledge sharing. Educational management was also related to the third pillar of ASEAN community which called the ASEAN Socio-Cultural Community. The purpose of setting ASEAN community was to create the unity and co-operation in the region which provided the opportunity for all countries to increase sharing of usefulness and encouragement to each other instead of having a competition (Piboonsongkram, P., 2011; Department of strategy and evaluation Bangkok, 2013).

Many organizations in each country had prepared for the readiness of entering ASEAN community in 2015 especially the organizations that related to educational management. Some countries have issued planning approach, and educational development was set for the strategy in order to develop education to produce qualify labors and teamwork of countries in ASEAN community. Brunei was one of the countries that has tried to encourage students in vocational education to have efficiency and matching with seven occupations. Philippines was also awakened to study and conduct research in action by applying good role of model to be the pattern of doing learning activities as well as Indonesia. Moreover, planning of educational management for the readiness of entering ASEAN community was also happening in Singapore, Cambodia, Malaysia, and Thailand (Department of Technical Education, 2008; Ministry of Education, 2012; The World Bank, 2014; Florido, A.M., 2014; Ministry of Education, 2014). From the state of educational management in ASEAN community, it was still

occurred and appeared in some different aspects. On the aspect of teacher development, Singapore has shown good practice and good role of model of teacher development further than many countries in ASEAN region and was at the world level. For this reason, many countries in ASEAN started to use the innovation and the system of teacher development from Singapore; however, the effectiveness of development was still far away from Singapore. Even though in Thailand, the innovation and teacher development was still on the process of development for the readiness and the equality of teacher development in ASEAN community (Pornseema, D., 2013). For student development was also needed for enhancing the equality of producing qualify labors in ASEAN countries.

From literature review indicated that organizations were on high alert for the adjustment and planning on educational management for the readiness of entering ASEAN community in 2015. The developments of previous educations always caused to current education and continue to future education. Therefore, setting of trends and possible standard was an effective way for the holistic social development of ASEAN community which can be the network interaction to increase sharing and connection. It was very important to establish the trend of educational management systematically and tried to make the unity toward the holistic of ASEAN society. However, the composition of educational management needed to have working system in many levels. It was being started from policy level or plans in the country level. Therefore, level of curriculum development and level of learning and instruction were planned in all countries in order to prepare for entering ASEAN community. Each country has tried to plan and issued their own policy, but it did not have any collaborative planning for the unity in ASEAN community. Therefore, this research interested in studying and developing trends and possibility of educational management for the unity of countries in ASEAN community including to live peaceful coexistence in society. The purpose were to propose scenario and strategy of educational management for unity and peace in ASEAN community.

2. Scope of Research

Ethnographic Delphi Future Research)EDFR) technique was used for the research design and the scope of this research consisted of four aspects. The first aspect was the content which consisted of 1) educational management in the past of counties in ASEAN community, 2) educational management in the present of counties in ASEAN community, 3) trends of educational management of counties in ASEAN community. The component of each part will focus on 1) Policy in education, 2) basic education, 3) curriculum and instruction, 4) learning activities, 5) measurement and evaluation, 6) educational management, and 7) educational research. The second aspect was the sampling group or key informants. The target groups were lecturers from faculty of education of top five universities in each country, and educators from ministry of education. All of key informants should be an expert in educational field in their countries. Purposive sampling was used for sampling design and came from ten countries which were Indonesia, Malaysia, Philippines, Singapore, Thailand, Brunei Darussalam, Vietnam, Lao PDR, Myanmar and Cambodia. Thirty samples were selected in total, and three people were selected from each country. The third aspect was research variables which consisted of trends of educational management, education for unity, and education for peace. The last aspect was the duration of conducting research that was being conducted for one year and the time was being set following the main activity of the research project.

3. Conceptual Framework

From the study of related research and literature review on trends of education management for unity and peace of countries in ASEAN community, the connection between each variable was shown as below figure .
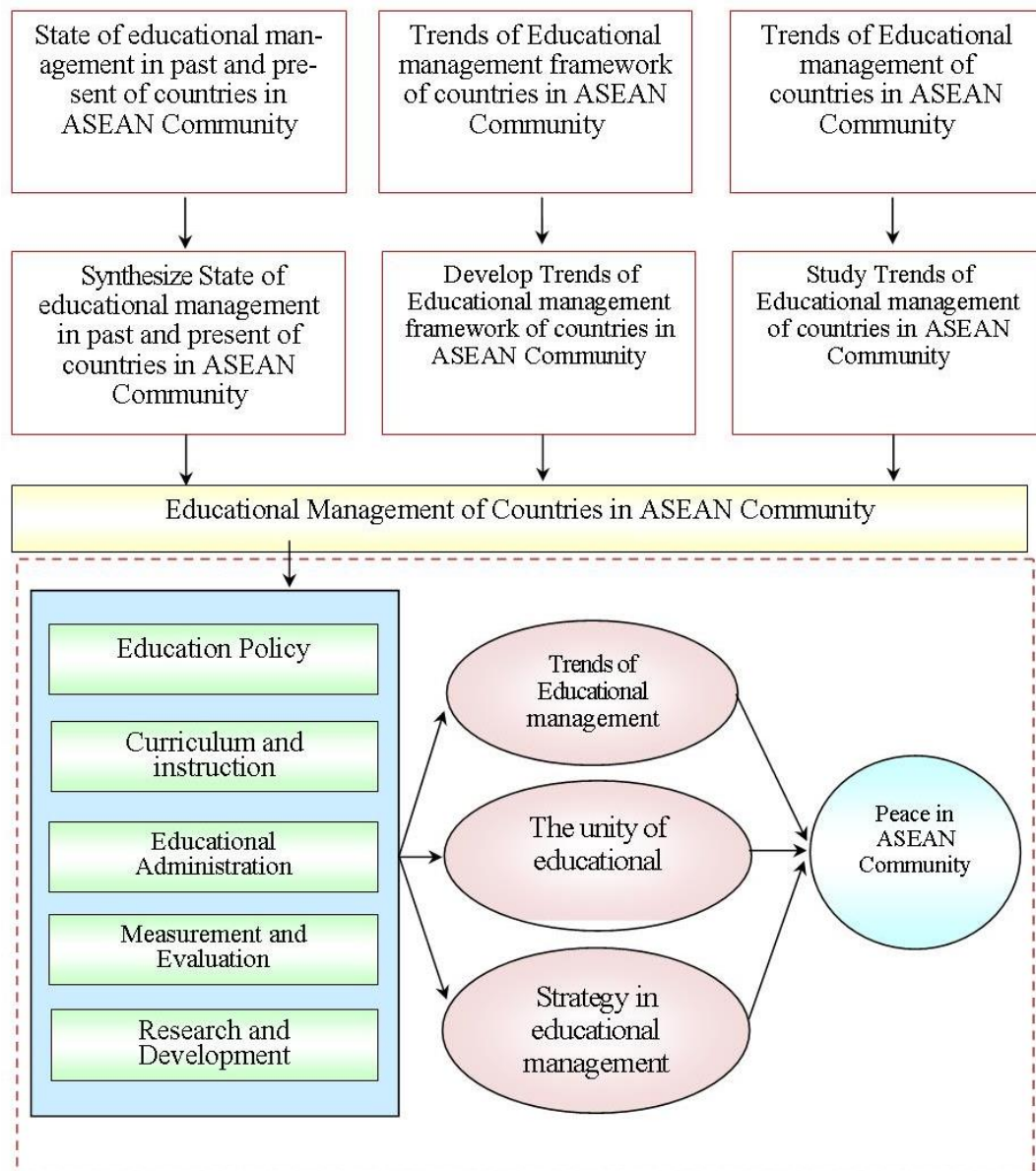
Figure 1: Conceptual Framework

4. Method

Ethnographic Delphi Future Research (EDFR) technique was used for the research design, and seven steps were used for research process which consisted of step 1 was to set the experts and to identify target groups, step 2 was to conduct in-depth interview (1st round of EDFR), step 3 was to do data analysis and synthesis, step 4 was to design a research measurement for 2nd round of EDFR, step 5 was to conduct a Delphi conference (2nd round of EDFR), step 6 was to survey the expert's decision(3rd round of EDFR), and step 7 was to write the scenario. The target groups of this study in all phases were university teachers or lecturers from faculty of education and educators from ministry of education or educational organizations. They were the experts of educational management of each country and were selected by using purposive sampling from ten countries. Interview schedule and questionnaires were used for research measurement. Data was collected using online survey with google form the link https://goo.gl/forms/0OjFkmhnEb3P6baJ3 via e-mail and social network tools. Qualitative data were analyzed by using content analysis and analytic induction. Quantitative data from EDFR questionnaires were analyzed using median, mode, interquartile range, and to calculate the difference between the 1st quartile and 3rd quartile (Q3-Q1). The interquartile range of trends that showed equal or less than 1.50 was indicated the correlation of the experts' opinion and the acceptance of questionnaire items.

5. Results

Scenario of educational management for ASEAN people showed 12 aspects which were 1) ASEAN should move towards skills development and critical thinking, 2) should develop more research on ASEAN studies, 3) should build the ASEAN institution of education and then respond to the demand of ASEAN community and to share ASEAN knowledge, 4) need to set up the standard for ASEAN education, 5) should set up the policy of ASEAN education and ASEAN identity as the international collaborative project, 6) should design innovative pedagogies that would bring about more effective teaching and learning, 7) should provide student exchange program and leading the way in ASEAN teacher education, 8) should increase the collaboration within ASEAN and lead to an exchange of skills and knowledge, 9) should provide the English intensive program and intercultural relations, 10) should have the mobility of teacher and look at the curriculum in other countries, and to set up the frame of teacher quality, 11) should focus on teacher effectiveness and teacher psychology, 12) should set up the one spirit of ASEAN project, counterpart of western and bring together to be the top in 2030.

For the strategy of educational management for peace of countries in ASEAN community, it indicated six strategic aspects and were synthesized which consisted of strategy 1 was to develop teachers and administrators, strategy 2 was to collaborate curriculum and assessment, Strategy 3 was to enhance teaching and instruction, strategy 4 was to encourage educational research, strategy 5 was to facilitate educational opportunity, and strategy 6 was to develop educational management. The analysis results of Ethnographic Delphi Future Research (EDFR) technique that collected from 27 experts were shown 6 strategies and 26 goals and have been accepted the consensus from experts all items. Considering median, median and mode difference and interquartile range of each item showed that median of strategies and goals were between 4.00 to 5.00, the absolute of median and mode difference was 0 in all items, interquartile range were between 0.00 – 1.00 which showed that the expert group had correlated agreement on ASEAN education strategic plan at agree level to strongly agree level. Considering goals in each strategy were shown as below:

Three goals were set for the 1st strategy: to develop teachers and administrators which were 1) develop teachers and lecturers to be professionalism, 2) develop Educational administrators to be professionalism, and 3) develop educational personnel to have accountability.
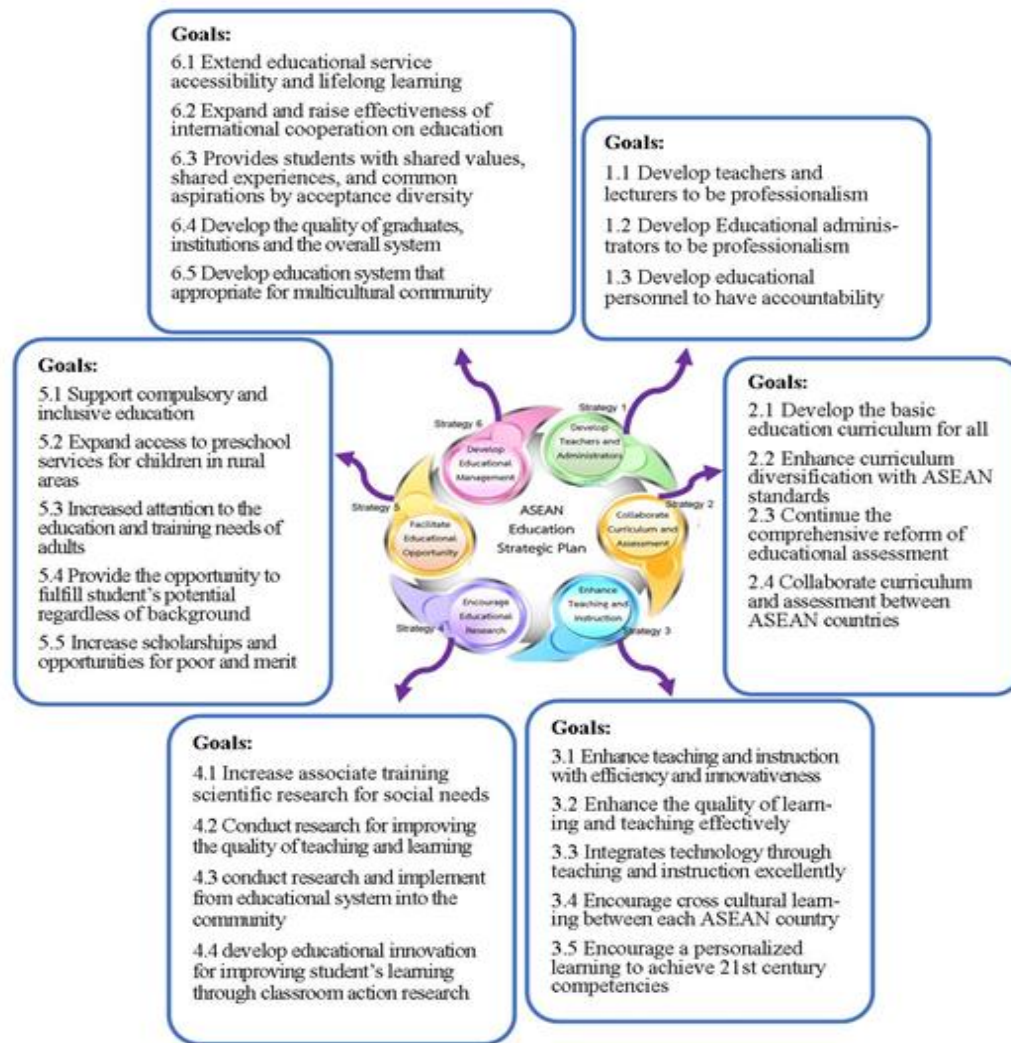
Four goals were set for the 2nd strategy: to collaborate curriculum and assessment which were 1) develop the basic education curriculum for all, 2) enhance curriculum diversification with ASEAN standards, 3) continue the comprehensive reform of educational assessment, and 4) collaborate curriculum and assessment between ASEAN countries.

Five goals were set for the 3rd strategy: to enhance teaching and instruction which were 1) enhance teaching and instruction with efficiency and innovativeness, 2) enhance the quality of learning and teaching effectively, 3) integrates technology through teaching and instruction excellently, 4) encourage cross cultural learning between each ASEAN country, and 5) encourage a personalized learning to achieve 21st century competencies.

Four goals were set for the 4th strategy: to encourage educational research which were 1) increase associate training scientific research for social needs, 2) conduct research for improving the quality of teaching and learning, 3) conduct research and implement from educational system into the community, and 4) develop educational innovation for improving student's learning through classroom action research.

Five goals were set for the 5th strategy: to facilitate educational opportunity which were 1) support compulsory and inclusive education, 2) expand access to preschool services for children in rural areas, 3) increased attention to the education and training needs of adults, 4) provide the opportunity to fulfill student's potential regardless of background, and 5) increase scholarships and opportunities for poor and merit students.

Five goals were set for the 6th strategy: to develop educational management which were 1) extend educational service accessibility and lifelong learning, 2) expand and raise effectiveness of international cooperation on education, 3) provides students with shared values, shared experiences, and common aspirations by acceptance diversity, 4) develop the quality of graduates, institutions and the overall system, and 5) develop education system that appropriate for multicultural community and as were shown in figure 2.

Goals:

6.1 Extend educational service accessibility and lifelong learning

6.2 Expand and raise effectiveness of international cooperation on education

6.3 Provides students with shared values, shared experiences, and common aspirations by acceptance diversity

6.4 Develop the quality of graduates, institutions and the overall system

6.5 Develop education system that appropriate for multicultural community

Goals:

1.1 Develop teachers and lecturers to be professionalism

1.2 Develop Educational administrators to be professionalism

1.3 Develop educational personnel to have accountability

Goals:

5.1 Support compulsory and inclusive education

5.2 Expand access to preschool services for children in rural areas

5.3 Increased attention to the education and training needs of adults

5.4 Provide the opportunity to fulfill student's potential regardless of background

5.5 Increase scholarships and opportunities for poor and merit

Goals:

2.1 Develop the basic education curriculum for all

2.2 Enhance curriculum diversification with ASEAN standards

2.3 Continue the comprehensive reform of educational assessment

2.4 Collaborate curriculum and assessment between ASEAN countries

Goals:

4.1 Increase associate training scientific research for social needs

4.2 Conduct research for improving the quality of teaching and learning

4.3 conduct research and implement from educational system into the community

4.4 develop educational innovation for improving student's learning through classroom action research

Goals:

3.1 Enhance teaching and instruction with efficiency and innovativeness

3.2 Enhance the quality of learning and teaching effectively

3.3 Integrates technology through teaching and instruction excellently

3.4 Encourage cross cultural learning between each ASEAN country

3.5 Encourage a personalized learning to achieve 21st century competencies

Figure 2: Strategic plan for the ASEAN Educational Management for Research Utilization

The scenario writing of educational management in ASEAN community was shown in the ASEAN education roadmap, and it can be used for the prediction of future education. The roadmap indicated that to move towards education cooperation in 2018, to be a unity in education in 2020, to have education for peace in 2022, and to make ASEAN community full of unity and peace of education in 2024 and as were shown in figure 3.
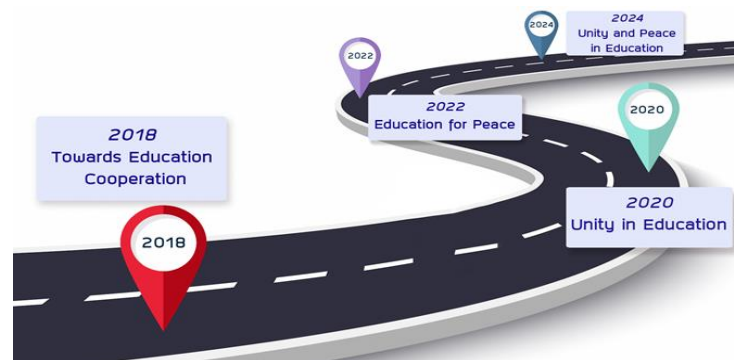
Figure 3: ASEAN Education Roadmap 2018-2024 t for Research Utilization

6. Discussion

Research discussion related to trends of educational management in ASEAN community, from the result showed that ASEAN needs to set up the standard for ASEAN education and to set up the policy of ASEAN education and identity as the international collaborative project .These results was related to the research of Kuntasiri, K.)2012 (on entitle "Teaching and instruction on profession curriculum of Pak Pa Sak Technical College, Vientiane, Laos

PDR", and the suggestion from research was to encourage teachers to teach and focus on practice more than on theory .Students should be encouraged to have the opportunity of sharing opinion .In educational media, teachers should learn more and update new learning media .In the assessment aspect, teachers should give students mark or score without bias .For problem solving indicated that the curriculum should improve to reach the standard by extending to Master degree and Doctoral degree and should develop diverse activities .In addition, teachers should take responsibility on teaching and focus on activities by supporting students on using educational media such as computer, VDO, picture, newspaper and journal .For the assessment, it should encourage students to ask questions during doing class activities .These results also correlated to the strategies of Laos PDR on the 1st strategy that was to encourage education cooperation for developing human resources, on the 2nd strategy that was to encourage cooperation in knowledge enhancing for teachers and educational personnel in basic education, vocational education, non-formal education and informal education, on the 3rd strategy that was to encourage cooperation in development and education standard enhancement in higher education from the research of Bureau of International Cooperation)2009 (as well as the strategic plan of Cambodia from the same research team found that the 1st strategy was to encourage education cooperation for being the mechanism of making relationship and cultural understanding, the 2nd strategy was to encourage education cooperation for being the main key in human resources development and skill for solving poverty, and the 3rd strategy was to encourage cooperation in education reform .These were the sample education strategic plan from ASEAN countries that have tried to develop education in their countries in order to reach ASEAN standard .

Research discussion related to strategies of educational management for peace of countries in ASEAN community, from the result showed that six strategic aspects were synthesized and consisted of strategy 1 was to develop teachers and administrators, strategy 2 was to collaborate curriculum and assessment, Strategy 3 was to enhance teaching and instruction, strategy 4 was to encourage educational research, strategy 5 was to facilitate educational opportunity, and strategy 6 was to develop educational management .These results can be discussed and were related to the research of Bureau of International Cooperation)2009 (which conducted the research called "Strategic Development of Educational Cooperation between Thailand and Neighboring Countries "consisted of Cambodia, Laos PDR, Myanmar and Vietnam .The main strategic plan showed that the 1st strategy was to enhance the policy of educational cooperation to be the national policy for being a mechanism in creating sustainable relationship between Thailand and Neighboring countries .The 2nd strategy was to expand the cooperation of educational quality development in basic education, higher education, vocational education to be lifelong education that related to trend of national development of each country .The 3rd strategy was to create unity in educational cooperative movement with neighboring countries in the same direction .The 4th strategy was to encourage good understanding, trust and confident between Thailand and Neighboring countries .In addition, these results were also related to the research of Ministry of Education) 2006 (from the research called "Comparative research on educational reform of countries in ASEAN community". Results indicated that all ASEAN countries has given education for the most important issue of country development especially education could lead to economic development .Many countries in both old member and new member were still given the role of education to reduce poverty and move over underdeveloped country in economy .At the same time, education was the key of potential enhancement for competition at international level .Some countries in ASEAN wish to have equally potential development within ASEAN countries.

Research discussion related to a value of research results, from the result showed that five goals were set for the 5th strategy was to facilitate educational opportunity which were 1 (support compulsory and inclusive education, 2 (expand access to preschool services for children in rural areas, 3 (increased attention to the education and training needs of adults, 4 (provide the opportunity to fulfill student's potential regardless of background, and 5 (increase scholarships and opportunities for poor and merit students .This strategy was very important for education development for making the unity in ASEAN community .Education for all was key for providing education opportunity for children who were ASEAN members .It was related to the article of Simpson, R.L .and others)2004 (studied about "The No Child Left Behind Act Challenges and Implications for Educators". It showed that The No Child Left Behind)NCLB (Act was potentially the most significant educational initiative to have been enacted in decades .Among the salient elements of this initiative were requirements that all students have qualified teachers and be given the opportunity to attend high-quality schools .The NCLB legislation had also required that states raise academic achievement levels for all students, including those with disabilities . Linked to these components and related issues, this article discusses the major components of the NCLB along with implications and recommendations for educators. For the expectation of this research, researchers hope that we can apply The No Child Left Behind)NCLB (Act to be a part of educational management in ASEAN countries.

7. Research Utilization

Benefits from this research were 1) this research knew the state of educational management of countries in ASEAN community and the information for applying in future educational management**. 2)** This research

received new body of knowledge on the framework of trends in educational management for the unity of countries in ASEAN community in order to provide basic data of setting the strategy that appropriated to ASEAN community**.** 3**)** This research received new body of knowledge on scenario of educational management for ASEAN community, and the strategy of educational management for peace of ASEAN community which ASEAN countries were being applied for the development of education system**.** Research results for Scenario of Educational Management for Unity and Peace in ASEAN Community was being used for the speech at two international conference as a Keynote Speech which were 1) Keynote Speech on the International Annual Conference on South East Vietnam Outlook on the title **"**Developing high quality human resource **:**Asian Experience and Lesson learned for Ho Chi Minh metropolitan area**"** that will be held on 6th-8th December 2018 at Thu Dau Mot University **)**TDMU**(**, Binh Duong province, Vietnam, and 2) Keynote Speech on**"** 8th International Conference on Recent Challenges in Engineering and Technology **"**which is going to be held on 30th **-**31st January 2020, at Copthorne Kings Hotel, Singapore, as shown in below figure.

Figure 4: Reflection of Research Utilization

8. Conclusion

Education system in ten ASEAN countries have shown the same system which consisted of pre-school, primary school, secondary school, and higher education .Most compulsory education covered primary school and some covered secondary school .Education for all was the main purpose of ASEAN countries in order to develop students to reach the highest potential of their learning ability .Six strategic aspects were synthesized which consisted of strategy 1 was to develop teachers and administrators, strategy 2 was to collaborate curriculum and assessment, Strategy 3 was to enhance teaching and instruction, strategy 4 was to encourage educational research, strategy 5 was to facilitate educational opportunity, and strategy 6 was to develop educational management .The result of analysis from Ethnographic Delphi Future Research) EDFR(technique which collected from 27 experts found that 6 strategies and 26 goals have been accepted the consensus from experts all items. Research results for scenario of educational management for unity and peace in ASEAN Community was being used for the speech at two international conference as a keynote speech.

9. Recommendation

Recommendation for Research Utilization

1 .From the result showed that most of the educational policy in ASEAN countries depended on the government .Therefore, results of this results should be written in pocket book and submit to government organizations in ten ASEAN countries in order to propose trends and strategy of educational management for unity and peace in ASEAN community   .

2 .From the result showed that some ASEAN countries still needed further development in term of resources and budget of educational development and research. Therefore, as a part of ASEAN community, educators should try to provide the opportunity to each other and setting collaborative research project to fill educational gap and to share each other knowledge, skills, area studies of field research including budget .Then, research results can be applied into ten ASEAN countries as research utilization .

3 .From the result of the 5th strategy showed that to facilitate educational opportunity especially to provide the opportunity to fulfill student's potential regardless of background .Therefore, as an ASEAN community, we should support each other on educational development .Then, ASEAN students will be given equal opportunity to learn and access education especially for the basic education and compulsory education.

Recommendation for Further Research

1. This research has been developed on grounded theory technique and data was confirmed using Delphi technique. Results can be applied and constructed a causal relationship model by connecting between qualitative results from this research. Then, researcher can design by using quantitative research method to conduct and study how the causal relationship model whether or not relating with the empirical data or in the real life.

2. This research studied in general on educational management in ASEAN countries which received only data in term of policy and general practice of educators. Therefore, researcher should design to study deeply and focus on each aspect of education such as conduct research on vocational education. Results can guide direct to the career opportunity for students in ASEAN country and can guide the career market for them as well.

3. This research has done only Thai researcher term. It should be combined together of conducting research for all educators or researchers in the same research problem. Data can be collected in the area from each country by local researchers. Then, they can join together of conducting research analysis, writing research report and publishing results to implement in their countries in ASEAN region.

Acknowledgement

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