



# The Development of Area-based Multicultural Learning for Achievement, Creative writing, and Cultural conservation Awareness Grade 7 Ethnic Groups Students in Thai language

Yupin Tamiya<sup>1</sup>, Khajornsak Buaraphan<sup>2,\*</sup>

<sup>1</sup> Pongnamron School, Doi Hang, Mueang Chiang Rai District, Chiang Rai Province, Thailand

<sup>2</sup> Institute for Innovative Learning, Mahidol University, Nakhon Pathom, Thailand

\*Corresponding author. Email: [khajornsak.bua@mahidol.ac.th](mailto:khajornsak.bua@mahidol.ac.th)

## ABSTRACT

The purposes of this research were: a) to explore the current state, problems, and needs of Thai language teaching for ethnic groups students; b) create an Area-based Multicultural Learning (AML) model; and c) to examine the effects of AML on Grade 7 ethnic groups students' learning achievement, creative writing, and cultural conservation in Thai language. The researchers analyzed the literature on multicultural learning for ethnic groups and synthesized AML teaching steps as follows: Step 1: Identify areas for learning, focusing on local connection; Step 2: Determine learning objectives; Step 3: Integrated learning through hands-on practice; Step 4: Build knowledge and language skills; Step 5: Apply language in real cultural context; Step 6: exchanging knowledge and building friendship, and Step 7: Summarize and reflect on local awareness. The research methodology was Research and Development (R&D). The samples consisted of nine Thai language teachers teaching ethnic groups students and 30 Grade 7 ethnic groups students. The data collection tools used were: a) the current state, problems, and needs of Thai language teaching for ethnic groups student's questionnaire; b) AML evaluation form; c) Learning achievement test; d) Creative writing assessment; and e) the student cultural conservation awareness questionnaire. The researchers analyzed the quantitative data for average, standard deviation (SD) and t-test. The results showed as follows. 1) Regarding the current state, problems, and needs of Thai language teaching for ethnic groups students in Chiang Rai Primary Educational Service Area Office 1, the teachers expressed a high level of current state ( $\mu = 4.28, \sigma=0.661$ ), a high level of problems ( $\mu = 4.26, \sigma=0.747$ ), and a high level of needs ( $\mu = 4.39, \sigma=0.658$ ). In addition, the students expressed a high level of current state ( $\mu = 4.33, \sigma=0.693$ ), a high level of problems ( $\mu = 4.32, \sigma=0.725$ ) and a high level of needs ( $\mu = 4.49, \sigma=0.524$ ). 2) The AML model had a qualified Index of Item-Objective Congruence (IOC) in terms of correspondence, suitability, feasibility and usefulness. 3) The AML had the E1/E2 efficiency at 82.85/86.41, which was higher than the 80/80 threshold. 4) The AML could develop Grade 7 ethnic groups students' creative writing skills statistically significance at the 0.05 level in all lesson plans and overall and promoted students' cultural conservation awareness statistically significant at the 0.05 level.

**Keywords:** Area-based Learning, multicultural learning, learning achievement, creative writing, cultural conservation awareness, ethnic groups, Thai language

## 1. INTRODUCTION

Language is an important human communication tool, as well as a tool for passing down tradition and culture from one generation to the next. The Thai language is central to the country's identity. It is a cultural asset that fosters unity; and maintains Thai people's personalities as "Thai,"; also serving as a communication tool to foster understanding and good

relationships, as well as making it possible to conduct business and live together in peace. It also serves as a tool for seeking knowledge and experience from various information learning sources in order to develop knowledge, critical thinking, and creativity; helping keep up with social changes, scientific and technological advances, or even for career advancement in order to achieve social and economic stability.

Moreover, the Thai language is a medium for transmitting ancestral wisdom which is recorded in valuable literature in the form of culture, traditions, life-views, worldviews, and aesthetics. As a natural outcome, learning Thai is a treasure that must be preserved in order to carry on with the Thai people in perpetuity. [1].

The Thai language learning subject group is one of the eight basic learning subject groups, defined as a body of knowledge and learning process to enhance the basic knowledge of human beings and create potential for creative thinking and creative working. Learning Thai is clearly different from other learning subjects in that students learn Thai not for the sake of knowledge but to be able to use language as a tool to communicate with others in a variety of situations both in daily life and in professional work. For learners to use the language correctly, fluently, and appropriately; depending on language skills. So, in order to have good language learning, learners must have the opportunity to practice language skills as much as possible by listening, speaking, reading, and writing – from both inside and outside the classroom – to organizing the teaching and learning process, according to the nature and characteristics of language learning, and it should consist of a variety of activities, such as language skill practice, general practice activities, and learner training activities to learn how to put the language together by yourself, which will lead to self-reliant learning (Learner-independence) and give the ability to learn throughout life (Lifelong Learning). A research tool for studying other subjects in depth, such as occupation subjects, is one of the important goals of learning reform. The Thai

language, which all Thai people must learn, is also a duty of Thai people to help preserve the Thai language in perpetuity [2].

The goal of learning Thai language, according to the core curriculum of basic education in 2008 and according to the subject matter and learning standards of the Thai language learning subject group [3]. has defined the standard of Thai language learners as needing to possess knowledge, ability, morals, ethics, and values after completing the basic education course. For example, being able to communicate effectively, listen, speak, read, write, being creative, thinking rationally and systematically, and having a reading habit. Writing, learning new information and knowledge, using language for personal growth, creative careers, and being aware of language culture and the Thai ways. Be proud and admired in literature and literature that represents Thai people's wisdom, be able to apply language skills in real-life situations, and have good interpersonal skills. [4].

However, there were still problems in the students' listening, speaking, reading, and especially writing skills. Researchers – mainly Thai teachers – found that the students had the most difficulty with writing skills and also had unsatisfactory grades. And when considering the average scores of national educational test results (O-NET) of Grade 9 students at Ban Pong Nam Ron School, Doi Hang Subdistrict, Mueang District, Chiang Rai; under the Education Service Area Office Chiang Rai Primary School District 1, Academic Year 2560 - 2020, It was found that the Grade 9 students had average scores per each academic year, still at unsatisfactory levels, as follows:

**Table 1.** Results of the Ordinary National Educational Test (O-NET), Thai Language Learning Subject Group, Academic Year 2017 - 2020, Ban Pong Nam Ron School, Chiang Rai.

Level	Academic year 2017		Academic year 2018		Academic year 2019		Academic year 2020	
	average	standard deviation	average	standard deviation	average	standard deviation	average	standard deviation
<b>School</b>	<b>46.00</b>	<b>8 . 04</b>	<b>45.80</b>	<b>11.43</b>	<b>42.00</b>	<b>9.80</b>	<b>40.00</b>	<b>2.72</b>
School size	44.01	11.82	49.13	14.18	50.67	13.96	49.59	15.18
School location	51.99	13.92	59.10	15.98	60.04	15.24	61.83	14.04
Province	48.82	12.95	55.62	15.33	56.20	14.72	57.11	15.20
Affiliation	48.77	13.56	55.04	15.79	55.91	15.15	55.18	16.00
Sector	49.10	13.35	56.33	15.62	56.84	14.99	56.55	15.96
Country	48.29	13.73	54.42	16.02	55.14	15.33	54.29	16.22

Source. Ban Pong Nam Ron School Chiang Rai

(Measurement Devison, 2017-2020 )

In addition, when considering separate skills in Thai language subjects, the results are shown in Table 2.

**Table 2** Results of Thai language skills test for Grade 7 students at Ban Pong Nam Ron School Chiang Rai Province, academic year 2017 - 2020.

Substance	Academic year 2017		Academic year 2018		Academic year 2019		Academic year 2020	
	Average	Standard Deviation	Average	Standard Deviation	Average	Standard Deviation	Average	Standard Deviation
Reading	40.00	2.72	42.00	9.80	46.67	5.53	43.75	12.50
Writing	41.67	5.89	40.00	21.98	40.00	21.98	46.67	5.53
listening, watching and speaking	41.67	31.18	45.71	24.58	42.68	20.20	40.00	2.72
Principles of using Thai language	61.11	15.71	50.00	13.69	56.25	13.01	66.67	8.33
Literature and Literature	78.13	10.36	57.50	18.71	85.71	17.50	87.50	12.50

**Source.** Ban Pong Nam Ron School, Chiang Rai  
(Measurement Devison , 2017-2020 )

From Table 2, it was found that Grade 7 students had unsatisfactory levels of reading and writing skills. This is a problem that Thai language teachers should resolve urgently.

When considering the context of schools in the highlands, it was found that learners come from a variety of ethnic groups, such as Lahu ethnic groups, Akha ethnic groups, Lisu ethnic groups, and Chinese Ho ethnic groups. Respecting diversity and cultural differences is very important. Furthermore, we are currently facing a loss of traditional culture. As a result, cultural preservation is critical, especially for multicultural ethnic groups in the classroom. As a result, Multicultural Learning is essential for students. Especially ethnic students at Ban Pong Nam Ron School in Chiang Rai

Province as there were 82 students from various ethnic groups.

Multicultural learning management can help to promote learners' cultures. When the researchers reviewed the relevant literature, Yesim Ozbarlas (2008), they explored cultural diversity using a case study of German teachers and American teachers living in the US that occurred with the rise of other ethnic groups, Tartwijk and et al. (2009). To assess the knowledge and understanding of multicultural classroom management among 12 Dutch high school teachers in the Netherlands, in-depth interviews were conducted and revealed that these teachers find teaching in a multicultural classroom difficult. These teachers are successful in creating a positive classroom atmosphere by sharing practical

knowledge about classroom management and Marks (2010) explores cultural competence by conducting interviews with 9 secondary school teachers from the United States' southeastern states, finding that schools lack tools for evaluating the performance of teachers who teach in multicultural classrooms, and finding that the most pressing issue was that teachers lacked confidence in their own cultural abilities because knowledge and understanding of the teacher's culture are all derived from previous experiences. Teachers need cultural training when interacting with students, as well as a clear structure for teaching professional development. The researcher suggests that the teacher profession be developed in terms of cultural sensitivity and cultural competence for teachers. As well as surveying the teaching ability of teachers in accordance with the approach to multicultural education.

It can be seen that multicultural learning management is very important for ethnic students. In addition to multicultural learning management, Area-based learning is also suitable for ethnic students, as students come from different areas. Students have their own specific residential area, and each area has a way of life and culture that is specific to that area. Learning management must consider the areas where students live to make learning management more appropriate for students. Learning management like this is called Area-based learning management.

However, a review of the relevant literature found that Area-based multicultural learning management models have not been developed for ethnic groups. As a result, the researcher is interested in conducting research to develop a multicultural learning management model that uses area-based information as a foundation for ethnic groups in Thai subject for Grade 7 students.

## 2. RESEARCH QUESTIONS

- 1) What Group Are the Current States, Problems, And Needs in Teaching Thai Language for Ethnic Group Students?
- 2) What should a multicultural learning management model, using area-based multicultural learning for promoting learning achievement, creative writing, and cultural conservation awareness look like?
- 3) Is the E1/E2 efficiency of a learning management model using area-based multicultural learning for promoting learning achievement, creative writing, and cultural conservation awareness higher than the 80/80 threshold?
- 4) Does area-based multicultural learning for promoting learning achievement, creative writing, and cultural conservation awareness for ethnic groups affect

the development of creative writing skills among students or not? How?

- 5) Does area-based multicultural learning for promoting learning achievement, creative writing, and cultural conservation awareness for ethnic groups affect the development of awareness of cultural preservation among students or not? How?

## 3. RESEARCH OBJECTIVES

- 1) To explore the current states, problems, and needs of teaching Thai language learning for ethnic students.
- 2) To study a model of multicultural learning management that uses area-based multicultural learning for promoting learning achievement, creative writing, and cultural conservation awareness.
- 3) To find the E1/E2 efficiency of an area-based multicultural learning model for ethnic groups.
- 4) To study the effect of the learning management Multicultural model using area-based methods for ethnic groups – of which the researcher developed creative writing skills for students in Grade 7.
- 5) To study the effect of a multicultural learning management model using area-based multicultural learning for ethnic groups, developed by the researcher based on the development of awareness in cultural conservation among Grade 7 students.

## 4. LITERATURE REVIEW

### 4.1 Multicultural learning management

The concept of multicultural education comes directly from the classroom and school environment, which includes students of various races and cultures, learning together. It may raise the question of how content and teaching activities should be organized in order for learners to develop to their full potential and be good citizens of the community, society, and nation.

According to Grant and Ladson-Billings (1997), multicultural education is a philosophical concept rooted in ideological philosophy on liberty, equality, fairness, justice, and human dignity. Simultaneously, multicultural education is a process that occurs in schools and educational institutions, and is interspersed throughout all subject areas and other areas of the curriculum. Multicultural education prepares students to study happily in a welcoming environment.

Kiblah Maso (2012) investigated the effects of creative theory-based science learning management on students' learning achievement, critical thinking ability, and satisfaction with learning management in a

multicultural society. The findings of the studies were as follows: 1. Regarding the learning process as observed by students' learning behavior, learning management is based on creative theory that allows students to seek knowledge on their own; 2. The students had a statistically and significantly higher learning achievement after school at the .01 level, more than before; 3. The students had a statistically and significantly higher level of critical thinking after school at the .01 level, more than before; 4. Students are satisfied with learning management according to the creative theory at a high level.

Fatima Waewwanchit (2018) investigated the role of multicultural education in junior high schools in Pattani Province in order to keep people together in peace and happiness. The goal of this study was to investigate the level and relationship of multicultural education management in five dimensions. The findings revealed that the overall level of multicultural education management was at its peak. At the highest level, was the aspect of teaching based on justice principles. As well as bias reduction, and social and cultural reorganization in schools, respectively.

In conclusion, the concept of multicultural education arising from the cultural differences of each area is used to provide teaching and learning in order to prepare the new generation of youth to have the skills to live in a global community where people of different races and cultures can live together in harmony.

#### ***4.2 Area-based learning management***

Kla Thongkhao (2015) studied Area-based education management about concepts, guidelines, and case studies and found that most students have a good, mature personality; the ability to communicate; the courage to comment; self-confidence; and the ability to analyze general events, analyze learning problems, and understand the purpose of life. A large number of students have been accepted into participating universities, and some have contracts with private companies to continue their education after graduating from high school, with the promise of future employment. However, the success or failure of this project's implementation in the future should be determined by the policy's persistence and the government's support. As well as strength and dedication in university-high school collaboration.

Kiat-anan Luankaew (2020) investigated the area-based manpower demand trend in six provinces: Tak, Narathiwat, Udon Thani, Surat Thani, Phra Nakhon Si Ayutthaya, and Chachoengsao. The study combined secondary and primary data obtained from interviews or group chats with 183 people representing the government, educational institutions, private sector,

community, and students. The first primary objective was to research the current labor market situation and the available manpower in the targeted area. An examination of changes in population structure over the following 20 years revealed that every province will face the issue of an aging society, making the cost of dependency higher. Working-age people must increase their productivity or ability to work more hours than the current workforce. The second objective was to explore the need for manpower according to the potential of the area and the skill gap in each area. Most of the labor demand is also the need for low-skilled or semi-skilled workers, except for Ayutthaya and Chachoengsao provinces where the demand for semi-skilled and skilled labor is the main need. The third objective was to conduct field research from interviews or focus groups with two levels of goals: 1) the practical level, and 2) the policy and strategic level. The study held group discussions with 183 participants in 6 provinces to present the information needed to prepare the occupied manpower and seek the views of local stakeholder representatives on the area's manpower readiness. The fourth objective was to analyze and plan production and manpower development in accordance with national development, taking into account the area's potential and differences. This research has produced an analytical approach for preparing production planning and developing a force that meets the needs of the area.

It is possible to conclude that research on area-based learning management is the introduction of that area and learning source to organize learning activities for learners, in order to promote many important attributes, such as communication ability, and so on.

Problems in Thai language skills of ethnic groups Providing education for children who speak Thai as a second language, such as ethnic students, Prapartpong (2013), said that the Thai language consists of symbols, statutes, multiples, and meanings. A child's inability to understand the language leads to stressful learning quality, encouraging and creating illiteracy, inability to write, or even being able to read but not understanding the meaning. Intelligence is not developed to grow with age. Regarding thinking skills and achievements, the educational level of these children is lower than the standard and lower than the average Thai child. Apiradi Chaiyakan Worawan Hemchayat and Soison Sakonrak (2018) conducted research on the topic, "Teaching Thai as a second language to Thai Khmer children." The principles of teaching Thai as a second language to children of Thai Khmer ethnic groups were: 1) content design that focuses on context and reality. Assisting children in developing their ability to communicate in Thai, and application in the lives of children because they have learned the language in a direct way regarding the usefulness of learning. 2) participation of families and communities in language teaching management of Thai language to help build understanding of language structure and attitude building and to learn Thai as a

second language in the early stages of classroom learning for children. 3) Real-life communication in a community context by teaching starting from individual skill through listening and speaking, then followed by reading and writing; allowing students to learn a second language faster and apply it in real-life situations. 4) Comprehensively ranking vocabulary selection and the level of complexity of the language structure with a focus on consistency with the content in that situation and community context; and 5) the use of the mother tongue to help reduce the stressful atmosphere in the classroom, by describing the structure of Thai language and vocabulary in various situations from the aforementioned principles, it can be defined that the process of teaching Thai as a second language for children of Thai Khmer ethnic group consisted of: Step 1) Conversation based on culture and community, consisting of the children learning vocabulary based on the situations set by the community, as well as the children learning the language's structure. According to conversations, Thai children practice conversation based on the situation and life-related conversational sentences. Step 2) Symbolic connection is made up of children learning the symbols in descending order of difficulty, and practicing connecting the symbols. Step 3) Situational language practice, consisting of the children practicing the situational language in real contexts, and the children receiving the input from teachers and the community

In conclusion, Thai language learning management for ethnic groups who speak Thai as a second language must manage learning by bringing the local language to use as a part of the activities for learning management.

### **4.3 Learning Achievement**

Ngamphit Srichalakul (2010) explores the achievement study which has a subject name of "housework" and a title called "local fruit processing" of the career and technology learning subject group of Grade 9 students by using project teaching. The results of the research showed that 1) the students had achievement in learning averaging 83.68% and that the students who passed the criteria accounted for 84.37%, which passed the set criteria. 2) students were satisfied with the project teaching activities. 3) students learn happily and enjoyably because they have done it themselves, and they can also exchange learning with their friends, which can make them proud of their work, assertive, and confident in themselves.

Lertlak Klangloet (2015) conducted research about development of learning achievement in Thai language subject regarding Thai diphthong of the students in Grade 5 by using cooperative learning activities with techniques and STAD assembles exercises to enhance skills. The results showed that 1) the effectiveness of the cooperative learning activity technique STAD was 81.74/80.17 and it

is satisfies the target criteria; 2) the Efficacy index was 0.72, which indicates that the students' progress was 72.09 percent; 3) comparison of academic achievement regarding "before and after school" found that post-study scores were significantly higher than before at the level of .05; 4) The students' satisfaction with their learning activities was at the level of .05; 5) The students had no difference in learning durability at the .05 level of significance.

It can be concluded that research related to developing language learning achievement promotes children's comprehension of language in various skills such as reading and writing skills, as well as various persuasions so that the child is interested in the activity by using activities appropriate to the level and age of the students.

### **4.4 Creative Writing**

Creative Writing is a writing that is different from general writing because it requires the idea and imagination to present the story and a new style. Therefore, creative writing is very important and necessary to the author. It also gives rise to the wisdom of new idioms for communication, helping us keep up with the world. It also gives birth to new careers through creative language such as advertisers, writers, TV screenwriters, broadcasters, presenters, debaters, and solo actors (talk shows). It is important for individuals to develop their right brain for enhanced creativity, which results in wisdom (Wisdom) in various fields, such as language wisdom, wisdom of reason, wisdom in education, religion, art, culture, and culture's importance to society; creating a new form of communication among people in society and between society to society, a new culture and civilization of communication. sparking ideas to create new things in society that come from thoughts, dreams, and imagination through presentations in the form of creative writing, Thawan Matcharat (2003).

Orathai Inta (2019), a study of the results of using a curriculum for developing creative writing skills by using a booklet activity to enhance certain characteristics and values in elementary school Writing achievement before and after school using creative writing exercises and writing exercises that the teacher determines for the subject matter of grade 4 students. The results showed that the students who studied using the creative writing exercises had higher writing achievements than the students who used the teacher writing exercises. The author of the story was statistically significant at the level .01. In addition, Students have higher writing achievements when learning using both exercises.

Gasinee Thiangchuti (2017) researched on the creative writing abilities of grade 10 students using the lotus blossom technique, Linking ideas and Cobweb Charts. The results showed that; 1) the post-study

creative writing abilities of students using lotus blossom, thought linking, and cobweb techniques was significantly higher than before at the .05 level; 2) the creative writing ability of the students using the lotus flower technique was higher than the students using the idea linking and spider web chart at a statistically significant level of .05.

Jongkol Vajanasathien (2017) researched on Developing creative writing abilities of Grade 3 students by organizing syntactic learning activities. The results showed that: 1) the ability to write creatively after synergistic learning activities was significantly higher than before synergistic learning activities at a statistically significant level of .05; 2) opinions of Grade 3 students towards syntactic learning activities varies at a high level.

Natnicha Chittakham (2018) has researched on Learning management according to the synectics teaching style to develop creative writing skills of Grade 6 students. The sample group is Grade 6 students at Bueng Ba Community School. The tools used in the research consisted of a learning management plan based on a syntactic teaching model to promote creative writing, and a creative writing skills assessment form. The statistics used to analyze the data were mean and standard deviation, as well as a statistical comparison of differences. The results showed that 1) creative writing skills of the Thai language course of the students in the experimental group who studied using learning management according to the syntactic teaching style after school is higher than before; 2) creative writing skills in Thai language courses of control students who studied using a normal teaching style; 3) The creative writing skills of the Thai language course with the experimental group studied by learning management according to the syntactic teaching style was higher than the control group who studied using the normal teaching style.

It can be concluded that creative writing differs from general writing in that it requires the idea and imagination to present the story and the new style. As a result, creative writing is extremely important to the author as evidenced by research presented in the creative writing.

#### 4.5 Awareness of Cultural Conservation

Cultural conservation awareness is a delicate matter to understand. When it comes to culturally defined language use and communication behavior, there are three components: 1) awareness, knowledge, and valuing knowledge of cultural differences; 2) experience with cultural differences; and 3) awareness of one's own culture.

Geert Hofstede (1983), a Dutch researcher, studied 40 countries' cultural differences. In 1980, Hofstede began collecting data for 40 countries across three continents, and in 1983, he studied three more. The research of

Hofstede describes differences in norms between countries. Finding a result that people's lifestyles in each country or region differ, and this lifestyle has resulted in each region's culture differing.

Urupon Siriwitchayaporn, Santi Srisuantang, and Prasong Tanpichai (2018) studied factors affecting cultural awareness among undergraduate students of Kasetsart University. Kamphaeng Saen Campus found that undergraduate students from Kasetsart University of Kamphaeng Saen Campus had a high level of cultural awareness. There were 7 factors related to cultural awareness among students at the statistically significant level of .05 as follows: cultural care, appreciating knowledge of culture, cultural behavior, cultural resources, cultural experience, culture, and perception of cultural news, respectively. The multiple regression analysis included all variables. Cultural awareness was found to be influenced by three variables: cultural awareness, attention, and appreciation. As well as Cultural experience and cultural knowledge, respectively.

It can be concluded that cultural conservation awareness is a feeling of love, cherishing, and understanding of the importance of preserving local culture.

## 5. RESEARCH METHOD

This research is research in each cycle of R&D, that called "R1D1" and "R2D2," with the duration of the research as follows:

R1D1 operates from November 2019 to March 2020.

R2D2 operates from July 2020 to November 2020. and has the following research conceptual frameworks:

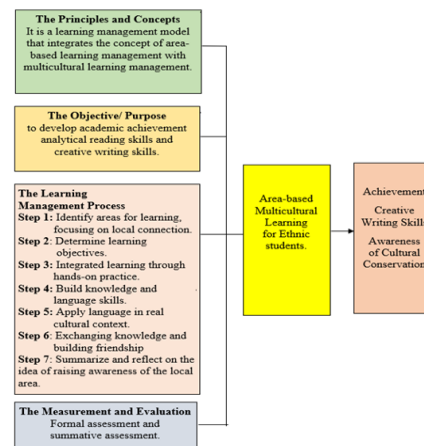


Figure 1. Chart 1 Research Framework

### Population

Population is nine teachers of Grade 7 Thai language teachers that teach ethnic students for schools which are located on the high area under the Chiang Rai Primary Educational Service Area Office District 1

Population is nine Grade 7 students belonging to ethnic groups in 1st semester of the academic year 2020 at Ban Pong Nam Ron School and 21 students from Phakwang Wittaya School, totaling 30 students.

## 6. DATA COLLECTION

The Researcher Uses the Research and Development Methodology (Research And Development; R&D) As Follows:

### *R1D1*

*Research 1: R1* Study the current state, problems, and needs for Thai language teaching for ethnic groups.

*Development 1: D1* Creation and development of the area-based multicultural learning management model for ethnic groups students.

### *R2D2*

*Research 2: R2* A study on the effect of using the area-based multicultural learning management model for ethnic groups students towards the development of academic achievement, creative writing skills, and awareness of cultural conservation among students.

*Development 2: D2* Improvement of the area-based multicultural learning management model for ethnic groups by using data from Research 2 (R2).

## 7. DATA ANALYSIS

The researcher analyzed the quantitative data using both descriptive statistics, which means average ( $\mu$ ), and standard deviation ( $\sigma$ ) for the purpose of interpreting the mean results from the questionnaire on current conditions, problems, and needs regarding learning management for ethnic groups.

## 8. RESEARCH RESULTS

(1) Current state, problems, and needs of teachers regarding Thai language learning management for ethnic groups from ethnic teachers in high-area schools, Chiang Rai Primary Educational Service Area Office 1, the results of the research are shown in Table 3.

**Table 3.** The current state, problems, and needs of teachers about learning management for ethnic groups.

(N= 9)

Verse	List	Average ( $\mu$ )	Standard Deviation ( $\sigma$ )	Action Interpret
<b>Current State</b>				
1	You are satisfied with multicultural learning management.	4.00	0.707	high
2	Multicultural learning management is suitable for your school.	4.33	0.707	high
3	Multicultural learning management is suitable for your students.	4.11	0.782	high



4	You see the importance of multicultural learning management.	4.33	0.707	high
5	Executives see the importance of multicultural learning management.	4.00	0.707	high
6	Students see the importance of multicultural learning management.	4.33	0.500	high
7	School supports multicultural learning management.	4.11	0.928	high
8	The content of multicultural courses is suitable for multicultural learning management.	4.56	0.527	very high
9	Multicultural learning management can develop students' learning achievements.	4.44	0.726	high
10	Learning management, development of analytical reading skills, and creative writing of students.	4.33	0.707	high
11	Multicultural learning management can develop awareness of the cultural preservation of students.	4.22	0.441	high
12	Multicultural learning management is useful.	4.67	0.500	very high
<b>Average</b>		<b>4.28</b>	<b>0.661</b>	<b>high</b>
<b>Problems</b>				
13	Students have difficulty accomplishing work in multicultural learning	4.33	0.707	high
14	Students have low potential and are <u>not suitable</u> for multicultural learning management.	4.00	0.866	high
15	Educational institutions are <u>not</u> ready for multicultural learning management.	4.11	0.928	high
16	The support from educational institutions in multicultural learning management from educational institutions is <u>not enough</u> .	4.44	0.726	high
17	Organizing multicultural learning activities <u>not</u> suitable for your students.	4.22	0.833	high

18	Multicultural learning activities are <u>not</u> suitable for your school.	4.22	0.972	high
19	Managing multicultural learning is <u>difficult</u> in your classroom context.	4.00	1.000	high
20	Multicultural learning management uses too much <u>material and equipment</u> .	4.00	0.866	high
21	Multicultural learning management uses <u>materials that are too complex</u> .	4.67	0.500	very high
22	Managing multicultural learning <u>takes too long</u> .	4.56	0.726	high
23	The result of multicultural learning management is <u>not worth</u> the investment (time, labor, resources, etc.)	4.33	0.1000	high
<b>Average</b>		<b>4.26</b>	<b>0.747</b>	<b>high</b>
<b>Needs</b>				
24	You want to develop your analytical reading.	4.44	0.726	high
25	You want to develop creative writing skills.	4.78	0.441	very high
26	You still want to keep a multicultural learning arrangement in your next classroom.	4.67	0.500	very high
27	You still want to continue a multicultural learning arrangement in your school.	4.11	0.782	high
28	Your students want to learn in a multicultural learning setting.	3.89	0.928	high
29	Multicultural learning management deserves widespread publicity.	4.33	0.707	high
30	Thai education requires multicultural learning management.	4.56	0.527	very high
<b>Average</b>		<b>4.39</b>	<b>0.658</b>	<b>high</b>

From the table, it can be seen what the current state, problems, and the needs of teachers regarding learning management for ethnic groups are. An overview from the teachers expressed a high level of current state ( $\mu=4.28$ ,

$\sigma=0.661$ ), a high level of problems ( $\mu=4.26$ ,  $\sigma=0.747$ ), and a high level of needs ( $\mu=4.39$ ,  $\sigma=0.658$ ).

It can be seen that the teacher has an opinion that Multicultural learning management is useful and suitable

for Thai language learning management, which can improve students' academic achievement. However, managing multicultural learning can be too time consuming, using complex media and lacking support from educational institutions. In addition, teachers want to develop multicultural learning management skills and have multicultural learning management in their own classrooms or schools. Consistent with Marks (2010), a study of cultural competency based on opinions of teachers from the southeastern United States, found that teachers lacked confidence in their competency or

cultural competence. The researcher suggested the development of the teacher profession in terms of cultural perception, including exploring the ability to manage multicultural learning.

(2) The Current state, problems, and needs of students of ethnic groups regarding learning Thai language. The results of the research were as follows:

**Table 4.** The Current state, problems, and needs of ethnic groups students regarding learning Thai language

(N=30)

Verse	List	Average	Standard Deviation	Interpretation
<b>Current State</b>				
1	You are satisfied with multicultural learning management.	3.83	0.834	high
2	Multicultural learning management is suitable for your school.	4.27	0.640	high
3	Multicultural learning management is suitable for students.	4.20	0.761	high
4	You saw the importance of multicultural learning management.	4.50	0.682	very high
5	Students see the importance of multicultural learning management.	4.47	0.629	high
6	Schools support multicultural learning management.	4.30	0.837	high
7	The content of multicultural courses is suitable for multicultural learning management.	4.07	0.828	high
8	Multicultural learning management can develop students' learning achievements.	4.23	0.728	high
9	Learning management develops analytical reading skills.	4.60	0.498	very high
10	Multicultural learning management develops creative writing skills of students.	4.67	0.479	very high

11	Multicultural learning management develops awareness of the cultural preservation of students.	4.20	0.847	high
12	Multicultural learning management is useful.	4.63	0.556	very high
<b>Average</b>		<b>4.33</b>	<b>0.693</b>	<b>high</b>
<b>Problems</b>				
13	Students have difficulty in developing work pieces in multicultural learning.	4.30	0.794	high
14	Students have low potential and are <u>not suitable</u> for multicultural learning management.	4.40	0.675	high
15	Educational institutions are <u>not</u> ready for multicultural learning management.	4.27	0.740	high
16	Support from educational institutions in multicultural learning management is <u>not enough</u> .	4.30	0.702	high
17	Organizing multicultural learning activities is <u>not</u> suitable for you.	4.37	0.718	high
18	Multicultural learning activities are <u>not</u> suitable for your school.	4.30	0.702	high
19	Managing multicultural learning is <u>difficult</u> in your classroom context.	4.53	0.629	very high
20	Multicultural learning management uses too much <u>material and equipment</u> .	4.27	0.740	high
21	Multicultural learning management uses <u>materials that</u> are too complex.	4.33	0.711	high
22	Managing multicultural learning <u>takes</u> too long.	4.30	0.750	high
23	The result of multicultural learning management is <u>not worth</u> the investment (time, labor, resources, etc.)	4.23	0.817	high
<b>Average</b>		<b>4.32</b>	<b>0.725</b>	<b>high</b>
<b>Needs</b>				
24	You want to improve your critical reading skills.	4.60	0.498	very high

25	You want to develop creative writing skills.	4.57	0.568	very high
26	You want a multicultural learning arrangement in your next classroom.	4.50	0.572	very high
27	You want a multicultural learning arrangement in your school next time.	4.33	0.547	high
28	You want to learn multicultural learning.	4.73	0.450	very high
29	Multicultural learning management deserves widespread publicity.	4.33	0.547	high
30	Thai education requires multicultural learning management.	4.37	0.490	high
<b>Average</b>		<b>4.49</b>	<b>0.524</b>	<b>high</b>

From the table, the current conditions, problems, and needs of ethnic group students about learning Thai language can be seen. An overview of students expressed a high level of current state ( $\mu = 4.33$ ,  $\sigma = 0.693$ ), a high level of problems ( $\mu = 4.32$ ,  $\sigma = 0.725$ ), and a high level of needs ( $\mu = 4.49$ ,  $\sigma = 0.524$ ). Students saw the importance of multicultural learning management because it can develop analytical reading and creative writing. However, multicultural learning arrangements may be difficult for students with less potential for this type of learning. Students want to learn in a multicultural way, so we believe that Multicultural learning management can develop analytical reading and creative writing which corresponds to the research results of Kanchanok Duangtakua (2014) finding that the analytical

reading ability of students after learning with literature from using SQ4R teaching method, together with mind map, was higher.

3) The model had a qualified Index of Item-Objective Congruence (IOC) in terms of correspondence, suitability, feasibility, and usefulness of 1.00 which was at an acceptable level.

4) The E1/E2 Efficiency of an area-based multicultural learning management model for Ethnic Groups of Grade 7 students, the results of the research were as follows:

**Table 5.** The E1/E2 Efficiency of a Space-Based Multicultural Learning Management Model for Ethnic Groups of students in Grade 7

Learning Management Plan	Percentage of Learning Management Plan (E1) Score	Percentage of Scores on Post-unit test (E2)
1	80.06	86.41
2	81.40	
3	83.05	
4	86.16	
5	81.73	
6	84.72	
	<b>E1 = 82.85</b>	<b>E2 = 86.41</b>

From the table, it can be found that a multicultural learning management model using space as a base for ethnic groups of Grade 1 students with efficiency E1/E2 equal to 82.85/86.41, which is higher than the 80/80 threshold set by the researcher in the literature review, had no research related to efficacy found. E1/E2 of a multicultural learning management model or a space-based learning management model. However, additional research has been found by Jongkol Vajanasathien (2016) that organizing synetic learning activities can improve creative writing abilities and attitudes toward grade 3

students, because synetic learning focuses on the researcher emphasizing the development of creative skills, similar to the multicultural learning management model, using space as a base for ethnic groups, and also emphasizing the development of creative writing skills.

(5) Effects of a multicultural, space-based learning management model for ethnic groups on the development of creative writing skills. The results of the research were as follows:

**Table 6** Creative Writing Skills Score of learners in Grade 7 during the learning management plan.

(N=30)

Test	Average	Standard Deviation	T	DF	Sig (2-tailed)
Map 1	8.53	1.137	7.389	29	0.000*
Map 2	7.30	0.794	2.068	29	0.048 *
Map 3	8.47	1.224	6.562	29	0.000*
Map 4	8.23	0.898	7.526	29	0.000*
map 5	7.90	0.923	5.341	29	0.000*
Map 6	7.83	0.791	5.767	29	0.000*

From the table, it can be found that a model of multicultural learning by using area-based methods for ethnic groups can develop higher creative writing skills of grade 7 students. It was statistically significantly higher at the 0.05 level in all learning management plans and overall. In the literature review, there was no research relevant to the study of the effect of a multicultural or area-based learning management model on creative writing skills. Only research using other learning

management techniques was found to develop students' creative writing skills. Kesinee Thiangchuti (2017), for example, uses the lotus blossom thought linking and spider web techniques to develop students' creative writing abilities in grade 10 students.

(6) Effects of a multicultural, space-based learning management model for ethnic groups on the development of awareness of cultural conservation. The results of the research were as follows:

**Table 7** Average comparison of awareness of cultural preservation of learners in grade 7 before and after using the Multicultural learning management model using area-based techniques for ethnic groups.

(N=30)

Test	Average	Standard deviation	T	DF	Sig (2-tailed)
Before applying the pattern.	19.80	3.167	24.48	29	0.000*
After applying the pattern.	38.00	1.661			

The area-based technique of multicultural learning management model for ethnic groups was able to develop awareness of cultural conservation among grade 7 learners with a statistically significant level of 0.05, consistent with the research of Rossukon Naowbutr (2014), who studied the approach to multicultural education management through a case study of Ban Pala-U community, Hua Hin District, Prachuap Khiri Khan Province. Finding that the community's environment is supportive, with people living in harmony with nature, and an equitable education system. Local wisdom occupations are included in learning management, and incorporating extracurricular activities in educational management can instill a sense of love for the homeland as well as enhance the power of the next generation to develop the community.

## 9. CONCLUSIONS

A model of multicultural learning management using area-based techniques developed by the researcher can help promote the development of Promoting Learning Achievement, Creative Writing, and Cultural Conservation Awareness of Grade 7 Ethnic Groups Students in Thai language very well. The research demonstrates the origin and development of the learning management model. Multicultural models use area-based learning by bringing content to integrate with the culture and local context, focusing on students learning from local learning resources. As a result, students can learn Thai language with quality, and apply what they've learned in their daily lives. Recognizing the significance of local wisdom and preserving local culture.

## 10. RECOMMENDATIONS

### 10.1 Recommendations for Implementation

1. Thai language teachers should consider adapting a multicultural learning management model using area-based techniques for ethnic groups to be appropriate for their own cultural contexts and students.

2. Should add various local learning sources to promote diversity of contexts and cultures for students.

3. Learners should learn various cultures at the actual place and practice until they are aware of the diversity of cultures and differences from one's own culture, resulting in respect for the culture of others

### 10.2 Recommendations for further research

1. Should increase the number of samples to promote the summary of references (Generalization).

2. Explore and study the method to be used in the application of a multicultural learning management model using area-based techniques for ethnic groups in

other educational contexts other than that of the context of this research.

3. More qualitative research tools, such as an observation form for student learning behavior, should be included.

## ACKNOWLEDGMENTS

This research was supported by Pongnamron School. I would like to express my sincere thanks to my research advisors, Assoc. Prof. Dr. Khajornsak Buaraphan and Dr. Jirutthitikan Pimvichai for their valuable comments, suggestions and encouragement throughout the process of this research.

## REFERENCES

- [1] Amara Pongsapich, "Culture, Religion, and Ethnicity: Analysis of Thai society Based on Humanities (3rd Ed.).", Chulalongkorn University 1996.
- [2] Apiradee Chaikyana, "Teaching Thai as a Second Language to Ethnic Thai Khmer Children," Journal of Mekong Societies, vol. 14, no. 1, pp. 109-132, 2018.
- [3] Fatimah Weawanjit, "Roles in Multicultural Education Management for Peaceful Society of Secondary Schools in Pattani Province," Master of Public Administration, Prince of Songkhla University, Songkhla., 2018.
- [4] Grant, G., Dictionary of Multicultural Education. Phoenix: Arizona: Oryx Press., 1997.
- [5] Kanchanok Daungtagau, "Analytical Reading Ability Thai Literature of Mathayomsuksa 4 Students by using SQ4R and Mind Mapping," The Golden Teak : Humanity and Social Science Journal, vol. 20, no. 22, pp. 87-95, 2014.
- [6] Kiatananta Lounkaew Area-Based Labor Demand. Research and Consul tancy institute. Bangkok: Thammasat University Bangkok, 2520.
- [7] Kiflah Marso, "Effects of the Instruction Using Constructivist Theory on Learning Achievement, Critical Thinking Abilities and Satisfaction towards the Instruction of Students in Multicultural Society," Master of Education in Curriculum and Instruction, Prince of Songkhla University, Songkhla, Songkhla University, 2012.
- [8] Kla Tongkow, "Area - based Education al Management: Concept, Guidelines and Case Study

- Suratthani " Rajabhat Journal, vol. 2, no. 2, pp. 21-36, 2015.
- [9] Lerdluk Kamlanglers, "The development of Thai learning achievement in the concept of cluster sound pronunciation for the students at grade 5 through cooperative learning approach in Student Teams Achievement Division (DTAD) technique and supplementary workbook," Master of Education in Curriculum and Instruction, Rajabhat Mahasarakham University, Mahasarakham, 2015.
- [10] Marks, Principal leadership and school performance: An integration of transformation and instructional leadership. Educational Administration Quarterly, 2010.
- [11] Ministry of Education, Education Reform Of Office of the Education Council. Bangkok: Kurusapa Printing Ladphrao., 1997.
- [12] Ministry of Education, The Basic Education Core Curriculum B.E.2008 (A.D.2008). Bangkok: The Agricultural Co-operative Federation of Thailand, (ACFT), 2008.
- [13] Ministry of Education Education Reform Of Office of the Education Council. Bangkok: Kurusapa Printing Ladphrao, 2008.
- [14] Ministry of Education, Basic Education Core Curriculum B.E. 2551 (A.D. 2008). Bangkok: Ministry of Education, 2008.
- [15] Natnicha Jittakam, "Lerning Management of Synectics Instruction Model for Developing Creative Writing Skills of Primary 6 (Grade 6) Students," Master of Research and Curriculum Development, Rajamangala University of Technology Thanyaburi, Pathum Thani 2018.
- [16] Ngampit Srichalnow and Sathaporn Khanto, "A Study of Mathayomsuksa III Students' Home Economics Learning Achievement on Local Fruit Preservation Through Project Instruction," Journal of Education Graduate Studies Research, vol. 4, no. 4, pp. 14-19, 2010. [17] Office of the Education Council and Ministry of Education, The National Scheme of Education B.E. 2560-2579 (2017-2036). Bangkok: Prigwhangraphic, 2017.
- [18] Orathai Inta, "The Use of a Syllabus in Developing Creative Writing Skill using Small Book Activities in Forming Good Habits and Values in Primary School," Journal of Graduate Studies in Northern Rajabhat Universities, vol. 15, no. 1, pp. 49-62, 2019.
- [19] Pongnumron schools, "Ordinary National Educational ", changrai, 2017-2020.
- [20] Prapartpong, "A teaching model of multilingual/bilingual and a development approach for Thai children's border and difficult areas," Academic Journa, , vol. (Apirl-June 2013), pp. 25-28, 2013.
- [21] Rotsukhon Naowabut, "Guidelines for multicultural education classes : case study in ban-pa-la-u community, huahin district, prachaubkirikhan province," A Thesis of the Requirements for the Degree Master of Education Program in Development Education Department of Education Foundations Graduate School, Silpakorn University, Silpakorn University, 2014.
- [22] Tartwijk and et al. Teachers, practical knowledge about classroom management in multicultural classrooms. eaching and Teacher Education
- [23] Thawan Masjaras, Educational Innovative of Instructional Package for Teaching and Learning Thai Language. Bangkok: Tharn Aksorn Publisher CO.,LTD., 2015.
- [24] Thiengchudti, "Creative Writing Ability of Grade 10 Students using Lotus Blossom Technique Association of Idea and Spider Map," Dhonburi Rajabhat University, 2017.
- [25] Uruporn Sirivichayaporn, and Prasong Tanpichai,, "Factors Affecting to the Cultural Awareness of Undergraduate students, Kasetsart University Kamphaeng Sean Campus," Veridian E-Journal, Silpakorn University, pp. 1906 – 3431, 2018.
- [26] Wajanasatian, "He development of creative writing ability for grade 3 student taught by using synectics model," Silpakorn University, Silpakorn University Academic Year 2016 Copyright of Graduate School, 2016.
- [27] Yesim Ozbarlas, Perspective on Multicultural Education: Case Studies of a German and an American Female Minority Teacher. Middle-Secondary Education and Instructional Technology, 2008.



**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

