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2025**

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Indonesia

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# International Conference on Humanities and Social Sciences TSU-HUSO<sub>i</sub>CON 2025

April 28 - May 1, 2025

# Creating Knowledge Network for Social Innovation and Sustainability



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**The 5<sup>th</sup> International Conference on Humanities and Social Sciences  
(TSU-HUSOiCON 2025)**

**April 28 - May 1, 2025 at Atma Jaya Catholic University of Indonesia, Indonesia**

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This publication constitutes the refereed proceedings of the 5<sup>th</sup> International Conference on Humanities and Social Sciences, TSU- HUSOiCON 2025, under the theme of “Creating Knowledge Networks for Social Innovation and Sustainability”. The conference held at Atma Jaya Catholic University of Indonesia, Indonesia, during April 28 - May 1, 2025. The 13 full manuscripts in this publication were carefully reviewed and selected from 19 conference submissions. The authors are from at least 3 countries (Thailand 63%, Indonesia 26%, Philippine 11%). The articles were organized in topical sessions as follows: language, literature, and education; management; and social sciences.

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## Preface

The 5<sup>th</sup> International Conference on Humanities and Social Sciences (**TSU-HUSOiCON 2025**) was organized by The World University Association for Community Development (WUACD) in collaboration with the Faculty of Humanities and Social Sciences, Thaksin University, Thailand and the Faculty of Business Administration and Communication, Atma Jaya Catholic University of Indonesia, Indonesia. The event was co-hosted by the following institutions:

- Faculty of Language Studies and Human Development, Universiti Malaysia Kelantan
- Faculty of Business & Communication, Universiti Malaysia Perlis
- Didyasarin International College, Hatyai University
- Faculty of Liberal Arts, Princess of Naradhiwas University
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- Faculty of Humanities and Social Sciences, Mahasarakham University
- Faculty of Liberal Arts, Rajamangala University of Technology Srivijaya
- Faculty of Liberal Arts, Huachiew Chalermprakiet University

The conference took place from April 28 to May 1, 2025 at Atma Jaya Catholic University of Indonesia, Indonesia. The theme for this year's conference was ***"Creating Knowledge Network for Social Innovation and Sustainability,"*** underscoring the importance of interdisciplinary research and collaboration in addressing global and local challenges.

**TSU-HUSOiCON** was first launched in 2020, initially as the 1<sup>st</sup> National Academic Conference of the Faculty of Humanities and Social Sciences, held under the theme *"Research and Innovation: Transitioning to Drive Thailand Forward (Thailand-Driven Research & Innovation)"* to provide an academic platform for researchers and graduate students to exchange knowledge, focusing on how research and innovation could contribute to societal transformation in response to the COVID-19 pandemic. Building on the inaugural conference's success, the conference evolved into the TSU-HUSOiCON series, with each subsequent year exploring critical themes in the humanities and social sciences. In 2021, the conference focused on *"The Role, Importance, and Challenges of Humanities and Social Sciences in the Disruptive Society,"* and it addressed the theme *"New Findings during the 'New Normal' "* in 2022. In 2023, the theme shifted to *"Glocalization: Bridging the Gaps between Local and Global Research Perspectives,"* as the conference continued to expand its international reach.

The objective of **TSU-HUSOiCON 2025** was to further the dissemination of research in the fields of humanities and social sciences, with a particular focus on the intersection of social innovation, sustainability, and the role of higher education in addressing global challenges. This conference offered a platform for researchers, academics, and graduate students from across the globe to share their work, engage in meaningful discussions, and forge new international collaborations to consolidate research strengths in such fields, thereby contributing to the development of innovative solutions for sustainable social progress and enhancing the international recognition of participating institutions.

We would like to extend our heartfelt gratitude to all our partners, the distinguished keynote speaker, the dedicated conference organizing committee, the conference organizers, and participating scholars whose contributions ensured the success of this event. It was our hope that the exchanges and collaborations generated during the conference would not only advance the field of humanities and social sciences but also contribute to the global discourse on social innovation and sustainability.

**Faculty of Humanities and Social Sciences,  
Thaksin University  
April 2025**

## Message from the Dean

On behalf of the World University Association for Community Development (WUACD), the Faculty of Business Administration and Communication, Atma Jaya Catholic University of Indonesia, Indonesia, and the Faculty of Humanities and Social Sciences, Thaksin University, Thailand, it is my great honor to extend heartfelt appreciation to all participants of the 5<sup>th</sup> International Conference on Humanities and Social Sciences (TSU-HUSOiCON 2025), held under the theme '*Creating Knowledge Network for Social Innovation and Sustainability*'. The symposium has become an actual testimony to the potential and opportunity of collaboration at the academic level, exchanging ideas, and contributing to the knowledge that, collectively, we can solve today's complex problems. This was a very valuable conference for interdisciplinary discussion. Over these fulfilling days, we were privileged to see cutting-edge research, thought-provoking discussions, and making connections that would propel future innovations in the humanities and social sciences.

Knowledge networks are essential for societal transformation, as stressed throughout this conference. With the orientation of these networks to include diverse expertise from academia, industry, and community, they allow the exchange of ideas, the creation of solutions, and the adaptation of global best practices to the local context. Such glocalization empowers us to solve social sciences, education, management, languages, and literature issues. These networks are at the heart of change, whereas academics and scholars act as catalysts for the transformation: rigorous research, critical thinking, and presentation of knowledge bridge the gap between theory and practice. The evidence-based solutions provided by the scholars guided communities, industries, and policymakers on the way to meaningful progress while pointing out emerging challenges. With shared and exchanged knowledge, the networks can ensure that innovations continue to be inclusive, actionable, and transformative.

While building and maintaining knowledge networks is far from simple, due to a limited number of resources, unequal distribution of technology and fragmented efforts that hinder significant collaboration, they arguably hold the most tremendous potential for innovative and sustainable consequences. To overcome these barriers, strategic partnerships, long-term planning, and an inclusive process will be realized in which equity, inclusion, and accessibility for all, especially those most marginalized and underrepresented, will be prioritized. Having been appropriately nurtured, knowledge networks can become the long-term driving forces for social innovation and sustainability. They create spaces where scholars and practitioners can consort, design new solutions, and stimulate lasting positive change. Continuous support of these networks is crucial for an equitable, inclusive, and sustainable future for generations to come.

I would like to thank our co-hosts for their continuous dedication sincerely, the organizing committee for the determined endeavor, and the distinguished speakers, presenters, and participants for their contributions. I could not have wished for a better spirit of enthusiasm, collaboration, and commitment than you had brought to this conference, which has been an inspiring and memorable success. May TSU-HUSOiCON 2025 knowledge shared and the networks formed inspire progress and enable sustainable solutions for our academic community and beyond. It gives me great pleasure to look forward to welcoming you to the future of organizing as we push the frontiers of knowledge forward.

With warm regards and deepest appreciation,



**Asst. Prof. Dr. Parichat Thudam**  
**Dean, Faculty of Humanities and Social Sciences**  
**Thaksin University**

## **Table of Contents**

### **THE KEYNOTE SPEECH**

Knowledge Network for Social Innovation <i>Charas Suwanmala</i>	11
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### **SESSION 1 : LANGUAGE, LITERATURE, AND EDUCATION**

Thai Initial Consonant Phonological Awareness of Children with Reading and Writing Disabilities <i>Alisa Khumkhiam and Yutthichai Uppakandee</i>	19
Cultural Observations in Korean Language Textbooks for Thai Learners written by the Korean Education Center in Thailand <i>Chittikan Lakariya</i>	35
The Impact of AI-Generated Feedback on EFL Writing: A Review of Benefits, Challenges, and Pedagogical Implications <i>Allan John Malabana Sarse</i>	55
The Making of “Prince Charming-ness and Empowered Damsel-ness”: Applying the Attributes and Actions of “Prince Charming” and “Damsel in Distress” in Media Texts Through a Lesson Guide <i>Irish C. Sioson and Ivory C. Sioson</i>	80

### **SESSION 2 : MANAGEMENT**

Enhancing Employee Productivity Through Training, Development, and Team Building: A Case Study at PT. Kompas Media Nusantara <i>Chrisandra Maria Kalesaran and Pristiana Widyastuti</i>	99
Branding Creation Through Korean Cultural Identity of Thai Korean-Style Product Entrepreneurs in Thailand <i>Noppadol Saleepoch, Chittikan Lakariya, and Sermsak Khunpol</i>	114
Market Opportunities of used car business Muslim Entrepreneurs in Southern Border Provinces, Thailand <i>Nawit Amage, Anuwat Songsom, and Worapong Phetkhao</i>	136

### **SESSION 3 : SOCIAL SCIENCES**

A Study on Food Security in Songkhla Province <i>Saifon Chaisri , Pruksaya Chinnapong and Prakarn Hungsavanus</i>	159
Evaluation of Implementation Outcomes of the Livestock Farming Promotion Project in the Southern Border Provinces: A Case Study of the Dairy Goat Farming of Kraso Social Enterprise in Pattani's Mayo District <i>Muhammad Salaebing</i>	173
Among Modernity and Tradition: The Attitude of the Young Generation of Glodok Chinatown Towards Preserving Local Culture <i>Eko Widodo</i>	197
Deleuzian-Foucauldian agency's critico-differential empowering capacity building on rural cultural tourism in Flores Indonesia <i>Nyoman Pinia, Sree Kala Kunju Raman Nair and Thanam Subramaniam</i>	208
The Process of Social Engineering Skills Development through Artificial Reef Construction: A Case Study of Ban Bo it Community, Songkhla Province <i>Parichat Jansriboot, Jirapa kongkeaw, Jiraporn Guadkhan, Pitchpilai Khoonphunnarai, and Sakan Rodklai</i>	225
Assessing Potential Retail Mapping in Sustainable Commodities (Study in Indonesia's Retail Industry) <i>Nia Sarinastiti and Angga P. Putra</i>	242

### **APPENDICES**

Appendix A	Conference Schedule	267
Appendix B	Presentation Schedule	271
Appendix C	Conference Committee	279
Appendix D	Academic Committee	285



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2025





# Knowledge Network for Social Innovation

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## What are social networks?

A network here refers to a social connection among individuals, businesses, and other participants. We will call it a “social network” to differentiate from physical, bio, or neuro networks. Social networks can emerge and disappear naturally. It can be very simple, such as a random network as the “market”, where connections and transactions among partners are not structured. Or, it can be a system network where connections and transactions are formalized and structured, such as “organization, which is a hierarchical network system.

Networks are often associated with proximity, density, and similarity.<sup>1</sup> That means people in the same community tend to associate with each other more frequently than with remote partners. The high density and the large number of participants tend to have a more organized and more systematic network than a scattered population. Likewise, people, as well as business firms tend to set up networks of their own occupations and industries. We called these “associations,” which is a lateral system network. However, theoretical notions about geographical proximity and density have changed a lot in the present age of the internet, the rise of social media, and AI invention. It is obvious that there are numerous social networks on Cloud.

## How does a network operate?

Theoretically, a social network serves as a transaction platform among partners. It makes transactions more efficient and secure. An **economic theory of knowledge spillovers** contended that **social connections** make it easier for knowledge to travel farther and faster. It facilitates the diffusion of new ideas and innovations across individuals and firms. Because of this, they play an important role in boosting productivity. **Knowledge** is different from physical assets in that many people can use it simultaneously. So, the diffusion of knowledge creates productivity gains that spill over through society.

But there is an **economic theory of knowledge monopoly**, too. What capitalists believe is that if you invest in an innovation, you can enjoy a market monopoly and get extra returns on that investment for a while, until somebody else can catch up with your knowledge. Knowledge is thus not necessarily free.

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<sup>1</sup> **Proximity** can include non-geographical senses such as being in the same settings; same industry, rules and regulations, culture and way of life, media and language, among others.

Not all networks are equally productive. Innovation diffusions in a random network, such as having open-source innovation platforms for public access without supplemented facilities, can generate a certain level of innovation diffusion, but they often contain high risk and are less productive. On the other hand, a more systematic network can multiply the number, speed, and productivity, which is more preferable<sup>2</sup>. But the systematic network itself also contains running costs, which make up the networks' transaction costs, and thus unlikely survival in a free knowledge sharing principle. That means the network operation is not necessarily free either.

### Examples of social innovation sharing networks

Chat GPT provides examples of social innovation sharing networks around the world, as illustrated in the following box. From the examples, it is noticeable that some networks are a more comprehensive and systematic approach than others, such as Asoka, Impact Hub, and The Global Innovation Exchange (GIE).

**Box 1: Examples of Global Networks in Social Innovation (From Chat GPT)**

**1. Social Innovation in Health Initiative (SIHI)**

- SIHI is a global network focused on enhancing healthcare delivery through community-engaged social innovations, particularly in low- and middle-income countries. With 13 hubs coordinated by a secretariat in the Philippines, SIHI supports research, capacity building, and advocacy to accelerate universal health coverage. Since its inception in 2014, it has identified over 600 innovative projects through public innovation calls.

**2. Impact Hub**

- Established in 2005, Impact Hub is a global network of locally founded and operated innovation incubators, accelerators, coworking spaces, and nonprofit organizations. Headquartered in Vienna, Austria, it aims to create a just and sustainable world by supporting social entrepreneurs and fostering collaborative communities.

**3. Euclid Network (EN)**

- EN is a European network of support organizations representing over 120,000 social economy entities across 77 countries. It collaborates with institutions like the European Commission and the United Nations to promote social entrepreneurship through research, training, and policy advocacy.

**4. Global Tapestry of Alternatives (GTA)**

- Launched in 2019, GTA connects grassroots groups, social movements, and organizations working towards radical alternatives to dominant economic, political, and social systems, with a strong focus on the Global South. It emphasizes ecological sustainability, social justice, and direct democracy.

<sup>2</sup> A systematic network here refers to a system where innovation knowledges are transferred to recipients along with needed skills, technologies, coaching, and financial supports.

### **5. UN Innovation Network (UNIN)**

- UNIN is an informal, collaborative community of innovators from over 70 UN entities across more than 180 countries. It facilitates knowledge sharing, promotes innovation within the UN system, and supports the advancement of the Sustainable Development Goals.

### **6. SINA Global (Social Innovation Academy)**

- SINA Global fosters self-organized learning spaces aimed at systemic change. Operating in 20 communities, it supports social enterprises through acceleration programs, community ecosystem development, and innovative funding mechanisms like the Purpose Pool.

### **7. Social Innovators Network (SIN)**

- Founded in 2020, SIN supports community-led solutions by providing facilitation, acceleration, and digital platforms. It connects social innovators with technical and financial partners to co-design solutions addressing local challenges.

### **8. ICT4 Social Innovation Network (ICT4SI)**

- ICT4SI is a Pan-African network that leverages information and communication technologies to drive social innovation. It organizes conferences and workshops to foster collaboration among stakeholders in the ICT and social innovation sectors.

### **9. Open Social Innovation Research Network**

- This network brings together researchers interested in open forms of organizing social innovation. It focuses on coordinating collaboration among multiple stakeholders to address complex social and environmental problems through co-designed solutions.

### **10. World Social Forum (WSF)**

- WSF is an annual meeting of civil society organizations that offers a platform for developing alternative futures through counter-hegemonic globalization. It brings together NGOs, advocacy campaigns, and social movements to coordinate global campaigns and share organizing strategies.

### **11. Ashoka**

- What it is: A global network of social entrepreneurs.
- Focus: Identifying and supporting individuals with innovative solutions to social problems.
- How it shares innovation: Fellows share best practices, collaborate across regions, and receive support to scale their impact.

### **12. Schwab Foundation for Social Entrepreneurship (part of the World Economic Forum)**

- What it is: A platform for advancing social entrepreneurship globally.
- Focus: Scaling social innovation through cross-sector collaboration.

- How it shares innovation: Connects social entrepreneurs with business leaders, policymakers, and philanthropists.

### **13. Social Innovation Exchange (SIX)**

- What it is: A global network focused on building social innovation ecosystems.
- Focus: Policy, practice, and research in social innovation.
- How it shares innovation: Events, learning programs, research publications, and cross-country knowledge exchange.

### **14. Stanford Social Innovation Review (SSIR)**

- What it is: A publication and learning platform from Stanford University.
- Focus: Strategies, tools, and research in social innovation and impact.
- How it shares innovation: Articles, webinars, podcasts, and conferences that bring together leaders from multiple sectors.

### **15. Impact Hub**

- What it is: A global network of co-working spaces and innovation labs.
- Focus: Supporting entrepreneurs and organizations tackling social and environmental issues.
- How it shares innovation: Hosting events, incubators, accelerators, and collaborative projects across 100+ cities.

### **16. The Global Innovation Exchange (GIE)**

- What it is: A platform funded by organizations like USAID and the Gates Foundation.
- Focus: Scaling social innovations to address global development goals.
- How it shares innovation: Offers a searchable database of innovations, funding opportunities, and partners.

### **17. OECD's Observatory of Public Sector Innovation (OPSI)**

- What it is: An initiative by the OECD to support public sector innovation.
- Focus: Innovative solutions in governance, policy, and social services.
- How it shares innovation: Case studies, toolkits, reports, and an innovation repository.

Source: Chat GPT

## **Examples of social innovation networks in Thailand**

Social innovation platforms have existed in Thailand since the 2000s. Their functions look alike, that is, to promote social innovations through research, training, and funding. But their organizational settings differ from each other, which can be classified into four groups, as follows.

### **1. Public organization networks**

- 
1. **Innovation Thailand Alliance (ITA)** is founded by the National Innovation Agency: NIA (Public Organization). ITA promotes young social innovators in the public and private sectors and the social sector. ITA provides training, funding, and coaching on a project basis.
  2. **Local government innovation platforms.** There are three different platforms for local government innovation promotion. The first two are local innovation award systems, namely (1) King Prajadipok Award (KPI Award, founded in 2006), and (2) Local Good Governance Award (LGG Award, founded in 2008). The award platforms give awards to local authorities with outstanding innovations in areas of transparency, participation, and public service excellence. The two platforms disseminate good practice cases annually. In addition, King Prajadipok Institute also provides training and coaching to local authorities concerned with local initiative projects.

The last platform was initiated in 2023 by the Program Management Unit on Area-Based Development (PMU A), the Ministry of Higher Education, Science, Technology, and Innovation. In addition to information dissemination, this platform provides research funding, training, and coaching for local staff in conducting projects on local innovations.

## 2. University platforms

1. **Chulalongkorn University** launched two programs to foster social innovation. One is “the Chula Social Innovation (Chula-SI), another is “the CU Social Innovation Hub (CU SiHub)”. The Chula Social Innovation (Chula-SI) is a research unit focusing on addressing and generating solutions for Thailand's pressing social issues, such as ageing, social security, and education. The CU SiHub serves as an incubator for social innovation projects that aim to improve community well-being and achieve sustainable development goals. The CU SiHub offers funding for researchers to develop and scale their innovations. The hub also provides mentorship and business training to transform research projects into viable social enterprises.
2. **Southeast Asian Social Innovation Network (SEASIN)** is a network funded by the European Commission and coordinated by Glasgow Caledonian University. EASIN has established Social Innovation Support Units (SISU) at universities in Myanmar (Cooperative University, Thanlyin, and Yangon University of Economics), Thailand (Kasetsart University and Thammasat University), Cambodia (National University of Management and the Royal University of Phnom Penh), and Malaysia (Universiti Teknologi MARA and Sunway University). The units aim to achieve sustainable and inclusive growth, social cohesion, and equity in Southeast Asia through a range of learning and teaching tools.

## 3. Private foundation platforms

1. **Society of Young Innovators (SYSI)** is a non-profit organization founded in 2012. It aims to provide training on social innovation for the young generation.

- 
2. **Social Innovation Foundation (SIF)**. Founded in 2012, the platform aims to foster social innovations in public and business sectors concerned with the social wellbeing of disadvantaged groups, including the ageing, the handicapped, mothers and children, among others.

## Can knowledge on social innovation be diffused?

Here we are talking in particular about **Knowledge Network for Social Innovation**. What is social innovation, and can it be diffused? Social innovation is an innovation that is intentionally invented in a social setting and is aimed at solving societal challenges—poverty, inequality, education, health, environment, quality of life, and democracy, among others. The knowledge-sharing networks on social innovation often emphasize collaboration between NGOs, governments, researchers, and communities. Knowledges on social innovations are “social goods”, not monopolistic assets, so they are free to diffuse.

But it should be noted that social innovation is rather **unique** by its nature. First, it is a human-center innovation, which means that it aims at serving and changing people's behavior, attitude, and way of life (culture). Second, it is formulated through a design thinking process, where the notion of “empathy”, people's preferences, feelings and sensing have been seriously taken into account. Furthermore, it needs a co-production and collaboration with partners and local communities. Accordingly, social innovation can be easily **diffused only among similar settings**, as it is highly unique in nature. Knowledge of social innovation is often hard to be diffused or replicated from one to another social units of different settings.

Nevertheless, some types of social innovations contain parts of **standard practices** which are to be adopted everywhere, such as innovation in primary healthcare and education. These innovations are more adaptable across different settings.

## Final remarks

Though plenty of social innovation networks have existed globally and nationally, their influences on the progress of social innovations are considerably disproportional. That means there might be some limitations on the diffusion of social innovation. Here is my observation;

1. Perhaps many of the networks, particularly those in Thailand, are at their beginning stage. They might need more lessons learnt on how to make knowledge diffusion work. Therefore, time can heal the problem.
2. Perhaps the diffusion of social innovation is so unique and so highly dependent on the social proximity and the likelihood between the innovation's origin and the target recipients. In this regard, time cannot heal the problem. Instead, a match-maker network mechanism that can bridge innovations with proper target recipients is needed. A preferable social innovation network, thus, is neither at the global nor the national, but rather at the regional and local levels, where the proximity and the likelihood between the innovation's origin and the target recipients are highly intense.



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SESSION

1

LANGUAGE,  
LITERATURE, AND  
EDUCATION  
PANEL





# Thai Initial Consonant Phonological Awareness of Children with Reading and Writing Disabilities

Alisa Khumkhiam<sup>1\*</sup>, Yutthichai Uppakandee<sup>2</sup>

## Abstract

This research aims to classify variations in initial consonants present in the speech of Thai children afflicted with reading and writing disabilities and to analyze the types of these variations. Data was gathered from 50 students in the sixth grade of Prothom Suksa who had received medical diagnoses of reading and writing disabilities. The research instrument utilized was a twenty-one-word reading diagnostic test. The findings indicate that, among the twenty words in the reading diagnostic test, the subjects exhibited variations in all initial consonants except for the sound /j-/ in the word /jɔm<sup>3</sup>/. Initial consonant variations are delineated into three characteristic types as follows: (1) Phonetic variations, further classified into two subtypes: (1.1) Allophones, which manifest in three forms: (i) same sound type and articulator, (ii) same sound type but different articulator, and (iii) different sound type and different articulator, as well as (1.2) free phonetic variables, characterized by different sounds and articulators; (2) Phoneme changes of initial consonants; and (3) Double variations encompassing both phonetic and spelling forms.

**Keywords:** Awareness, Initial Single Consonant Sound, Thai Language

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## Introduction

Thai children generally have pronunciation difficulties in numerous ways, which are caused by many factors, such as their customs or individual experiences that lead to their pronunciation formation; for example, the word นุน /nun<sup>5</sup>/ is read as มุน /mun<sup>5</sup>. They incorrectly read some words that have similar spelling of consonants; for instance, the word ชืด /chw:t<sup>3</sup>/ is read as ซืด /sw:t<sup>3</sup>. These circumstances are relevant to Potibal's and Phantachart's (2009) concept, which stated that a number of factors caused Thai children's difficulties in pronunciation. The result of the study can be concluded that "1) Thai children prefer pronouncing words with simpler spelling by which the leading consonants or the consonant clusters are read as separate syllables of the first consonant and the second consonant, e.g. the word แหลม /lɛ:m<sup>5</sup>/ is read as แห-ลม /hɛ:<sup>5</sup>- lom<sup>1</sup>/. 2) Thai children read words by comparing them with similar ones that they have read before or are more familiar with for example, the word โรงพยาบาลลำไ้ /ro:k<sup>3</sup>- pha<sup>4</sup> - ja:t<sup>3</sup>- lam<sup>1</sup>- saj<sup>3</sup>/ is read as โรงพยาบาลลำไ้ /ro:ŋ<sup>1</sup>- pha<sup>4</sup>- ja:<sup>1</sup>- ba:n<sup>1</sup>- thi?<sup>4</sup> - lam<sup>1</sup>- saj<sup>3</sup>/. 3) Thai children read words by taking a guess. The word's pronunciation is made by presuming the possible sound as shown in the written form or conjecturing the words that are possible to appear together by their meaning, such as ฟนท้งให้เป็นเข็ม /fon<sup>5</sup>- than<sup>3</sup>- haj<sup>3</sup>- pen<sup>1</sup>- khem<sup>5</sup>/ is read as ฟนท้งเป็นเข็ม /fon<sup>5</sup>- than<sup>4</sup>- pen<sup>1</sup>- khem<sup>5</sup>/. 4) Thai children have word tone confusion; for example, มอบ /mo:p<sup>3</sup>/ is read as หมอบ /mo:p<sup>2</sup>/.

Indeed, phonological awareness is considered essential for language learning and perception as it creates the ability to distinguish and work with characteristics of sounds, the number of sounds, and the syllables in words. Also, it builds the ability to separate each sound of the word (Khumkham, 2018). According to Potibal (2012), "Phonological awareness is concerned with perception and emphasis on units of sound that make up words. People with reading and writing disabilities cannot distinguish between sounds, the number of sounds, and syllables in the words. These conditions can result in struggling to read and write, leading to phonological awareness problems." Coltheart (2005, mentioned in Khumkham, 2018) stated that from analyzing development disorders of reading disability, people with reading disorder have combinations of five symptoms: letter identification, letter-sound rule application, semantic, and visual word production. These studies are consistent with Khumkham's paper (2018), which concluded that Thai children make variations of initial consonants with reading and writing disabilities. Types of variations are sound, spelling form, and double variations.

As can be seen, children with reading disabilities commonly have difficulty in phonological awareness. However, the researchers have noticed that normal children without such disabilities also have mispronunciations. By observing the pronunciation of students, initial consonants given words were mispronounced; for instance, ตี /ti:<sup>1</sup>/ was read as ดี /di:<sup>1</sup>/, รวย /ru:aj<sup>1</sup>/ was read as ลวย /lu:aj<sup>1</sup>/. Therefore, the researchers are interested in studying phonological awareness of Thai initial consonants in reading and writing disability students.

## Research Objectives

1. to classify initial consonant variations of children with reading and writing disabilities.
2. to analyze variations in initial consonants of children with reading and writing disabilities

## Literature Review

This study selects Khumkhiam's (2018) approach to analyzing initial consonant variations as the theoretical framework. Three criteria are made to analyze characteristics of initial single consonant variations, which are explained as follows:

1. Phonetic variations refer to the transformations caused by the variations of consonants used to represent the same sound. This includes sounds that have the following characteristics:

- 1.1 Same sound type and articulator
- 1.2 Same sound type but different articulator
- 1.3 Different sound types but the same articulator
- 1.4 Different sound type and articulator

2. Phoneme changes refer to the transformations of the letters with similar writing forms. Sukchotirat and Sirisomboonwet (2004, cited in Khumkhiam, 2018) have categorised the phoneme changes into twelve groups as follows:

Group 1	ก	ถ	ภ			
Group 2	ด	ต				
Group 3	ง	จ	ว	อ	ฮ	
Group 4	ร	ธ				
Group 5	ข	ช	ฃ	ฅ		
Group 6	ณ	น	ม	ฌ		
Group 7	บ	ป	ผ			
Group 8	ย	พ	ฟ	ภ	ฟ	พ
Group 9	ท	ฑ	ห			
Group 10	ค	ก	ศ	ค	ด	ต
Group 11	ณ	ญ	ณ			
Group 12	ฎ	ฏ	ฐ			

3. Double variations refer to the combinations of phonetic variations and phoneme changes.

Hence, these are initial single consonant variations: phonetic variations, phoneme changes, and double variations.

## Research Methodology

This study has the following research methodology:

1. The data was collected from students who had medically been diagnosed with reading and writing disabilities.

**Table 1**

shows the number of samples for the research

Students	Sex		Number (persons)
	Male	Female	
<b>Total</b>	27	23	50

2. the reading diagnostic test, which comprised 21 monosyllabic words, was created for data collection. The words comprised 21 consonant phonemes that represented all initial consonant sounds. There were 9 final consonant and 21 vowel sounds, classified into 18 single vowel sounds, 3 compound vowel sounds, and 5 tone sounds. The relation of sounds in the created words is made according to the syllable structure of the Thai language.

3. The reading diagnostic test was for children with reading and writing disabilities. Students were asked to read 21 words that showed up, and their voices were recorded while the researcher recorded pronouncing.

4. Recorded sounds of students reading were transcribed using the International Phonetic Alphabet (IPA). They were used for variation classification and variation characteristics analysis of children with reading and writing disabilities.

5. The numbers 1-5 were made to represent each tone sound: 1 for mid tone, 2 for low tone, 3 for falling tone, 4 for high tone, and 5 for rising tone.

## Results

The findings of this study are explained below:

### 1. Initial consonant variations in eighth grade student's pronunciation

The reading diagnostic test contained 21 initial consonants: ได้แก่ ปิต /pit<sup>2</sup>/, ตี /ti:<sup>1</sup>/, เจ็บ /cep<sup>2</sup>/, เกณฑ์ /ke:n<sup>1</sup>/, อ้น /ʔan<sup>5</sup>/, แฝง /p<sup>h</sup>ɛŋ<sup>3</sup>/, ทับ /t<sup>h</sup>ʊp<sup>4</sup>/, ชัด /c<sup>h</sup>ʉ:t<sup>3</sup>/, และ /k<sup>h</sup>ɛʔ<sup>4</sup>/, เบิก /bə:k<sup>2</sup>/, ตั้ง /dan<sup>3</sup>/, ม้าม /ma:m<sup>4</sup>/, นุ่น /nun<sup>5</sup>/, งู /ŋu:<sup>1</sup>/, เลอะ /ləʔ<sup>4</sup>/, รวย /ru:aj<sup>1</sup>/, เพี้ยว /fi:aw<sup>4</sup>/, สก /sok<sup>2</sup>/, เหาะ /həʔ<sup>2</sup>/, รอก /pɔ:k<sup>3</sup>/, and ย่อม /jom<sup>3</sup>/. The initial consonant variations of student's pronunciation were classified as shown in the table

**Table 2**

presents the classification of initial single consonant variations of student's pronunciation

<b>Manners of Articulations/ Place of Articulations</b>	<b>Bilabial (person)</b>	<b>Labio- Dental (person)</b>	<b>Dental- Alveolr (person)</b>	<b>Palatal (person)</b>	<b>Velar (person)</b>	<b>Glottal (person)</b>
<b>Stops</b>	p- (23)		t- (25)	c- (21)	k- (19)	ʔ- (15)
Voiceless	*p- (20)		*t- (20)	*c- (23)	*k- (23)	*ʔ- (20)
Unaspirated	*b- (7)		*d- (5)	*ʔ- (3)	*w- (6)	*j- (10)
				*j- (3)	*t- (2)	*d- (5)
<b>Stops</b>	p <sup>h-1</sup>		t <sup>h-1</sup> (15)	c <sup>h-1</sup>	k <sup>h-1</sup>	
Voiceless	(18)		*t <sup>h-1</sup>	(17)	(19)	
Aspirated	*p <sup>h-</sup> (20)		(25)	*c <sup>h-</sup>	*k <sup>h-</sup>	
	*f <sup>-1</sup> (12)		*t <sup>h-5</sup> (7)	<sup>1</sup> (22)	<sup>1</sup> (24)	
			*p <sup>h-1</sup> (3)	*s <sup>-1</sup> (5)	*k <sup>h-5</sup> (6)	
				*k <sup>h-5</sup> (3)	*p <sup>h-1</sup> (1)	
				*ʔ- (2)		
				*h- (1)		
<b>Stops</b>	b- (21)		d- (30)			
Voiced	*b- (25)		*d- (18)			
Unaspirated	*p- (4)		*t- (2)			
<b>Nasals</b>	m- (23)		n- (16)		ŋ- (25)	
	*m-		*n- (28)		*ŋ- (15)	
	(23)		*m- (3)		*h- (10)	
	*p- (2)		*d- (3)			
	*b- (2)					
<b>Lateral Approximan t</b>			l- (15)			
			*l- (26)			
			*r- (5)			
			*j- (4)			
<b>Trill</b>			r- (22)			
			*r- (18)			
			*l- (10)			
<b>Fricative</b>	f <sup>-1</sup> (15)	s <sup>-5</sup> (17)			h- (14)	
					*h- (24)	

Manners of Articulations/ Place of Articulations	Bilabial (person)	Labio- Dental (person)	Dental- Alveolar (person)	Palatal (person)	Velar (person)	Glottal (person)
	*f <sup>-1</sup> (10)	*s <sup>-5</sup> (20)			*ŋ- (10)	
					*m- (2)	
	*f <sup>-5</sup> (20)	*k <sup>h-5</sup> (1)				
	*p <sup>h-1</sup> (3)	*c <sup>h-1</sup> (5)				
	*p <sup>h-5</sup> (2)	*s <sup>-1</sup> (7)				
<b>Semi-vowel</b>	w- (20)			j- (19)		
	*w- (25)			*j- (31)		
	*ŋ- (5)					

\* Initial consonant variation sound that is incorrectly pronounced.

* p- refers to sound	ป	* p <sup>h-1</sup> refers to sound	พ
* p <sup>h-5</sup> refers to sound	ผ	* b- refers to sound	บ
* t- refers to sound	ต	* t <sup>h-5</sup> refers to sound	ถ
* d- refers to sound	ด	* c <sup>h-1</sup> refers to sound	ช
* k <sup>h-5</sup> refers to sound	ข	* ʔ- refers to sound	อ
* m- refers to sound	ม	* n- refers to sound	น
* ŋ- refers to sound	ง	* l- refers to sound	ล
* r- refers to sound	ร	* f <sup>-1</sup> refers to sound	ฟ
* f <sup>-5</sup> refers to sound	ฝ	* s <sup>-1</sup> refers to sound	ซ
* h- refers to sound	ฮ	* w- refers to sound	ว
* j- refers to sound	ย		

From the table 2, the data is described as follows:

1. Initial consonants without asterisks mean students read the words correctly based on the syllable structure. Those words are /p-/ in the word ปิต /pit<sup>2</sup>/, /t-/ in the word ตี /ti:<sup>1</sup>/, /c-/ in the word เจ็บ /cep<sup>2</sup>/, /k-/ in the word เกณฑ์ /ke:n<sup>1</sup>/, /ʔ-/ in the word อัน /ʔan<sup>5</sup>/, /p<sup>h</sup>-/ in the word แฝง /p<sup>h</sup>ɛŋ<sup>2</sup>/, /t<sup>h</sup>-/ in the word ทับ /t<sup>h</sup>ʉp<sup>4</sup>/, /c<sup>h</sup>-/ in the word ชัด /c<sup>h</sup>ʉ:t<sup>3</sup>/, /k<sup>h</sup>-/ in the word แคะ /k<sup>h</sup>ɛʔ<sup>4</sup>/, /b-/ in the word เบิก /bɛ:k<sup>2</sup>/, /d-/ in the word ดั่ง /daŋ<sup>3</sup>/, /m-/ in the word ม้าม /ma:m<sup>4</sup>/, /n-/ in the word นุ่น /nun<sup>5</sup>/, /ŋ-/ in the word งู /ŋu:<sup>1</sup>/, /l-/ in the word เลอะ /ləʔ<sup>4</sup>/,

/r-/ in the word ราว /ru:aj<sup>1</sup>/, /f-/ in the word ฝั้ว /fi:aw<sup>4</sup>/, /s-/ in the word สก /sok<sup>2</sup>/, /h-/ in the word เหาะ /hɔʔ<sup>2</sup>/, /w-/ in the word วอก /wɔ:k<sup>3</sup>/ และ /j-/ in the word ย่อม /jɔm<sup>3</sup>/.

2. Initial consonants with asterisks that have different sounds from the ones without asterisks mean students misread the words based on the syllable structure.

From Table 2, it can be seen that students mispronounced 21 initial consonants. With all 21 initial consonants, except /j -/ in the word ย่อม /jɔm<sup>3</sup>/ that no variation sound. The initial consonant with the most variations is /c<sup>h</sup>-/. The word ชัด /c<sup>h</sup>u:t<sup>2</sup>/ has 4 variations, including [s<sup>-1</sup>], [k<sup>h-5</sup>], [ʔ-] and [h-]. In addition, the top three sound types with the most variations are:

1. Nine voiceless aspirated plosive sounds:

1.1 The word ฝ่ง /p<sup>h</sup>ɛŋ<sup>3</sup>/ has one variation: [f<sup>-1</sup>]

1.2 The word ทับ /t<sup>h</sup>uɔp<sup>4</sup>/ has two variations: [t<sup>h-5</sup>] and [p<sup>h-1</sup>]

1.3 The word ชัด /c<sup>h</sup>u:t<sup>3</sup>/ has four variations: [s<sup>-1</sup>] [k<sup>h-5</sup>] [ʔ-] and [h-]

1.4 The word แคะ /k<sup>h</sup>ɛʔ<sup>4</sup>/ has two variations: [k<sup>h-5</sup>] and [p<sup>h-1</sup>]

2. Eight voiceless plosive and fricative sounds:

2.1 The word ปิด /pit<sup>2</sup>/ has one variation: [b-]

2.2 The word ตี /ti:<sup>1</sup>/ has one variation: [d-]

2.3 The word เจ็บ /ceɔp<sup>2</sup>/ has two variations: [ʔ-] and [j-]

2.4 The word เกณฑ์ /ke:n<sup>1</sup>/ has two variations: [w-] and [t-]

2.5 The word อั้น /ʔan<sup>5</sup>/ has two variations: [j-] and [d-]

2.6 The word ฝั้ว /fi:aw<sup>4</sup>/ has three variations: [f<sup>-5</sup>] [p<sup>h-1</sup>-] and [p<sup>h-5</sup>-]

2.7 The word สก /sok<sup>2</sup>/ has three variations: [k<sup>h-5</sup>-] [c<sup>h-1</sup>-] and [s<sup>-1</sup>-]

2.8 The word เหาะ /hɔʔ<sup>2</sup>/ has two variations: [ŋ-] and [m-]

3. Five nasal sounds :

3.1 The word ม้าม /ma:m<sup>4</sup>/ has two variations: [p-] and [b-]

3.2 The word นุ่น /nun<sup>5</sup>/ has two variations: [m-] and [d-]

3.3 The word ฐู /ŋu:<sup>1</sup>/ has one variation: [h-]

## 2.Types of variations in initial consonants of children with reading and writing disabilities

Three criteria are made to analyze characteristics of initial consonant variations, namely phonetic variations, phoneme changes, and double variations, as explained in the following table:

**Table 3**

Shows characteristics of initial consonant variations in student's pronunciation.

No.	Sound	Consonant	Types of Remarks variations		
			Sound	Written form	
1.	p-	ɸ	-	-	Same sound type and articulator
	*b-	ɸ	+	+	
2.	t-	ʈ	-	-	Same sound type and articulator
	*d-	ʈ	+	+	
3.	c-	ɕ	-	-	Same sound type but a different articulator Different sound type but the same articulator
	*ʃ-	ʃ	+	+	
		ʃ	+		
	*j-				
4.	k-	ŋ	-	-	Different sound type and articulator Same sound type but a different articulator
	*w-	ŋ	+		
		ʈ	+		
	*t-				
5.	ʃ-	ʃ	-	-	Different sound type and articulator Same sound type but a different articulator
	*j	ʃ	+		
		ʈ	+		
	*d				
6.	p <sup>h-1</sup>	ɸ	-	-	Different sound types and articulators
	*f <sup>-1</sup>	ɸ	+	+	
7.	t <sup>h-1</sup>	ʈ	-	-	Same sound type and articulator Same sound type but different articulator
	*t <sup>h-5</sup>	ʈ	+		
		ɸ	+		
	*p <sup>h-1</sup>				
8.	c <sup>h-1</sup>	ɕ	-	-	Different sound type and articulators Same sound type but different articulator Same sound type but different articulator
	*s <sup>-1</sup>	ɕ	+	+	
	*k <sup>h-5</sup>	ʈ	+	+	
		ʃ	+		
	*ʃ-	ʃ	+		



No.	Sound	Consonant	Types of Remarks variations	
			Sound	Written form
	*h			Different sound type and articulators
9.	k <sup>h-1</sup>	ก	-	-
	*k <sup>h-5</sup>	ข	+	
		ค	+	
	*p <sup>h-1</sup>			Same sound type but different articulator
10.	b-	บ	-	-
	*p-	ป	+	+
11.	d-	ด	-	-
	*t-	ต	+	+
12.	m-	ม	-	-
	*p-	ป	+	
		บ	+	
	*b-			Different sound type but the same articulator
13.	n-	น	-	-
	*m-	ม	+	+
		ด	+	
	*d-			Different sound type but the same articulator
14.	ŋ-	ง	-	-
	*h-	ฮ	+	+
15.	l-	ล	-	-
	*r-	ร	+	
		ย	+	
	*j-			Different sound type but the same articulator
16.	r-	ร	-	-
	*l-	ล	+	
17.	f <sup>-1</sup>	ฟ	-	-
	*f <sup>-5</sup>	ฝ	+	+
		พ	+	+
	*p <sup>h-1</sup>	ผ	+	+
	*p <sup>h-5</sup>			Different sound type and articulator

No.	Sound	Consonant	Types of Remarks variations	
			Sound	Written form
Different sound type and articulator				
18.	S <sup>-5</sup>	ศ	-	-
	*k <sup>h</sup> <sub>-5</sub>	ข	+	
	*C <sup>h-1</sup>	ฃ	+	
	S <sup>-1</sup>	ฃ	+	+
Different sound type and articulator				
Different sound type and articulator				
Different sound type and articulator				
Same sound type and articulator				
19.	h-	ห	-	-
	*ŋ-	ง	+	
	*m-	ม	+	
Different sound type and articulator				
20.	w-	ว	-	-
	*ŋ -	ง	+	+
Different sound type and articulator				
21.	j-	ย	-	-

In Table 3, it can be seen that there are three types of variations in initial consonants as follows:

1. Phonetic variations can be grouped into three types of variations:

1.1 Variations based on phonological rules refer to two characteristics of variations:

1.1.1 Same sound type and articulator: /t-/ and /d-/ in the word ตี /ti:<sup>1</sup>/, /d-/ and /t-/ in the word ตั้ /daŋ<sup>3</sup>/

1.1.2 Same sound type but different articulator: /k<sup>h</sup><sub>-1</sub>/ and /k<sup>h</sup><sub>-5</sub>/ in the word และ /k<sup>h</sup>ε?<sup>4</sup>/, /n-/ and /m-/ in the word นุน /nun<sup>5</sup>/

1.1.3 Different sound type but same articulator: /l-/ and /r-/ in the word เลอะ /lε?<sup>4</sup>/, /r-/ and /l-/ in the word รวย /ru:aj<sup>1</sup>/

1.2 Free variations that are different sound type and articulators: /ŋ-/ and /h-/ in the word งู /ŋu:<sup>1</sup>/, /h-/ and /h-/ and /ŋ-/ in the word เหาะ /hε?<sup>1</sup>/

2. Phoneme changes are transformed consonants that have similar written forms, which can be grouped as follows:

2.1 จ and ฌ, and ง and ฮ (Group 3) in the words เจ็บ, งู, and วอก

2.2 ข, ฃ, and ฅ (Group 5) in the word ชืด

2.3 น and ม (Group 6) in the word นุน

- 2.4 บ and ป (Group 7) in the words ปิด and เบิก  
 2.5 พ and ฟ, and ฟ and ผ (Group 8) in the words แฟง and เขี้ยว  
 2.6 ต and ด (Group 7) in the words ดี and ตั้ง

3. Double variations mean sound and written form variations:

- 3.1 /p-/ ป and /b-/ บ in the word ปิด /pit<sup>2</sup>/  
 3.2 /t-/ ต and /d-/ ด in the word ดี /ti:<sup>1</sup>/  
 3.3 /c-/ จ and /ʔ-/ อ in the word เจ็บ /cep<sup>2</sup>/  
 3.4 /p<sup>h-1</sup>/ พ and /f<sup>-1</sup>/ ฟ in the word แฟง /p<sup>h</sup>εŋ<sup>3</sup>/  
 3.5 /c<sup>h-1</sup>/ ช and /s<sup>-1</sup>/ ซ และ /k<sup>h-5</sup>/ ข in the word ชัด /c<sup>h</sup>u:t<sup>3</sup>/  
 3.6 /b-/ บ and /p-/ ป in the word เบิก /bæ:k<sup>2</sup>/  
 3.7 /d-/ ด and /t-/ ต in the word ตั้ง /daŋ<sup>3</sup>/  
 3.8 /n-/ น and /m-/ ม in the word นุ่น /nun<sup>5</sup>/  
 3.9 /ŋ-/ ง and /h-/ ฮ in the word งู /ŋu:<sup>1</sup>/  
 3.10 /f<sup>-1</sup>/ ฟ and /f<sup>-5</sup>/ ผ /p<sup>h-1</sup>/ พ and /p<sup>h-5</sup>/ ผ in the word /fi:aw<sup>4</sup>/  
 3.11 /s<sup>-5</sup>/ ศ and /s<sup>-1</sup>/ ซ in the word สก /sok<sup>2</sup>/  
 3.12 /w-/ ว and /ŋ-/ ง in the word วอก /wɔ:k<sup>3</sup>/

## Discussion and Conclusion

It can be concluded that by using the reading diagnostic test of 21 initial consonants, 21 variations in students' pronunciation are found. It is inconsistent with KhumKhiam's (2018) study, in which her findings reveal that all 21 initial consonants have variations except the sound /j-/. For the initial single consonant with the highest number of variations, /c<sup>h</sup>-/ in the word ชัด /c<sup>h</sup>u:t<sup>3</sup>/ has four variations, including [s<sup>-1</sup>] [k<sup>h-5</sup>] [ʔ-] and [h-]. Regarding the similarity of written forms of the initial consonant sound /c<sup>h</sup>-/, students mispronounce it as [s<sup>-1</sup>] and [k<sup>h-5</sup>]. It follows Sukchotirat and Sirisomboonwet's (2004) concept of 12 phoneme change groups affecting pronunciation. Variations of the initial consonant sound /c<sup>h</sup>-/ as [s<sup>-1</sup>] and [k<sup>h-5</sup>] are categorized in group 5. While variation of the initial consonant sound is not considered for any group. Hence, students may misread the words by comparing them, pinpointing with Phothiban and Phanthachat's (2012) concept of Thai reading problems, which defines it as reading by comparing words with similar ones that have been read before or are more familiar with, causing mispronunciation.

When classifying the consonant sounds according to sound type, it appears that the initial consonant sounds that have the most variation are voiceless aspirated plosives /p<sup>h</sup>-/, /t<sup>h</sup>-/, /c<sup>h</sup>-/

and /k<sup>h</sup>-/ and fricatives /f-/ , /s-/ and /h-/. Followed by voiceless plosives /p-/ , /t-/ , /c-/ , /k-/ and /ʔ/ and nasal sound /m-/ , /n-/ and /ŋ/. The results of the research are consistent with the research of Khumkiam (2018) which found that the voiceless aspirated plosives /p<sup>h</sup>-/ , /t<sup>h</sup>-/ , /c<sup>h</sup>-/ , and /k<sup>h</sup>-/ nasal sound /m-/ , /n-/ and /ŋ/ and fricatives /f-/ , /s-/ and /h-/ are the first and the third most founded consonant sounds, respectively. The reason for this may be subsequently, many letters represent only one sound, such as พ ฟ ฝ as /p<sup>h</sup>-/ in voiceless aspirated plosives and ฟ ฝ as /f-/ in fricatives. Nevertheless, for this research, the researcher has observed that the reasons behind the most pronounced initial consonant sound (voiceless aspirated plosives, voiceless plosives, and fricatives, respectively) could be involved with the form than the sound of consonants because most of the consonant sounds came from different articulator. The other reason that causes the sound variation is reading by comparing words that are readable or more familiar, which affects the awareness of the initial consonant sound system.

In addition, it is observed that the initial consonant sound /ŋ-/ in the word งู /ŋu:<sup>1</sup>/ has one variation as [h-] sound, which represents the consonant ฮ. The consonants ง and ฮ are considered in group 3 of phonemes change groups. It may lead to a variation possibility. As the sample group is students who live in Songkhla's southern part of Thailand, their southern dialect likely affects the pronunciation of the sound /ŋ-/ as /h-/. It is usual for southern people to pronounce ง /ŋ-/ as ฮ /h-/. These two sounds are correspondence. Although the standard pronunciation of ง is /ŋ-/ , the Thai southern dialect uses /h-/ sound. Ultimately, the initial consonant sound /ŋ-/ has variation as /h-/ sound.

The study results reveal that variations include phonetic variations, phoneme changes, and double variations, collaborating with the research findings of Khumkiam (2018), who found three variations in children with reading and writing disorders. Moreover, Coltheart's (2022) study identifies five symptoms of people with reading disability: letter identification, letter-sound rule application, semantics, and visual word production. Despite the consistency of research findings, the sample group of the present study is not children with reading and writing disorders. It signifies that normal children can make variations by mispronouncing the words. However, the number of students who make variations is lower than that of students with correct pronunciation. It is noted that the causes of initial consonant mispronunciation are that students prefer reading words by comparing them with those they have read before or are more familiar. It leads to mispronunciation; for example, the word นุ่น /nun<sup>5</sup>/ is read as มุ่น /mun<sup>5</sup>/ . Another cause can be memorizing the similar written form of the consonants, which results in mispronunciation; for example, the word ชืด /c<sup>h</sup>u:t<sup>3</sup>/ is read as สืด /su:t<sup>3</sup>/ . Further, students are confused about pronouncing initial single consonants that are in the same articulators but different sound types; for example, รวย /ru:aj<sup>1</sup>/ is read as ลวย /lu:aj<sup>1</sup>/ . The sound /l-/ can be pronounced easier than /r-/ . As a result, it denotes normal children with no reading and writing disabilities also have defects in reading and phonological awareness.

The main results of the study of Thai initial consonant phonological awareness of children with reading and writing disabilities are summarised as follows:

### **1. Initial consonant variations of children with reading and writing disabilities pronunciation**

It can be seen that students mispronounce 21 initial consonants. With all 21 initial consonants, except /j -/ in the word ย่อม /jom<sup>3</sup>/ that no variation sound. The initial consonant with the most variations is /c<sup>h-1</sup> / . The word ชัด /c<sup>h</sup>ut<sup>2</sup>/ has 4 variations, including [s<sup>-1</sup>], [k<sup>h-5</sup>], [ʔ-] and [h-]. In addition, the top three sound types with the most variations are:

#### **1. Nine voiceless aspirated plosive sounds :**

- 1.1 The word ฟัง /p<sup>h</sup>ɛŋ<sup>3</sup>/ has one variation: [f<sup>-1</sup>]
- 1.2 The word ทับ /t<sup>h</sup>ɒp<sup>4</sup>/ has two variations: [t<sup>h-5</sup>] and [p<sup>h-1</sup>]
- 1.3 The word ชัด /c<sup>h</sup>ut<sup>3</sup>/ has four variation: [s<sup>-1</sup>] [k<sup>h-5</sup>] [ʔ-] and [h-]
- 1.4 The word แคะ /k<sup>h</sup>ɛʔ<sup>4</sup>/ has two variations: [k<sup>h-5</sup>] and [p<sup>h-1</sup>]

#### **2. Eight voiceless plosive and fricative sounds :**

- 2.1 The word ปิด /pit<sup>2</sup>/ has one variation: [b-]
- 2.2 The word ตี /ti<sup>1</sup>/ has one variation: [d-]
- 2.3 The word เจ็บ /cep<sup>2</sup>/ has two variations: [ʔ-] and [j-]
- 2.4 The word เกณฑ์ /ke:n<sup>1</sup>/ has two variations: [w-] and [t-]
- 2.5 The word อั้น /ʔan<sup>5</sup>/ has two variations: [j-] and [d-]
- 2.6 The word ไฟว์ /fi:aw<sup>4</sup>/ has three variations: [f<sup>-5</sup>] [p<sup>h-1</sup>-] and [p<sup>h-5</sup>-]
- 2.7 The word สก /sok<sup>2</sup>/ has three variations: [k<sup>h-5</sup>-] [c<sup>h-1</sup>-] and [s<sup>-1</sup>-]
- 2.8 The word เหาะ /hɔʔ<sup>2</sup>/ has two variations: [ŋ-] and [m-]

#### **3. Five nasal sounds:**

- 3.1 The word ม้าม /ma:m<sup>4</sup>/ has two variations: [p-] and [b-]
- 3.2 The word นุน /nun<sup>5</sup>/ has two variations: [m-] and [d-]
- 3.3 The word งู /ŋu:<sup>1</sup>/ has one variation: [h-]

### **2. Types of variations in initial single consonants of children with reading and writing disabilities pronunciation**

The results of variations in initial single consonants of children with reading and writing disabilities pronunciation are summarized into three types:

1. Phonetic variations are the transformations caused by the variations of consonants used to represent the same sound. It can be grouped into two types:

- 1.1 Three characteristics of variations based on phonological are 1) same sound type

and articulator, for example, /t-/ and /d-/ in the word ตี /ti: <sup>1</sup>/, 2) same sound type but different articulator, for example, /k<sup>h-1</sup>/ and /k<sup>h-5</sup>/ /p<sup>h-1</sup>/ in the word เข้ /k<sup>h</sup>ɛʔ <sup>4</sup>/, 3) Different sound type but same articulator: /l-/ and /r-/ in the word เลอะ /ləʔ <sup>4</sup>/.

1.2 Two characteristics of free variations are 1) different sound type and Articulator, for example, /ŋ -/ and /h -/ in the word งู /ŋu: <sup>1</sup>/

2. Phoneme changes are transformed consonants that have similar written forms and can be categorised into groups, for example, น and ฦ (Group 6) in the word นนุ /nun <sup>5</sup>/.

3. Double variations are sound and written form variations, for instance, /t-/ /ต and /d-/ /ด in the word ตี /ti: <sup>1</sup>/.

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# Cultural Observations in Korean Language Textbooks for Thai Learners Written by the Korean Education Center in Thailand

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## Abstract

This research aims to study the Korean culture presented in the readings of Korean language textbooks for Thai learners written by the Korean Language Education Center in Thailand. The research methodology used was qualitative content analysis of Korean culture and analyze the amount of cultural data by percentage of all main lessons in Korean language textbooks for Thai learners, volumes 1-6. The research results found that the culture presented in the readings of Korean language textbooks for Thai learners was mostly descriptive, the cultural content in the readings was mostly about language use, and other cultures were related to daily life. This was to enable Thai learners to understand the lifestyle and culture of Korean people more clearly and thoroughly.

**Keywords:** Culture, Korean Language Textbooks, Thai Learners

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## Introduction

From the Korean wave of love for Korean culture, the image of South Korea has gained worldwide attention, including the interest in the Korean language and culture. People in many countries have started to show more interest in learning the Korean language, including Thailand. This can be seen from what Jung Hwan seung and Parit Yinsen (2014) said that there are many educational institutions that offer Korean language as a major, as well as minor and elective subjects. Most of those who are interested in learning Korean language want to work in South Korea, and some of them are interested in Korean dramas and singers. This shows that Thailand has a large number of people interested in learning Korean language, and the number is increasing continuously.

In 2023, the researcher initiated a research topic on the study of the presentation format of cultural content in introductory Korean textbooks for foreign learners because of desire of finding out how much introductory Korean textbooks from Korea can promote learners' knowledge and understanding of cultural diversity. The researcher analyzed the cultural content of introductory Korean textbooks for foreign learners produced by Korean language institutes of universities in South Korea, which are popular among foreign learners and are also widely used as teaching media in higher education institutions and Korean language institutes in Thailand. The results of the study found that the current introductory Korean textbooks for foreign learners aim to communicate in Korean while creating a good understanding of cultural diversity. The cultural topics in the textbooks include etiquette and greeting methods, food, tourist attractions, seasons, and Korean holiday activities. These cultural topics are categorized into the cultural dimension of lifestyle and the cultural dimension of product, which is consistent with Moran's (2001, cited in Saranya Waharak and Chonlada Laohawiriyanon 2015). It showed that producers of introductory Korean language textbooks want to present cultural perspectives alongside linguistic content so that learners from different cultural backgrounds can understand and communicate effectively across cultures.

Later, the researcher had a continuous idea to study and analyze the culture that appeared in Korean language textbooks for Thai learners to find answers to compare with the first research that Korean book producers presented national culture to foreign learners around the world through basic Korean language textbooks. However, this new research will focus on the culture in Korean language textbooks published by publishers in Thailand for Thai learners to use in their studies and to further develop the researcher's search for answers to the researcher's question of how appropriate Korean language textbooks for Thai learners are for them, because currently, Korean language textbooks that are widely available have various formats and different educational purposes.

Textbooks and various teaching media are considered as one of the important components of teaching and learning. Saranya Waharak et al. (2015) mentioned the role of textbooks as media that influences the cultural perspectives of both learners and teachers. In the other hand, it may change the perspectives of learners and teachers from the original. This is clearly seen from the components of textbooks, such as content, illustrations, sound effects, and lesson formats, which

contain social and cultural ideologies. The social and cultural information presented by the authors reflects the authors' beliefs about how to learn a language. As a result, many countries are currently trying to produce their own textbooks. In order to be consistent with the goals of teaching and learning according to the new paradigm, good textbooks should include cultural content.

The researcher believes that the results of this further research will still be useful for those involved in the selection of Korean language textbooks to develop effective language and culture teaching and learning, as well as to serve as a guideline for developing the production of textbooks and teaching media in various forms to benefit Thai learners in the future.

## **Research Objectives**

To study the Korean culture that appears in the readings of Korean language textbooks for Thai learners.

## **Literature Review**

Studying language through culture is studying the culture of that country using language as a medium. Aradi Apiwongngam (2014) said that in this type of language learning, learners should consider studying the culture of that country using language as a medium. The idea is that in addition to thoroughly understanding the grammar of that language, learners must also be able to use that language appropriately according to time and place. It must be a language that is actually used and must not try to apply the rhetoric in the language used in one language community to use in another language community because it is a difference in thinking between two cultures with different worldviews, resulting in different idioms and making it impossible to communicate as desired. Therefore, learning a language by comparing cultures and learning from the experiences of those who have experienced cultural shock before will allow learners to grasp the concepts behind those differences in order to improve their language use. It is called a comparative study of different idioms in a given context, which is one approach to cross-cultural language study. Studying a language like this will allow you to better understand your own culture.

For language teaching, textbooks and various teaching media are one of the important components of learning and teaching. In addition to being a teaching invention, books are also cultural inventions. It can be said that textbooks are media that influence the cultural perspectives of both learners and teachers. It may change the perspectives of learners and teachers from the original. Under the obvious elements of textbooks, such as content, illustrations, sound effects, and lesson formats, there are hidden social and cultural ideologies (Saranya Waharak et al., 2015). Moreover, using books as media for teaching is beneficial to learners and readers, both in terms of individual study so that learners can read when they want, and in terms of economy, as it can be read by many people and stored for long-term use.

Anchanlee Jansem et al. (2016) mentioned the curriculum policy and teaching of second and foreign languages as essential learning skills in the 21st century. Language skills are both tools and drivers in the process of information management that is part of the borderless digital society.

The important part is to develop learners to have the necessary skills in the modern world where communication in foreign languages plays an important role along with thinking skills, learning skills, and life skills. Therefore, the management of foreign language education must be consistent with what the global society expects. Similarly, Chanidapha Trisattaya (2012) analyzed the culture embedded in English readings at the lower secondary level in the educational area of Chumphon Province and found that the embedded culture was divided into 3 aspects: the type of readings was mostly descriptive; the content of the readings was mostly about the culture of describing personal characteristics; and the cultural characteristics found in the readings were different from Thai culture. The importance of the embedded culture in the readings was divided into 6 topics, ranked from most important to least important: people, animals, places, plants and trees, food and health, and festivals and entertainment, respectively. The learning management guidelines for teachers consist of teaching reading according to the types of writing, especially descriptions. Teaching the meaning of reading through comparative culture and teaching reading that is related to learners' experiences and from the results of this research indicate that English reading teachers at the secondary level should give importance to the culture of the native speakers and the differences of Thai culture to promote English reading comprehension to be more successful.

Jung Hwan seung (2014) presented a comparative analysis between the language culture of Korea and Thailand. From the characteristics of food, clothing and housing culture by analyzing the similarities and differences of both languages. The results of the study concluded that the clothing culture between Korea and Thailand is different in size and shape. Due to differences in climate, religious beliefs, and the monarchy, food culture in Korean society has rice and kimchi as the main foods. Therefore, the food vocabularies appeared show the main ingredients of the food, which are rice. But Thai society has rice, fish, desserts and fruits as the main foods. Therefore, the words for food are fish and curry. And housing culture Korean houses use words based on the way they were built and the characteristics of the house while Thai houses are called according to the status of the occupants of that house, it reflects the language level and shows that language reflects culture. Language and culture are therefore very related. To understand the culture of people in different societies well, it is very important to understand the language of the people in that society. This is consistent with Duangthip Charoenruk (2021) who studied the influence of Korean entertainment media and values in Korean culture on the choice of Thai students to study in Korean language programs. It was found that the most popular Korean entertainment media among students is Korean series because of the storytelling format that teaches the most about Korean cultural values. The most recognized Korean cultural values are about dressing and daily life of Korean people. Most students agree that Korean cultural values are outstanding in terms of being naturally conservative. The influence of Korean entertainment media plays a significant role for Thai children and youths in the present era. Students who study in Korean language courses enjoy Korean culture, which is different from the culture they are familiar with. Therefore, it can be said that the influence of Korean entertainment media affects the choice of Thai students to study in Korean language courses.

Kamon Butsaban (2012) mentioned about the teaching policy of subjects related to Korean society and culture that if learners have good understanding of the history of Korean society and culture, they can use that knowledge to develop their Korean language skills even better because to develop Korean language skills, learners need to understand society and culture very well because idioms and language themselves also originate from the social sector. Therefore, it is very important to teach Korean culture to stimulate and develop learners' language skills. This is consistent with Supattra Aksaranukroh (1989) who stated that language and culture are inseparable. Language, which is a small part, is related to culture, which is the main part. If one part is separated, the importance of the other part will be lost. Learning language is learning culture as well.

Issues regarding Korean language textbooks in Thailand Satchukorn Kaewchuai and Paponpat Kobsiritheewara (2017) stated that producing textbooks for teaching at the secondary school level in Thailand is not easy. This is because textbook production requires a large budget and requires knowledge in all aspects of teaching, teaching strategies, language knowledge, culture, and curriculum development, etc. Similarly, Chittikan Lakariya (2022) studied the presentation of cultural content through teaching materials in the general studies course, Korean language and culture of Thaksin University students. The main objective was to use the obtained model as a guideline for developing teaching materials. It was found that such teaching materials should include a wider variety of cultural content to promote learners' knowledge and understanding of intercultural communication more appropriately. This is consistent with Satchukorn Kaewchuai et al. (2017) who discussed the teaching and learning conditions of Korean language at the secondary school level in Thailand, finding that the main problems are the shortage of Korean language teachers, both Thai and Korean, the problem of textbooks that are not appropriate for teaching at the secondary school level in Thailand, the problem of learning content indicator standards, and the problem of lack of scholarships to increase knowledge of Korean language and culture. However, the issue of producing textbooks or teaching materials, all agencies responsible for the development of Korean language teaching should cooperate to produce appropriate textbooks that are neutral and can be used for teaching in all educational institutions in Thailand.

## **Research Methodology**

This research uses a qualitative research methodology in the form of an analysis of cultural content and analyze the amount of cultural data by percentage of all main lessons depicted in Korean textbooks for Thai learners. The details of the research are as follows:

### **Resources used in the study**

In this study, the researcher studied Korean language textbooks for Thai learners of the Korean Education Center in Thailand. The authors of 6 books are the following books:

### 1) 한국어 Korean textbook 1

This book aims to practice the use of the Korean language so that Thai learners can get to know the Korean language, with an emphasis on getting to know the Hangeul alphabet, so it contains content about practicing writing Korean vowels and consonants correctly in writing order, and the principles of writing syllables and pronunciation in Korean.

The content of the book has a total of 12 chapters. Each chapter has 10 pages, and chapters 1-4 cover the Korean alphabet, listening and speaking, pronunciation, reading and writing, culture, and end-of-chapter activities. Chapters 5-12 will have additional vocabulary and grammar sections. 2 Sections

### 2) 한국어 Korean textbook 2

The purpose of this book is to practice the use of Korean so that Thai learners can get to know the Korean language by focusing on listening and talking about daily life.

The content of the book has a total of 12 chapters. Each chapter has 10 pages, and the content of chapters 1-12 includes vocabulary, grammar, listening and speaking, pronunciation, reading and writing, culture, and end-of-chapter activities.

### 3) 한국어 Korean textbook 3

This book aims to practice the use of the Korean language so that Thai learners can get to know the Korean language and be able to talk about their hobbies.

The content of the book has a total of 12 chapters. Each chapter has 10 pages, and the content of chapters 1-12 includes vocabulary, grammar, listening and speaking, reading and writing, pronunciation, culture, and end-of-chapter activities.

### 4) 한국어 Korean textbook 4

This book aims to practice the use of Korean so that Thai learners can get to know the Korean language and can tell them what plans to do during school holidays and festivals.

The content of the book has a total of 12 chapters. Each chapter has 10 pages, and the content of chapters 1-12 consists of vocabulary, grammar, listening, speaking, reading, writing, pronunciation and end-of-chapter Activities and Culture.

### 5) 한국어 Korean textbook 5

This book aims to practice the use of Korean, with an emphasis on listening, speaking, Dialogue in various situations, reading and writing stories about daily routines.

The content of the book has a total of 12 chapters. Each chapter has 10 pages, and the content of chapters 1-12 consists of vocabulary, grammar, listening, Speaking, reading, writing, pronunciation and end-of-life activities and culture using Korean to explain all the content.

#### 6) 한국어 Korean textbook 6

This book aims to practice the use of Korean, with an emphasis on listening, speaking, Dialogue in various situations, reading and writing stories about daily routines.

The content of the book has a total of 12 chapters. Each chapter has 10 pages, and the content of chapters 1-12 consists of vocabulary, grammar, listening, Speaking, reading, writing, pronunciation and end-of-life activities and culture using Korean to explain all the content.

### Data analysis

The researcher analyzed the cultural content from only the 6 Korean language textbook series of the Korean Education Center in Thailand (KEC). The criteria for selecting the Korean textbooks are: 1) Korean textbooks produced and published in Thailand for Thai learners, 2) Korean textbooks are popular and ranked among the recommended Korean books in 2023 (Thanaporn Lohawitool (2023). Top 10 Recommended Korean Textbook 2023 Laying the Foundations by Yourself, retrieved November 23, 2023. from <https://th.my-best.com/49871>), the series is ranked No. 1 among the most popular books of 2023 recommended on the website.

The researcher created a table to analyze the culture of the native speakers from all 6 Korean language textbooks and analyzed each text separately to obtain clarity and precision, and then analyzed the results of each textbook for comparison, using the concepts of cultural issues and cultural awareness through language to analyze the cultural content from the Korean language textbook set in order to answer the question of whether Korean language textbooks for Thai learners have strategies for presenting cultural content that can promote Korean learners to have knowledge and understanding of the culture of the target language.

### Results

The researcher divided the content analysis of 6 Korean language textbooks for Thai learners, namely 한국어 Korean Language Textbooks, Volumes 1-6, produced by the Korean Education Center in Thailand (KEC), divided into 2 parts for ease of study and understanding. The first part is a presentation of the physical components of the books. The second part is an analysis of the format and cultural content of the textbooks, with details as follows:

#### Observations on the "Elements" of Korean Language Textbooks 1-6 for Thai Learners

The researcher studied the components of Korean language textbooks 1-6 from details and methods of using Korean language textbooks for Thai learners written by the Korean Education Center in Thailand, a total of 6 books. The data was organized according to the topics in each book. The information found in the books is as follows:



Textbook 한국어 Korean Language 1. The contents of the book consist of 12 chapters, divided into 9 major topics: (1) vowels (2) consonants (3) spelling (4) vocabulary (5) grammar (6) listening and speaking (7) reading and writing (8) culture (9) activities at the end of each chapter. Chapters 1-4 will help prepare you before starting to study the Korean language, so they contain content about practicing writing Korean vowels and consonants correctly in writing order and principles of writing syllables and pronouncing spellings in the Korean language.

Textbooks 한국어 Korean Language 2 and 한국어 Korean Language 3 have 12 chapters in total, divided into 6 main topics: (1) Vocabulary (2) Grammar (3) Listening and Speaking (4) Reading and Writing (5) Culture and (6) End-of-Chapter Activities

Textbooks 한국어 Korean Language 4-6 have 12 chapters in total, divided into 8 main topics: (1) Vocabulary (2) Grammar (3) Listening (4) Speaking (5) Reading (6) Writing (7) End-of-Chapter Activities and (8) Culture

From the components of each Korean language textbook, the number of items according to the main topics that appear in the book can be summarized in the following table.

**Table 1 Number of topic items appearing in the 6 Korean language textbooks 1-6 for Thai learners.**

Order number	subject	Quantity (Items) ( Total 260 items)
1	Vowels	4
2	Consonants	3
3	Spelling	1
4	Listening	36
5	Speaking	36
6	Reading	36
7	Writing	36
8	Culture	54
9	Activities at the end of the lesson	54

From the table below. Comparing the themes in the 6 Korean textbooks, it can be seen that the authors, who are Thai and Korean, pay the most attention to culture and activities at the



end of the lesson. Next is the skill of listening. Speaking, reading and writing with the same number of items, followed by vowels, consonants, and spellings respectively.

### Notes on the “Cultural Content Characteristics” of 한국어 Korean Language Textbooks 1-6 for Thai Learners

When considering the cultural issues that appear in Korean textbooks for Thai learners, it is found that the six Korean textbooks for Thai learners of the Korean Education Center in Thailand (KEC) (Korean 1-6) present cultural content in the form of historical narratives, descriptions of people, animals, and places, and explanatory readings, such as work, telecommunications, and various methods. The 한국어 Korean textbooks 1-3 present cultural topics in all cultural groups (Groups 1-5). The cultural topics in Group 2, which are about descriptions, are the most numerous, such as cultural topics about leisure activities, food, drinks, education, careers, and sports. The next most popular topics are cultural topics in Group 1 about language usage, cultural topics in Group 3 about social status and roles, cultural topics in Group 4 about activities that occur in places, and cultural topics in Group 5 about entertainment activities, respectively. For the 한국어 Korean textbooks 4-6, cultural content in Groups 1-4 is presented, but the cultural topics in Group 5 about entertainment activities are not found.

For the amount of cultural content presented in 6 Korean language textbooks for Thai learners, namely 한국어 Korean Language 1-6 from the Korean Education Center in Thailand (KEC), it can be analyzed by calculating the percentage from the total number of main lessons as detailed in the following table.

**Table 2 Number of main lessons and cultural topics appearing in 한국어 the Korean textbook.**

Korean Textbook	Number of main lessons	Number of cultural topics	Percentage of cultural topics
1. 한국어 Korean1	12	6	50
2. 한국어 Korean2	12	6	50
3. 한국어 Korean3	12	6	50
4. 한국어 Korean4	12	12	100
5. 한국어 Korean5	12	12	100

Korean Textbook	Number of main lessons	Number of cultural topics	Percentage of cultural topics
6. 한국어 Korean6	12	12	100
<b>Total</b>	72	54	75

The analysis of the percentage of the main lessons and cultural topics in the 한국어 Korean textbooks 1-6 shows that this set of 한국어 Korean textbooks for Thai learners focuses on presenting cultural content through readings alongside the main language content. 한국어 Korean textbooks 1-3 integrate cultural content, accounting for 50 percent of the number of main lessons in each book, and 한국어 Korean textbooks 4-6 integrate cultural content, accounting for 100 percent of the number of main lessons in each book. In other words, 한국어 Korean textbooks 1-3 contain half the amount of cultural content from the main language content, which is suitable for beginners who can learn by themselves without too much difficulty. 한국어 Korean textbooks 4-6 contain the same amount of cultural content as the main language content, which is a higher-level textbook and is considered a technique for integrating culture to make it more fun for learners.



**Figure 1** Korean language textbooks 1-6  
**Source:** Chittikan Lakariya

## Conclusion and Discussion

### Conclusion

The research on the observation of cultural contents appearing in Korean language textbooks for Thai learners written by the Korean Education Center in Thailand can summarize the research results as follows:

1. The analysis of culture presented through reading passages in Korean language textbooks for Thai learners divided by textbook volume is as follows:

From 한국어 Korean Textbook 1, it was found that most of the reading passages were historical stories and personal descriptions. The first group of cultural topics was about language usage, including issues of applied Korean in conversations, language patterns, and interpersonal communication. The second group of cultural topics was about character descriptions, including issues of introductions, identification of personal characteristics, and education. The third group of cultural topics was about social status and roles, including issues of various customs and traditions. Each reading passage had illustrations according to the cultural stories presented. The Thai language was used to describe the cultural content and was translated into Korean at the end of the book.

From 한국어 Korean textbook 2, types of cultural content in the readings were found to be the descriptive type of people and places and the type that explains telecommunications. The cultural topics in Group 1 are about the characteristics of language use in the issue of applied Korean in conversation and language patterns. The cultural topics in Group 2 are about describing characteristics, including issues of leisure activities, food and drinks, education, sports and transportation. The cultural topics in Group 4 are about activities that occur in places, including issues of fame and popularity. The cultural topics in Group 5 are about entertainment activities in the entertainment issue. All cultural topics presented are illustrated and described in Thai.

From 한국어 Korean Textbook 3, it was found that the types of cultural content in the reading passages were descriptions of places and descriptions of work. There were cultural topics in Group 2 about describing characteristics in various activities in free time, food and drinks, and careers. The third group of cultural topics was about social status and roles in various customs and traditions. The fourth group of cultural topics was about activities that occurred in places in the areas of tourist attractions and their popularity. There were illustrations for every cultural topic presented. The content of the articles was written in Thai and was translated into Korean at the end of the book.

For the number of cultural topics presented in the Korean Language Textbook Volumes 4-6, there are 12 cultural topics out of 12 main lessons, accounting for 100 percent. That is, every

main lesson will present a cultural topic. The details of the types of cultural content in the readings are as follows:

From 한국어 Korean textbook 4, it was found that the types of cultural content in the readings are descriptive about events and people, descriptions about work and methods, with the first group of cultural topics about the characteristics of language use in the use of applied Korean in conversations, language patterns and interpersonal communication. The second group of cultural topics is about describing characteristics in the issues of food and drinks, clothing and weather, and sports. The third group of cultural topics is about social status and roles in the issues of various customs and traditions, important festivals and holidays, and social systems. The fourth group of cultural topics is about activities that take place in places in the issues of time and appointments, important places and people, tourist attractions, heroes and history, location, facts, and reputation. It is popular and has illustrations according to every cultural topic presented. The readings are written in Korean and translated into Thai at the end of the book.

From 한국어 Korean Textbook 5, it was found that the types of cultural content in the readings were descriptions of people and places, and descriptions of methods. The cultural topics in Group 1 were about the characteristics of language use in the use of applied Korean in conversations, language patterns, and interpersonal communication. The cultural topics in Group 2 were about descriptions of characteristics in the issues of food and beverages, clothing, and weather, and education. The cultural topics in Group 3 were about social status and roles in the issues of various customs and traditions and social systems. The cultural topics in Group 4 were about activities that occurred in the places in the issues of tourist attractions and their popularity. The readings were in Korean and were translated into Thai at the end of the book. There were illustrations according to the cultural content presented.

From 한국어 Korean textbook 6, it was found that the types of cultural content in the readings were stories and legends, descriptions about animals, places, and perceptions, and descriptions about methods. The cultural topics in Group 1 were about the characteristics of language use in the use of applied Korean in conversations and language styles. The cultural topics in Group 2 were about descriptions in the introduction and identification of personal characteristics, pets and various animals, gender and age, food and drinks, education, occupations, medicine, and treatment. The cultural topics in Group 3 were about social status and roles in the issues of various customs and traditions, social systems, and the cultural topics in Group 4 were about activities that occurred in the place, in the issues of important places and people, and factual information. The readings were in Korean with illustrations for every cultural topic presented.

2. The importance of cultural topics that appear in Korean language textbooks can be divided into five cultural groups as follows:

2.1 Group 1 cultural topics about the characteristics of language use in the reading passages of Korean language textbooks found that the culture of language use was of the highest importance,

being presented in Korean language textbooks, Volumes 1-2 and Volumes 4-6, especially Korean language textbook Volume 1 which had the topic of culture about the characteristics of language use in 4 lessons out of 12 main lessons.

2.2 The second group of cultural topics concerning descriptions found that all six Korean language textbooks had cultural topics in this group. The most commonly found cultural topics were food culture, followed by education, careers, sports, leisure activities, clothing and weather, and pets, respectively. Topics not found in the second group of cultural topics were family, plants and trees, transportation, and beauty, which were not presented in any of the six Korean language textbooks.

2.3 The third group of cultural topics is about social status and roles. It was found that cultural topics in this group appeared in Korean language textbooks, volumes 1 and 3-6. The most frequently found cultural topics were customs and traditions, followed by important festivals and holidays and social systems.

2.4 The fourth group of cultural topics was about activities that took place in places. It was found that this group of topics appeared in Korean language textbooks volumes 3-6. The most frequently found cultural topic was about tourist attractions. In particular, in Volume 4, there were 7 out of 8 main cultural topics about activities that took place in places: (1) time and appointments, (2) places and important people, (3) tourist attractions, (4) heroes and history, (6) location, (7) facts, and (8) famous and popular. However, (5) important events were not found.

2.5 Group 5 cultural topics on entertainment activities: It was found that cultural topics in this group appeared only in the Korean language textbook 2. It was a cultural topic on entertainment, namely, watching Korean sports.

The study and analysis of the culture presented in the readings of Korean textbooks for Thai learners found that all Korean textbooks for Thai learners from levels 1-6 used in this research presented cultural content to enhance learners' knowledge and understanding of culture in addition to the content of the Korean language. The number of cultural topics in each book varied according to the level of knowledge. For example, Korean textbooks 1-3 presented cultural content in the main lessons in a way that was alternated between chapters or only 6 chapters out of 12 main lessons. As for Korean textbooks 4-6, cultural content was presented in every main lesson out of all 12 chapters. It can be seen that the book authors took into account the level of knowledge of the learners and therefore presented cultural content in the form of readings in Korean in the intermediate to advanced level Korean textbooks, namely books 4-6, to increase knowledge and understanding of Korean culture. Therefore, Korean textbooks for Thai learners are currently produced to enable learners to communicate in Korean while building a good understanding of cultural diversity.

## Discussion

This research aimed to study the culture presented in the reading textbooks of Korean language for Thai learners written by the Korean Education Center in Thailand. The research results were in line with the objectives set. The results can be discussed as follows:

### 1. The culture presented in the readings of Korean language textbooks 1-6 for Thai learners

From the study of the culture presented in the Korean textbooks for Thai learners, Volumes 1-6, the cultural characteristics presented were mostly descriptive. The writers of the Korean textbooks wanted learners to learn the characteristics of people, animals, and tourist attractions in Korea. The writers also presented cultural stories through explanatory readings, explaining work, telecommunications, and various methods in Korean society. The narrative readings focused on the history of the Korean alphabet and the creators of the Korean alphabet, as well as fairy tales and legends that are important to Koreans. The researchers were able to conclude that the types of cultural readings in Korean textbooks emphasized descriptive, explanatory, and narrative readings so that Thai learners could understand the lifestyles and cultures of the Korean people in more detail and clearly. Therefore, there were no presentations of opinion-based readings and letter-based readings.

Therefore, the results of the cultural analysis presented in the reading passages of the Korean language textbook for Thai learners, volumes 1-6, made the researcher aware that learning about culture from any nation can be learned from living things and non-living things. However, the results of the analysis indicate that learning about culture related to daily life is the most important because the starting point of culture comes from the creation and society of people in each era. Therefore, people still need to learn about the culture of people from other cultures all the time because people still need to communicate with each other.

### 2. The importance of culture that appears in the readings of Korean language textbooks 1-6 for Thai learners

When considering the importance of culture presented in the 6 Korean language textbooks, it was found that there was cultural content in the form of various types of readings. Out of the 5 types of readings, it appeared that the cultural content was the most descriptive type, and the cultural content appeared the most in the language. Other cultural content was presented in the areas of food, traditions, education, social systems, places, occupations, sports, leisure activities, and clothing. In terms of content, the researcher believed that it was sufficient for Korean language learners to learn the culture at the same time, with a general understanding, without going into too much detail, because the cultural content was distributed in various ways in each book.

For cultural content based on the analysis results found, the researcher has prioritized culture in each topic so that readers will know which cultural content in each topic that the textbook

authors want teachers to emphasize to teach to students, which topics are the most important, stated in order of cultural importance as follows:

1) In terms of language, culture is most evident in the use of language, such as the use of adapted Korean in conversations, language patterns, and interpersonal communication, which are important cultural contents.

2) Food: Appearing about the culture of food and drink in Korea, describing the different types of kimchi, Korean snack menus, boxed lunch menus, food eaten on Seollal, and healthy food for South Koreans.

3) Traditions: The traditions of Korean high school festivals, including first and 60 th birthday celebrations, and dining etiquette.

4) Education: The culture of school uniforms in South Korea, the school holidays in South Korea, and the types of high schools in South Korea.

5) The social system reveals the greeting culture of South Korean people, the Palli-Palli culture, the apology of South Korean people, and the public working hours of South Korea.

6) The places, the culture of international tourist attractions and the culture of the fame of different places, the beauty of places and the belief in the events that happened, and the historical sites that are symbols of South Korea.

7) Occupation: The culture of occupations that South Korean teenagers aspire to include teachers, professors, doctors, nurses, police officers, etc., and more exotic occupations include water sommeliers and colorists.

8) Sports: The sports culture that South Koreans love to watch is baseball, the national sport of taekwondo, and the culture of school sports competitions in South Korea.

9) Activities: It reveals the culture of South Koreans' weekend activities, such as hiking, camping, and visiting shopping malls.

10) In terms of clothing and weather, the culture of the four seasons of South Korea is revealed.

In summary, the 한국어 Korean Language Textbooks Volumes 1-6 contain content related to language for communication, the relationship between language and culture, the relationship between language and other subjects, language and society, and language and the current world, which are the goals and important topics of the second foreign language curriculum set by the Ministry of Education of Thailand. In addition to the language content, the Thai authors and native speakers who are part of the compilation team of this textbook series also present content about South Korean culture in the main lessons of each volume, with appropriate illustrations according to the cultural content. The cultural topics presented are related to the grammar content in each lesson to help learners understand South Korean society and culture from learning Korean. This is consistent with what Valentin Werner and Friederike Tegge (2020) said, that culture is related to language, especially pop culture, which exists in many forms. It is also a catalyst for learners' language learning to be more effective. Similarly, Hyeyong Jung and Graham V. Crookes (2020) used K-POP culture in the EAP (English for Academic Purposes) classroom by using song lyrics



as a stimulus for conversations and discussions in English classes. The use of K-pop culture is a great way to inspire learners to learn the language.

### 3. Similarities and differences between Korean language textbooks for foreign learners and Korean language textbooks for Thai learners

From the research on the study of the cultural content format in the introductory Korean language textbooks for foreign learners by the researcher in 2023, it was found that the cultural content in the 5 introductory Korean language textbooks for foreign learners used in the analysis, each book has illustrations, both photographs and drawings, to convey the cultural dimensions that the textbook authors want to present. The illustrations are considered a good helper for learners or readers to see the picture and understand the culture clearly. As for the cultural information format presented in the textbooks, it is in the form of articles, short descriptions in English. Some books are available in both English and Korean. There are a number of topics and cultural content appropriate for the level of the textbooks, namely, basic Korean language can enhance learners who do not have enough knowledge of Korean culture and language to communicate with people from different cultures sufficiently. Because those who are beginning to learn Korean are like children who are just starting to speak, it is not suitable for content that is too complicated and difficult. Which is similar to the textbooks 한국어 Korean 1-6 of the Korean Education Center in Thailand, which was used as a tool for this research. Inside the book, cultural content is inserted in each main lesson, along with illustrations and explanations. The only difference is that the 한국어 Korean language textbook, written by the Korean Education Center in Thailand, has included comparative and analytical thinking questions at the end of each cultural content, allowing Thai readers or learners to see the picture and understand the differences between Korean and Thai culture more clearly.

Therefore, it can be seen that the Korean language textbooks currently produced and used, regardless of whether the textbook authors are Korean or Thai, all give importance to cultural content by integrating content about Korean culture into every main lesson. Therefore, it is beneficial for learners who study Korean by themselves to be able to understand Korean society and culture as well.

From the researcher's study and analysis of the culture of the native speakers that appear in Korean language textbooks, it is realized that language and culture are inseparable. Therefore, learning a language is also learning culture. Such cultural content will be useful for beginners who should learn something that is not complicated, so that they can easily access the culture of the native speakers. Learners who study Korean as a foreign language will gradually gain the cultural experience of the native speakers to instill the value of language learning. Such culture can be used to benefit teachers in organizing classroom teaching or may be used as cultural information by integrating cultural knowledge along with language learning, which will make teaching and learning more interesting.



## **Suggestions**

### **Suggestions for applying research results**

1. For those who learn Korean from the textbook, they will learn about the culture of the native speakers from readings in both Thai and Korean that appear in the textbook, such as the culture and history of the Korean alphabet, greetings, self-introductions, attitudes, beliefs, and traditions, etc. In addition, there are also cultures about animals, food, living together in society, as well as traveling and various important places. Those who learn culture from the textbook will gain the most knowledge about culture related to daily life.

2. For Korean language teachers who use such textbooks, the results of cultural analysis and cultural prioritization can be used as a guideline for evaluating Korean language teaching to teach cultural knowledge and create basic knowledge for learners in reading comprehension skills and encourage teachers to organize cultural learning activities to help learners gain language experiences which will result in greater language development for learners.

3. For the general public, this research can be a guideline for searching for information and further study on various cultures that appear in the textbooks, and for making decisions on choosing textbooks that include cultural knowledge in Thai and Korean readings.

### **Suggestions for future research**

1. This research only studied 6 Korean language textbooks written by the Korean Education Center. These textbooks were written by Thai authors and Korean experts. The research results are only a guideline to see what kind of native speaker culture the textbooks analyze and how appropriate they are for Thai learners. Therefore, it is still necessary to conduct similar research on other textbooks to see which cultural contents are prominent in order to use as a guideline for selecting textbooks related to culture.

2. Comparative research should be conducted between the native language culture and Thai culture to provide more clarity about culture and help teachers organize language teaching activities more interestingly and effectively.

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Finally, the researcher hopes that this research will be useful for relevant agencies and those interested in studying to develop knowledge about Korean language and culture.

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# The Impact of AI-Generated Feedback on EFL Writing: A Review of Benefits, Challenges, and Pedagogical Implications

Allan John Malabana Sarse<sup>1\*</sup>

## Abstract

Integrating artificial intelligence (AI) in English as a Foreign Language (EFL) writing instruction has emerged as a transformative pedagogical approach. This systematic review critically examines the benefits, challenges, and pedagogical implications of AI-generated feedback in EFL writing by synthesizing findings from 18 studies selected through predefined eligibility criteria. Findings indicate that AI tools such as ChatGPT, Grammarly, and Automated Writing Evaluation (AWE) systems enhance writing performance, foster autonomous learning, increase student engagement, and reduce teacher's workload. AI-generated feedback improves grammatical accuracy, lexical development, and overall writing coherence while offering immediate, personalized, and scalable support. These benefits vary across proficiency levels. However, concerns remain regarding the accuracy, contextual appropriateness, and limited focus on higher-order writing skills. Challenges include the risk of over-reliance, comprehension difficulties, and ethical considerations related to academic integrity. Pedagogical implications emphasize the complementary role of AI-generated feedback which complements traditional teaching methods, promotes multiple revisions, and supports self-directed learning. However, successful integration requires comprehensive teacher training and the development of students' AI literacy and critical evaluation skills. Future research should explore strategies to enhance AI's contextual accuracy, mitigate over-reliance, and develop ethical guidelines for responsible AI integration in EFL education.

**Keywords:** AI-generated Feedback, Artificial Intelligence, Automated Feedback, EFL Writing, English as a Foreign Language

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## Introduction

The rapid advancement of artificial intelligence (AI) has profoundly transformed various domains of education, particularly language teaching and learning (Jiang, 2022; Son et al., 2023). One particularly impactful area is the use of AI-generated feedback in English as a Foreign Language (EFL) writing instruction which has garnered significant attention in recent years, offering innovative approaches to enhance students' writing skills. This pedagogical innovation presents both challenges and opportunities. Although AI tools offer opportunities for personalized learning, enhanced engagement, and improved language proficiency (Amin, 2023), concerns remain regarding over-reliance on AI, cultural and contextual misalignment, overall effectiveness, and ethical considerations (Hieu & Thao, 2024). Consequently, this review comprehensively synthesizes existing research on this topic, examining the benefits, challenges, and pedagogical implications of incorporating AI-generated feedback into EFL writing instruction.

EFL writing instruction presents numerous challenges for both teachers and students. Teachers must develop students' language proficiency, provide timely and personalized feedback, and effectively integrate technology (Baskara, 2023). Despite the advantages of technology in writing instruction, accessibility and pedagogical effectiveness remain concerns (Mathew & Alidmat, 2013). Additionally, formative assessment strategies, which emphasize continuous feedback and student self-assessment, are often underutilized, with corrective feedback receiving greater emphasis (Burner, 2015; Guo & Xu, 2020). From the learners' perspective, difficulties such as limited linguistic accuracy, restricted lexical resources, and challenges in structuring coherent content hinder their writing proficiency (Cheng & Zhang, 2021; Martinez et al., 2024). Moreover, research indicates that EFL students frequently demonstrate moderate levels of self-efficacy and limited use of self-regulated learning (SRL) strategies in writing tasks (Sun & Wang, 2020). Given these challenges, AI-generated feedback has emerged as a potential solution by providing instant, personalized, and data-driven insights for students.

Traditional feedback mechanisms—such as teacher-written feedback (Cheng et al., 2021), peer feedback (Shang, 2017; Yu & Lee, 2014), and comprehensive written corrective feedback (WCF) (Cheng & Zhang, 2021)—have been shown to enhance writing proficiency by improving sentence complexity, grammatical accuracy, and lexical density (Shang, 2019). More recently, automated corrective feedback (ACF) has gained attention as a promising alternative, offering immediate

feedback that can enhance writing quality, boost student engagement, and alleviate teachers' workloads (Dong, 2023; Tseng & Lin, 2024).

AI-generated feedback systems, including automated writing evaluation (AWE) tools and AI-powered writing assistants, have become valuable resources for EFL learners and teachers. These technologies, which leverage artificial intelligence and natural language processing (NLP), provide real-time assessments of grammar, coherence, vocabulary use, and overall content (Hwang et al., 2023; Liu et al., 2021). Tools such as ChatGPT, Grammarly, and Pigai exemplify this approach, offering automated evaluations and targeted suggestions for writing improvement (Ding & Zou, 2024; Shi & Aryadoust, 2024; Son et al., 2023). For instance, Tseng and Lin (2024) found that EFL students' interaction with GPT-3.5 creates a dynamic partnership, promoting critical thinking and helping develop a unique writing style. This process transforms students from passive learners to active participants in a technology-enhanced learning experience.

Despite these advantages, challenges persist in implementing AI-generated feedback in EFL writing. A meta-analysis by Zhai and Ma (2022) found that AWE had a substantial positive effect on writing quality, particularly for post-secondary EFL learners and argumentative writing genres. However, the effectiveness of AI feedback varies depending on student proficiency and writing task complexity. Additionally, Algaraady and Mahyoob (2023) indicated that while ChatGPT effectively identifies surface-level errors, it struggles with deeper pragmatic and contextual issues. Additionally, Song and Song (2023) reported that although ChatGPT improves writing skills, students had mixed perceptions regarding its contextual accuracy, long-term impact, sustainability, and over-reliance, emphasizing the need for careful pedagogical integration. Considering the potential advantages and limitations discussed, this emphasizes a prevalent balance in the perceived effectiveness of AI-generated feedback.

Various studies have highlighted the positive effects of AI-generated feedback on writing performance, self-efficacy, and motivation (Tseng & Lin, 2024; Zhai & Ma, 2022). However, concerns remain regarding overall effectiveness, ethical implications, and potential for over-reliance on AI tools (Algaraady & Mahyoob, 2023; Song & Song, 2023). Therefore, this review probes into the benefits and challenges of AI-generated feedback in EFL writing aspects to comprehensively evaluate AI tools. Finally, considering the rapid evolution of AI technologies, such as the emergence of large language models (LLMs) like ChatGPT (Amin, 2023), and factors

such as student proficiency levels, perceptions of AI tools, and pedagogical integration strategies (Shen et al., 2023), necessitates a continuous reassessment of their impact on EFL writing education and identification the most effective pedagogical approaches for its implementation in EFL writing instruction.

## Objectives

As AI continues to shape the landscape of education, it is imperative to examine its role in EFL writing instruction. This review paper aims to synthesize the existing research on AI-generated feedback in EFL writing, offering a comprehensive analysis of its benefits, challenges, and pedagogical implications. By exploring the current literature, this study seeks to contribute to the ongoing discourse on AI's potential to support and enhance EFL writing instruction, providing valuable insights for educators, researchers, and educational technology developers. Specifically, this review paper addresses the following objectives:

1. To identify the key benefits of AI-generated feedback in enhancing EFL writing skills and analyze how these benefits vary across different proficiency levels;
2. To examine the primary challenges and limitations of AI-generated feedback, including ethical concerns and potential biases in AI tools; and
3. To determine effective pedagogical strategies that educators can use to optimize AI-generated feedback while minimizing potential drawbacks, such as over-reliance on technology.

## Benefits of AI-Generated Feedback in EFL Writing

### *Improved Writing Performance and Quality*

The systematic review of selected studies consistently demonstrates that AI-generated feedback significantly enhances the overall writing performance and quality of EFL learners (Altinay & Aydin, 2024; ElEbyary et al., 2024; El-Garawany, 2024; Marzuki et al., 2023; Mohammed & Khalid, 2025; Mun, 2024; Ozdere, 2025; Polakova & Ivenz, 2024; Sari & Han, 2024; Tajik, 2025; Thangthong et al., 2024; Tran, 2025). AI-generated feedback has been linked to increased accuracy and fluency, as evidenced by reduced grammatical and lexical errors and



improved writing scores among students employing AI tools like ChatGPT and QuillBot (Altinay & Aydin, 2024; El-Garawany, 2024; Tran, 2025; Tajik, 2025). Moreover, Automated Written Corrective Feedback (AWCF) has been shown to enhance critical aspects of writing, including organizational structure and overall writing quality (Fan, 2023; Thangthong et al., 2024).

Empirical research further illustrates the advantages of these technologies. For instance, Mun (2024) reported that students who utilized ChatGPT for script revisions achieved notable improvements in writing scores compared to those relying on peer feedback. Specifically, the experimental group exhibited a significant reduction in grammatical and lexical errors, enhancing linguistic accuracy in their revised drafts. Similarly, Sari and Han (2024), utilizing a quasi-experimental design, revealed that students who received combined automated and teacher feedback demonstrated greater improvements in writing proficiency compared to those who received teacher feedback alone.

Beyond grammatical accuracy, AI tools play a pivotal role in fostering coherent and well-structured writing. Tools such as Grammarly, ChatGPT, and E-rater are praised for their ability to guide students in refining content organization, improving logical flow, and mastering transition word usage, thereby enhancing the cohesion of their writing (Kurt & Kurt, 2024; Marzuki et al., 2023; Ozdere, 2025; Teng, 2024). Importantly, these tools have been particularly effective in drawing students' attention to specific error types, such as punctuation and spelling mistakes, which facilitate noticing—a crucial step in language learning (ElEbyary et al., 2024).

Moreover, AI tools like Pigai offer rich linguistic resources, such as synonyms and collocation suggestions, contributing to students' lexical development (Yang et al., 2023). Furthermore, AI-generated feedback also facilitates idea development by assisting students in overcoming creative blocks, expanding on initial ideas, and providing diverse perspectives (Marzuki et al., 2023).

### *Immediate and Personalized Feedback*

Another consistently highlighted benefit across studies is the immediacy and personalization of AI-generated feedback in EFL writing (Altinay & Aydin, 2024; Cheng, 2024; El-Garawany, 2024; Fan, 2023; Mun, 2024; Ozdere, 2025; Polakova & Ivenz, 2024; Sari & Han, 2024; Tajik, 2025; Teng, 2024; Tran, 2025; Yang et al., 2023; Zhu et al., 2024).

AWE systems, such as Grammarly and Pigai, provide instant feedback on grammar, vocabulary, coherence, and structure, facilitating a more efficient learning process (Yang et al., 2023; Zhu et al., 2024). This immediacy accelerates the writing cycle by minimizing waiting times typically associated with teacher feedback, enabling students to identify and correct their errors in real-time (Mun, 2024; Kurt & Kurt, 2024). Beyond immediacy, AI tools also offer personalized feedback, catering to the specific needs of individual learners. ChatGPT, QuillBot, and other AI-powered systems tailor feedback to students' proficiency levels, providing targeted suggestions that enhance their writing skills (El-Garawany, 2024; Polakova & Ivenz, 2024). This adaptability supports personalized learning paths, allowing students to focus on their weaknesses and refine their compositions effectively (Tajik, 2025).

For instance, Mohammed and Khalid (2025) stressed that AI-generated feedback is particularly beneficial during the drafting and proofreading stages, as it provides real-time, tailored feedback that enables learners to pinpoint specific areas of improvement in grammar, vocabulary, and coherence without delay with actionable insights at critical points in their writing development. Furthermore, Marzuki et al. (2023) highlight that AI tools act as personalized tutors, guiding students through various aspects of writing. By addressing gaps in coherence and organization instantly, AI tools foster an environment akin to individualized tutoring, promoting clearer communication and well-structured writing.

Practical advantages further enhance the appeal of AI-generated feedback, as these tools serve as convenient, time-saving aids for students. Many learners appreciate the accessibility of AI tools, especially when immediate assistance is required and peers or teachers are unavailable (Thangthong et al., 2024). By reducing dependency on external feedback sources, AI-powered writing assistance helps students complete their writing tasks more efficiently and allocate their time to other academic tasks (El-Garawany, 2024). With immediacy and personalized feedback benefits, studies indicate that students tend to revise their drafts more frequently when using AI-generated feedback compared to teacher-generated feedback alone (Tran, 2025). Furthermore, AI tools provide a scalable alternative to teacher feedback, making high-quality, individualized feedback more accessible, particularly in large classrooms or remote learning environments (Ozdere, 2025; ElEbyary et al., 2024).

### *Enhanced Student Engagement and Motivation*

Several studies stressed the benefits of AI-generated feedback in increasing EFL learners' engagement and motivation in writing tasks (Cheng, 2024; Kurt & Kurt, 2024; Mohammed & Khalid, 2025; Ozdere, 2025; Polakova & Ivenz, 2024; Sari & Han, 2024; Teng, 2024; Thangthong et al., 2024). One of the key factors contributing to this improvement is the immediacy and specificity of AI-driven feedback. The AWE system and other AI tools provide instant, individualized feedback, which encourages students to revise their work and actively engage in the writing process (Sari & Han, 2024; Ozdere, 2025). The ability to receive prompt responses and make multiple revisions at their own pace further strengthens learners' engagement with writing tasks (Yang et al., 2023). Moreover, AI-generated feedback is perceived as more interactive and immediate than traditional teacher feedback, making it a valuable tool in fostering students' commitment to improving their writing skills (Teng, 2024; Cheng, 2024).

The innovative learning experiences offered by AI technologies, such as ChatGPT, provide students with a more engaging and dynamic approach to writing, ultimately fueling their desire to improve their skills (Polakova & Ivenz, 2024; Kurt & Kurt, 2024). Many students reported that AI-generated feedback made writing tasks more enjoyable and manageable, which positively influenced their motivation to write and revise their work (Mohammed & Khalid, 2025; Tajik, 2025). Additionally, AI platforms like QuillBot were well-received by students, who found them helpful in their writing development (El-Garawany, 2024). The ability of AI to offer human-like interactions and respond to specific queries further enhances student engagement, making the learning process more dynamic and interactive (Kurt & Kurt, 2024).

In a nutshell, the implementation of AI-generated feedback systems has demonstrated a substantial impact on EFL learners' engagement and motivation. The convenience, immediacy, and interactivity of these tools create a more student-centered learning environment, allowing learners to take ownership of their writing development (Teng, 2024; Ozdere, 2025).

### *Promotion of Autonomous Learning*

Several studies highlighted the potential of AI-generated feedback to foster autonomous learning and self-regulation in EFL writing (Fan, 2023; Sari & Han, 2024; Teng, 2024; Cheng, 2024; Tajik, 2025; Yang et al., 2023). Studies consistently highlight how AI-assisted tools promote

independent learning by allowing students to identify and correct their errors without constant teacher intervention (Sari & Han, 2024). These tools also enhance self-editing skills, enabling learners to refine their writing through iterative revisions (Cheng, 2024). Moreover, AI feedback supports self-directed learning by encouraging students to take ownership of their writing development and address their weaknesses independently (Polakova & Ivenz, 2024; Tajik, 2025).

The integration of AI-generated feedback facilitates self-regulated learning by providing real-time insights into students' performance, thereby helping them monitor, evaluate, and refine their writing strategies (Mohammed & Khalid, 2025; Tran, 2025). Furthermore, repeated engagement with AI tools has been shown to cultivate autonomy, as learners experiment with suggested vocabulary and expressions to enhance their writing quality (Yang et al., 2023). Applications such as Grammarly and ChatGPT contribute to self-efficacy by promoting engagement in the writing process and fostering confidence in language use (ElEbyary et al., 2024; Kurt & Kurt, 2024).

#### *Reduced Writing Anxiety and Increased Self-Efficacy*

Other studies put emphasis on the benefits of AI-generated feedback in reducing writing anxiety and increasing students' self-efficacy in EFL writing context (Altinay & Aydin, 2024; Cheng, 2024; El-Garawany, 2024; Mohammed & Khalid, 2025; Mun, 2024; Ozdere, 2025; Sari & Han, 2024; Thangthong et al., 2024). The non-judgmental nature of AI feedback and the ability to revise multiple times without fear of criticism contributed to this effect.

The combination of automated and teacher feedback has been found to be more effective in fostering self-efficacy than traditional teacher-only feedback. This is largely attributed to students' positive perceptions of Automated Writing Evaluation (AWE) tools and the opportunity to correct errors before submitting their work for evaluation (Sari & Han, 2024). Similarly, AI tools like ChatGPT have been shown to enhance students' confidence in their writing abilities by allowing them to identify and correct their grammar mistakes, reinforcing their sense of competence (Teng, 2024). Furthermore, AI-assisted writing feedback increases students' awareness of linguistic gaps, encouraging self-reflection and continuous improvement (El-Garawany, 2024).

In addition to enhancing self-efficacy, AI-generated feedback plays a crucial role in reducing writing anxiety. Studies have reported that students feel less anxious about writing when they have access to AI support, as they are able to receive constructive feedback without the fear of being judged by an authority figure (Altinay & Aydin, 2024). This is particularly relevant in cultural contexts, such as China, where students may prefer indirect feedback mechanisms to preserve face (Cheng, 2024). AI tools also create a psychologically safe writing environment, allowing students to engage more freely in the writing process (Mun, 2024). Moreover, students using AI-assisted writing tools, such as QuillBot, have experienced reduced writing apprehension and a more positive attitude toward writing tasks (El-Garawany, 2024).

Beyond reducing anxiety and boosting self-efficacy, AI-generated feedback has been linked to broader emotional and psychological benefits. AI feedback fosters a sense of emotional stability in language learning by providing non-judgmental and consistently constructive critiques, which contribute to an increased sense of foreign language peace of mind (FLPoM) (Mohammed & Khalid, 2025). Additionally, engagement with AI feedback helps learners develop greater emotional intelligence, enabling them to regulate their emotions and approach writing tasks with a more confident and resilient mindset (Mohammed & Khalid, 2025). These findings align with previous research demonstrating that AWE systems contribute to reduced foreign language writing anxiety (Yang et al., 2023).

#### *Time-Saving and Workload Reduction for Teachers*

Since teachers play a crucial role in EFL writing instruction, multiple studies noted that AI-generated feedback could potentially reduce teachers' workload and alleviate the burden on teachers by automating routine error corrections, allowing them to focus on higher-order aspects of writing instruction (Altinay & Aydin, 2024; Cheng, 2024; Mohammed & Khalid, 2025; Sari & Han, 2024; Zhu et al., 2024;). Studies highlight that AI tools, such as ChatGPT, can automate grammar and spelling corrections, allowing educators to focus on more complex aspects of writing instruction, such as content development and structural organization (Zhu et al., 2024; Sari & Han, 2024). This integration of AI feedback with teacher-generated feedback has been shown to yield the highest revision frequencies, as AI addresses surface-level errors while teachers concentrate on higher-order concerns (Tran, 2025).

Moreover, automated assessment tools streamline grading processes, further reducing teachers' cognitive load and enabling them to provide more personalized guidance and foster critical thinking (Cheng, 2024; Mohammed & Khalid, 2025). While teacher feedback remains the most effective approach overall, AI-generated feedback serves a complementary role, supporting traditional methods and improving time management for educators (ElEbyary et al., 2024; Ozdere, 2025). Additionally, this workload reduction benefits EFL teachers by enhancing efficiency without compromising the quality of instruction (Altinay & Aydin, 2024).

### *Variations Across Proficiency Levels*

AI-generated feedback demonstrates varied benefits for enhancing EFL writing skills, depending on learners' proficiency levels. These advantages are explored in three primary categories: low proficiency, intermediate proficiency, and upper-intermediate proficiency.

For EFL learners with lower English proficiency, AI-generated feedback plays a pivotal role in providing immediate and explicit corrective input. Fan (2023) highlights how tools like Grammarly support learners by addressing grammar, spelling, and punctuation errors while promoting iterative improvement through multiple draft revisions. The heightened awareness of individual language challenges, such as grammar and vocabulary, enables learners to refine specific writing skills, supplementing traditional corrective feedback methods. Similarly, Tran (2025) underscores the effectiveness of AI feedback in offering specific, actionable, and timely suggestions. This feedback scaffolds learners in resolving surface-level issues like grammar and vocabulary, fostering engagement, and improving writing quality before focusing on higher-order revisions with teacher guidance.

AI-generated feedback emerges as particularly transformative for learners with intermediate English proficiency. Studies by Altinay and Aydin (2024) and El-Garawany (2024) reveal that tools such as Write&Improve and QuillBot provide immediate, individualized feedback, fostering a supportive and non-judgmental environment. This environment encourages experimentation, creativity, and iterative learning, resulting in improved accuracy, fluency, and overall writing proficiency. The stress-free nature of AI tools enables learners to engage with their writing tasks at their own pace, while features such as grammar checking and rephrasing expand their linguistic repertoire and enhance coherence.

Moreover, Mohammed and Khalid (2025) emphasize the personalized nature of AI feedback, which tailors real-time corrections to the specific needs of intermediate learners. This approach improves critical aspects of writing, such as grammar, coherence, and vocabulary, while promoting a secure and motivating learning environment. Learners benefit from detailed, consistent, and non-judgmental feedback, which reduces anxiety and fosters autonomy in their writing processes. Likewise, ElEbyary et al. (2024) highlight the accessibility of tools like Grammarly and E-rater, which flag surface-level mistakes and support self-directed learning through individualized error correction.

For upper-intermediate learners, AI tools offer targeted feedback to refine advanced writing skills. Özdere (2025) demonstrates that tools like ChatGPT and You.com provide structured and individualized feedback, addressing grammar, coherence, and vocabulary. The immediacy and depth of feedback enable learners to make targeted revisions and iteratively improve their work, fostering deeper engagement with the writing process. Quantitative analyses confirm significant improvements in writing quality, underscoring the potential of AI as a supplement to traditional instruction. Kurt and Kurt (2024) and Mun (2024) further explore the benefits of AI-generated feedback for upper-intermediate learners. ChatGPT, for example, offers comprehensive feedback on both surface-level issues (e.g., grammar and vocabulary) and global aspects (e.g., content development and coherence). The adaptability of AI feedback allows learners to tailor responses to their needs, enhancing autonomy and confidence. Additionally, learners experience marked improvements in linguistic accuracy and structural coherence, demonstrating the value of AI feedback in refining academic writing skills.

In a nutshell, the variation lies not in the core benefits themselves but in how those benefits are leveraged at each proficiency level. For low-proficiency learners, AI acts as a foundational tool, addressing surface-level issues. For intermediate learners, its adaptability fosters creativity and broader improvements in writing proficiency. For upper-intermediate learners, AI feedback becomes a supplementary tool for refining advanced skills and enhancing academic writing quality. Thus, while the core advantages remain consistent, the degree to which these benefits are utilized—and the focus of the feedback—shifts across proficiency levels. These findings highlight the versatility of AI-generated feedback in meeting the specific needs of EFL learners, regardless of their proficiency.



## Challenges/Problems associated with AI-Generated Feedback in EFL Writing

### *Accuracy and Reliability Concerns*

Although most of the studies have revealed positive results on AI-generated feedback in EFL writing, multiple studies also raised challenges or problems in their findings. One of the most highlighted issues is the accuracy and reliability of AI-generated feedback in EFL writing context. This includes false alarms, redundant feedback, vague feedback, inaccurate responses, and misidentification of errors (ElEbyary et al., 2024; El-Garawany, 2024; Kurt & Kurt, 2024; Mun, 2024; Polakova & Ivenz, 2024; Sari & Han, 2024; Tajik, 2025; Teng, 2024; Thangthong et al., 2024; Tran, 2025; Yang et al., 2023), and grading disparities (Cheng, 2024; Ozdere, 2025).

For instance, Sari & Han (2024) reported that students found that the AWE program sometimes provided false alarms and redundant feedback, including detecting non-existent errors or misidentifying certain text elements as errors. Similarly, Tran (2025) stated that AI tools might provide generic, misleading feedback that does not account for the specific needs of individual writers, which could confuse EFL learners rather than support their writing development.

On the other hand, EFL students highlighted the possibility of ChatGPT not fully understanding their inquiries when seeking further clarification and sometimes providing irrelevant comments and had challenges in identifying specific writing problems (Teng, 2024; Tajik, 2025). Specifically, the AI system failed to identify certain errors in students' writing, indicating limitations in its error detection capabilities. Some feedback was based on data retrieval and matching of single words or fragments, which could lead to inaccurate or incomplete feedback, especially for complex sentences. (Yang et al., 2023) There were instances where ChatGPT's corrections completely changed the intended meaning of the text, necessitating further adjustments by the students (Mun, 2024)

In terms of assessing EFL learners' writing outputs, some teachers found AI grading to be too lenient or optimistic, raising questions about its accuracy for formal assessment purposes (Cheng, 2024). The study noted discrepancies between the grades provided by ChatGPT and You.com, with You.com generally providing higher scores. This inconsistency raises questions about the reliability of AI grading (Ozdere, 2025).



### *Limited Focus on Higher-Order Writing Skills*

Another recurring challenge across studies of AI-generated feedback is the limited focus on higher-order writing skills and contextual understanding (ElEbyary et al., 2024; Fan, 2023; Teng, 2024; Yang et al., 2023; Polakova & Ivenz, 2024; Ozdere, 2025; Marzuki et al., 2023; Tajik, 2025; Tran, 2025; Yang et al., 2023).

In the study conducted by Fan (2023), some EFL learners noted that AI-generated feedback primarily focused on surface-level issues like grammar and vocabulary, which they found less useful, potentially neglecting deeper aspects of writing such as organization and content. There was a tendency for students to focus primarily on correcting grammar and vocabulary errors, potentially neglecting higher-order writing skills such as cohesion, argumentation, and content development (Ozdere, 2025). Similarly, while AI tools can improve certain aspects of writing, they may not be as effective in addressing more complex elements such as argument structure and coherence (Marzuki et al., 2023).

Aside from the limited focus on higher-order writing skills, AI-generated feedback also has concerns with limited contextual understanding. As per Tajik (2025), AI tools sometimes struggle to comprehend the context of writing or provide feedback that aligns with the EFL learner's goals. Specifically, AI-generated feedback may struggle to address deeper, global aspects of writing that require a nuanced understanding of context as it tends to focus more on local, sentence-level changes rather than global, content-related issues (Tran, 2025). In addition, non-error feedback, such as suggestions for synonyms and collocations, often lacked examples and contextual information, making it difficult for students to apply effectively (Yang et al., 2023).

### *Risk of Over-reliance and Impact on Skill Development:*

A significant concern emerging from studies on AI-generated feedback in EFL writing is the risk of over-reliance and its potential impact on skill development. Multiple researchers have highlighted the possibility of students becoming excessively dependent on AI tools, which could hinder the development of critical thinking, problem-solving, and independent writing skills (Zhu et al., 2024; Mun, 2024; Teng, 2024; Cheng, 2024).

Thangthong et al. (2024) noted that over-reliance on AI writing assistance tools among Thai EFL learners can potentially erode their confidence in independent writing skills. Some

participants reported feeling anxious when required to write without the tools, fearing potential errors in grammar or vocabulary. Additionally, a few learners admitted to habitually trusting AI-generated suggestions more than their own judgment, which could hinder the development of intrinsic language proficiency and critical thinking abilities. In another study, Tran (2025) found low levels of self-correction among students—suggesting a dependency on external feedback mechanisms, whether AI- or teacher-generated—highlights the risk of over-reliance which may impede students' development of critical writing and revision skills.

Marzuki et al. (2023) stressed that students who heavily depend on AI suggestions might prioritize quick fixes over deeply understanding their mistakes, leading to diminished self-editing skills and critical thinking capacities. Over-dependence on AI tools may deter students from engaging in independent problem-solving and creative idea generation, which are essential for comprehensive language acquisition and personal growth. Moreover, Kurt and Kurt (2024) noted that while ChatGPT serves as a valuable facilitator for writing improvement, its extensive use could hinder creativity and critical thinking among students. Participants expressed concerns that relying heavily on AI-generated suggestions might limit opportunities for independent problem-solving and diminish the development of their unique writing styles.

### *Comprehension and Implementation Difficulties*

Another challenge that some studies highlighted in utilizing AI-generated feedback for EFL writing is students' difficulty comprehending and implementing it effectively. For example, Fan (2023) reported that some EFL learners relied on translators to understand the feedback, indicating a language barrier. This issue is pronounced among students with lower English proficiency, who struggle to effectively understand and apply the corrective feedback provided by Grammarly. This difficulty stemmed largely from the system delivering feedback in English, which some participants found too complex to process without additional translation support. In the same vein, Teng (2024) found that ChatGPT-generated content was sometimes too complex for students to comprehend, potentially hindering effective use.

On the other hand, Cheng (2024) found that some students, particularly those with lower English proficiency, struggled to understand vague or generalized feedback, such as instructions to "use more sophisticated vocabulary and sentence structures." These abstract comments often required additional clarification, which the AI tool alone could not adequately provide without

specific follow-up prompts. For instance, students needed to explicitly request examples or elaborations, which was not an intuitive process for many novice users. Similarly, Kurt and Kurt (2024) highlighted that learners often needed to ask numerous follow-up questions to get accurate responses, which could be time-consuming and discourage the consistent use of AI-generated feedback tools. Finally, Ozdere (2025) noted that students sometimes struggled to implement AI-generated suggestions, indicating a need for additional support in interpreting and applying feedback. The overwhelming detail in AI feedback can make it difficult for students to prioritize improvements.

### *Ethical Concerns and Academic Integrity*

Ethical concerns and academic integrity issues emerge as significant challenges in the implementation of AI-generated feedback in EFL writing. Several studies highlight the risk of plagiarism as a primary concern, with Mun (2024) noting that frequent reliance on AI-generated text may lead to unintentional plagiarism if not carefully managed. This concern is echoed by Polakova and Ivenz (2024), who emphasize the ethical implications of integrating AI tools like ChatGPT in academic writing. The potential for academic misconduct is further illustrated by Thangthong et al. (2024), who reported an instance where a student faced point deductions due to AI-generated content being flagged as potential plagiarism.

Teng (2024) stressed heightened risks to academic integrity, as students may misuse AI tools to complete assignments, echoing broader critiques in the academic community. Similarly, Cheng (2024) raises the issue of potential misuse, suggesting that students might inappropriately use AI tools for cheating. Reliance on AI tools such as Poe or ChatGPT for writing assistance can blur the lines between genuine learning and "cheating," raising questions about academic honesty. In particular, some universities in Hong Kong have banned students from using AI tools for assignments and assessments, categorizing their usage as plagiarism due to the direct adoption of AI-generated content without appropriate citation. While AI tools offer clear and actionable feedback, they may inadvertently encourage students to bypass critical learning processes, such as self-editing and peer review, raising concerns about originality and academic integrity. Additionally, the lack of transparency in how AI algorithms generate scores and feedback may erode trust among students and educators (Ozdere, 2025; Tran, 2025).

## **Pedagogical Implications of AI-Generated Feedback in EFL Writing**

One of the most prevalent pedagogical implications across studies reviewed is the complementary role of AI-generated feedback to traditional EFL teaching methods. The integration of AI-generated feedback into EFL writing instruction has been widely recognized as a complementary tool rather than a replacement for traditional teacher feedback. Research highlights that a balanced approach, combining both AI and human input, yields the most effective learning outcomes (Fan, 2023; Ozdere, 2025). While AI-generated feedback efficiently addresses local and mechanical issues, teacher feedback remains essential for guiding students on content, idea development, and coherence (Yang et al., 2023).

AWCF and AI tools such as ChatGPT are valuable for addressing lower-order concerns like grammar and mechanics, allowing teachers to focus on developing students' higher-order writing skills, including critical thinking and creativity (Mun, 2024; Zhu et al., 2024). This dual-track approach enables students to use AI-generated feedback for initial self-correction, followed by in-depth teacher feedback, fostering a more holistic learning experience (Zhu et al., 2024). This approach facilitates time efficiency for teachers by delegating surface-level corrections to AI, thereby allowing educators to concentrate on content development, organization, and strategic writing skills (Altinay & Aydin, 2024; Tran, 2025). Such workload reduction benefits both teachers and students, as it enables more targeted and meaningful instruction (Cheng, 2024). This suggests a blended learning model where AI-powered practice is integrated with instructor-led lessons, ensuring that students benefit from both automated and human feedback (Teng, 2024). The complementary nature of AI and teacher feedback underscores the importance of maintaining human interaction to address the social, cultural, and contextual aspects of language acquisition (Tajik, 2025).

Additionally, studies emphasize the redefined role of teachers in AI-integrated writing instruction. With AI handling technical corrections, teachers transition into facilitators who oversee the learning process and provide personalized, empathetic guidance to students (Cheng, 2024). This shift allows for a more interactive and student-centered learning environment, where multiple feedback sources—including AI, teacher, and peer feedback—are combined to support writing development comprehensively (Yang et al., 2023; Kurt & Kurt, 2024).

Ultimately, while AI tools offer significant benefits, they should not replace human instruction but rather supplement it. Maintaining a balanced approach ensures that AI's efficiency is leveraged without compromising the depth and nuance of teacher feedback. The synergy between AI-generated and human feedback fosters improved writing skills, greater student engagement, and a more efficient instructional process. As AI continues to evolve, educators must strategically integrate these tools while preserving the irreplaceable role of human interaction in language learning (Polakova & Ivenz, 2024; ElEbyary et al., 2024).

Another significant pedagogical implication of AI-generated feedback in EFL writing is promoting multiple revisions, increasing practice opportunities, and providing immediate and personalized feedback. One of the key advantages of AI tools is their ability to offer instant feedback, allowing students to refine their writing iteratively. This immediacy fosters increased engagement with the revision process and encourages students to take ownership of their learning (Altinay & Aydin, 2024; Zhu et al., 2024). Multiple revision opportunities not only enhance writing quality but also contribute to the development of self-regulated learning strategies, as students actively engage with feedback and refine their work (Fan, 2023; El-Garawany, 2024). Educators can leverage these tools to create more structured revision cycles, fostering deeper engagement with the writing process.

The personalized nature of AI-generated feedback further supports individualized learning experiences. AI tools can tailor feedback to specific student needs, functioning as adaptive writing tutors that provide targeted guidance (Mohammed & Khalid, 2025; Ozdere, 2025). This level of personalization helps address diverse learner challenges, ensuring that students receive support in areas requiring improvement (Polakova & Ivenz, 2024; Kurt & Kurt, 2024). Furthermore, personalized feedback fosters a supportive learning environment, boosting students' confidence and self-efficacy in writing (Teng, 2024; Sari & Han, 2024). When students perceive feedback as relevant and constructive, they are more likely to engage with it meaningfully and integrate it into their writing process.

Another critical pedagogical benefit of AI-generated feedback is its role in scaffolding the writing process. AI tools facilitate iterative learning by providing timely feedback at different stages of writing, allowing students to refine their drafts progressively (El-Garawany, 2024; Marzuki et al., 2023). This scaffolding effect supports students in developing a structured approach

to writing, where they can identify errors and make necessary improvements in real time (Tajik, 2025; Cheng, 2024). Moreover, AI tools offer extended practice opportunities beyond traditional classroom settings, addressing limitations related to time and class size (Tajik, 2025; ElEbyary et al., 2024). By enabling continuous writing practice, these tools help students build fluency and proficiency more efficiently.

AI-generated feedback plays a transformative role in EFL writing instruction by facilitating multiple revisions, providing personalized learning experiences, scaffolding the writing process, and enhancing feedback mechanisms. The immediacy and adaptability of AI tools allow educators to create dynamic and interactive writing environments that promote student engagement and writing proficiency. By incorporating AI feedback into instructional strategies, educators can support students in developing more autonomous and confident writing skills, ultimately leading to improved learning outcomes (Mohammed & Khalid, 2025; Kurt & Kurt, 2024).

Studies also imply that AI-generated feedback should be integrated into EFL writing instruction to foster learner autonomy and self-directed learning. Research indicates that when AI-generated feedback is combined with teacher feedback, it can significantly boost students' confidence and motivation in their writing tasks (Sari & Han, 2024). Immediate and specific feedback from AI tools further reinforces this effect by helping students recognize and address their errors in real-time, ultimately strengthening their writing self-efficacy (Teng, 2024).

Moreover, AI-generated feedback supports the development of self-regulated learning strategies, which are essential for independent writing development. Although AI feedback does not necessarily surpass teacher-only feedback in effectiveness, studies suggest that it is equally capable of promoting metacognitive skills, allowing students to plan, monitor, and evaluate their writing processes more effectively (Yang et al., 2023). This capacity for self-regulation is crucial in reducing students' dependence on external feedback and encouraging them to engage in independent writing revision (Tran, 2025).

A key aspect of self-directed learning is the ability of students to engage in self-assessment and revision independently. AI tools facilitate this process by enabling learners to analyze their own writing, identify recurring issues, and implement necessary corrections without continuous teacher intervention (El-Garawany, 2024; Polakova & Ivenz, 2024). This not only empowers students to take ownership of their learning but also aligns with the broader educational goal of

fostering lifelong learning skills (ElEbyary et al., 2024). Additionally, AI feedback encourages students to develop self-correction skills, thereby reducing over-reliance on instructors and external evaluators (Tajik, 2025).

Given these advantages, educators should strategically incorporate AI-generated feedback into writing instruction to maximize its benefits. Studies suggest that designing activities that encourage independent engagement with AI tools can further enhance student autonomy and self-efficacy (Kurt & Kurt, 2024). Teachers can also leverage AI platforms to help students plan and monitor their revision processes more effectively, promoting a structured approach to writing development (Yang et al., 2023). By fostering these skills, AI feedback can serve as a valuable pedagogical tool in cultivating self-directed, confident, and proficient EFL writers.

On the other hand, the integration of AI-generated feedback in EFL writing underscores the necessity for comprehensive teacher training and the evolving roles of educators in AI-enhanced classrooms. Several studies highlight the need for AI literacy and professional development to equip teachers with the skills to effectively integrate AI tools with traditional writing instruction (Cheng, 2024; Ozdere, 2025; Tajik, 2025). Beyond technical proficiency, teachers must also be trained to critically evaluate AI-generated feedback, recognizing both its advantages and limitations to provide more nuanced and pedagogically sound guidance (Tran, 2025). The rise of AI tools, such as ChatGPT, presents both challenges and opportunities, requiring educators to recalibrate classroom practices and adopt more adaptive teaching methodologies (Mun, 2024). Consequently, teachers' roles are shifting from sole providers of feedback to facilitators who guide students in leveraging AI responsibly while fostering critical thinking and writing skills (Marzuki et al., 2023). These insights emphasize that AI integration in EFL writing is not merely a technological advancement but a pedagogical transformation that demands strategic teacher preparation and instructional adjustments.

In the same vein, studies reviewed necessitate the development of students' AI literacy and critical evaluation skills. Proper training and familiarization with Automated Written Evaluation (AWE) systems are essential, as students require time and guidance to engage effectively with AI feedback (Fan, 2023; Kurt & Kurt, 2024). Educators play a crucial role in fostering digital literacy by teaching students to critically assess AI-generated suggestions, selectively apply feedback, and understand the limitations of AI tools (Zhu et al., 2024; Mun, 2024). This critical engagement helps

prevent overreliance on AI while encouraging independent writing development (Thangthong et al., 2024). Additionally, students need structured guidance on how to prompt AI tools for specific and useful feedback, reinforcing the importance of revision in the writing process (Cheng, 2024; Yang et al., 2023). Integrating AI literacy into the curriculum ensures that learners receive ongoing support in navigating AI-assisted writing while upholding academic integrity (Kurt & Kurt, 2024). Ultimately, a balanced approach to AI-assisted learning allows students to benefit from technological advancements without compromising their writing proficiency.

Concerning ethical considerations, educators play a crucial role in addressing the ethical implications of AI-generated feedback in EFL writing, particularly in ensuring academic integrity, responsible AI use, and data privacy. Studies highlight the necessity of clear guidelines and policies to mitigate risks such as plagiarism and over-reliance on AI tools (Cheng, 2024; Teng, 2024; Tran, 2025). Furthermore, ethical concerns extend beyond academic misconduct to include transparency and data privacy, emphasizing the responsibility of both educators and developers in implementing AI-based learning tools (Mohammed & Khalid, 2025; Ozdere, 2025). As Kurt and Kurt (2024) point out, fostering responsible AI use requires proactive guidance from educators to help students navigate potential biases and limitations. By addressing these concerns, institutions can promote ethical AI integration in academic settings while ensuring that students develop critical thinking and independent writing skills.



## Conclusion

The integration of AI-generated feedback in EFL writing instruction represents a significant advancement in language education, offering immediate, personalized, and scalable support to learners. This review has demonstrated that AI-powered tools enhance writing performance, foster autonomous learning, increase student engagement, and reduce the instructional burden on educators. The evidence presented highlights the efficacy of AI-generated feedback in improving grammatical accuracy, lexical richness, and overall writing coherence, positioning it as a valuable complement to traditional teacher feedback. These benefits vary across proficiency levels, with AI tools providing foundational support for low-proficiency learners and more advanced assistance for intermediate and upper-intermediate students.

In addressing the research questions, this review has synthesized key findings on the benefits, challenges, and pedagogical implications of AI-generated feedback in EFL writing. While AI tools provide substantial advantages, concerns remain regarding their accuracy, contextual appropriateness, and limited focus on higher-order writing skills. Additionally, the potential for over-reliance, difficulties in comprehending AI-generated feedback, and ethical considerations related to academic integrity necessitate a balanced and pedagogically sound approach to their integration. However, successful implementation requires comprehensive teacher training and AI literacy initiatives for students, ensuring that AI tools are used effectively and ethically.

The findings contribute to the ongoing discourse on AI's role in language education, underscoring the need for a strategic and evidence-based implementation of AI-generated feedback. Future research should focus on refining AI's ability to address complex writing issues, mitigating over-dependence among learners, and establishing ethical guidelines for responsible AI integration in academic settings. Additionally, longitudinal studies examining the long-term impact of AI-generated feedback on writing development and investigations into optimal feedback combinations (AI, teacher, and peer) would provide valuable insights for educators, policymakers, and educational technology developers.

As AI technology continues to evolve, its role in EFL writing instruction must be framed within a pedagogical model that leverages its strengths while preserving the indispensable value of human feedback. By adopting a blended approach that integrates AI-driven and teacher-mediated feedback, educators can foster deeper learning, critical thinking, and long-term writing proficiency, ultimately enhancing the quality of language instruction in the digital age.

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# **The Making of “Prince Charming-ness and Empowered Damsel-ness”: Applying the Attributes and Actions of “Prince Charming” and “Damsel in Distress” in Media Texts Through a Lesson Guide**

Irish C. SIOSON<sup>1\*</sup> and Ivory C. SIOSON<sup>2</sup>

## **Abstract**

With the widespread popularity of Korean dramas in recent years, it has become more important than ever to examine the genre at its core. This led to the authors' proposed “Prince Charming” concept that somehow deviates from its usual notion, in that the involvement of physical transformation can be added as one of the factors that creates the “Prince Charming” lead character in Korean dramas. According to Sioson and Sioson (2024), such a transformation entails the image of attainability manifested in the characters' softening of their appearance in terms of donning casual clothing and hairstyle, making them more human, rather than an ideal person. This present paper then aims to advance Sioson and Sioson's proposed Prince Charming concept reflected in Korean dramas that distinguishes itself from the typical Prince Charming notion commonly found in fairy tales. The second objective of this paper aims to offer a lesson guide in teaching character analysis of male and female protagonists in relation to the redefined notion of “Prince Charming” and employing the term “Empowered Damsel” as a redefined concept of the traditional “Damsel in Distress” also found in fairy tales. The suggested lesson guide created by the authors aims to help both teachers and students not only in identifying the attributes of the lead characters, but also more importantly, to develop media literacy skills as learners can be influenced by the media they consume. Hence, this can result in reinventing the Prince Charming and Damsel in Distress concepts in the field of literature and media education. Finally, aside from its pedagogical implications, the paper also further tests out the proposed Prince Charming concept and explores its possible applicability and localization across media texts, suggesting more potentials for future investigations.

**Keywords:** Character Analysis, Empowered Damsel, Korean Dramas, Lesson Guide, Prince Charming

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## Introduction

In recent years, there has been a growing popularity of Korean dramas worldwide, making it important more than ever to examine the genre in depth. Such a widespread phenomenon has driven the authors of the present paper to explore the viewers' interest and emotional investment in Korean Dramas. As a result, they have introduced a redefined concept of the “Prince Charming” archetype— one that differs from the conventional notion by incorporating physical transformation as a key factor in shaping the ideal male lead in Korean dramas.

According to Sioson and Sioson (2024), this transformation highlights the concept of attainability, wherein the male lead characters soften their appearance through casual clothing and hairstyles, making them appear more relatable and human rather than unattainable ideals. In another study by Sioson and Sioson (2025), they extended this notion to include the “deglamorization makeover” that male protagonists underwent in different Korean dramas. Such transformations involved changes in physical appearance, physical environment, and physical movement, enhancing the perceived attainability and simplicity of the male protagonists. The study further highlighted how deglamorization is reflected in modifications to *hairstyle, clothing, demeanor, and settings*, emphasizing the male lead's willingness to align with the female character's personality and style. Moreover, unlike traditional makeover tropes commonly applied to female characters—often influenced by external factors—the male characters' transformation in Korean dramas is a matter of *personal choice*, occurring either consciously or subconsciously. Ultimately, this willingness to adapt manifests in their efforts to soften and simplify their appearance, symbolizing a form of adjustment or sacrifice that narrows the gap between male and female protagonists.

As regards the women protagonists in Korean dramas cited by Sioson and Sioson (2024), it can be observed that they are portrayed as independent women with strong personalities and firm convictions—which starkly contrasts with the traditional notion of damsels in distress found in fairy tales, who are usually portrayed as passive characters waiting to be rescued by the hero (Goswami, 2022; Lamont, 2024). Thus, such strong characteristics of the female characters may be reimagined as an “Empowered Damsel”. Citing examples of the empowered damsels in the modern literature, Lamont (2024) enumerates the characteristics of the modern damsels, which include active participation in saving themselves, making decisions, emotional resilience, strength of character, and multilayered personality. Although the term “damsel” is traditionally being associated with “damsel in distress”, the female characters in contemporary literature are depicted as more empowered and self-reliant, reflecting a shift from traditional portrayals (Putri, 2024).

Hence, there is a need to further examine the redefined notion of “Prince Charming”, along with “Empowered Damsel” when applied across media texts and in local cultures. This localization of the concepts is essential for ensuring relevance, comprehension, and engagement among the audience as it enhances connection, accessibility, practical application, and inclusivity. Furthermore, these concepts have direct pedagogical implications, especially in the realms of Literature and Media Literacy teaching to help learners gain deeper

understanding of how media texts can shape and reshape people's values, ideals, perspectives, and practices by looking through the lens of the redefined concepts.

## Objectives

This paper seeks to expand on Sioson and Sioson's (2024) proposed Prince Charming framework as reflected in Korean dramas, distinguishing it from the traditional interpretation of the archetype, particularly in the analysis of local media texts. It also considers the concept of the "Empowered Damsel" as a reimagining of the traditional "damsel in distress" prevalent in fairy tales. Thus, this paper particularly aims to address the following objectives:

1. to create a lesson guide as a supplementary teaching material for educators in the fields of media literacy and literature, among others, and
2. to promote deeper analysis of "Prince Charming" and the "Empowered Damsel" as concepts in relation to local cultures in the education field.

By developing a lesson guide for teaching character analysis, focusing on the attributes and behaviors of the main male and female protagonists in print, broadcast, and online media, this supplementary teaching material could help facilitate the identification of Prince Charming and the Empowered Damsel characteristics in the lead characters. It can also encourage discussions on the evolving definition of the archetype, emphasizing humility and relatability while challenging conventional norms and expectations as regards Prince Charming, while emphasizing strength and independence on the part of the Empowered Damsel. This, in turn, can contribute to reinterpreting the Prince Charming and the Damsel in Distress concepts in literary and media studies.

Beyond its possible pedagogical contributions, the paper can also help evaluate the applicability of this revised Prince Charming concept across different media texts and local contexts, opening opportunities for further research and exploration in literary and media studies.

## Literature Review

### Media

It can be said that media and culture are inherently interconnected and cannot exist independently of each other. As Bennis and Ghourdou (2024) pointed out, rather than operating as an isolated or independent entity, media has always been understood as an interconnected system functioning within a broader multimodal context. After all, "media is a culture, a way of life, a normative practice, and a carrier of meanings, messages, discourses and tropes" (Bennis & Ghourdou, 2024, p. 84), reflecting the humanity and society in some way as it can mold the influence that find its way to the psyche and mind of people. Based on previous studies, there are two impacts of media, which include 1) the individual or direct effect and 2) the social or indirect effect, where the former refers to private, and the latter refers to public



effects (Arias, 2019; Prothero, 2022). People are possibly convinced to accept new norms as a result of the individual effect; on the other hand, common knowledge of a norm can be built from created information and can make individuals accept that information on the belief of other people's acceptance of it (Arias, 2019), emphasizing the need to develop media literacy.

The National Association of Media Literacy Education (NAMLE) (n.d.) defined media literacy as “The ability to access, analyze, evaluate, create, and act using all forms of communication” (para. 1). NAMLE (2023) also updated important questions for critical thinking when consuming media texts and making sense of the messages contained in them based on Faith Rogow and Cyndy Scheibe's original document. Media literacy entails analysis of media messages, making the audience an active, rather than a passive consumer of media, by means of determining the author's purpose, fact checking information, distinguishing between credible and biased content, among others for better understanding of topics with multiple perspectives (Toval, 2024). In a study of Media Literacy Now cited by Prothero (2022), media literacy skills were not learned in high school by almost 50% of adults between the ages of 19 to 81, despite the need for such critical skills. As more time is spent online by learners, there is also higher likelihood of encountering misinformation which can significantly influence those who may lack critical thinking skills (Prothero, 2022). This importance of media literacy is further highlighted in Geraee et al.'s (2015) study involving students who were divided into intervention and control groups. The results indicated that the participants' knowledge and behavioral intentions when they engaged with messages from mass media were effectively enhanced by the designed educational programs, emphasizing the need for such programs that help promote and develop media literacy based on theory. Korona and Hutchison's (2023) case study involving high school educators teaching various content areas investigated how their instruction was integrated with media literacy during the time they participated in a professional development course, which was conducted online. The study revealed that the course encouraged them to rethink media literacy integration as they made slight modifications in their previous teaching methods, leading to the recommendations that teachers be provided with foundational media literacy knowledge, assessing instructional changes based on professional development, and fostering critical approaches to media literacy instruction (Korona & Hutchinson, 2023).

## **Korean Dramas**

According to Straubhaar (2004 as cited in Shim, 2007), the main components that impact the audience to watch certain forms of imported cultural films are the gestures, body language, dress, language, ethnic types, music traditions, definitions of humor, religious elements, ideas about story pacing, among others. In other words, Filipinos can see Korean Dramas in the lens of “Philippine culture” (Correa, 2012 as cited in Shulze, 2013). Aside from the culture, women in particular, get fascinated by “handsome and sensitive guys faithfully [who] care for rather ‘ordinary’ girls; the male protagonists in the recent Korean dramas are muscular but sensitive and handsome but humble” (Shim, 2007, p.76). “A Korean drama becomes a hit because of the presence of its main characters, particularly the leading man who often showcases a ‘magic charm’, providing an enthralling presence” (Sioson & Sioson, 2024, p. 52). This

usually happens when a “damsel in distress meets a knight in shining armor” or when a “poor girl meets rich boy”, where the rich boy is devoted to the poor girl, or when the “male becomes the defender of the female”, setting the Prince Charming concept. Because of these overall themes, *parasocial relations* eventually happen— the special bond that the viewers hold toward the characters in the drama (Horton & Wohl, 1956 as cited in Hassim et al., 2019). Viewers become captivated by the romantic desirability of these dramas. It was also found out that there are audiences who even personally came to South Korea because they were mesmerized by these male protagonists, with the hope to find love there in the presence of Korean men. Hallyu fans not only watch the dramas, but also take time to spend such a great amount of time and money to travel to Korea, thus called the Hallyu tourism (Lee, 2020a). They are motivated by the wholesome or nonsexual image of the Korean protagonists hoping to have a romantic relationship with Korean men (Lee, 2020b as cited in Sioson & Sioson, 2024).

However, some people have it the other way around. There are viewers who, after having a nice trip in South Korea, began to watch Korean dramas. Visiting Korea may not always equate to liking to watch Korean dramas, but those who had a pleasant tour experience became fascinated to watch these dramas when they came back to their respective countries (Chan, 2007). This is called Film-Induced Tourism, where tourists visited a certain place or attraction because it was featured as a location for a movie, video, or television program (Evans, 1997, D-35, cited in Connell, 2005 cited in Chan, 2007). “South Korea has been capitalizing on the success and popularity of Korean drama in the promotion of Korea as a tourist destination” (Chan, 2007).

Due to the reasons mentioned above, the following Korean dramas, which spanned from 2010-2023, manifested the Prince Charming attributes: 1) *King the Land* (2023), 2) *See You in My 19<sup>th</sup> Life* (2023), 3) *Destined With You* (2023), 4) *My Lovely Liar* (2023), 5) *Crash Course in Romance* (2023), 6) *Business Proposal* (2022), 7) *True Beauty* (2020), 8) *What’s Wrong with Secretary Kim* (2018), 9) *Strong Girl Do Bong Soon* (2017), 10) *Love in the Moonlight* (2016), 11) *She Was Pretty* (2015), and 12) *Secret Garden* (2010) (Sioson & Sioson, 2024). Based on the surveyed literature made by Sioson and Sioson (2024), the making of a prince charming focuses on four categories: 1) *Emotions*, 2) *Gazing*, 3) *Nonsexuality*, and 4) *Flower Boys /Effeminate Image*. Additional to these are the Physical Changes that complement the status of his love interest, an “attainable” status that made him cherished by the audiences. In another paper by Sioson and Sioson (2025), they also extended the notion of “Prince Charming” in the context of Korean dramas by coining the term “deglamorization makeover” to reflect the physical transformation of the male protagonists in terms of physical appearance, physical environment, and physical movement, which lead to the attainability and simplicity of the “ideal man”.

Moreover, the existence of the “Prince Charming” also relies on the presence of and his relationship with the “Damsel in Distress”, another recurring archetype seen in fairy tales. According to Mutmainna (2015), a "perfect fairy tale" is primarily defined by two key elements: the female lead, or Damsel in Distress—often portrayed as a beautiful woman in

distress who needs to be rescued—and the male lead, or Prince Charming, who seemingly appears out of nowhere to save her. However, Sioson and Sioson (2024) found that this conventional notion of a damsel has become independent, empowered women with strong personality, firm convictions, and own career in Korean dramas, despite (still) holding a somewhat unequal status compared to the male lead. Additionally, in the Korean dramas considered by Sioson and Sioson (2024), the male lead is often seen adapting to the world of the female lead, contrasting with traditional fairy tales, where the damsel is primarily valued for her beauty and submissiveness. Building on the conventional "damsel in distress" as an ingredient in traditional fairy tales (Mutmainna, 2015), this present paper employs the term **"Empowered Damsel"** to describe a strong, independent female lead who contrasts with the traditional portrayal of a helpless damsel commonly found in fairy tales.

In this present paper, the Lesson Guide will revolve around the discussion of Character Analysis, particularly the "Prince Charming-ness" previously redefined by Sioson and Sioson (2024) based on the Korean dramas they identified. The Lesson Guide will also use the term "Empowered Damsel" that considers the strong female lead character. Here, the male and female protagonists of literary or media texts usually discussed in classes will be examined based on their physical attributes, personality traits, and character development. It will scrutinize the characters to understand the underlying themes, even morals or lessons presented in the entirety of the story.

### **Lesson Localization**

As mentioned, localization is important to ensure relevance, comprehension, and engagement among the audience. This is because localization can increase relatability, accessibility, practical application, and inclusivity. As Moradipour (2017, as cited in Laeen et al., 2019) pointed out, localization, which serves as a response to globalization, requires the distribution, modification, and expansion of knowledge frameworks, technology, social norms, and cultural as well as local values within a particular context. Pedagogy then is impacted by different cultures, which have various expectations, values, and norms, and each culture is distinct based on the perceptions and conceptions of people concerned, resulting in differences in the process of classroom instruction (Laeen et al., 2019). Moreover, localization allows schools or local authorities to modify the curriculum according to local needs, aligning its content and the teaching-learning process with the surrounding environment (Taylor, 2004, as cited in Egcas et al., 2017).

There are several studies that investigated localization in instruction. For instance, Holmes et al. (2021) surveyed the literature on localization in relation to science, technology, engineering and mathematics (STEM). The advantages of localized learning in STEM education and student development included: 1) enhanced curiosity, participation, and enjoyment of the learners, 2) improved long-term retention of knowledge and heightened career motivations, and strengthened transferable skills. Another study related to localization in terms of selecting literary texts for primary schools in Malaysia is that of Mohaideen et al. (2020). The findings indicated that compared with foreign materials, local texts were deemed to be relatable and had

more significant influence on the learners. Finally, Egcas et al's (2017) findings revealed that the experimental group of Grade 8 learners in English improved to 'proficient' coming from 'approaching proficient' in terms of their reading achievement, indicating the benefits of a localized curriculum to the learners' reading achievement.

Hence, in this paper, this localization can aid the teachers in plotting-out and discovering the "Prince Charming-ness" of the male protagonists in the text. Analyzing local media texts and discovering the "prince charming-ness" and the "empowered damsel-ness" of the main characters can enhance students' engagement and enthusiasm. For example, learners might be inclined to analyze different Korean dramas or their "Tagalized" versions (Tagalog translated; Tagalog is a Filipino language) and other local media texts that they viewed in local media. Therefore, localizing the subject matter is essential for creating educational experiences that can be both inclusive and effective. By integrating local contexts into the classroom, educators can enhance student engagement, understanding, and cultural awareness, leading to more meaningful learning outcomes.

### **Suggested Lesson Guide as a Supplementary Teaching Material for Exploring the "Prince Charming" and "Damsel in Distress" Concepts in Media Texts**

Below is a suggested template that teachers can adapt to their classes as is deemed necessary for further enrichment of discussion and reflection. Rather than requiring strict adherence to the template, this lesson guide allows for flexibility and adaptability, enabling educators to adjust its use based on the specific needs of their students, the classroom environment, and time constraints. Moreover, this guide can also serve as a supplementary and complementary resource that enhances and supports regular instruction.

Following the conventional procedure in creating lesson plans, this guide enumerates the possible instructional materials to be used, and the goals or objectives of the lesson, which refer to what the learners are expected to know and do after the lesson (Bell, 2021). The procedure outlines the specific steps that teachers could follow as the lesson develops, and it includes four sections: 1) Starter, 2) Through the Lens, 3) Deepening the Discussion, and 4) Cinch in a Pinch. Each section provides a brief explanation for its corresponding purpose.

NOTE: This lesson guide is designed to examine the main protagonists, male and female in relation to the "Prince Charming" characteristics based on Sioson and Sioson (2024) and a reimagined concept of "damsel in distress" presented here as the "Empowered Damsel".

<b>Lesson Guide Goals:</b>	<ul style="list-style-type: none"> <li>Analyze the main character's traits, experiences, relationships, and transformations (if any) in the story.</li> <li>Evaluate the impact of internal and/or external conflicts on the development of the characters</li> </ul>
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	<ul style="list-style-type: none"> <li>Identify the similarities and differences between the traditional “Prince Charming” and “Damsel in Distress” reflected in fairy tales with that of the redefined “Prince Charming” and “Empowered Damsel”</li> <li>Relate the story to situations in real life.</li> </ul>
<b>Instructional Materials</b>	Media text for analysis Graphic Organizers

• **Starter: “My Ideal Person”**

(The “Starter” section serves as an introductory activity that relates the learners’ experiences, preferences, or background knowledge to the lesson. To spark the learners’ interest and prior knowledge related to the topic are the goals of the motivation part of the lesson plan (Bell, 2021)).

1. Ask the students to list down 10 things that they like in someone based on his/her physical attributes and his/her personality.

<b>Physical Attributes</b>	<b>Personality</b>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

2. Encourage the students to examine their list and rank the attributes by choosing their Top 10, whether they are under physical attributes or personality traits.

<b>The Top 10 Attributes of My Ideal Person</b>
1.
2.
3.

<b>The Top 10 Attributes of My Ideal Person</b>
4.
5.
6.
7.
8.
9.
10.

3. Ask the learners how many are the physical attributes and personality traits that they selected as part of the Top 10.

### **A. Through the Lens**

(This “Through the Lens” section is designed to investigate the main characters of the text in more detail, by using the lens of the redefined “Prince Charming” and “Damsel in Distress” concepts found in traditional fairy tales, which contrast with the characteristics of the protagonists in Korean dramas (Sioson & Sioson, 2024)).

1. Give the students a particular text/story to read, listen, or watch.
2. Then, ask them comprehension questions related to the text.
3. Encourage the students to complete the checklist below. This can be done as an individual, pair, or small group activity.
4. Students identify whether the “Prince Charming” attributes listed in the first column are reflected in the text by putting a checkmark or drawing a smiley face in the second column. Then, in the third column, note down the specific part/s of the narrative that support their answers in the second column.

### **The Quest for the “Prince Charming”**

<b>The “Prince Charming-ness”</b>		
Male Protagonist (Name):		
<b>Attributes of “Prince Charming” based on Sioson and Sioson (2024)</b>	<b>Is it in the text?</b>	<b>Part/s of the Story where the Attribute can be Found</b>
a. status in the society or workplace:		
b. physical looks:		
c. personality:		

d. changes in physical looks when he is beginning to like the female protagonist		
e. loving/sweet gazes towards his partner		
f. Overall “Prince Charming” Characteristics Found in the Text		

2. Then, encourage the students to identify other attributes of the male protagonist, if any, that are not yet listed in the table above.
3. Discuss with the students the scenes and interactions that present how he is beginning to like the female protagonist and the changes that are happening to him, starting with his physical looks then with his personality. Include the specific activities that he does not do regularly, but has adjusted them because he wanted to be with the person he loves. Include as well on how he lovingly gazes at the face of his love interest.
4. Students then examine the “Empowered Damsel” (or the strong female lead character) by completing the worksheet below.

**The Quest for the “Empowered Damsel”  
(the Strong Female Lead Character)**

Attributes of the “Empowered Damsel”	Is it in the text?	Parts of the story where it can be found
a. career		
b. confidence		
c. conviction		
d. brave		
e. interaction with the male character before she falls in love with him		
f. the manner of appreciating the changes/ adjustments that the male protagonist has undergone because of her		

Attributes of the “Empowered Damsel”	Is it in the text?	Part/s of the story where it can be found
g. Overall “Empowered Damsel” Characteristics Found in the Text		

5. Then, encourage the students to identify other attributes of the female protagonist, if any, that are not yet listed in the table above.

### C. Deepening the Discussion

(This “Deepening the Discussion” provides additional suggested questions for discussion vis-a-vis the Lesson Guide Goals. This activity can be done in pairs, small groups, or the whole class. As alternative activities, the students can present their answers in various forms (e.g., podcast, collage, memes, reels, or journal entry). The learners are encouraged to provide examples or evidence from the story to support their answers.)

#### Suggested Questions for Deepening the Discussion

Lesson Guide Goals	Suggested Questions
<ul style="list-style-type: none"> <li>Analyze the main character’s traits, experiences, relationships, and transformations (if any) in the story.</li> </ul>	<ul style="list-style-type: none"> <li>a. How do the traits of the main character evolve in the story?</li> <li>b. What are the important experiences that affected the decisions and actions of the main character?</li> <li>c. How does the relationship of the male and female characters impact the development of their character?</li> </ul>
<ul style="list-style-type: none"> <li>Evaluate the impact of internal and/or external conflicts on the development of the characters</li> </ul>	<ul style="list-style-type: none"> <li>a. How did the internal conflict/s (if any) affect the decisions and actions made by the characters?</li> <li>b. How did the external conflict/s (if any) affect the decisions and actions made by the characters?</li> </ul>
<ul style="list-style-type: none"> <li>Identify the similarities and differences between the traditional “Prince Charming” and “Damsel in Distress” reflected in fairy tales with</li> </ul>	<ul style="list-style-type: none"> <li>a. What are the traits found in the story that match the embodiment of the redefined concept of “Prince</li> </ul>



Lesson Guide Goals	Suggested Questions
<p>that of the redefined “Prince Charming” and “Empowered Damsel”.</p>	<p>Charming”?</p> <p>b. What are the traits found in the story that match the embodiment of the redefined concept of “Damsel in Distress” (i.e. the “Empowered Damsel”)?</p> <p>c. How similar are these redefined traits to the stereotypes presented in fairy tales?</p> <p>d. How different are these redefined traits to the stereotypes presented in fairy tales?</p> <p>(Responses to these questions may be related to the students’ answers in the previous activity (“Through the Lens”))</p>
<ul style="list-style-type: none"> <li>• Relate the story to situations in real life.</li> </ul>	<p>a. Have you encountered the same problem/s experienced by the main character/s? If yes, how did you deal with it/them?</p> <p>b. How does the portrayal of redefined “Prince Charming” reflect the men of today?</p> <p>c. What are the issues experienced by the women today that influenced them to be “Empowered Damsel”?</p> <p>d. What lessons can be learned from the story that can be related in real life situations?</p> <p>e. If you were in the same situation as that of the main character/s, will you also act the same way they did? Or will you act differently?</p>

## D. Cinch in a Pinch

(This “Cinch in a Pinch” section serves as a concluding activity that ties up all the related discussion points and activities in the suggested Lesson Guide.)

1. Ask the students to go back to their responses in the “Starter” activity where they selected the top 10 physical and/or personality traits of their “Ideal Person”.
2. Encourage them to create an updated version of their list. Their responses may be similar to or different from their previous answers. Encourage a discussion on their final choices of traits or attributes of their ideal person.
3. Encourage the students to share their responses and synthesize the lessons they learned as a way to conclude the discussion.

<b>REVISITING MY IDEAL PERSON</b>	
<b>The Top 10 Attributes of My Ideal Person</b>	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

## Discussion and Conclusion

Character Analysis is an important element to be examined in studying a literary piece or media text because it can help the readers understand the characters involved in the story, particularly the protagonists. The readers can relate the characters’ experiences with their own life experiences as well. Along the way, they can realize how the conflicts have been resolved by the character/s, which can lead to the discoveries of the underlying themes that will help them think critically and analyze realities of life that humans have to face. Character Analysis also helps the readers increase their literary or media text appreciation and be able to understand real life situations as well.

Because of the popularity of Korean dramas and their actors, a character analysis to be done in classes, can be patterned after “Prince Charming” (Sioson & Sioson, 2024), along with “Empowered Damsel” as redefined concepts. This can be a great and engaging way to investigate the deeper background and appeal of the main characters in the story. This can also increase the interests of the students in studying lessons in literature and other media texts, because it can be used to find out more about the “prince charming-ness” as a knight in shining armor and the “empowered damsel-ness” as a redefined damsel in distress. Furthermore, this can encourage and inspire young people to look closely, aside from the physical looks, at the personality of individuals they meet. By being immersed in this kind of lesson, they could set particular standards for themselves and for the people with whom they interact with, and to offer and be offered not just the *bare minimum*. This can motivate them to go the “extra mile” especially when treating others and strive to become better versions of themselves. In this way, they can pursue to become their own ideal person, as well. Additionally, as Putri (2024) concluded, through the empowered depiction of characters, “emerging generations gather insights into the diverse pathways for women to assert themselves, pursue their aspirations, and shape their futures on their own terms” (p. 44).

Moreover, the traditional concept of “Prince Charming” commonly reflected in fairy tales has been redefined by Sioson and Sioson (2024) in examining Korean dramas. This particular redefinition of “Prince Charming” entails pedagogical applications explored in this paper in the form of a lesson guide and the presentation of the “Empowered Damsel”. It is of value to continuously advance the notion and discourse of traditional concepts as humans continuously evolve as they also continuously face issues in modern society. Moreover, it is also important to localize the concepts, making them more relevant and relatable to local cultures in relation to the media texts to be analyzed. In localizing the lesson, the traditional concepts (e.g. Prince Charming and Damsel in Distress) can be tested in terms of their universality or particularity and can also help increase learner engagement and cultural relevance in the lessons as topics reflect the current local (and even) global landscapes.

Furthermore, the role of media cannot be underscored enough in shaping and reshaping values, beliefs, perspectives, and behavior of human beings. This is because media can reflect and can also be sources of culture as Bennis and Ghourdou (2024) asserted that media carries messages and Arias (2019) citing previous research of the individual and social impacts of media. In this sense, developing media literacy skills is crucial if learners are to prepare themselves for the impacts of media. Hence, it is important for learners to be more conscious and more importantly, be more critical of the media content they consume. By encouraging students to analyze and question media texts, they also examine the current issues, challenges, and values that impact the world today and how they can be influenced at a personal and social level.

Finally, this paper is not without its limitations as it presents a suggested lesson guide as a supplementary teaching material for educators in the fields of literature and media literacy, and to promote a deeper analysis of “Prince Charming” and Empowered Damsel” as concepts in relation to the local culture as the objectives of this article. As such, this paper paves a way for empirical research in the future aimed at testing the implementation or effectiveness of the

proposed lesson guide. Moreover, further research on the definition and nature of “Prince Charming” and the “Empowered Damsel” concepts, not only in their theoretical underpinning, but also through their realization in pedagogical implications by merging theory and practice in the classroom is also recommended. Studies that explore the effectiveness of this lesson guide, specifically, for character analysis in relation to global and local contexts are also proposed for deeper grasp and appreciation of its significance. More importantly, such studies could help provide deeper insights for students, hopefully fostering a more critical understanding of individuals, their relationships, and their interactions in daily lives.

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SESSION

2

MANAGEMENT  
PANEL





# Enhancing Employee Productivity Through Training, Development, and Team Building: A Case Study at PT. Kompas Media Nusantara

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## Abstract

This study aims to analyze how training, development, and team-building activities can improve work productivity in companies. The research is conducted at PT. Kompas Media Nusantara, one of the largest media companies in Indonesia. A qualitative research approach is employed, utilizing in-depth interviews with key stakeholders. The primary informant is the HR manager, while triangulation informants consist of employees selected based on specific criteria. The research methodology follows a structured process, including data collection, data reduction, data presentation, and conclusion drawing.

The findings indicate that training programs tailored to individual needs help create relevant initiatives that align with corporate objectives. The company employs a measurement tool called Training Needs Analysis (TNA) to facilitate this process. The second key finding reveals that employee development is largely achieved through mentoring, which effectively enhances skills and adaptability to change. The third finding highlights that both formal and informal team-building activities strengthen employee relationships, foster teamwork, and improve communication, ultimately boosting overall performance. Moreover, planned job rotations and an inclusive work environment contribute to maintaining employee motivation and well-being, leading to increased productivity. This study underscores the importance of a comprehensive approach that integrates training, development, and team building to enhance employee performance and sustain corporate competitiveness.

**Keywords:** Training, Development, Team Building, Productivity

## Introduction

In today's digital era, traditional print media is facing declining consumer interest, with advertising revenues plummeting due to the widespread penetration of digital platforms. Traditional media companies, such as PT. Kompas Media Nusantara—one of Indonesia's leading media pioneers—must continuously innovate, both in their product offerings and human resource management. With a longstanding legacy in the media industry, the company recognizes that human capital is its most valuable asset in achieving its vision and mission. Thus, a strong focus on human resource management and productivity is imperative.

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Employees are one of the most critical assets of a company, playing a crucial role in driving daily operations, both technical and non-technical. Employee productivity is a key factor in determining a company's success, as everyone's contribution directly impacts the achievement of organizational goals. Highly skilled and motivated employees tend to work more efficiently, ultimately improving operational effectiveness and enhancing the company's competitiveness. However, to sustain optimal performance, employees require continuous support and development.

In the face of globalization and increasingly intense business competition, companies must enhance their human resource productivity to remain competitive and achieve their strategic objectives. Employee productivity reflects a company's operational efficiency and serves as a key indicator of overall organizational performance. Therefore, improving productivity has become a strategic issue that businesses must address to remain relevant in an era of rapid change. To achieve this, many companies implement training, development, and team-building programs as key strategies.

Employee training serves to update both technical and non-technical skills, enhance work efficiency, and stimulate innovation in overcoming workplace challenges. As a core function of human resource management, training involves a structured process aimed at equipping employees with the essential knowledge and skills to perform their roles efficiently (Yimam, 2022). Training is continuing practice that equips employees with essential knowledge and skills, enabling them to enhance their performance, and when organizations foster a culture that values training, they cultivate a more committed workforce (Ahmad & Manzoor, 2017).

Employee development goes beyond training by focusing on long-term capacity building, equipping employees to navigate changes and cultivate leadership potential. In today's fast-evolving business landscape, particularly with technological advancements and shifting market dynamics, employee development ensures workforce adaptability and relevance. As businesses evolve and employee motivations shift, the importance of employee development programs continues to grow, making it essential for managers to understand these motivations to ensure long-term organizational success (Bilderback & Miller, 2023). Development opportunities are opportunities to gain more skill and knowledge or some other opportunities contributing to the employee (Özdemir, 2024). Moreover, effective development programs empower employees and instill a sense of value, which directly contributes to increased productivity and work quality.

Strong teamwork is essential for creating a productive work environment. Effective communication and collaboration enable employees to complete projects more efficiently. Team-building programs play a significant role in strengthening employee relationships, fostering trust, and cultivating a positive work atmosphere, all of which contribute to enhanced team and individual productivity in achieving corporate goals. Team building is a crucial aspect of human resource management in project-intensive organizations, as it focuses on transforming a diverse group of employees from different organizational segments into a cohesive and collaborative unit (Nauman et al., 2022). Traits such as collaboration, communication, trust, positivity, respect, and

adaptability form the core of productive team dynamics and are crucial for organizational success and job performance (Hessari et al., 2024).

While previous research in HRM has extensively examined the impact of training and development on employee performance, limited studies have explored a holistic, integrated approach that combines training, development, and team-building activities to enhance productivity. This study fills that gap by investigating how these three HR interventions, when implemented in synergy, contribute to sustainable employee performance in a media industry context.

## **Research Objectives**

Based on the background presented, the objectives of this research include:

1. To analyze how training can enhance employee productivity at PT Kompas Media Nusantara.
2. To analyze how employee development can enhance employee productivity at PT Kompas Media Nusantara.
3. To analyze how team building can enhance employee productivity at PT Kompas Media Nusantara.

## **Literature Review**

### **Human Resource Management (HRM)**

Human Resource Management (HRM) plays a vital role in managing people strategically within an organization to enhance performance and competitive advantage. Anwar and Abdullah (2021) found that effective HRM practices are positively correlated with enhanced organizational performance, including reduced turnover rates and increased productivity. These findings underscore the critical role of HRM in shaping key organizational metrics. Recent studies emphasize the integration of technology in HRM, such as Human Resource Management Systems (HRMS), which addresses challenges and leverages opportunities for training and skill development (Febrian & Solihin, 2024). Furthermore, Fitzhugh and Daniels (2025) highlight that effective HRM practices, including employee engagement and decision-making involvement, foster a sense of belonging and organizational commitment.

### **Employee Productivity**

Employee productivity refers to the efficiency and effectiveness with which employees complete their tasks and contribute to organizational goals (Bhatti & Qureshi, 2007). It is commonly measured by output per unit of input, such as the amount of work completed relative to time, resources, or effort expended. High employee productivity indicates that workers are performing their duties optimally, minimizing waste while maximizing results. Organizations

strive to enhance productivity as it directly impacts profitability, competitiveness, and overall business success (Singh et al., 2022).

The dimensions of employee productivity encompass several key aspects, including individual performance, team collaboration, and organizational support. Individual performance involves an employee's skills, motivation, and ability to manage time efficiently. Team collaboration highlights the importance of communication, cooperation, and synergy among colleagues, ensuring that collective efforts lead to greater efficiency. Organizational support refers to leadership, workplace culture, technology, and resources provided by the company, all of which play crucial roles in facilitating productivity. When these dimensions align, employees can perform at their best and drive the organization forward (Felstead & Reuschke, 2023; Muttaqien et al., 2022).

Improving employee productivity requires a strategic approach that includes training and development, effective leadership, and a positive work environment (Yazdanifard, 2014). Employers must invest in continuous learning opportunities, equip employees with the necessary tools, and foster a culture of engagement and recognition. Additionally, balancing workload and promoting well-being contribute to sustainable productivity, preventing burnout while maintaining high performance. By focusing on these elements, organizations can create a thriving workplace where employees are motivated, efficient, and aligned with business objectives.

## **Employee Training**

Training is a crucial element of HRM that focuses on improving employees' knowledge and skills to boost performance. Asfaw, Argaw, and Bayissa (2015) argue that training and development directly impact employee performance and organizational effectiveness. Training is a structured process to enhance employees' skills, knowledge, and competencies, thereby improving individual and organizational performance. It involves systematic activities to facilitate learning and development, enabling employees to adapt to evolving job requirements and contribute effectively to organizational goals. Kolb (2015) stated that learning is a process whereby knowledge is created through experience transformation. Providing hands-on experiences followed by reflection in training contexts can enhance learning outcomes. Mezirow (2018) suggests that learning involves transforming existing frames of reference through critical reflection. Training programs encouraging critical thinking and self-reflection can lead to transformative learning experiences.

Training Measurement indicators (Asfaw, Argaw, & Bayissa, 2015)

- Training Effectiveness Score: Measures the effectiveness of training based on pre- and post-training evaluations.
- Skill Enhancement Post-Training: Assesses the improvement of skills acquired after attending training.
- Knowledge Retention Rate: The percentage of training materials retained by employees after a certain period.

## **Employee Development**

Employee development extends beyond training, focusing on long-term career growth and skill enhancement. Noe et al. (2017) highlights that employee development encompasses both formal and informal learning experiences, helping individuals acquire new skills and prepare for future roles within the organization. Fitzhugh and Daniels (2025) further suggest that organizations that promote a culture of learning and career progression tend to retain top talent and maintain a competitive edge. Moreover, Febrian and Solihin (2024) highlight how advancements in HRM technology, such as artificial intelligence (AI) and blockchain, create new opportunities for skill development and workforce improvement.

Employee development measurement indicators (Afroz, 2018)

- Career Growth Opportunities: Evaluation of promotion opportunities after participating in development programs.
- Employee Retention Rate: The retention rate of employees linked to career development opportunities.
- Leadership Skill Improvement: Assessment of leadership skill enhancement after employee development initiatives.

## **Employee Team Building**

Team building is essential in fostering strong collaboration and efficiency among employees. Forto (2021) asserts that experiential learning, such as role-playing and interactive team exercises, helps teams understand the consequences of their decisions, reducing the likelihood of repeated mistakes. Pipitone (2018) also notes that well-designed team-building programs improve group dynamics and enhance workplace cohesion. Furthermore, Radcliffe (2005) found that organizations investing in team-building activities experience stronger workplace relationships, improved communication, and higher overall performance.

Team building measurement indicators (Burke et al., 2006)

- Team Cohesion Index: Measures alignment and synergy within a work team.
- Collaboration Efficiency Score: Assesses the effectiveness of teamwork in completing tasks.
- Conflict Resolution Success Rate: The success rate of resolving conflicts within a team after participating in team-building activities.

Based on the background description and theoretical basis that has been prepared, the researcher has formulated the following research framework as follow:



Figure 1. Research Framework  
Source: Data Processed

## Research Methodology

This study uses a descriptive research design with a qualitative approach. The primary subject of this research is the Head of the Human Resource Division at PT. Kompas Media Nusantara. The research focuses on programs designed to enhance employee competencies, including training, development, and team building. Data collection methods consist of in-depth interviews, observations, and an analysis of company documents. The use of data triangulation ensures validation from multiple sources, thereby enhancing the accuracy and reliability of conclusions.

The research participants include HR leaders with expertise relevant to the study's objectives and employees who have participated in training and development programs for at least one year, serving as triangulation sources. The researcher conducts semi-structured interviews with the Head of the Human Resource Division and selected employees to gain insights into their experiences with the implemented programs. Additionally, the researcher actively participates in training, development, and team-building activities to better understand group dynamics.

The study's research indicators are divided into two units of analysis. The first unit focuses on employee skills and motivation, assessed through skill tests and pre- and post-program surveys following team-building activities. The second unit examines employee productivity, evaluated based on performance, efficiency, output quality, and target achievement, using data obtained from management reports. Furthermore, team collaboration is assessed through satisfaction surveys and feedback mechanisms to evaluate the impact of team-building programs.

Data analysis involves systematically compiling and processing information obtained from observations, interviews, field notes, and other relevant sources. All collected data undergo verification through triangulation, which compares information from multiple sources, such as leadership and employee interviews, direct observations, and company documents. This step ensures data consistency and accuracy, providing a comprehensive understanding of the impact of training, development, and team building on employee productivity.

The data analysis process follows several stages. First, data is gathered from various relevant sources. Second, data reduction is conducted to filter and simplify information, ensuring a focus on essential and relevant data. The reduced data is then presented in tables, graphs, or narratives to facilitate interpretation. Finally, conclusions are drawn based on emerging patterns and findings throughout the analysis process. Through this approach, the research delivers a comprehensive understanding of how training, development, and team-building programs effectively influence employee productivity.

## Results

### Employee Training Programs

Training tailored to individual and organizational needs plays a strategic role in enhancing employee competencies. Through a systematic approach such as Training Need Analysis (TNA) and in-depth interviews, the company ensures that training materials align with employees' tasks and responsibilities. Effective training improves both technical and soft skills, preparing employees to face challenges in a dynamic work environment. Additionally, training helps employees adapt to industry changes and developments. By understanding specific needs, training provides new insights that expand work scope and collaboration, as experienced in the Illuminate program for marketing research. Therefore, investing in relevant and high-quality training is a crucial step for companies to maintain competitiveness and ensure employees remain competent and productive.

*"If the training aligns with our needs, it will definitely be more effective." – Putri*  
*"We ensure that training aligns with organizational needs and maintains high quality." – Dinda*

Training plays a vital role in increasing employee productivity and ensuring their relevance to company needs. The success of training is measured by its implementation in daily activities. The company evaluates the training impact by monitoring changes in employee work behavior over several months. This approach ensures that training is not merely a formality but genuinely contributes to performance improvement. With relevant content and a structured evaluation system, training becomes a strategic investment in employee development and company growth.

*"For instance, in sales consultation training, we check three months later whether participants have started to change their work approach in line with the training." – Dinda*



Informal mentoring is considered more effective as it provides flexibility and comfort in the learning process. Learning naturally from an admired individual is more impactful than formal mentoring. Furthermore, a voucher-based training system allows employees to select training sessions based on their needs, creating a more relevant and beneficial learning experience.

*"Informal mentoring is more effective because we can naturally learn from someone we admire." – Husnul*

Kompas also strives to enhance employee interest in training by fostering an enjoyable learning environment, such as through the Learning Week program and digital wallet incentives. This approach has proven to increase employee satisfaction, as they have the freedom to choose training while receiving additional support that motivates them to continue learning.

*"We are given vouchers to attend training sessions that suit our needs, and this is very helpful." – Putri*

*"We aim to create a fun learning culture with Learning Week and provide digital wallet incentives." – Dinda*

Based on the data obtained, it can conclude that the Training Program at PT. Kompas Media Nusantara effectively occurred. There are key factors that are implemented in the company program, such as:

1. Training Customization: Training programs are tailored to both individual and organizational needs using Training Need Analysis (TNA).
2. Soft and Technical Skill Development: Training enhances both technical competencies and soft skills to prepare employees for workplace challenges.
3. Training Evaluation: The company assesses training effectiveness by monitoring employees' work behaviour changes over time.
4. Informal Mentoring: Employees benefit from informal mentoring, which offers flexibility and comfort in learning from experienced colleagues.
5. Voucher-Based Training: Employees receive training vouchers, allowing them to select courses that best suit their professional needs.
6. Engaging Learning Culture: Programs like *Learning Week* and digital wallet incentives make training enjoyable and encourage continuous learning.
7. Strategic Investment: Training is seen as a key factor in maintaining employee productivity and company competitiveness.

### **Employee Development Programs**

The development program in the company plays a crucial role in enhancing both technical and managerial competencies. Continuous learning is essential to remain relevant in the company, especially given the dynamic nature of partnership roles that involve multiple domains such as sales and marketing. Training programs in copywriting and digital marketing provide deeper insights into technical aspects and strategic marketing approaches. The expansion of knowledge



has significantly contributed to professional growth and the effectiveness of research teams especially in media industry.

*"I need to keep learning to stay relevant to the company's needs, especially since this partnership role is very dynamic and covers multiple areas, such as sales and marketing."*  
- Husnul

*"The training was very impactful as it provided new skills in marketing research, whereas previously, we only focused on political research."* - Putri

It can be emphasized that the training provides knowledge beyond the specific tasks assigned. This contributes to professional development and offers new insights that complement interconnected job functions.

The development programs at the company are designed through a structured Training Needs Analysis (TNA) process and direct interviews with managers. This ensures that the training provided is not only relevant but also of high quality, addressing the specific needs of employees and the organization. Such a systematic approach guarantees that employees acquire new insights while simultaneously strengthening their managerial skills. The development program also helps employees prepare for more advanced roles. Moving from a marketing role to sales responsibilities enables a comprehensive understanding of marketing and sales functions, which are critical for partnership positions. These skills are essential for handling broader responsibilities and career progression.

*"We ensure that the training provided aligns with the organization's needs and maintains high quality."* – Dinda

Moreover, leadership training plays a vital role in equipping employees with the necessary strategic thinking skills to manage teams effectively. The training programs provide a structured understanding of leadership dynamics, preparing employees to take on greater responsibilities within the organization. The career development pathway is designed to prepare employees for higher roles. The company closely monitors high-potential employees and provides them with opportunities to grow. Through targeted training and leadership programs, employees gain the skills and insights needed to take on strategic and leadership responsibilities, ensuring a continuous cycle of professional growth within the organization.

The work environment at the company fosters employee development, creating a motivating atmosphere that encourages retention. Training and development programs help employees stay relevant to the company's needs while also enhancing their efficiency. When organizations invest in relevant and high-quality training programs, employee retention improves as they feel supported in their career growth, leading to a stronger and more sustainable working relationship. Furthermore, companies that grant employees the freedom to choose training programs tailored to their needs contribute significantly to job satisfaction. A positive learning culture is fostered through creative approaches that encourage continuous education. When employees enjoy the learning process, they are more likely to engage actively in training and apply new skills in their work.

*"Training and development help me stay relevant to the company's needs and speed up my work." - Husnul*

By implementing a dynamic approach to employee development, organizations can ensure that their workforce remains engaged and equipped with the necessary skills to meet evolving business demands. Employees who feel empowered through skill enhancement initiatives are more likely to contribute proactively to the company's success. Investing in meaningful and adaptive training programs is a strategic way to cultivate both employee growth and organizational excellence. The key factors for employee development are concluding as follow:

1. Continuous Learning for Relevance: Essential for adapting to dynamic roles like sales and marketing.
2. Strategic & Technical Training: Enhances skills in copywriting, digital marketing, and leadership.
3. Structured Development Programs: Designed through Training Needs Analysis (TNA).
4. Career Growth & Leadership Readiness: Prepares employees for higher responsibilities and managerial roles.
5. Employee Retention & Engagement: High-quality training boosts motivation, job satisfaction, and long-term commitment.

### **Team-Building Programs**

Team-building activities play a crucial role in strengthening relationships among team members, both through formal programs and informal activities such as team outings or small-group gatherings. These activities create a more familiar and comfortable atmosphere, allowing for open and effective communication within the team. Training programs on teamwork also help employees collaborate better, even when working with unfamiliar colleagues.

*"There are formal HR-led activities involving multiple teams, as well as informal activities such as hangouts or staycations within smaller team groups. Both are important for strengthening relationships among employees." - Husnul*

*"During the teamwork training, we learned how to work together even though we didn't know each other before, and it improved communication within the team." - Putri*

Team-building initiatives contribute to fostering trust within the team. Cross-departmental collaboration in training programs encourages employees to understand each other's roles, ultimately increasing confidence in their colleagues' abilities. Through structured activities, employees build stronger connections, which enhance teamwork and productivity. Effective team-building programs are designed to address communication barriers within teams. Activities tailored to specific challenges help employees establish better connections and improve interaction dynamics. Whether through structured sessions or informal gatherings, these initiatives create a more cohesive work environment, ensuring smoother collaboration.

*"Team building must have a clear purpose, such as improving communication and enhancing collaboration between teams." – Dinda*

Improved teamwork leads to enhanced team performance by boosting both productivity and efficiency. Strengthened relationships facilitate smoother collaboration, allowing tasks to be completed more quickly and effectively. A strong sense of camaraderie and mutual understanding ultimately leads to better workplace synergy and overall team performance.

*"If there is a team that is not yet familiar with each other, we organize activities to introduce them. Or if there are communication issues, we create programs to improve them." – Dinda*

*"With stronger relationships, conflicts are easier to resolve because we already understand each other." – Husnul*

*"We learned to overcome differences through more constructive discussions during teamwork training." – Putri*

Additionally, well-structured team-building initiatives foster innovation and encourage proactive problem-solving, ultimately enhancing overall team performance. When communication, trust, and conflict resolution are well-integrated through team-building activities, team performance significantly improves. Programs that emphasize collaboration and synergy help teams achieve their objectives with higher productivity and innovation.

*"Through training, we learned how to align our working methods so that team goals can be achieved more effectively." – Putri*

*"This program is designed to strengthen collaboration, thereby improving the overall performance of the team." – Dinda*

It can be concluded that the company has succeeded in increasing employee engagement through this team-building activity. The closer their relationship among employees, the more collaboration will increase, ultimately increasing productivity. There are key factors that can be concluded from this team building, including:

1. Strengthening Relationships: Team-building activities, both formal and informal, help create a comfortable environment that enhances communication and collaboration.
2. Building Trust: Cross-departmental training programs foster understanding of roles, increasing confidence in colleagues' abilities and improving teamwork.
3. Improving Communication & Conflict Resolution: Structured activities address communication barriers, leading to smoother collaboration and easier conflict resolution.
4. Enhancing Team Performance: Stronger relationships, trust, and synergy boost productivity, efficiency, and innovation within the team.

## **Employee Productivity**

Training and development programs contribute to employees' ability to complete tasks more efficiently. Training enhances productivity, speeds up work processes, and ensures alignment with company needs. The transition from one department to another demonstrates how employees can adapt and maintain performance even in different work environments. When training aligns with employees' needs, it becomes more effective in helping them understand what needs to be done to achieve their targets. The success of a training program is measured by how well employees apply their newly acquired skills in daily tasks. A well-designed development program

provides employees with the necessary tools and knowledge to complete tasks faster and more efficiently, ultimately supporting the company's goals.

*"This training supports my productivity, speeds up work, and maintains relevance to the company's needs." – Husnul*

Training programs also play a crucial role in improving work quality. Employees who receive training in specialized areas, such as copywriting and digital marketing, can produce higher-quality work that meets industry standards. Training in strategic research, for example, helps employees generate more relevant and well-structured reports. Feedback from supervisors and colleagues serves as a key method to evaluate the impact of training on work quality. When training programs provide employees with specific and relevant skills, their work output improves, often meeting or exceeding the expected standards. With high-quality training and continuous evaluation, employees can enhance their performance and contribute more effectively to their organization.

*"I need to keep learning to stay relevant to the company's needs, especially to maintain the quality of my work." – Husnul*

*"If the training aligns with our needs, it will definitely be effective because it helps us understand what needs to be done to achieve our targets." – Putri*

A supportive work environment that fosters a healthy work-life balance contributes to higher job satisfaction. Team-building activities strengthen relationships among employees, making the workplace more enjoyable. Additionally, flexible mentoring programs help employees feel more comfortable in their roles. Training policies tailored to individual needs, such as providing training vouchers, further enhance job satisfaction by allowing employees to choose learning opportunities that align with their career goals. Other initiatives, such as Learning Week programs and incentives like e-wallet bonuses, help boost motivation and engagement. When companies create a positive work culture by offering relevant training, strengthening workplace relationships, and providing meaningful incentives, employees feel valued and more motivated, leading to a more productive and satisfied workforce.

*"We strive to create an enjoyable learning culture, ensuring that employees feel valued and motivated to perform better." - Dinda*

## **Discussion and Conclusion**

Training, employee development, team-building activities, and productivity management are complementary elements in building a resilient, competitive, and adaptive organization in response to a dynamic business environment. Companies strive to design employee development programs that align with both individual and group needs. Needs-based training has been proven to enhance productivity, as demonstrated by PT. Kompas Media Nusantara. This approach serves as a valuable reference when formulating employee development initiatives within an organization. (Dipboye, 2018), prove that training achieves the best results when it consists of an orderly, planned sequence of events. The process starts with an assessment of needs and the specification of training objectives, followed by the careful design and implementation of a

program, and culminating in the evaluation of how well the training achieves the objectives.

Training programs tailored to individual needs identified through Training Needs Analysis (TNA) forms and managerial feedback allow companies to design initiatives that align with strategic goals while simultaneously fostering specific employee skills. In line with previous research Ludwikowska (2018) explain that Training Needs Analysis (TNA) provides information about the current employee efficiency level, the skill areas that most need development, and how this might be achieved. TNA focuses on programs to move the company toward its objectives and impact employee efficiency. This approach not only enhances technical competencies but also a sense of appreciation and motivation, encouraging employees to contribute more significantly. Furthermore, employee development through informal methods such as mentoring and coaching integrated into daily work experiences facilitates deeper and more personalized learning. Direct interactions with clients, colleagues, and supervisors create opportunities for employees to build confidence, enhance their skills, and naturally adapt to the dynamics of their roles.

Team-building activities also play a crucial role in fostering strong interpersonal relationships and synergy within teams. Both formal and informal activities contribute to improved communication, heightened trust, and stronger collaboration, enabling teams to tackle challenges more effectively. The previous studies stated that effective team building enhances an individual's cognitive outcome like teamwork competencies and affective outcomes like trust and team potency, coordination and effective communication (Potnuru et al., 2019). On the other hand, team-building activities should be structured with a deeper approach to encourage open communication, strengthen collaboration, and provide a constructive space for conflict resolution. To maintain motivation and prevent burnout, structured task rotation can serve as an effective strategy introducing new challenges while broadening employees' perspectives across various business functions. Moreover, fostering an inclusive workplace is essential to maintaining a healthy balance between productivity and employee well-being, ultimately creating a positive and growth-oriented work culture. By strategically integrating these initiatives, companies can enhance individual and team performance, bolster organizational competitiveness, and establish a solid foundation for navigating future challenges.

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## Bibliography

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# Branding Creation Through Korean Cultural Identity of Thai Korean-Style Product Entrepreneurs in Thailand

Noppadol Saleepoch<sup>1\*</sup>, Chittikan Lakariya<sup>2</sup> Sermsak Khunpol<sup>3</sup>

## Abstract

This qualitative research examines how Thai entrepreneurs integrate Korean cultural identity into their branding strategies for Korean-style products. Data from 30 sources, including academic documents, news articles, and online media, were analyzed using descriptive and inductive methods within the cultural identity framework. The findings highlight that Korean cultural identity enhances brand differentiation in Thai Korean-style products. Key elements include traditions, modern technology, K-pop and Hallyu, minimalist aesthetics, and high-quality craftsmanship.

The formation of this identity involves two key factors: (1) Influence from Korea—South Korea strategically promotes its cultural heritage as soft power through policies like the Hallyu Industry Support Development Plan; (2) Adoption in Thailand—Since 1997, the popularity of Korean dramas and K-pop has driven the adaptation of Korean-style branding in Thailand, creating a distinct identity unique to the Thai market.

This study provides valuable insights for entrepreneurs and policymakers on effectively utilizing Korean cultural identity in branding to enhance market competitiveness.

**Keywords:** Branding, Korean Cultural Identity, Thai Korean-Style Products

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## Introduction

Thailand is one of the many countries influenced by the rising popularity of Korean culture, widely recognized as the Korean Wave or Hallyu (한류) in Korean. Particularly since the early 2000s, the popularity of Korean dramas such as *Winter Sonata* and *Full House* has fuelled a fanatic enthusiasm for Korean culture among Thai consumers. This phenomenon has led to an increasing demand for products and services associated with Korean culture, ranging from cosmetics and Korean cuisine to tourism in South Korea. As a result, many Thai entrepreneurs have recognized the potential to integrate Korean cultural identity into their branding strategies to attract consumers who are passionate about Korean culture. This has led to the emergence of “Thai Korean-style products”, which are goods and services incorporating elements of Korean culture. These adaptations manifest in various aspects such as product design, symbols, materials, and conceptual approaches that reflect Korean aesthetics. Examples include using the Korean language in product packaging, minimalist Korean-inspired product designs, and the representation of Korean beauty and modernity.

At the same time, the development of Thai Korean-style products presents intriguing opportunities, as the Thai market is characterized by cultural and economic diversity. Entrepreneurs can blend elements of Thai cultural identity with Korean influences to create unique products and services that cater to evolving consumer preferences. Additionally, some Thai entrepreneurs have imported Korean goods and establish their own brands, leveraging Korean cultural identity as a key differentiator in the marketplace.

Given these trends, it is crucial to conduct an in-depth study to understand the most effective methods for incorporating Korean cultural identity into Thai Korean-style products. This research focuses on analysing the characteristics of Korean cultural identity that can be leveraged in branding strategies. The study aims to provide clear guidelines on how Thai entrepreneurs can integrate Korean cultural elements into their products and services to enhance brand positioning and market competitiveness.

## Research Objectives

The primary objective of this study is: to examine the process of brand creation through the integration of Korean cultural identity by Thai entrepreneurs producing Korean-style products.

## Literature Review

1. The Emergence of the Korean Wave. Korean Wave (Hallyu, 한류) is a term coined by Chinese journalists in the late 1990s, referring to the gradual expansion of Korean cultural influence across East and Southeast Asia. This phenomenon has surpassed the expectations of scholars and media professionals, as it represents a transnational cultural movement that extends beyond the traditional economic, political, and social influence of major global powers such as the United States.

Amidst digital globalization, the Korean Wave has been growing for over a decade and continues to gain momentum (Wailalak Noipayak, 2008). In Thailand, the Korean Wave first gained widespread popularity through Korean television dramas, films, K-pop music, and online games. This growing fascination has led to an increased interest in various aspects of Korean culture, including the Korean language, cuisine, tourism, fashion, beauty standards, and even cosmetic surgery. The initial surge of Korean cultural popularity in Thailand can be traced back to the early 2000s. In 2005, the Korean drama Full House was aired in Thailand, capturing the hearts of Thai audiences with its romantic storyline and visually appealing cast. The male lead “Rain” who was at the peak of his career at the time, further boosted the show’s popularity. This drama became a cultural gateway, sparking a widespread interest in Korean entertainment and lifestyle among Thai consumers

2. The Success of South Korea in Exporting Culture Through Hallyu. The export of Korean culture (Hallyu) has gained significant attention from scholars and businesses, particularly regarding the use of Soft Power to expand its influence through entertainment media and cultural products. Research indicates that promoting entertainment industries such as K-pop, Korean dramas, and Korean cuisine has contributed to South Korea’s positive image and economic growth (Department of International Trade Promotion, Ministry of Commerce, 2023).

3. The Influence of the Korean Wave on Consumer Behavior. A study by Nattawadee Chaijaras (2020) examined the impact of the Korean Wave on Russian teenagers' behavior. The findings revealed that Hallyu has led to behavioral imitation in fashion, food consumption, Korean product usage, and language learning. Although the level of imitation was relatively low, Russian teenagers held a positive attitude toward Korean culture, demonstrating its effectiveness in penetrating foreign markets (Nattawadee Chaijaras, 2020)

4. The Adoption of Korean Cultural Identity in Thai Products. In Thailand, the Korean-style product industry is experiencing continuous growth. Thai entrepreneurs have incorporated Korean cultural identity through symbolic language, artistic expressions, and technological elements reflecting Korean aesthetics. Studies indicate that this approach enhances brand competitiveness and increases consumer recognition in a high-demand market (DITP, 2023).

5. Branding Strategies Through Korean Cultural Identity. Several studies have explored how businesses integrate Korean cultural identity into their branding strategies worldwide, including in Thailand. Thai entrepreneurs have adopted elements such as Korean-language names, minimalist product designs, and imagery associated with K-Beauty and K-Food trends to differentiate their products in the market (Angsumalin Kachaphong, 2023).

6. Branding Strategies of Korean Entrepreneurs. Lee (2009) as cited in Kriangsak Charoenwongsak (2013), introduced the Nation-Branding Mechanism Model, which provides a systematic framework for analysing South Korea's nation-branding strategies. This model consists of four key stages:

Stage 1 Vision Development for National Branding. A country must define its desired national identity based on an in-depth understanding of its current status. This vision should align with national values and ideologies. For example, in 1992, South Korean President Kim Young-sam announced a vision to build a "New Korea based on the New Economy", emphasizing economic transformation as a key national goal.

Stage 2 Establishing Goals for National Branding. Stakeholders collectively set broad goals, such as economic growth, which are further refined into specific objectives, such as attracting high-tech industries. Ultimately, concrete targets are established, such as positioning South Korea among the top ten global leaders in science and technology by the year 2000.

Stage 3 Developing Strategies for National Branding. The government must allocate resources effectively, leveraging its strengths while addressing weaknesses to shape the country's global perception. Key strategic decisions include identifying market positioning, promotional strategies, and target industries, ensuring alignment with overall national development policies.

Stage 4 Implementing National Branding Strategies. The execution phase involves diverse promotional channels, such as international events, advertising campaigns, and public relations efforts. In the 1990s and early 2000s, South Korea invested heavily in scientific and technological infrastructure, supported national research and development programs, and fostered a highly skilled workforce to enhance its global competitiveness.

7. Korean Cultural Identity. The concept of identity suggests that identity is an expression of selfhood, existing both at the individual and group levels. Identity is shaped through dynamic and evolving processes, adapting to different social and historical contexts. A review of studies related to Korean identity indicates that South Korea has successfully constructed a strong national identity by incorporating ethical philosophy into its development strategies. According to Jakrapan Wongpornphawan (2014), who conducted a field study in South Korea, the country historically had an agrarian society similar to Thailand. However, due to prolonged periods of war, occupation by Japan, and economic hardship, South Koreans became deeply aware of their struggles, leading to a strong commitment to national development.

Following the division of Korea into North and South and the subsequent end of the Korean War, South Korea prioritized national reconstruction. The government implemented two major strategies:

1) Educational Reform, Emphasis was placed on improving the education system to foster national development and cultivate a skilled workforce.

2) Moral and Ethical Philosophy, Ethical and cultural values were instilled in society through both familial and social structures. These values included filial piety, generosity, social solidarity, and mutual support. Suriya-porn Nipitwittaya (2006) further argued that the South Korean government successfully integrated cultural elements into its entertainment industry. This strategic move contributed significantly to the global popularity of Korean culture, leading to

increased tourism driven by fans seeking to experience famous filming locations. As a result, production sites of Korean dramas and movies became key tourist attractions, further reinforcing Korean cultural identity.

## **Research Methodology**

This study employs a qualitative approach to analyse Korean cultural identity in brand communication. The data were collected from various sources, including academic literature, research studies, news reports, and online media, totalling 30 works. The collected data were analysed using: Descriptive analysis, presenting findings through narrative explanations. Analytic induction, identifying patterns and insights through systematic categorization. Data classification based on cultural identity concepts.

To ensure reliability and validity, data triangulation was applied by cross-referencing multiple sources. The results are presented in a descriptive format, supported by images, tables, and diagrams, aligning with the research objectives.

## **Results**

The study identifies four major categories of Thai Korean-style products that are currently available in the Thai market:

### **1. Cosmetics and Skincare Products**

Thai Korean-style cosmetic products can be categorized into three main types:

1.1 Products incorporating Korean ingredients. These products contain traditional Korean ingredients such as ginseng, flowers, herbs, spices, and fruits. The branding often highlights these elements through product names, fragrances, or colour palettes to enhance the perception of Korean authenticity.



**Figure 1:** Cosmetics containing local Korean ingredients.

**Source:** <https://www.lotuss.com/en/product/75540185>, <https://www.ibeautythailand.com/article/tag/pure>

1.2 Trend-based Korean beauty products. Inspired by contemporary Korean beauty trends, these products include cushion foundations, glossy lipsticks, and skincare routines modelled after K-beauty standards. Many Thai brands adopt these trends to expand their product lines and attract consumers interested in Korean aesthetics.



**Figure 2:** Cosmetics that incorporate Korean beauty trends to create new products.

**Source:** <https://www.ibeautythailand.com/article/tag/giffarine-reju-glow-serum>

1.3 Korean technology-based cosmetics. These are products either manufactured in Korea or developed using Korean technology, often through OEM (Original Equipment Manufacturer) or ODM (Original Design Manufacturer) agreements. Some leading Korean cosmetic manufacturers, such as COSMAX Co., Ltd., have expanded their production facilities to Thailand, allowing Thai brands to leverage Korean expertise while tailoring products to local preferences.



**Figure 3:** Korean cosmetic manufacturing technology used to establish cosmetic brands in Thailand.

**Source:** <https://www.workventure.com/company/cosmax-thailand/reviews>

## 2. Fashion and Apparel

Thai Korean-style fashion draws inspiration from the clothing trends of Korean youth and pop culture icons, including K-pop idols and actors. Key fashion styles include:

- 2.1 Minimalist fashion: Simple, solid-coloured outfits in neutral or pastel tones.
- 2.2 Oversized apparel: Loose-fitting shirts, sweaters, and jackets for a relaxed yet trendy look.
- 2.3 Dresses and short skirts: Feminine and youthful designs, often featuring floral or polka dot patterns.
- 2.4 Cropped tops: Modern and stylish, emphasizing the waistline.
- 2.5 Layered outfits: Combining multiple pieces, such as turtlenecks under oversized jackets.



## 2.6 Blazers and suits: Smart casual blazers paired with skirts or shorts for a polished yet trendy appearance.

A notable example of a Thai brand embracing Korean fashion trends is “Triplebshop”, a women’s clothing line founded by Thai YouTuber “Brinkkty”. The brand’s aesthetic aligns with Korean fashion sensibilities, offering stylish yet approachable designs that appeal to Thai consumers who admire K-fashion.



**Figure 4:** Thai clothing brand in Korean style for women.  
**Source:** Instagram “Brinkkty”

## 3. Food and Restaurants

Thai Korean-style food products and restaurant businesses can be classified into two major types:

- 3.1 Pre-packaged and Ready-to-Eat Korean Food Products. These are food products inspired by authentic Korean cuisine, often incorporating local adaptations to suit Thai tastes. Many of these items are sold in supermarkets and convenience stores. Examples include:
  - Gochujang Sauce. Korean red chili paste used for cooking and seasoning.
  - Bulgdak Sauce. Spicy Korean-style chicken sauce.
  - Eo Muk (Fish Cakes). Traditional Korean fish cakes, often included in street food dishes.



- Kimchi. Fermented cabbage prepared with Korean spices, available in various flavours.
- Tteokbokki (Spicy Rice Cakes), Pre-packaged rice cakes in spicy sauce, available in different spice levels.



**Figure 5:** Pre-packaged and Ready-to-Eat Korean Food Products.

Source: <https://www.eventpass.co>

### 3.2 Beverages and Desserts. Korean-style beverages in Thailand are divided into two groups:

- Ready-to-Drink Beverages. These beverages are packaged in sealed containers and sold in convenience stores or leading retail shops. They include products that either mimic Korean drinks or incorporate similar ingredients, aromas, or flavours to those produced in Korea. Examples include “Tansansu (탄산수)”. A new Korean-style carbonated drink, Non-Alcoholic Soju, A soda drink that replicates the aroma and taste of Soju, allowing consumers to enjoy Soju-like flavours at parties without alcohol content. Tansansu's aroma is similar to beer, while its transparent colour resembles real Soju. However, it lacks the bitterness and malty taste of beer, making it suitable for a wide range of consumers, including casual drinkers, health-conscious individuals, and young women.



**Figure 6:** Korean-Style Ready-to-Drink Beverages  
**Source:** [www.bangkokbiznews.com/business/business/1073846](http://www.bangkokbiznews.com/business/business/1073846)

Another example is “KYA Milkshake”, a powdered milkshake from Appetite Group Co., Ltd. This product is a concentrated milk mix available in a shakeable bottle with a straw, offered in three flavours: matcha green tea, Taiwanese milk tea, and Dutch cocoa.



**Figure 7:** Korean-Style Ready-to-Drink Beverages  
**Source:** [www.minimeinsights.com/2022/09/17/kya-milkshake-offers-a-new-drinking-experience/](http://www.minimeinsights.com/2022/09/17/kya-milkshake-offers-a-new-drinking-experience/)

- Freshly Prepared Beverages. This category includes drinks made fresh upon order, such as tea, coffee, fresh milk, and Bingsu (Korean shaved ice). These beverages are available in Korea, but in Thailand, businesses create their own brands or trademarks, often selecting names that align with Korean-style beverages to clearly communicate their concept to consumers. Both coffee-based and non-coffee Korean café-style beverages are popular.



**Figure 8.** Korean-Style Beverages  
**Source:** [www.baristabuddy.co.th](http://www.baristabuddy.co.th)

A well-known dessert in this category is “Bingsu (빙수)”, Korean shaved ice served with sweet toppings like fresh fruit, condensed milk, fruit syrup, and other flavours. A popular variant is “Patbingsu (팥빙수)”, which includes small adzuki beans as a topping. Bingsu is a widely loved dessert in Korea and has evolved to include various flavors. Some are now available as pre-packaged products in supermarkets or convenience stores, with modified recipes that exclude red bean paste. Popular modern flavours include matcha, coffee, and yogurt. Some Thai businesses have adapted Bingsu flavours to suit Thai preferences by incorporating local ingredients.



**Figure 9:** Thai-Adapted Bingsu Flavors  
Source: Facebook “Seacon Bangkae”

Currently, some entrepreneurs have established Bingsu franchises, such as “Sweetness Bingsu”, which offers standardized Korean shaved ice desserts across multiple locations in Thailand.



**Figure 10:** Sweetness Bingsu – A Thai-Owned Franchise  
Source: Facebook “สวิตเนสซิ่งซู”

Additionally, some cafés do not only sell Korean-style beverages but also design their spaces with a Korean-themed aesthetic. Many adopt minimalist café designs or authentic Korean café concepts. In Korea, cafés have undergone significant transformations since the 1990s and are now among the fastest-growing coffee businesses in the world. For many Koreans, cafés serve as places of relaxation, social gatherings, and business meetings. This trend has led to the phenomenon known as “Café Hopping.” Korean-style cafés often use high-quality ingredients with signature flavours, including mixology syrup, tea syrup, sauces, and smoothies.

One examples of Korean-Style Cafés in Thailand is. “Hintcoffee” a minimalist café in the Thonburi area with soft, soothing colour tones. Every corner is Instagram-worthy, giving the feeling of being in Seoul. The café enhances the Korean atmosphere by playing K-pop music throughout the day.

“Lazebkk” A loft-style Korean café in Pradipat-Saphan Khwai, featuring a clean white and grey colour scheme with greenery for a refreshing touch. The highlight is the chic photo spot on the upper floor, reminiscent of Seoul’s café scene. The best time to visit is in the afternoon when the lighting is perfect for photos.

“riricafe.bkk” a small, cozy café with a minimalist design, carefully curated in every detail, from desserts and drinks to the overall interior. The café maintains a warm and pleasant ambiance with brown, light brown, and white tones. Located near Sampeng Market, it is an ideal spot to relax after a shopping trip while enjoying delicious drinks and chatting with friendly baristas.

“Cafe SOU” A charming café with a vintage, romantic décor. The name SOU stands for “Story of Us.” It offers homemade desserts with an inviting presentation. The café consists of two floors and is designed as a small yet cozy space.





**Figure 11:** Thai café in Korean style.

**Source:** <https://food.trueid.net/detail/W2MVAZxoEwDd>

3.3 Korean Restaurants in Thailand. Korean restaurants in Thailand are primarily owned and operated by Thai entrepreneurs, with some franchise businesses bringing authentic Korean dining experiences. Popular Korean dishes commonly found in Thai Korean-style restaurants include:

- Bibimbap (비빔밥) A mixed rice dish with vegetables, egg, and gochujang sauce.
- Ramyeon (라면) Korean-style instant noodles, often with spicy variations.
- Chi-Mak (치맥) Korean fried chicken paired with beer, a popular combination in Korean dining culture.
- Samgyeopsal (삼겹살) Grilled pork belly, often served in a communal dining setting.
- Jajangmyeon (짜장면) Black bean paste noodles, a staple in Korean-Chinese cuisine.
- Kimchi Jjigae (김치찌개) A spicy kimchi stew commonly enjoyed as a comforting meal.
- Tteokbokki (떡볶이) Spicy rice cakes, a favorite Korean street food.
- Sundubu Jjigae (순두부찌개) Soft tofu stew with a spicy and savory broth.
- Mul Naengmyeon (물냉면) Cold buckwheat noodles in a refreshing broth, ideal for hot weather.
- Jjamppong (짬뽕) Spicy seafood noodle soup, a Korean-Chinese fusion dish.

The key difference between Korean restaurant franchises and Thai-owned Korean-style restaurants is the level of cultural adaptation. Many Thai Korean-style restaurants retain

certain Thai influences, such as Thai-style branding, Some restaurants incorporate Thai elements into their names and logos. In terms of flavour adjustments, The spiciness and seasoning of dishes are often modified to better suit Thai palates. Service style, Staff interactions and dining experiences may incorporate the elements of Thai hospitality when serving the customers.

One example is “Huajai”, a Thai-owned Korean-style street food restaurant in Siam Square, Bangkok. While the restaurant offers an authentic Korean dining experience, the branding and service style are tailored to Thai customers.



**Figure 12 :** Thai restaurant in Korean style.

**Source:** Instagram “HUAJAI”

#### **4. Korean-Style Entertainment and Media**

Korean-style entertainment in Thailand can be categorized into two primary types:

4.1 Thai Songs with a Korean Influence. Thai music inspired by Korean pop culture has gained significant traction, particularly in the genres of pop, hip-hop, and R&B, which are prominent in South Korea. Many Thai artists adopt K-pop elements, such as Catchy melodies and energetic rhythms similar to those in K-pop music. Choreographed dance performances that emphasize synchronization and dynamic stage presence are also adopted and collaborations with

Korean producers has enhanced the international appeal of Thai music. Some factors contributing to the popularity of Thai Korean-Style music are:

1) Musical Composition. The incorporation of lively beats, electronic sounds, and powerful vocal delivery mirrors the distinctive characteristics of K-pop.

2) Fashion and Performance Style. Thai artists embrace Korean-style clothing and aesthetics, further reinforcing the connection to K-pop culture.

3) Professional Music Production. Many Thai artists collaborate with Korean producers, refining their music to align with global trends.

4) Fan Engagement and Cultural Appeal. With the rise of K-pop fandoms in Thailand, many Thai artists cater to audiences who admire the Korean entertainment industry.

Examples of Thai artists with Korean influence are: “4EVE” A Thai girl group with dance performances and musical styles reminiscent of K-pop, “TRINITY” A Thai boy band known for its polished performances and international appeal, “BNK48”, although originally inspired by Japan’s idol culture, some of their music and performance elements reflect K-pop trends.



**Figure 13:** Thai music artist in Korean style.

**Source:** [www.sanook.com/music](http://www.sanook.com/music)

4.2 Thai Dramas with Korean Influence. Thai television dramas (lakorns) have been increasingly influenced by Korean drama (K-drama) aesthetics, particularly in the genres of



romance, drama, and romantic comedy. Key Features of Thai Korean-Style Dramas: High production quality, with visually appealing cinematography and emotional storytelling. Strong character development, with leading roles that follow K-drama archetypes. Aesthetic elements, such as fashionable wardrobe styling and atmospheric set designs that resemble Korean productions. Examples of Thai Dramas Inspired by Korean Styles: “Love Destiny” A romantic historical drama with a well-structured narrative akin to K-dramas. “My Husband in Law” A modern romance drama incorporating themes often found in Korean series. “2gether The Series” A drama that gained popularity for its engaging love story and stylish production.



**Figure 14:** Thai series influenced by Korean series.  
**Source:** <https://j-ba.or.jp/drafes/english/award2021.html>

Some Thai dramas are even remakes of original Korean series, where the storyline is adapted to fit Thai cultural contexts. Examples include: “OMG!” Oh My Ghost (2018) – A Thai adaptation of the Korean drama “Oh My Ghost (2015)”. My Love from Another Star (2019) A Thai remake of “My Love from the Star (2013)”.

These dramas blend Thai and Korean storytelling styles, incorporating elements of Korean cinematography while maintaining Thai cultural identity in character portrayals and narratives.

## Discussion and Conclusion

The study on the creation of Korean cultural identity in Thai Korean-style products reveals that Thai entrepreneurs actively integrate Korean elements into their branding strategies. These strategies reflect Korea's history, cultural values, and national identity, which contribute to the uniqueness and competitiveness of their brands in both local and international markets. The key components of Korean cultural identity in branding include:

1. Culture and Traditions. Korean brands frequently incorporate traditional symbols and elements, such as Hanbok (Korean traditional attire), traditional architecture, and folk art, as part of their brand communication.

2. Technology and Modernity. South Korea's reputation for technological advancement has been a crucial factor in branding. Major corporations such as Samsung, LG, and Hyundai leverage this image to position themselves as global leaders in innovation.

3. K-pop and Hallyu (Korean Wave). The global success of K-pop, K-dramas, and other entertainment industries has strengthened the international appeal of Korean brands. Many companies use K-pop idols and Korean celebrities as brand ambassadors to enhance their image and reach a broader audience.

4. Minimalist Aesthetics and Beauty Standards. Korean cosmetics and fashion industries emphasize natural beauty and simplicity. Brands like Innisfree and Laneige focus on clean, minimalist packaging and highlight natural ingredients in their products.

5. Attention to Detail and High Quality. Korean products are known for their meticulous craftsmanship and quality control, reinforcing the country's reputation for excellence in manufacturing, design, and service industries.

The formation of Korean cultural identity in Thai Korean-style products is a two-fold process involving influence from Korea. South Korea has strategically promoted its culture as a national branding tool. Under the Hallyu Industry Support Development Plan, the government actively invested in cultural industries, fostering Korean entertainment, beauty, and tourism as soft power assets. According to the Global Soft Power Index 2022 by Brand Finance, South Korea

ranked 12<sup>th</sup> in the world for soft power influence. (Department of International Trade Promotion, Ministry of Commerce, 2023). Thailand has embraced Korean culture since 1997, initially through the popularity of Korean television dramas such as “Autumn in My Heart”. The success of K-dramas led to an increased demand for Korean fashion, beauty, and entertainment in Thailand. The rise of K-pop in 2006, with groups like “Shinhwa”, further accelerated this cultural integration.

These findings suggest that Korean cultural identity has played a vital role in shaping consumer preferences and brand strategies in Thailand. By integrating Korean influences while maintaining local cultural relevance, Thai entrepreneurs can develop unique branding approaches that appeal to both domestic and international markets. (Angsumalin Kachaphong, 2023)

## **Significance of the Study**

This study provides valuable insights into how Thai entrepreneurs integrate Korean cultural identity into branding strategies, contributing to the growing market of Thai Korean-style products. By examining key cultural elements such as traditions, aesthetics, and modernity, the research offers a framework for effectively leveraging Korean cultural identity in brand communication. The findings are beneficial for business owners seeking to enhance market competitiveness, policymakers supporting cultural industries, and scholars exploring transnational branding dynamics. Furthermore, the study enriches the discourse on cultural adaptation and identity formation, demonstrating the impact of soft power in international market expansion.

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This study aims to serve as a foundation for future research on the relationship between cultural identity, branding, and market adaptation, providing practical insights for businesses looking to incorporate Korean cultural elements into Thai consumer markets.

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# Market Opportunities of used car business Muslim Entrepreneurs in Southern Border Provinces, Thailand

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## Abstract

From the research on the marketing opportunities of used car business Muslim Entrepreneurs in Southern Border Provinces, Thailand. From the interviews used car business Muslim Entrepreneurs, the researcher classified the second-hand car business according to the geography of the location into 2 types: used car business Muslim Entrepreneurs located in the city area and the border city area in the 4 southern border provinces, the sample group of qualitative informants, 2 businesses per district. Devided to Mueang Songkhla District, Mueang Yala District, Mueang Pattani District, Mueang Narathiwat District, Sadao District, Nong Chik District, Betong District and Su-ngai Kolok District totaling 16 samples. Research objectives are 1) to study the economic, social background and concepts in the second- hand car business of Muslim entrepreneurs in the southern border provinces, 2) to analyze the factors affecting the marketing opportunities of Muslim second-hand car entrepreneurs in the southern border provinces. The research results found that Muslim used car entrepreneurs in the southern border provinces, all 16 are male, accounting for 100 percent. All 16 are Muslims, accounting for 100 percent. Education levels are vocational certificate/higher vocational certificate, 7 people, accounting for 43.8 percent. Bachelor's degree, 7 people, accounting for 43.8 percent. And associate degree, 2 people, accounting for 12.4 percent. Muslim used car entrepreneurs in the southern border provinces have experience in the used car business for 10.1-15 years, 5 businesses, accounting for 31.2 percent. Experience 5. 1- 10 years, 4 businesses, accounting for 25 percent. Experience 1-5 years, 3 businesses, accounting for 18.8 percent. Type of business: sole proprietorship, 4 businesses, accounting for 25 percent; family business, 5 businesses, accounting for 31.3 percent; partnership, 5 businesses, accounting for 31.3 percent; and limited companies, 2 businesses, accounting for 12.4 percent. The location of the business premises was the company's own land, 3 businesses, accounting for 18.7 percent; family, 5 businesses, accounting for 31.3 percent; and rented, 8 businesses, accounting for 50 percent.

**Keywords:** Used Car Business, Muslim Entrepreneurs, Southern Border Provinces

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## Introduction

Trading activities have existed together with human society for a long time. Because humans cannot produce everything by themselves. And humans are social animals and must socialize with each other all the time. The exchange has evolved from a community-only exchange between nearby communities and communities far away.

In this modern era, automobiles are considered to be one factor that is very important in human life. Because every day, humans have to travel from one place to another. The car is the vehicle that humans have chosen to use the most. The competition among various car manufacturers has become more intense. This gives consumers a variety of options that meet their needs more and while the government's public transportation services are insufficient Causing it to stimulate the desire of consumers to have more personal cars.

Due to the changing economic conditions, used cars are a convenience in living. At the same time, it also saves people's costs of purchasing cars. Therefore, it stimulates the purchasing demand of the people to increase every year in order to meet the personal needs of convenience and speed of traveling of people who want to have their own vehicles. Resulting in the expansion of the used car business.

Second-hand or used cars play a role in replacing new cars, which is considered another option for these groups of people to purchase a car in their possession at a price that is sufficient for their income. The second-hand or used car market has received attention and is growing rapidly, with a tendency to continue to grow even though the country's economic situation is depressed. Or fluctuate in any way.

The unrest in the southern border provinces has affected the overall economy of Pattani, Yala, Narathiwat and Songkhla provinces because people do not trust the safety of their lives and property, causing the economic development in the area to not develop continuously. As a result, people in the southern border provinces feel unsafe traveling by public transportation and prefer to travel by private cars. However, due to the economic, social and violence conditions in the area, people have relatively little liquidity. Used cars, which are cheaper than new cars, are a solution to the transportation problems of people in the southern border provinces. Most people in the southern border provinces are Muslims. Buying a second-hand car on installment from a finance company is not possible because the interest rate is charged, which is against Islamic principles. Therefore, Muslims who wish to buy a second-hand car model should only buy from Muslim entrepreneurs.

Muslim used car entrepreneurs have both Thai Buddhist and Muslim customer groups, which tend to grow continuously. Therefore, marketing strategies are important to help these entrepreneurs to be able to conduct business to achieve their business goals effectively and also face fierce competition. Therefore, Muslim used car entrepreneurs need to know the organization's needs, behaviors, and factors that affect customers' decisions to buy used cars in order to adjust sales and service strategies, including management to be able to respond to customers' needs directly.

Therefore, Muslim used car entrepreneurs It is necessary to know and understand the marketing mix factors (4P) which include product, price, distribution and promotion to use as a guideline for development and change. For example, adjusting marketing strategies and business planning for selling used cars. as well as operations In order to create a decision to buy a used car that is in line with customer needs as much as possible. This will directly affect the overall operating results to be successful in the future quickly.

Moreover, Muslim used car operators Must understand consumer purchasing behavior It is influenced by many factors as follows: 1) cultural factors, 2) social factors, 3) personal factors, and 4) psychological factors. This affects the consumer decision-making process in all 5 steps: 1) awareness of needs (Need recognition), 2) information search (Search), 3) evaluation of alternatives 4) purchase and 5) post purchase evaluation.

From the above information, the research team is interested in conducting research on the factors affecting the marketing opportunities of Muslim entrepreneurs in the second-hand car business in the southern border provinces. The research results will be beneficial to second-hand car entrepreneurs in order to use the research results as a guideline for improving and adjusting marketing strategies and promoting the development of the second-hand car market to meet customer needs.

## **Research Objectives**

1. To study the economic, social background and concept of second-hand car business of Muslim entrepreneurs in the southern border provinces.
2. To analyze the factors affecting the marketing opportunities of Muslim second-hand car entrepreneurs in the southern border provinces.

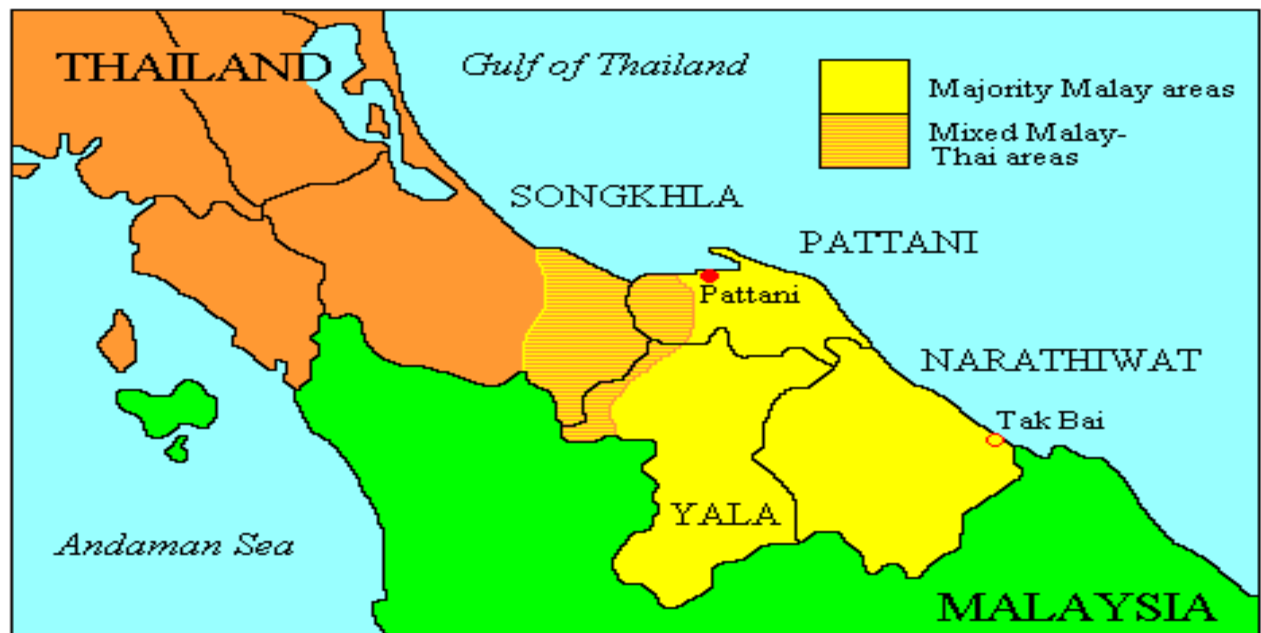
## **Research scope**

Scope of qualitative research content, It is a study of the economic, social and concept background of running a used car business. Entrepreneurial characteristics and the marketing mix of the used car business of Muslim used car business entrepreneurs in the southern border provinces. It is a study of the supply side from the perspective of the entrepreneur.

Spatial extent, Muslim used car business entrepreneurs in the southern border provinces is a Thai Muslim entrepreneur who operates a business selling used cars in the southern border provinces. Consisting of Songkhla Province, Pattani Province, Yala Province and Narathiwat Province.



**Figure 1 Map of Songkhla, Yala, Pattani, and Narathiwat province**



Source: google

## **Literature Review**

Study and review literature based on concepts. Theory and research results related to the content of the research as follows:

### **1. Entrepreneurial characteristics**

#### **1.1 Definition of entrepreneur**

According to the Oxford English Dictionary (Oxford Dictionary, 1998, p.112), the meaning of entrepreneur is given. (Entrepreneur) summarized as Those who try to profit from taking risks and initiatives on their own. Including Webster's English Dictionary (Webster Dictionary, 2000, p.112) gives the same meaning as Entrepreneur refers to a person who establishes a business organization by accepting risks in order to make a profit.

Summary of the meaning of being a business executive Entrepreneur means Those who set up new organizations or those who start businesses push the business forward. and is the person who provides energy to the business (Preecha Tiwahun and Supchara Manphonsri, 1993, page 1) or those who establish organizations and develop management and accept business risks for profit (Kuratko & Hodgetts, 1998, p.30) It also means A person who establishes a business organization by accepting risks for profit. Is an organizer and conducts operating a small business for profit and satisfaction in psychology (Phusadee Rumakhom, 1986, page 33).

#### **1.2 The role of the entrepreneur**

The role of the entrepreneur It is considered very important to the country's economic system and the opportunity for those businesses to grow into large businesses. Success depends heavily on the entrepreneur. Therefore, operators will perform missions in the following roles.

(Longenecker, Moore, Moore, & Petty, 1994, pp.23-29) 1) The role of investors, 2) The role of the manager, 3) The role of leaders and 4) The role of social creators.

### **1.3 Core competencies of the business**

Running a successful business Must have core competencies of the business It must pass the following 3 criteria: 1) Value to customers means offering things that truly benefit customers, 2) Difference from competitors The core competencies of the business must be differentiated in Difficult to compete or imitate and 3) Can be further developed The core competency of the business will be the true ability to Create new products in the market.

### **1.4 Successful entrepreneurs tend to have the following characteristics**

1) Be an opportunity analyst likes to search for knowledge Seeks opportunities for success, always looking for better ways to do things.

2) Be a problem solver Able to approach problems and solve them with confidence, that is, understand. It is clear what needs to be accomplished. and can solve problems Quickly, always looking for various options to solve problems. Know how to evaluate options. In order to solve the problem as easily as possible.

3) Be a rational thinker. Not afraid to admit that you are wrong When entrepreneurs find a way to solve a problem, they should bring that solution to a qualified expert for help. To avoid judging the problem that favors oneself and accept improvements in a better way.

4) Be a service provider according to the objective. Understand the detailed work of each task that must be completed. to achieve the objective which must be planned strategic decisions Always looking for a good way at all times to provide the best work goal achieved

5) Be a worker, like to do activities and have to succeed. Personal time is also work time and do everything you can.

6) Be a controller. Entrepreneurs like to be able to control work and control themselves. They know what they are doing and can work alone. Be committed to success.

From research studies by academics both domestic and international. which has studied and researched the characteristics of success in industrial operations including from the experience of the Department of Promotion industry in organizing “Industrial Entrepreneurship Development Project ( Entrepreneurship Development, EDP) Make information available to define the characteristics of successful entrepreneurs that those thinking of becoming an entrepreneur (Potential Entrepreneur) or those who are already entrepreneurs (Existing Entrepreneur) can use as a guideline for development for themselves in order to achieve success. to be successful in doing this, which they said characteristics are as follows:

- 1) Have a moderate level of risk-taking.
- 2) Have determination for success (Need for Achievement). In other words, must be a motivator of success.
- 3) Have commitment to the goals that have been set.
- 4) Have the ability to influence others' minds.

- 5) Have perseverance and work hard.
- 6) Enthusiastic and dynamic.
- 7) Have the ability to learn from experience.
- 8) Responsibility means being fully responsible for the work that is done.
- 9) Administrative ability Entrepreneurs must have leadership characteristics in providing services and have vision in their work.
- 10) Ability to think analytically about business plans or investment projects.

## **2. Used car business**

SCB Research Center (2024) said that from the number of used car operators Nationwide, more than 1,000 entrepreneurs can be divided according to the value of their registered capital and the size of their area. Divide as follow:

- 1) Small entrepreneurs These include entrepreneurs who use little capital, approximately 100,000 baht to 1 million baht, accounting for 40 percent of the total number of used car dealers in the entire system. Most often rent space. Car center has approximately 10-20 cars. There is usually no after-sales service but we do provide it. Finance for consumers without going through the hire purchase/leasing business. Used car prices that are sold Sold products usually have a low price.
- 2) Medium sized entrepreneurs These include entrepreneurs who use capital of 1 million baht, accounting for 40 percent of the total number of used car dealers in the entire system. Most have their own places. There is space for approximately 50 cars. They usually have full-service businesses and have their own financing arranged.
- 3) Large operators include those that use registered capital of more than 1 million baht, accounting for 20 percent of the total number of used car dealers in the entire system. Most have space for approximately 100 cars. Has been in business for no less than 10 years and offers a full range of services. Both financing and giving After-sales service, such as a guarantee of free repairs within a specified time. The price of used cars sold is usually higher than the 2 types above.

In the article Used Cars by the Used Cars Editorial Department (1998, pp. 48-50) describes strategies for operating the used car business as follows.

- 1) Valuing used cars according to market prices and giving prices according to the needs of buyers consumer.
- 2) There is no need to be meticulous in inspecting the condition of the car because a used car can be redecorated to be beautiful.
- 3) In valuing used cars according to market prices when purchasing a used car, must give the lowest price. And when selling, you have to sell at a high price in a way of buying cheap and selling expensive.
- 4) Buy a used car in poor condition. If it needs repairs, the car must be repaired at the cheapest price.
- 5) If there is a buyer, the seller must tell the most expensive price. To ask for a price negotiation.

- 6) During sales negotiations, psychology must be used to help sell, must consider how much consumers want to buy and know what consumers' needs are. What condition do you want your car to be. For example, focus on the engine hull. the color or undercarriage of the car; you must evaluate the purchasing situation at all times.
- 7) Buying and selling must be quick, that is, when you buy, you must sell quickly. to get money to spend circulate money, that is Once bought, you must sell quickly. When there is profit, you must sell quickly.
- 8) Sales should have ongoing benefits, that is, selling in installments should have a profit. Earn more profit from interest. There are after-sales services or additional services such as car registration, car transfer service, inter- provincial move notification service, etc.
- 9) Must have good cost management such as Hiring management employees economically.
- 10) Living together as a group in the business of selling used cars. To save on rent location.
- 11) Used car tent Generally close to each other There will be a car show with different car models. But it may be the same brand. So that you don't have to compete for each other's customers. or conflicts with adjacent car tents.
- 12) In the case of purchasing a used car by exchanging a car for a used car tent, the price of the car must be given. which is exchanged for a high price.
- 13) There are special services such as setting up a repair center or changing engine oil, etc.
- 14) Must observe differences among consumers such as Young consumers must Offering a low down payment, can pay in installments for a long time. If it is an elderly consumer who wants to see the performance of the car, the price is usually not much of a problem.

### **3. Characteristics of used car customers**

#### **3.1 Consumer behavior**

consumer behavior The essence of such consumer behavior It will be based on 3 main activities:

- 1) Procurement ( Obtaining) refers to various activities that people lead to buying or acquiring. which receives products and services to use Activities range from seeking information about products and services. This includes comparing products and services all the way to deciding to purchase. In this regard, consumer behavior analysts must pay attention to and consider what behaviors they behave.
- 2) Consumption means monitoring whether consumers use products or Where, how, and under what circumstances is the service provided? Including looking at that. Using the product is for complete and complete happiness. Or just for basic needs only.

- 3) Elimination or disposal (Disposing) means following up to see if Consumers use products or services and How is the product package gone? By monitoring consumer behavior that that continues and that affects the surrounding environment, including processing by other means with used goods or services.

### **3.2 Factors affecting consumer decision making**

Each consumer is different in various aspects, which results from differences in physical characteristics and the environment of each person, causing each person's purchasing decision and use of services to be different. Factors that will affect consumer behavior are divided into 2 factors:

#### **3.2.1 Internal factors**

Internal factors are factors that arise from a person's thoughts and expressions. It is based on various environments, with internal factors consisting of various elements, including needs, needs or desires, motivation, personality, attitudes, perceptions.

#### **3.2.2 External factors**

External factors refer to factors that arise from a person's surrounding environment. Influence on consumers' thoughts and behavior by factors divided into 6 important elements:

- 1) Economic conditions (Economy) It is what determines purchasing power (Purchasing power) of consumers, both in the form of money and other related factors.
- 2) Family raising in different family conditions As a result, the person There is a difference.
- 3) Society (Social) The social group around a person affects the behavior of the person. To be in the same direction to be accepted as part of society Also known as the process socialization (Socialization).
- 4) Culture is a way of life that society believes in. It is a good thing and accepted and practiced in order to make society better. In order to operate and develop well, people in the same society must adhere to and Follow the culture to live as part of society.
- 5) Business contact refers to the opportunity for consumers to see the product. or that service, any product that consumers know and see often will be familiar, which will make consumers trust and be happy to use that product.
- 6) Environment: Changes in the general environment, such as weather variations, water shortages. This causes or fuels the effects of the El Ninyo and La Nina phenomena, etc., resulting in changes in consumer purchasing decisions as well.

In the used car market, buyers can be classified as follows:

- 1) Buyers of used cars It's a car manufacturing company. To buy-sell and exchange for branded new cars that consumers want to buy.
- 2) The buyer of a used car is a friend of the buyer of a brand new car. They may be classmates. A colleague or friend recommended me to buy.
- 3) Buyers of used cars are subordinate to those who want to buy new cars by The supervisor is the seller.

- 4) The second-hand car buyer is a garage owner or knows someone who wants to buy a new car. The second-hand car buyer may be a sibling of the person who wants to buy a new car.
- 5) Used car buyers own their own used car trading tent business. Normal price setting: Setting the price of a car depends on the definition of the brand and model of the car (Model year).

## Research Methodology

The sample group in this qualitative study were Muslim used car operators in the southern border provinces. The researcher has classified used car businesses according to the geography of their location into 2 types: used car businesses located in urban areas; and used car businesses located in border areas. In order to select samples to provide information so that they are different and diverse. In this regard, the number of used car businesses in the 4 southern border provinces The exact number is not known. However, the number of samples selected is not important in qualitative research. Because this study has no objective to present the representativeness of the population. (Representative of a population) and aims to explain and understand social phenomena and social processes (Neuman, 2004). The researcher will collect data from many different informants. until the data is saturated Initially, two samples will be assigned to each area as information providers, as shown in Table 1.

**Table 1 shows the sample of qualitative informants**

Location	Examples of Entrepreneurs	Location	Examples of Entrepreneurs
<b>urban area</b>		<b>border city area</b>	
Mueang District Songkhla Province	2	Sadao District Songkhla Province	2
Muang District Yala Province	2	Betong District Yala Province	2
Mueang District Pattani Province	2	Nong Chik District Pattani Province	2
Mueang District Narathiwat Province	2	Su-ngai Kolok District Narathiwat Province	2

Source: Research team



## 1. Data Collection

- 1) Design qualitative research from the research and design objectives. Methods for collecting and analyzing qualitative data.
- 2) Qualitative analysis according to the research context.
- 3) Interpret the results that arise from using qualitative data.

The research team will take information from the interviews. Let's organize the information systematically according to content points. To systematically group relationships with each other. The accuracy and reliability of the information from various contexts is checked. to confirm information

**Figure 2 Songkhla Province Map**



Source: mapsofworld.com

**Figure 3 Yala Province Map**



Source: mapsofworld.com

**Figure 4 Pattani Province Map**



Source: mapsofworld.com

**Figure 5 Narathiwat Province Map**



Source: mapsofworld.com

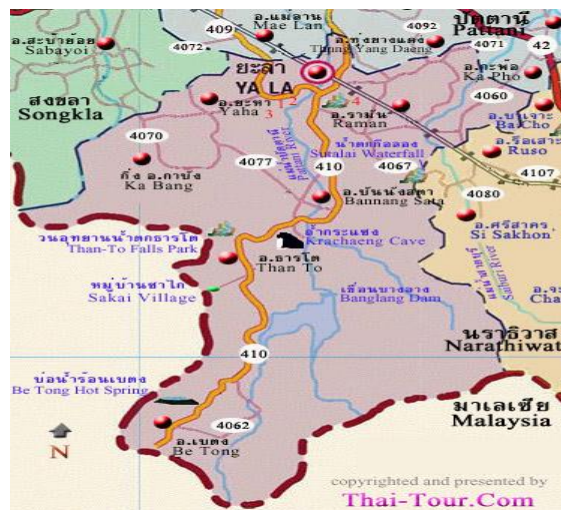


**Figure 6 Sadao District Map**



Source: panteethai.com

**Figure 7 Betong District Map**



Source: thai-tour.com

**Figure 8 Nong Chik District Map**



Source: kitmaiwatpho.com

**Figure 9 Su-ngai Kolok District Map**



Source: sungaikolok.customs.go.th

## 2. Data analysis

Interview data analysis There are steps as follows:

1. Synthesize and analyze various documents. To obtain the growth rate and changes from the past to the present regarding the used car business model in the area. Especially details about the name list, type, and size of the business. Types of used cars sold Business, Location, Year of starting business.
2. Analyze data from interviews with entrepreneurs. In order to obtain information about the study of the economic, social background and concepts of operating a used car business.

Entrepreneurial characteristics and the marketing mix of the used car business of Muslim used car business operators in the southern border provinces.

## Results

### 1. General information of the interviews

From collecting interviews with Muslim used car Entrepreneurs in the southern border provinces. The researcher has classified the used car business according to the geography of the location into 2 types is a used car business located in an urban area and used car businesses located in border towns in the 4 southern border provinces. Total number: 16 people.

All 16 people are male, accounting for 100 percent. All 16 people are Muslim. Calculated as 100 percent.

**Table 2 Educational level of the entrepreneur**

<b>Educational level of the entrepreneur</b>	<b>Number (people)</b>	<b>percentage</b>
Primary	0	0
Secondary	0	0
Vocational Certificate/Higher Vocational Certificate	7	43.8
Associate Degree	2	12.4
Bachelor's Degree	7	43.8
Above Bachelor's Degree	0	0

Source: Research team

Table 2 from interview collection with Muslim used car Entrepreneurs in the southern border provinces. There were 7 people with a Vocational Certificate/ Diploma in education, accounting for 43.8 percent, 7 people with a bachelor's degree, accounting for 43.8 percent, and 2 people with an associate's degree, accounting for 12.4 percent.

**Table 3 Experience in running a used car business**

<b>Experience in running a used car business</b>	<b>Number (business)</b>	<b>percentage</b>
Less than 1 year	0	0
1-5 years	3	18.8
5.1-10 years	4	25.0
10.1-15 years	5	31.2
15.1 -20 years	2	12.5
20 years and above	2	12.5

Source: Research team

Table 3 from interview collection with Muslim used car Entrepreneurs in the southern border provinces. Has experience in operating the used car business, 10.1-15 years, 5 businesses, accounting for 31.2 percent, 5.1-10 years of experience, 4 businesses, accounting for 25 percent, 1-5 years of experience, 3 businesses, accounting for 18.8 percent, and others, respectively.

## 2. Information about operations

From collecting interviews with 16 Muslim used car Entrepreneurs in the southern border provinces, information about their operations can be divided as follows:

**Table 4 Number of employees**

Number of employees	Number (business)	percentage
1 person	0	0
2-5 people	5	31.3
6 -10 people	11	68.7
11 – 15 people	0	0
16 -20 people	0	0
20 people or more	0	0

Source: Research team

Table 4 from interview collection with Muslim used car Entrepreneurs in the southern border provinces. There were 6-10 employees in 11 businesses, accounting for 68.7 percent, and there were 2-5 employees in 5 businesses, accounting for 31.3 percent.

**Table 5 Capital for business operations**

Capital for business operations	Number (business)	percentage
self-funded	4	25
family funds	5	31.3
capital from financial institutions	7	43.7

Source: Research team

Table 5 from interview collection with Muslim used car Entrepreneurs in the southern border provinces. Funds for operations were self-funded for 4 businesses, accounting for 25 percent, family funds for 5 businesses, accounting for 31.3 percent, and capital from financial institutions for 7 businesses, accounting for 43.7 percent.

**Table 6 Type of operation**

Type of operation	Number (business)	percentage
Sole owners	4	25
family businesses	5	31.3
partnerships	5	31.3
limited companies	2	12.4

Source: Research team

Table 6 from interview collection with Muslim used car Entrepreneurs in the southern border provinces. Type of operation Sole owners, 4 businesses, accounting for 25 percent, family businesses, 5 businesses, accounting for 31.3 percent, partnerships, 5 businesses, accounting for 31.3 percent, and limited companies, 2 businesses, accounting for 12.4 percent.

**Table 7 Location of the establishment**

Location of the establishment	Number (business)	percentage
own land	3	18.7
families	5	31.3
renting	8	50

Source: Research team

Table 7 from interview collection with Muslim used car Entrepreneurs in the southern border provinces. Location of the establishment It is own land for 3 businesses, accounting for 18.7 percent, for families, for 5 businesses, accounting for 31.3 percent, and renting for 8 businesses, accounting for 50 percent.

**Table 8 Communication channels**

Communication channels	Number (business)	percentage
store front	16	100
telephone	10	62.5

Communication channels	Number (business)	percentage
mobile phones	16	100
Facebook pages	10	62.5
TikTok	7	43.8
YouTube	8	50

Source: Research team

Table 8 from interview collection with Muslim used car Entrepreneurs in the southern border provinces. Communication channels: store front: 16 businesses, accounting for 100 percent; telephone: 10 businesses, accounting for 62.5 percent; mobile phones: 16 businesses, accounting for 100 percent; Facebook pages: 10 businesses, accounting for 62.5 percent; TikTok: 7 businesses, accounting for 43.8 percent; and YouTube (8 businesses, accounting for 50 percent).

### 3. Information about Entrepreneurs characteristics

From collecting interviews with 16 Muslim used car Entrepreneurs in the southern border provinces, data on the characteristics of the operators can be divided as follows:

#### - individuality

Mr. A, C, and D's shop allows employees to dress as they please. Meanwhile, Mr. A, C, and G's stores have employees wear uniforms.

Mr. C and C's shop will have a regular broker. It is updated monthly.

#### - Innovativeness

Every store has a telephone number listed. and mobile phone number.

Mr. N's shop said that the shop has tiktok and Line. Most of the customers come to inquire and follow from Facebook.

Mr. H's shop has word of mouth. Facebook page

Mr. B's shop has a Facebook page for car brokers.

#### - Daring to take risks

Mr. K's shop is gradually investing. If you can sell then buy again. Buy and sell.

Mr. M's shop dares to invest in bringing in new cars continuously.

Mr. D's shop dares to invest. Every car has a registration book.

Mr. C's shop, our cars are good and have quality.

#### - Consistency and passion for learning

Mr. N's shop must learn about cars all the time.

Mr. J's shop studies sales and employee development.

Mr. E's shop continues to develop and expand its business.

Mr. G's shop studies online sales.

- Passion for success

Mr. C's shop wants business to continue.

Mr. N's shop is always learning about cars and business.

Mr. F's shop continues to expand its business.

Mr. D's Shop is always learning about the trade and current cars.

- Success in business

Mr. K's shop is considered successful to some extent. must keep trying

Mr. D's shop made more sales than planned. In December, there will be higher sales than other months.

Mr. B's shop has reached a certain level of success, being able to build a house and buy land.

Mr. G's shop is considered successful to a certain extent because customers spread it by word of mouth, resulting in constant sales.

#### **4. Information about the marketing mix**

- Product side (Product)

Mr. K's shop, used cars, Toyota, Isuzu, Honda

Mr. N's 2nd hand car shop

Mr. H shop used cars, Toyota, Isuzu and premium cars.

Mr. C shop used cars, Isuzu, Toyota

- Price (Price)

Mr. J's shop starts at 2 hundred thousand, not exceeding 3 hundred thousand baht.

Mr. N's shop is about 2 hundred thousand baht or more.

Mr. D's shop, prices from 100,000-1,000,000

Mr. B's shop costs 10,000-1,000,000 more.

- Distribution channels (Place)

Mr. K's shop Social Shop, old customers, tiktok

Mr. N's shop has a storefront and a Facebook page.

Mr. B's shop, storefront, freelance page, agent, friends, word of mouth

Mr. E's shop is mostly seen by customers. and follow to buy from social media

- Marketing promotion (Promotion)

Mr. N's shop offers free driving for 3 months and after-sales service.

Mr. M's shop gives away shirts, free down payment, and some car accessories.

Mr. C's shop, every car has a registration book. Online Freelance from a broker.

Mr. F Online shop, broker, word of mouth



#### 4. Other suggestions

It is a career that generates income and is the main occupation.

Employees with speaking techniques Confident and well-spoken.

**Figure 10-13 Examples of used car tents that collected interview data**



Figure 10  
Second hand car tents, Songkhla Province



Figure 11  
Second hand car tent, Yala Province



Figure 12  
Second hand car tent, Patani Province



Figure 13  
Second hand car tents, Narathiwat Province

Source: Research team



**Figure 14 - 17 Examples of Muslim used car Entrepreneurs that collected interview data**



Figure 14  
Muslim used car Entrepreneurs, Songkhla Province



Figure 15  
Muslim used car Entrepreneurs, Yala Province



Figure 16  
Muslim used car Entrepreneurs, Patani Province



Figure 17  
Muslim used car Entrepreneurs, Narathiwat Province

Source: Research team

## Discussion and Conclusion

There are issues that the researcher has brought up to discuss the results as follows:

1. Consumers who decide to buy used cars in the southern border provinces are mostly males, working in sales, with an average monthly income in the range 15,001-20,000 baht, consistent with the research of Trirat Yuenyong (2014) Studied the factors of the used car market in Bangkok. The objective was to compare the behavior and decision-making behavior of buying used cars in Bangkok. It was found that Most consumers are male, aged between 26–35 years, working as employees of private companies. Monthly income 15,001–25,000 baht.

2. Factors that customers choose to buy used cars Insufficient budget to buy a used car Required brand and model Financially worth it Lower maintenance costs such as insurance, repair costs, and marketing mix. Consistent with the research of Ukrit Uthaiwattana (2014) Research study on the behavior of buying used cars of Pattanasorn car tent customers, Si Racha District, Chonburi Province. The objective is to study 1) used car purchasing behavior of Tent customers, 2) opinions about the marketing mix factors of the used car business of Tent customers, and 3) other suggestions. It was found that the results of the study of marketing mix factors affect every decision.
3. Comparison of market opportunities for Muslim entrepreneurs in the used car business in the southern border provinces. Classified by personal factors, it was found that there are different genders, ages, occupations, educational levels, status, and monthly incomes. They have different decisions to buy used cars in the southern border provinces, which is consistent with the research of Trairat Yuenyong (2014) study the factors of the used car market in Bangkok. The objective is to compare behavior. The decision-making behavior of buying used cars in Bangkok found that consumers' age, occupation, education level, and monthly income Different people have different behavior in deciding to buy used cars. And in line with the research of Thitipong Phetdee (2013), he studied consumer behavior that wishes to buy used cars in Mueang District, Nakhon Pathom Province. The objective is to study the interaction between demographic factors and the demand for purchasing used cars and study the effect between factors in the marketing mix and the desire to buy used cars of consumers in Mueang District. Nakhon Pathom Province It was found that the personal characteristics of consumers and marketing mix factors It has a significant effect on the demand for buying used cars at the 0.05 level.

## Suggestions

### 1. Suggestions of this research

There are suggestions for applying the research results to study the marketing opportunities of Muslim entrepreneurs in the second-hand car business in the southern border provinces as follows:

1. Product side (Product) Entrepreneurs should create a reliable image of the company or car tent and have a good image. Entrepreneurs should have a reliable service system.
2. Price side (Price) Entrepreneurs should have a down payment system.
3. In terms of distribution channels (Place), the operator should have a distribution location or car tent that is convenient for travel. The operator should have employees with knowledge to provide expert advice.
4. In terms of promotion, entrepreneurs should advertise through various media such as magazines, the Internet, and billboards, etc.

## 2. Suggestions for future research

1. The behavior of used car consumers should be studied in terms of entrepreneurs' strategic planning.
2. A comparative study should be conducted on economical cars (Eco car), hybrid engine models, and electric cars.

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3

SOCIAL SCIENCES  
PANEL



# A Study on Food Security in Songkhla Province

Saifon Chaisri<sup>1\*</sup>, Pruksaya Chinnapong<sup>2</sup> and Prakarn Hungsavanus<sup>3</sup>

## Abstract

This study aimed to investigate household food security and coping strategies in Songkhla Province. A quantitative research method was employed, using a questionnaire to collect data from 400 households. The findings revealed a high level of food security in Songkhla, as indicated by a Food Consumption Score (FCS) of 48.26. The majority of households (94.5%) reported acceptable food consumption, with only 2.5% experiencing food insecurity.

Furthermore, the Household Food Insecurity Access Scale (HFIAS) score averaged 1.21 out of 27, suggesting a low level of food insecurity. Households expressed minimal concerns about future food availability, access, utilization, and stability. However, the Coping Strategies Index (CSI) showed a high score of 8.79, indicating that households in Songkhla have developed robust coping mechanisms to address potential food insecurity. The top five coping strategies identified were: consuming less preferred or cheaper food, utilizing stored grains, foraging for wild food, reducing meal frequency, and seeking food assistance from social networks.

**Keywords:** Food security, Food availability, Food access, Food utilization, Food stability

## Introduction

Songkhla Province has long been recognized for its abundant natural resources, particularly the Songkhla Lake, which serves as a vital water source supporting year-round agricultural activities. This has made the province a significant food production hub for Thailand (Prince of Songkhla University Research and Development Institute, 2024).

However, crises such as annual floods and the COVID-19 pandemic have highlighted the vulnerability of the food system. During the pandemic, Songkhla was designated as a maximum control zone, leading to lockdowns and severe disruptions to the economy. This resulted in job losses, food shortages, and a reliance on local agricultural production to sustain the population (National Agricultural Data Center and Agricultural Policy and Planning Division, 2024).

These challenges have underscored the importance of developing a robust agricultural sector to ensure food security. Food security encompasses the ability of all people at all times to have physical, social, and economic access to sufficient, safe, and nutritious food <sup>1</sup> to meet their

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dietary needs and food preferences for an active and healthy life. It comprises four dimensions (FAO, 2006; Guanaratne et al., 2021; Wiralpat, n.d.) 1) **Food availability:** Sufficient quantities of food available on a consistent basis. 2) **Food access:** Economic and physical access to food that is adequate in both quantity and quality. 3) **Food utilization:** Proper use of food through adequate diet, clean water, and sanitation. 4) **Food stability:** Assured availability of food and the means to access it. To enhance food security and improve the livelihoods of farmers, this study assesses household food security in Songkhla Province and examines the Coping Strategies Index (CSI). The goal is to identify strategies for promoting food security and improving the quality of life for the population, fostering self-reliance, and adapting to new ways of life while increasing household income.

## Research Objectives

1. To investigate household food security in Songkhla Province.
2. To examine the Coping Strategies Index (CSI) for household food security in Songkhla Province.

### *Scope of the Study*

- *Content Scope:* The study specifically delves into the four dimensions of food security as defined by the FAO (2003) [1) food availability, 2) food access, 3) food utilization, and 4) food stability] to assess the food security status of households in Songkhla Province. Furthermore, it employs the Coping Strategies Index (CSI) to evaluate the various coping mechanisms adopted by households in response to food insecurity.

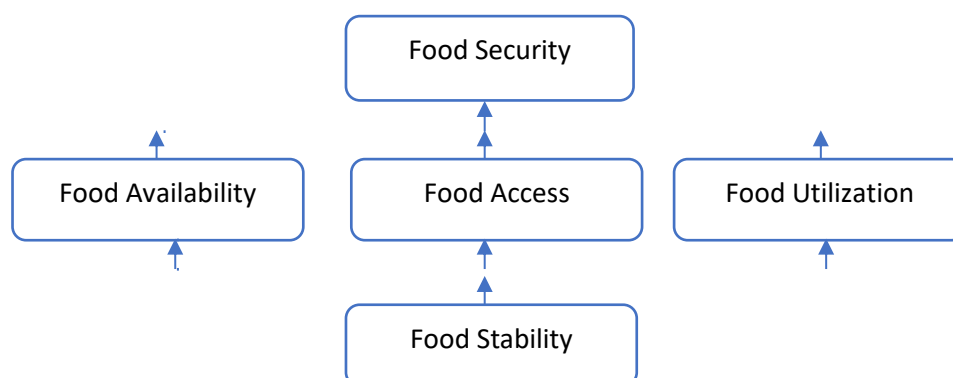
## Literature Review

Food security has been the subject of extensive research, resulting in various theories and conceptualizations. According to the Food and Agriculture Organization (FAO), food security is defined as the state of having reliable access to a sufficient quantity of affordable, nutritious food to maintain a healthy and active life. It encompasses four dimensions:

1. **Availability:** Ensuring sufficient food supply through domestic production, imports, or food aid.
2. **Access:** Having the economic means and physical access to acquire adequate food. This is influenced by legal, social, economic, and political factors.
3. **Utilization:** Proper use of food through adequate diet, clean water, and sanitation to achieve good nutritional status.
4. **Stability:** Consistent access to adequate food, free from disruptions caused by shocks such as natural disasters or economic crises, like the COVID-19 pandemic and subsequent lockdowns.

Therefore, food security is not merely about producing enough food but also involves accessibility, safety, and broader societal factors such as poverty reduction and community development (Thanida Harintran, 2023).

## Research Framework



**Figure 1: Food Security Framework based on FAO definition**

Source: Food and Agricultural Organization, “Food Security”, Policy Brief Issue 2 (June 2006): 1.

## Research Methodology

This quantitative study employed a structured questionnaire to collect data from a random sample of households in Songkhla Province. The data were analyzed using statistical software to assess the level of household food security and to identify the most common coping strategies, as measured by the CSI.

*Population:* The population consisted of household heads or members aged 20 years and above who could provide information about their household. According to the Department of Provincial Administration, as of 2021, there were 1,431,536 people or 562,422 households in Songkhla Province (Department of Provincial Administration, Ministry of the Interior, 2021).

*Sample:* The sample consisted of household heads or members aged 20 years and above who could provide information about their household and resided in the sampled sub-districts of each district. The sample size of 400 households was determined using Yamane's formula at a 95% confidence level (Kalyanee Wanichbancha, 2021).

*Sampling Technique:* A multi-stage sampling technique was employed. First, two sub-districts (one in an urban area and one in a rural area) were randomly selected from each district using simple random sampling. Then, households were randomly selected from each selected sub-district using accidental sampling. The household heads were interviewed. As shown in Table 1.

**Table 1: Population and Sample**

District	Sub-district	Total Households	Sample Size (Households)
Hat Yai	Hat Yai (Urban)	68,701	119
	Khuan Lang (Rural)	26,391	46
Mueang Songkhla	Bo Yang (Urban)	27,597	48
	Khao Rup Chang (Rural)	20,877	38
Sadao	Samnak Kham (Urban)	9,315	16
	Samnak Taew (Rural)	4,887	9

District	Sub-district	Total Households	Sample Size (Households)
Chana	Chanong (Urban)	2,630	5
	Tha Mo Sai (Rural)	1,920	3
Singhanakhon	ChingKo (Urban)	2,119	4
	Wat Khanun (Rural)	2,011	3
Saba Yoi	Saba Yoi (Urban)	3,224	6
	Pian (Rural)	2,145	4
Thepha	Thepha (Urban)	2,774	5
	Koh Saba (Rural)	2,652	5
Rattaphum	Tha Chamuang (Urban)	5,753	10
	Kuha Tai (Rural)	4,390	8
Na Thawi	Sathon (Urban)	2,841	5
	Tha Pradu (Rural)	1,885	3
Ranot	Pak Tara (Urban)	2,368	4
	Wat Son (Rural)	457	1
Sathing Phra	Chumphon (Urban)	1,653	3
	Sanamchai (Rural)	1,268	2
Khuan Niang	Banghriang (Urban)	3,193	6
	Khuan So (Rural)	1,677	3
Bang Klam	Tha Chang (Urban)	9,381	16
	Bang Klam (Rural)	1,627	3
Khlong Hoi Khong	Khlong Hoi Khong (Urban)	3,224	6
	Khlong La (Rural)	1,916	3
Na Mom	Na Mom (Urban)	3,441	6
	Khlong Rang (Rural)	2,103	4
Krasae Sin	Koh Yai (Urban)	2,037	4
	Krasae Sin (Rural)	1,195	2
<b>Total</b>			<b>400</b>

### *Instruments and Quality Control*

For this study, a quantitative instrument was developed in collaboration with a network of 10 Rajabhat Universities to assess food security. A panel of five experts from Kasetsart University, Mahidol University, Sukhothai Thammathirat Open University, and the Thailand Development Research Institute reviewed the instrument for content validity, accuracy, and appropriateness. The instrument was then pilot-tested with 10 individuals who were not part of the sample. Ethical approval for this study was obtained from the Human Research Ethics Committee of [University Name] under the protocol number RSU-ERB2022/179.1810, titled "Development of a Model Community for Food Security and Household Income Enhancement through Local Capacity Building" on November 10, 2022.

The questionnaire consisted of a combination of checkboxes, rating scales, and open-ended questions. It was divided into seven sections: 1) basic household member information, 2) household economic data, 3) household food production and consumption, 4) household food insecurity access scale (HFIAS) over the past four weeks, 5) household coping strategies for food insecurity over the past four weeks (CSI), 6) household food security in four dimensions: availability, access, utilization, and stability, and 7) suggestions for improving household food security.

Data was collected using the central questionnaire and was conducted in each district. The collected data was analyzed using a Geographic Information System (GIS) developed by the network of 10 Rajabhat Universities, with Surin Rajabhat University serving as the system administrator. The GIS linked spatial data such as addresses, latitude, and longitude to the questionnaire data. Data analysis involved the use of percentages, means, standard deviations, cross-tabulations, t-tests, and one-way ANOVA. The average scores were categorized into five levels: very low (1.00-1.49), low (1.50-2.49), moderate (2.50-3.49), high (3.50-4.49), and very high (4.50-5.00).

## Results

The research findings are presented according to the objectives as follows:

### 1. Food security of households in Songkhla Province (n=400)

- **Demographic characteristics:** Most household members were female (53.22%), with an average age of 36 years and a bachelor's degree (26.30%). Most household heads were male (60.50%), aged 44 years on average, with a bachelor's degree (28.50%), and were members of agricultural cooperatives (31.16%). A majority (67.62%) had a gold card (universal healthcare coverage). Within the past year, 58.00% of households were affected by various crises, with the most significant impact being deteriorating physical health (56.47%). The primary occupation was self-employment (39.45%), followed by part-time farming (2.06%).
- **Socioeconomic status:** The average number of working members per household was 2.33, with a dependency ratio of 0.24. Most working members were employed in the same district (84.55%). The average household income was 24,228.55 baht/month, and the average household expenditure was 6,177.76 baht/month, with the highest expenditure on education (27.18%). Approximately 37.25% of households had debt, with an average debt of 392,292.60 baht, primarily due to vehicle purchases. Eighty percent of loans were obtained from formal institutions (banks, funds, leasing companies). Most households (45.0%) reported having sufficient income and savings. Regarding asset ownership, 77% owned their homes, 65% owned motorcycles, and 45.75% owned cars or pick-up trucks.
- **Household Food Consumption:** Regarding food production, the majority of households (43.5%) owned farmland suitable for cultivation and had sufficient water for crops, livestock, or fisheries. Approximately 35% of households engaged in agriculture, with 35.68% practicing mixed farming. Most households (31.11%) consumed their own produce. The use of chemicals in agriculture was reported by 18.25% of households, with chemical fertilizers being the most common (33.33%). In the past year, most households experienced flooding. The majority of households (76.50%) had access to natural food sources, located an average of 9.07 kilometers away. Most households (97.25%) had access to potable water, primarily from public water supplies (52.64%). The most common method of food preparation involved purchasing ingredients from markets or stores and

cooking them at home (5.03 days per week). Cooked meals were consumed an average of 6.63 days per week, and most households (96.25%) stored food in refrigerators.

- **Food consumption patterns** (Food Consumption Score: FCS), Regarding Food consumption patterns, households primarily consumed rice/grains/starches and meat/eggs on a weekly basis. Consumption of fruits, vegetables, sugar, and honey was reported 6 days per week, while oil/fat was consumed 5 days per week. Legumes and dairy products were consumed less frequently, at an average of 4 days per week. (See Table 2 for details).

**Table 2** Average Frequency, weights, and Scores of Household Food Consumption Assessment

Food Group	Average Frequency (days/week)	Weight	Score
Group1: Cereals, grains, roots, and tubers	2.78	2	5.56
Group 2: Legumes	2.59	3	7.77
Group 3: Vegetables	3.80	1	3.80
Group 4: Fruits	2.88	1	2.88
Group 5: Meat/Eggs	3.84	4	15.36
Group 6: Dairy products	2.43	4	9.72
Group 7: Sugar/Honey	3.33	0.5	1.67
Group 8: Oils/Fats	2.99	0.5	1.50
Total Score			48.26

The Food Consumption Score (FCS) had a mean score of 48.26. The lowest score was 2.43 for dairy products, while the highest was 3.84 for meat/eggs. When categorized into different levels based on the criteria, it was found that 94.50% of households had an acceptable level of food consumption. A smaller proportion, 3.00%, was at the borderline level, and 2.50% were classified as having poor food consumption. (See Table 3).

**Table 3: Number and Percentage of Households in Each Food Consumption Level**

Food Consumption Level	Number	Percentage (%)
Poor Food Consumption (<28)	10	2.50
Borderline Food Consumption (28-42)	12	3.00
Acceptable Food Consumption (>42)	378	94.50

Regarding food safety, households perceived foods in the categories of cereals/grains/roots/tubers, dairy products, and meat as the safest, with 90.25%, 89.82%, and 87.50% respectively rating them as "safe." Conversely, fruits, vegetables, and oils/fats had the highest percentage of "unsure" responses regarding food safety, at 12.07%, 12.05%, and 11.97% respectively.

## Household Food Insecurity Access Scale (HFIAS)

### 1. Analysis of Relevant Conditions

The majority of households did not experience food insecurity in terms of access, indicating no concerns about various food-related issues, as shown in Table 4.

**Table 4:** Percentage of Households Experiencing Food Insecurity and Its Severity

Household Food Insecurity Status	Percentage		Severity Level* (%)		
	No	Yes	Very Low	Sometimes	Often
1. Worried that food will not be enough	84.00	16.00	53.13	37.50	9.38
2. Unable to buy/produce the food they want	88.50	11.50	52.17	34.78	13.04
3. Had to eat only a few kinds of food due to lack of money/production	87.25	12.75	60.78	35.29	3.92
4. Had to eat food they did not want due to lack of money/production	89.00	11.00	75.00	20.45	4.55
5. Had to eat less than they wanted at each meal due to lack of food	93.50	6.50	61.54	30.77	7.69
6. Had to reduce the number of meals per day due to lack of food	93.25	6.75	66.67	14.81	18.52
7. Went without food for an entire day or night due to lack of food	96.75	3.25	61.54	23.08	15.38
8. Went to bed hungry at night due to lack of food	94.50	5.50	54.55	40.91	4.55
9. Went a whole day and night without eating anything due to lack of food	96.75	3.25	69.23	23.08	7.69

\*Note: Very Low = 1-2 times/month, Sometimes = 3-10 times/month, Often = more than 10 times/month

This table presents the results of the Household Food Insecurity Access Scale (HFIAS) survey. It assesses the extent to which households experienced difficulties in accessing food due to financial constraints or other limitations.

- **Each row represents a specific food insecurity experience.** For example, "Worried that food will not be enough" or "Had to eat only a few kinds of food due to lack of money/production."
- **The columns indicate the percentage of households that experienced each type of food insecurity and the severity of that experience.** For instance, the "Very Low" category indicates that the household experienced food insecurity very infrequently (1-2 times per month).

Overall, the results suggest that most households did not experience significant food insecurity. However, a small percentage of households reported experiencing various levels of food insecurity, such as worrying about food availability, reducing meal sizes, or going hungry.

**2. Analysis of Domains** When analyzing the three domains (conditions), it was found that:

- 16.00% of households experienced food insecurity due to worry and uncertainty about food availability.
- 12.75% faced insufficient quality and diversity in their food.
- 6.75% experienced insufficient quantities of food.

**3. Analysis of Scale Scores** An analysis of the scale scores for the nine food insecurity items revealed that the average HFIAS score for households in Songkhla was 1.21 out of a possible 27, as shown in Table 5.

**Table 5: Analysis of Scale Scores in Songkhla Province**

Food insecurity status of households		Result of response		Level of food insecurity* (Number of yes answers)			Total score for each question
		No	Yes	Very Low	Sometimes	often	
1. Worried that food will not be enough	Number	334	66	39	23	4	-
	Score	-	-	39	46	12	97
2. Unable to buy/produce the food they want	Number	351	49	31	12	6	-
	Score	-	-	31	24	18	73
3. Had to eat only a few kinds of food due to lack of money/production	Number	342	58	40	16	2	-
	Score	-	-	40	32	6	78
4. Had to eat food they did not want due to lack of money/production	Number	356	44	36	6	2	-
	Score	-	-	36	12	6	54
5. Had to eat less than they wanted at each meal due to lack of food	Number	367	33	26	5	2	-
	Score	-	-	26	10	6	42
6. Had to reduce the number of meals per day due to lack of food	Number	370	30	23	2	5	-
	Score	-	-	23	4	15	42
7. Went without food for an entire day or night due to lack of food	Number	379	21	15	4	2	-
	Score	-	-	15	8	6	29
8. Went to bed hungry at night due to lack of food	Number	370	30	20	9	1	-
	Score	-	-	20	18	3	41
9. Went a whole day and night without eating anything due to lack of food	Number	379	21	17	3	1	-
	Score	-	-	17	6	3	26
Total Score							482
HFIAS score average for the entire province (400 HH)							1.21

\*Note: Very Low = 1-2 times/month, Sometimes = 3-10 times/month, Often = more than 10 times/month



#### 4) Prevalence Analysis

When classifying households based on their food security status into four levels, the following distribution was found:

- **83.00%** of households were classified as **food secure**.
- **10.50%** were classified as having **mild food insecurity**.
- **4.00%** were classified as having **moderate food insecurity**.
- **2.50%** were classified as having **severe food insecurity**.

These findings are summarized in Table 6.

Table 6: Prevalence of Household Food Security Status

Household Category	Frequency	Percentage (%)
Food Secure	332	83.00
Mild Food Insecurity	42	10.50
Moderate Food Insecurity	16	4.00
Severe Food Insecurity	10	2.50

This section presents the overall findings of the study, categorizing households into four levels of food security based on the data collected. The majority of households were found to be food-secured, with a relatively small proportion experiencing mild, moderate, or severe food insecurity.

Presenting data on household food security concerns in four dimensions: 1) **Food Availability:** Sufficient quantity of food, 2) **Food Access:** Ability to acquire food, 3) **Food Utilization:** Proper use of food for nutrition, and 4) **Food Stability:** Consistent access to adequate food. Households expressed the least concern about Food Availability, Food Access, and Food Utilization. The greatest concern was for Food Stability, suggesting worries about the sustainability of their food supply.

**Table 7:** Average Scores, Standard Deviations, and Levels of Concern Regarding Future Household Food Security

Dimension	Specific Concern	Average Score	Standard Deviation	Level of Concern
Food Availability		1.54	0.83	Low
	Insufficient food for each meal	1.54	0.89	Low
	Limited variety of food	1.60	0.82	Low
	Eating the same food for every meal	1.48	0.78	Very Low
Food Access		1.94	1.15	Low
	Illness, unemployment, or reduced income leading to insufficient funds	1.62	0.96	Low
	Closed markets or stores	1.99	1.14	Low
	Rising food prices/ inability to afford food or produce it	2.20	1.26	Low
Food Utilization		1.58	0.91	Low
	Insufficient nutrients	1.58	0.87	Low
	Consuming unclean or unsafe food	1.49	0.86	Very Low

Lack of storage for food, Inability to store food properly	1.68	0.98	Low
Food Stability	1.31	0.69	Very Low
Skipping meals for others	1.33	0.70	Very Low
Skipping meals	1.23	0.62	Very Low
Selling assets to buy food	1.38	0.75	Very Low

The low levels of concern about food security indicate that households in Songkhla province have a high degree of food security. Even in the face of various crises, households in Songkhla province continue to have sufficient food, which contributes to a good quality of life.

## Part 2: Coping Strategies Index (CSI)

The study of coping strategies for food security (the Coping Strategies Index: CSI) in Songkhla province, as part of the second objective of the study on household food security solutions over the past 4 weeks, found that the CSI score was 8.79, which is considered high. This indicates that households in Songkhla province are well-equipped to address food security challenges in the event of future crises or abnormal situations.

**Table 8: Coping Strategies for Household Food Security**

Coping Strategies for Household Food Security	Average Frequency (Days/Week)	Weight	Score
1. Choose cheaper and less preferred foods	2.72	1	2.72
2. Borrow money or ask for food assistance from friends or relatives	0.26	2	0.52
3. Buy food on credit	0.18	2	0.36
4. Forage for wild food, collect immature crops to eat/sell	0.21	4	0.84
5. Consume stored grains for the next season	0.41	3	1.23
6. Send household members to seek food elsewhere/send to relatives/rely on food from temples or charity kitchens	0.18	2	0.36
7. Ask others for food/beg for food	0.12	4	0.48
8. Reduce the quantity of food consumed per meal	0.39	1	0.39
9. Reduce the number of meals per day	0.29	2	0.58
10. Prioritize children's meals over adults'	0.24	2	0.48
11. Allow household income earners to eat first	0.19	2	0.38
12. Fast for the entire day	0.11	4	0.45
<b>Average CSI Score for households in Songkhla</b>			<b>8.79</b>

The five most frequently employed coping strategies for household food security were found to be: opting for less preferred and cheaper foods (with the highest score of 2.72), consuming stored grains for the subsequent season (1.23), foraging for wild food and harvesting immature crops (0.84), decreasing the daily meal frequency (0.58), and seeking financial or food assistance from social networks (0.52).

## Discussion and Conclusion

This study examined household food security in Songkhla province. The sample population comprised a nearly equal distribution of males and females, predominantly of working age, and predominantly Buddhist. Most participants held a bachelor's degree and were affiliated with financial networks such as agricultural cooperatives, the Bank for Agriculture and Agricultural Cooperatives (BAAC), village funds, and funeral funds. Additionally, many received government benefits like the Gold Card and economic stimulus payments.

### Food Security Dimensions

**1. Food Availability:** Nineteen percent of households expressed concerns about food availability and uncertainty. Fifteen percent faced challenges in terms of food quality and diversity, while 7% experienced quantity-related issues. However, 83% of households reported low levels of food insecurity.

**2. Food Access:** The majority (59.5%) of households sourced food from local markets or bazaars, followed by grocery stores (25.5%) within a 10-kilometer radius. While concerns about food access were lower compared to other dimensions, they remained a notable worry.

**3. Food Utilization:** Most households (5.03 days/week) prepared meals using ingredients purchased from markets or stores. Food was cooked daily for 6.63 days/week on average. The majority of households (52.64%) used tap water, which was deemed sufficient for consumption. Refrigerators (96.25%) and food cabinets (79.75%) were the primary food storage methods.

**4. Food Stability:** The average weekly consumption of meat/eggs and vegetables was 3.8 days, while sugar/honey was consumed 3.3 days per week. The consumption of oils/fats, fruits, rice/grains/starches/roots, and legumes/dairy products averaged 2.99, 2.88, 2.78, 2.59, and 2.43 days, respectively. A high percentage (83%) of households exhibited very low levels of concern regarding food stability.

**Socioeconomic Factors and Coping Strategies** The average household had 2.33 members and a dependency ratio of 0.24. Most households had income from occupations within their district. The average household income was approximately 24,228.55 baht, with expenses primarily allocated to education and investments. The average household debt was 392,292.60 baht, mainly due to vehicle purchases and medical expenses. Most households owned their homes and land, and a third engaged in agriculture, primarily mixed cropping and economic crops.

Households employed various coping strategies to ensure food security, including choosing cheaper foods, consuming stored grains, foraging, reducing meal frequency, and seeking assistance from social networks.

### Discussion of Research Findings

The household food security in Songkhla province was found to be high, with strong performance across all dimensions: food availability, access, utilization, and stability. This finding is consistent with the national level, as reported by the Office of Agricultural Economics and the National Statistical Office, which indicates that Thailand has a high level of food security. The

Global Food Security Index, produced by The Economist Intelligence Unit in 2019, ranked Thailand 52nd out of 113 countries, with a score of 65.1 out of 100, further supporting this assessment.

However, Songkhla's food security situation differs from its neighboring provinces in the southern border region. A study on household food security in the three southern border provinces (Traichai et al., 2017) found lower levels of food security, attributed to the ongoing conflict and subsequent displacement of populations, resulting in abandoned farmland. Factors such as the adequacy of production factors and food production were particularly low in the border region.

Various factors influenced household food security in Songkhla province. According to Harintranon (2023), based on the 2019 Global Food Security Index, these factors include:

1. **Resource Base:** While Songkhla has suitable land for agriculture, the dominant crops are economic crops like rubber and oil palm, rather than food crops. This is due to fluctuations in commodity prices and a shift towards fruit orchards. Additionally, households primarily rely on local markets for food and have limited engagement with natural food sources.
2. **Production Factors:** Farmers have neglected traditional crops, opting for more commercial crops. However, there is a growing interest in organic and heirloom varieties, driven by consumer demand. The use of chemical fertilizers and pesticides remains prevalent, despite concerns about their environmental impact.
3. **Climate Change:** While most households in Songkhla have not experienced significant impacts from natural disasters, they have been affected by fluctuations in agricultural production due to extreme weather events.

The National Health Commission has set a target for Thailand to achieve food security by 2025, emphasizing the importance of accessible, healthy, and equitable food systems. Addressing food security requires a holistic approach, focusing on factors throughout the food supply chain, from production to distribution.

### ***Recommendations***

Based on the research findings, the following recommendations are proposed:

1. **Transportation Infrastructure:**
  - **Expand public transportation:** Given the high cost of personal transportation due to limited public transport options, particularly in rural areas, there is a need to develop a comprehensive public transportation system. This should focus on inter-district routes, especially during peak commuting hours.
  - **Reduce reliance on private vehicles:** The current emphasis on road construction has led to increased traffic congestion. Investing in public transportation can help alleviate this problem.

## 2. Water Quality:

- **Improve drinking water quality:** The research highlighted the reliance on tap water for household consumption. Therefore, efforts should be made to enhance the quality of tap water to make it safe for drinking. This would improve public health and reduce household expenses.

## 3. Food Safety:

- **Strengthen food safety regulations:** The study revealed concerns about the safety of certain food items. Implementing stricter regulations on food production and regular quality checks can help ensure food safety and consumer confidence.
- **Enhance food safety monitoring:** Regular inspections of food markets can help identify and address potential food safety issues.

## 4. Urban Planning:

- **Protect agricultural land:** The encroachment of residential developments on agricultural land threatens food security. Urban planning should prioritize the preservation of agricultural areas and prevent the construction of non-agricultural facilities in these zones.

### *Recommendations for Future Research:*

- **Comparative study:** A comparative study between urban and rural poor households is needed to understand the unique challenges faced by each group and to develop targeted interventions.
- **Develop a measurement tool:** A specific tool for measuring food insecurity in both urban and rural settings is required to accurately assess the extent of the problem and monitor progress.

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# Evaluation of Implementation Outcomes of the Livestock Farming Promotion Project in the Southern Border Provinces: A Case Study of the Dairy Goat Farming of Kraso Social Enterprise in Pattani's Mayo District

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## Abstract

This study evaluated the implementation outcomes of the livestock farming promotion project in the southern border provinces, focusing on the dairy goat farming of Kraso Social Enterprise in Pattani's Mayo District. The research aimed to assess the project's effectiveness in supporting dairy goat farmers and stakeholders involved with Kraso Social Enterprise under the national policy on science, technology, and innovation (STI). Using a mixed-methods approach, the study combined qualitative data from interviews and observations with quantitative data from evaluation forms. Secondary data were gathered from project-related documents and research articles. The CIPP model was applied to analyze the implementation outcomes.

Results showed that Kraso Social Enterprise's main operations included raising dairy goats and selling both raw and pasteurized goat milk, with additional income from goat manure and silage sales. Product development efforts led to the introduction of goat milk cookies and pasteurized biocalcium goat milk, along with branding and packaging designs. Marketing strategies were formulated, and training sessions were conducted for interested farmers. Overall, the project achieved a good level of success ( $\mu = 8.45$ ,  $\sigma = 1.14$ ), with product development reaching an excellent level ( $\mu = 9.32$ ,  $\sigma = 0.91$ ), while context ( $\mu = 8.71$ ,  $\sigma = 1.04$ ) and input ( $\mu = 8.60$ ,  $\sigma = 1.40$ ) aspects were rated good, and the process aspect was rated moderate ( $\mu = 7.16$ ,  $\sigma = 1.23$ ). The findings highlight the project's contribution to the dairy goat farming sector, emphasizing the importance of continued support and innovation in agricultural enterprises. Despite limitations in pre-implementation planning processes, the findings provide valuable insights for future livestock development projects in rural communities. The successful product development approaches demonstrated in this case study can serve as a model for similar agricultural enterprises seeking diversification and value addition.

**Keywords:** CIPP Model, Dairy Goat Enterprise, Agricultural Innovation, Community Development, Rural Economics

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## Introduction

According to the Department of Livestock Development (2022), dairy goat farming in Thailand's southern border provinces has shown a significant growth rate of 12.3% annually over the past five years. Economic analysis indicates that a well-managed dairy goat farm with 20 does can generate an average monthly income of 25,000-35,000 THB, representing a 40% increase in household income for most participating farmers. The GDP per capita in these provinces has increased by 7.5% in areas with concentrated livestock promotion initiatives, compared to the regional average of 4.2%. (Department of Livestock, 2022)

Goats are considered one of the popular economic animals raised today, especially in the southern border provinces of Thailand. Since most people living in the area are Thai Muslims, goats are in demand for religious ceremonies and household consumption. Goats are easy to raise, inexpensive to maintain, and can forage for leaves and grass on their own. Despite their small size, they are resilient to all weather conditions and more resistant to diseases compared to chickens.

They also provide both meat and milk. Goat meat contains protein that is more digestible than beef, pork, and chicken, with lower fat levels than other meats. Goat milk has high nutritional value, comparable to or higher than cow's milk, buffalo milk, and human milk. Its small fat molecules make it easier to digest and absorb in the digestive system, making it a better substitute for human milk than cow's or buffalo milk (Wannakorn Chairat, 2020).

Promoting goat farming in the southern border provinces creates income for local farmers, whether from selling goats, goat milk, or various goat-derived products. In the future, goats will be in demand both domestically and internationally, as consumers are increasingly turning to goat meat and milk consumption, resulting in higher prices. Since goat meat and milk are becoming more sought after in the market, this also generates income for farmers in neighboring areas who grow animal feed crops such as corn, cassava, and ipil-ipil for goat feed. It is evident that well-managed and standardized goat farming benefits both consumers and farmers (Wannakorn Chairat, 2020). The Kraso Goat and Sheep Community Enterprise in Mayo District, Pattani Province, is one of the dairy goat farmer groups that received promotion and support under the Southern Border Provinces Livestock Promotion Project for the fiscal year 2021. Therefore, evaluating their operations is important to understand the results of development through science, technology, and innovation (STI) under this project. This leads to occupational security and serves as a guideline for promoting and developing other projects in the future, ensuring they genuinely meet farmers' needs.

The implementation of this project aligns directly with Thailand's Bio-Circular-Green (BCG) Economy Model, a key national strategy that promotes sustainable agricultural practices and value-added processing. This research provides evidence-based insights that can inform future policy decisions regarding small-scale livestock enterprises as engines of rural economic growth and resilience, particularly in economically challenged regions.

## Research Objectives

To evaluate the implementation outcomes of the livestock farming promotion project in the southern border provinces at the Kraso Goat and Sheep Community Enterprise, Mayo District, Pattani Province.

## Literature Review

### Previous Research on Goat Farming in Thailand and Internationally

Goat farming has gained increasing attention as a sustainable livelihood strategy in both developing and developed countries. In Thailand, several studies have explored the socio-economic contributions of goat farming, particularly in rural and Muslim-majority communities in the southern provinces. For instance, Sorabut et al. (2021) investigated meat goat farming in the southern border provinces and found that most farmers were smallholders who required significant extension support in areas such as breeding, feeding, and disease prevention. Their research also highlighted the importance of localized communication strategies in knowledge transfer to goat farmers. Limcharoen et al. (2021) investigated the socio-economic conditions, challenges, and support needs of meat goat farmers in Thailand's three southern border provinces. Most farmers were small-scale Muslim producers raising goats primarily for sale. The study found a strong correlation between socio-economic factors and goat production levels. It proposed communication-based guidelines for promoting meat goat farming through informed extension services. Internationally, Liang, J. B., & Paengkoum, P. (2019) Asia is home to over half of the world's goat population and the origin of goat domestication. Dairy goats are vital for nutrition and livelihoods in many low-income Asian countries. Commercial dairy goat farming is profitable in parts of Asia due to high milk demand. However, farmers face challenges like poor feed, diseases, and limited market access. Despite this, growing demand offers a promising future for dairy goat production in the region.

1. Concept of Performance Evaluation. Performance evaluation of an organization is a critically important function in modern management and administration. Managers must constantly be aware of the organization's status and performance to gather essential information for formulating competitive strategies and policies, as well as to evaluate the management capabilities of the organization's executives. Additionally, organizational performance evaluation is a crucial method for determining whether the organization's operations are meeting the established objectives, while also helping to define future operational directions. According to general management theories and concepts, the process or methodology for evaluating organizational performance involves comparing the organization's operational results against predetermined goals or standards. This process must also include providing information or recommendations for improving organizational operations to meet the established goals or standards. The organizational performance evaluation process consists of determining what to evaluate, establishing operational standards, assessing performance, comparing performance results with established standards, and implementing corrective improvements. (Decharin, 2018)

2. Concepts of Product Development. Product development aims to create new profitable products and ensure organizational survival. In general, new products can be categorized into 7 types as follows: (1) Products resulting from line extensions using existing production processes, (2) Repositioned existing products - adjusting existing products in terms of usage without changing the main properties, sometimes based on consumer suggestions, (3) New forms of existing products, (4) Reformulation of existing products, (5) New packaging of existing products, (6) Innovative products/make changes in an existing product - creating novel products that differ from existing ones, (7) Creative products/bring into existence, the rare, never before-seen product. (Chumket, 2017)

3. Concept of the CIPP Model. Stufflebeam's CIPP Model (2000) divides key aspects of evaluation into four components: Context Evaluation (C), Input Evaluation (I), Process Evaluation (P), and Product Evaluation (P).

4. Relevant Strategies and Plans. The Livestock Farming Promotion Project in the Southern Border Provinces is connected to and supports plans in various sectors, such as: (1) The National Strategy (2018-2037) which aims to lead Thailand to achieve the vision of "Thailand as a stable, prosperous, sustainable developed country through development based on the Sufficiency Economy Philosophy" as well as restructuring Thailand towards Thailand 4.0 by developing farmers and quality of life; (2) The Twelfth National Economic and Social Development Plan (2017-2021) which focuses on income elevation and harmonious coexistence; (3) The Higher Education, Science, Research and Innovation Policy and Strategy (2020-2027) which serves as a framework for developing the country's higher education, science, research and innovation systems in an integrated manner to drive national development in line with the direction of national strategy, master plans and government policies, with a vision to "prepare Thai people for the 21st century, develop an economy that distributes opportunities inclusively, create a stable society and sustainable environment" by developing innovations in production and processing for farmers; (4) The Southern Border Provinces Development Plan (2019-2021) for the southern border provinces group consisting of Narathiwat, Pattani, and Yala provinces, which was established according to the Royal Decree on Integrated Provincial and Provincial Cluster Administration B.E. 2551 and guidelines set by the Regional Development Policy Integration Committee with the vision of "Advanced agriculture, border trade, tourism, connecting to ASEAN," etc., by promoting agriculture (livestock) for farmers.

A critical gap in existing literature concerns the evaluation methodologies applied to livestock promotion projects. While many studies measure economic outcomes, few employ comprehensive frameworks like the CIPP model to assess contextual appropriateness, input adequacy, process effectiveness, and product quality simultaneously. This research addresses this methodological gap while providing valuable insights into a specific case study with potential broader applications.

## Research Methodology

**1. Population** The sampling strategy employed a purposive approach targeting all stakeholders directly involved with the Kraso Goat and Sheep Group development project. This comprehensive sampling was selected for three critical reasons: (1) the relatively small and well-defined population allowed for total population sampling, enhancing data validity; (2) the diverse roles within the stakeholder group (entrepreneurs and instructors) necessitated capturing all perspectives to ensure evaluation comprehensiveness; and (3) the focus on a specific case study required in-depth understanding of all participants' experiences rather than statistical generalizability. This approach aligns with Patton's (2015) recommendations for evaluation research where depth of understanding specific contexts takes precedence over broad generalizability.

### 2. Research Instruments

**2.1 Interview**, specifically In-Depth Interview with the chairperson and members of the Kraso Goat and Sheep Group about the general conditions of the group and the group's operations, etc. During the interviews, observation was used to complement the interviews in order to obtain accurate and precise information.

**2.2 Observation**, both participant observation and non-participant observation. Participant observation involved participating in various activities related to the Kraso Goat and Sheep Group, such as product development and product marketing, etc. Non-participant observation involved observing from the outside without participating in the activities related to the Kraso Goat and Sheep Group, such as training programs under the Southern Border Provinces Livestock Promotion Project, which included 1) SME marketing strategies, 2) business plan writing guidelines and processes, 3) brand creation, 4) budgeting, profit and loss statement showing financial position, 5) Process Design Thinking, and 6) business plan feasibility assessment, etc.

**2.3 Evaluation Form**, consisting of both closed-ended and open-ended evaluations, used to assess operational performance to reflect "the level of project implementation success" in 4 aspects: Context, Input, Process, and Product according to the CIPP Model (Stufflebeam, 1993). The evaluation used a scoring system for the success of operations in each indicator being assessed in each aspect, ranging from 0-10 points. The farmers connected to or members of the Kraso Goat and Sheep Group and stakeholders were the respondents completing the evaluation forms.

### 3. Data Collection

**3.1 Primary Data** was collected through fieldwork using interviews, focusing on in-depth interviews, as well as observations, both participant and non-participant observations, and data collection using evaluation forms.

**3.2 Secondary Data** involved studying documents and research related to various project evaluations, as well as documents and research related to the promotion and development of goat products, to use this information to support the project evaluation.

### 4. Data Analysis

After collecting data and verifying the accuracy and completeness of the data, the obtained data were classified and analyzed, along with analysis in conjunction with information from related

documents and research, as well as analysis with the researcher's direct experience, to obtain accurate data that covered the research objectives. Subsequently, the data were processed and analyzed to establish relationships between various relevant issues. Qualitative data analysis took the form of Content Analysis, while quantitative data were analyzed using mean ( $\mu$ ) and standard deviation ( $\sigma$ ) statistics. For score interpretation, the operational results were compared with the scoring criteria for all indicators specified in the project under the evaluation framework. The scores were summarized according to the criteria for all 4 aspects: Context, Input, Process, and Product to reflect "the level of project implementation success." The score interpretation criteria were as follows (Laxmi, 2021):

- Score level 9.00 - 10.00 means excellent success level
- Score level 7.50 - 8.99 means good success level
- Score level 6.00 - 7.49 means moderate success level
- Score level 5.00 - 5.99 means improvement needed success level
- Score level 0.00 - 4.99 means failing success level

## **Results**

### **History of the Kraso Goat and Sheep Community Enterprise**

The Kraso Goat and Sheep Community Enterprise in Mayo District, Pattani Province, was established on September 1, 2015, with Mr. Anawin Paohsu as the group chairman. The group originated from the gathering of farmers in Kraso Sub-district who raised meat goats, dairy goats, and sheep. Their goal was to exchange knowledge, support each other, and increase opportunities for developing goat farming as an occupation. The initial membership consisted of 32 farmers with approximately 250 goats collectively. In 2021, the group received support from the Pattani Provincial Livestock Office in the form of 100 crossbred Saanen dairy goats, which were distributed to members at 5 goats per person. This enabled them to begin producing goat milk for the markets in Pattani and Yala provinces, expanding from their previous focus on primarily raising meat goats.

### **Main Operations of the Group**

The group's main operations include raising goats for selling raw goat milk and pasteurized goat milk. The dairy goat breed raised by the group is the Saanen breed. The group received support in the form of 100 crossbred Saanen dairy goats from the Pattani Provincial Livestock Office, which distributed 5 goats to each of 20 members. Details of this breed are as follows: The Saanen dairy goat originated in Switzerland. It is a large dairy goat that produces higher milk yields than other goat breeds. This breed has short hair, a straight nose and face, small ears that point forward, and stands 75-90 centimeters tall at the shoulder. It has a triangular body shape. Normally, both males and females are hornless, but because there are many hermaphrodites in this breed, only horned goats are selected as breeding males. The birth weight of this breed is 3.3 kg. When fully grown, males weigh approximately 70-80 kg, and females weigh approximately 50-55 kg. The average milk production is 2.2 liters per day, with a lactation period of approximately 240-300 days.



## Goat Raising Characteristics of the Group

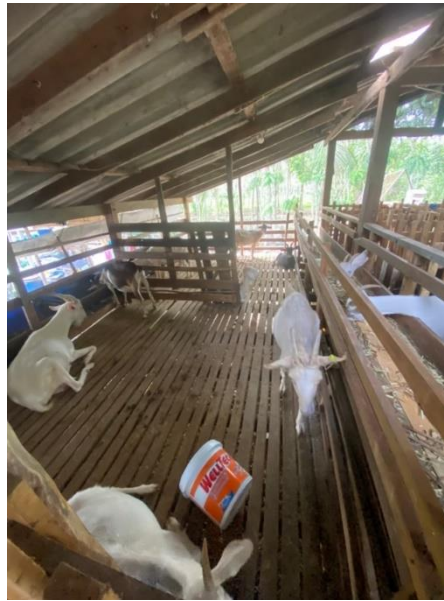
The group raises goats using the pen confinement method, keeping them in pens or housing at all times, providing water and food in the pens. However, goats may occasionally be released to forage outside. The pen floors are elevated and sloped.

## Housing

The housing provides protection from sun and rain, has good lighting, ventilation, cleanliness, and is surrounded by fencing. The floor is elevated 1.50 meters above ground level, floored with wooden slats sized 1x23 inches, with 1-inch gaps between the slats that goats can pass through. Inside the housing are hay racks, concentrated food troughs, water containers, and mineral salt blocks hung for goats to lick. The breeding buck housing measures 3x5 meters and accommodates 1-2 breeding males. The communal goat housing measures 6x12 meters, divided into smaller pens according to goat size groups, comprising: pregnant goats before delivery, nursing does, delivery pens, kid nursery pens, and growing goat pens. The milking goat housing measures 4x12 meters, serving as a communal pen with hay racks, concentrated food troughs, water containers, and sufficient mineral salt blocks. Within the milking goat housing, there is a 3x3 square meter area designated for milking, consisting of a milking platform and storage for milking equipment. Most of the goats in the group are fed with commercial feed and locally available grass. Various community materials can be used as substitutes, such as banana leaves, peanut plants, and cassava leaves, all of which are high-quality feed sources with high nutritional content.



**Figure 1** Front view of the enterprise group office



**Figure 2** Inside view of the goat housing

### **Product Development of Kraso Goat and Sheep Community Enterprise, Mayo District, Pattani Province**

The product development of the Kraso Goat and Sheep Community Enterprise was conducted under the promotion and support of the Office of the Permanent Secretary, Ministry of Higher Education, Science, Research and Innovation (MHESI). The enterprise received funding under the Regional- level Development Integration Plan ( in terms of building national competitiveness) to utilize science, technology, and innovation (STI) to enhance product quality and improve the quality of life for entrepreneurs and communities. This aimed to create competitive opportunities in the market, add value, diversify products and packaging, develop efficient quality standard certification systems, support prototype product development for market testing, and facilitate access to prototype factories to achieve production capacity that meets market demands. Under the Southern Border Provinces Livestock Promotion Project, with the Technology Clinic of Princess of Naradhiwas University as the producer, two products were developed for the Kraso Goat and Sheep Community Enterprise, namely:

#### **1. Goat Milk Cookies**

This processed product was developed by the Kraso Goat and Sheep Community Enterprise in collaboration with Princess of Naradhiwas University. It is a product with distinctive characteristics and nutritional value due to its key ingredient: goat milk. Goat milk contains high amounts of prebiotics, which are nutrients for intestinal microorganisms that help reduce constipation and prevent infections. Goat milk offers many other benefits, including: (1) Being a good alternative to cow's milk for those allergic to cow's milk, (2) Helping reduce high blood cholesterol levels, (3) Causing less bloating or flatulence compared to consuming other types of



milk, (4) Effectively aiding brain and vision development, (5) Helping repair worn-out parts of the body, and (6) Not contributing to obesity. Goat milk cookies are suitable for health-conscious consumers, having a mild sweetness and a pleasant aroma from goat milk and fresh butter. They are produced through clean, safe processes and are appetizing.



**Figure 3** Production process



**Figure 4** Goat Milk Cookie Product “Goata Cookies”

## **2. Pasteurized Goat Milk with Biocalcium**

Pasteurized goat milk enriched with Biocalcium is a product suitable for health-conscious consumers. It is produced through clean, safe manufacturing processes and is pleasant to consume. While goat milk generally available in the market often has a strong goaty odor, the group decided

to purchase their own breeding bucks and does to produce milk for family consumption. They also offered it to friends to try, with satisfying results as the milk had a good taste—sweet and fragrant without the typical odor. This experience motivated them to make good-tasting, odor-free goat milk available to everyone, leading them to launch the product in the market.



**Figure 5** Pasteurized Goat Milk Product



**Figure 6** Packaging of pasteurized goat milk product 'Goata Milk'

**Table 1** Summary of details regarding the development of goat milk cookies and pasteurized milk fortified with Biocalcium

Product Name	Package size	Storage conditions	Amount per box	Fixed cost	Variable cost	Total cost	Gross profit margin	Selling price
1.Goat milk cookies	Rectangular box size 18×8×5.5 Cm.	Store in a cool and dry place for 7 days	10 pieces/box	34.40	27.60	62	22.50 %	80

Product Name	Package size	Storage conditions	Amount per box	Fixed cost	Variable cost	Total cost	Gross profit margin	Selling price
2. Pasteurized milk fortified with Biocalcium	Plastic bottle size 100 milliliters 12.5×4 Cm.	Refrigerate (store at 5-7 °C) for up to 7 days	100 ml/bottle	12	10.30	22.30	10.80 %	25

**Table 2** Cost and price analysis for goat milk cookies and pasteurized milk fortified with Biocalcium

Product name	First Analysis (PNU)				Second Analysis (PSU)					Market (TSU)	
	Product ion cost	Packaging cost	Quantity	Selling price	Fixed cost	Variable cost	Total cost	Gross profit margin %	Selling price	Quantity	Selling price
1. Goat milk cookies	206.50	80	10 pieces	70	34.40	27.60	62	22.50 %	80	10 pieces	80
2. Pasteurized milk fortified with Biocalcium	190	7.2	100 ml	25	12	10.30	22.30	10.80 %	25	100 ml	25

**Note:** The cost calculation based on product and product weight per type according to the SKU of the products actually presented for sale. In calculating fixed costs, variable costs, and desired profits, approximate costs can be estimated close to reality because the level of product production is not a large industrial standard with a clear production process. **Fixed cost:** These are costs that do not vary regardless of production volume. **Variable cost:** These are costs that vary according to production volume. Low production results in higher unit costs, while higher production results in lower unit costs proportional to production volume. **(In this case, expenses can be estimated according to the situation.)** **Required profit:** Since all these products are convenience goods, most entrepreneurs typically add a desired profit margin of 25%-35% of the total cost, depending on the situation.

### Marketing of Goat Milk Cookies and Pasteurized Milk with Biocalcium

The marketing for selling Goat Milk Cookies and Pasteurized Milk with Biocalcium took place on the 1st floor of "Central Festival Hatyai" shopping center, located at 1518 Kanjanavanich Road,

Kho Hong Sub-district, Hat Yai District, Songkhla Province 90110, from October 15-24, 2021, as part of the "OTOP Throughout Thailand, Fighting COVID-19" event.



**Figure 7** Goat milk cookies marketing, first phase



**Figure 8** Pasteurized milk fortified with Biocalcium marketing, first phase





**Figure 9** Marketing of goat milk cookies and pasteurized milk fortified with Biocalcium

### **Training and Knowledge Transfer for Making Goat Milk Cookies and Pasteurized Milk with Biocalcium**

1. Training for the Southern Border Provinces Livestock Promotion Project (Using Technology and Innovation to Upgrade Production Standards and Develop the Potential for Commercial Livestock Product Development). The training for the Southern Border Provinces Livestock Promotion Project (Using Technology and Innovation to Upgrade Production Standards and Develop the Potential for Commercial Livestock Product Development) - Focus group development product was held during September 10-12, 2021, at the Research and Knowledge Development Building in Management, Prince of Songkla University, Hat Yai District, Songkhla Province. The details of this training were as follows:

- SME marketing strategies
- Guidelines and processes for writing business plans
- Brand creation
- Preparation of profit and loss budgets showing financial position
- Process Design Thinking
- Business plan feasibility assessment



**Figure 10** Training Program on Livestock Promotion in the Southern Border Region

2. Knowledge Transfer for Making Goat Milk Cookies and Pasteurized Milk with Biocalcium. The knowledge transfer for making Goat Milk Cookies and Pasteurized Milk with Biocalcium was held at Princess of Naradhiwas University, Narathiwat Province, on December 14, 2021, to transfer knowledge about making Goat Milk Cookies and Pasteurized Milk with Biocalcium to members of the Kraso Goat and Sheep Community Enterprise, Mayo District, Pattani Province, and interested individuals. This event was organized by Princess of Naradhiwas University.



**Figure 11** Knowledge Transfer on the Production of Goat Milk Cookies



**Figure 12** Knowledge Transfer on the Production of Pasteurized Milk

## Discussion and Conclusion

The failing score ( $\mu = 1.20$ ,  $\sigma = 1.14$ ) in pre-project discussions represents a significant finding that warrants deeper analysis. This score stands in stark contrast to the generally positive evaluations across other indicators and may indicate a critical weakness in the project's planning phase. Interviews with participants revealed three key contributing factors:

- 1) Administrative urgency due to fiscal year budget constraints frequently leads to expedited implementation timelines that bypass proper consultation processes. As one participant noted, 'We received notification about the project approval only two weeks before implementation was required to begin.'
- 2) The COVID-19 pandemic severely restricted face-to-face meetings during the crucial planning phase, with virtual alternatives proving inadequate in the rural context where digital literacy and internet connectivity presented barriers.
- 3) A structural power imbalance exists between academic institutions designing interventions and community members receiving them, resulting in a top-down approach where local knowledge and context-specific needs may be overlooked.



This finding aligns with research by Raja, S. S., et al (2022), who identified pre-implementation consultation as the most frequently compromised aspect of rural development projects despite its critical importance for project success and sustainability. The consequences of this planning deficit manifested in several implementation challenges, including initial resistance to proposed product developments and misalignment between training content and participant skill levels.

### Performance Evaluation

From the performance evaluation of the Kraso Goat and Sheep Community Enterprise, Mayo District, Pattani Province, the overall scores and scores by aspect can be shown in Table 1

**Table 3** Evaluation Results on Context

Indication	Criteria	Entrepreneurs	Academics	Overall
		$\mu$ $\sigma$ level	$\mu$ $\sigma$ level	$\mu$ $\sigma$ level
1.1 Analysis of needs and necessity	1.1.1 Level of necessity of the project in relation to the situation and area	<b>8.46</b> <b>1.72</b> (Good)	<b>9.50</b> <b>0.58</b> (Very Good)	<b>8.98</b> <b>1.15</b> (Good)
1.2 Objectives of the project	1.1.2 Level of understanding of the project's objectives or goals	<b>8.46</b> <b>1.68</b> (Good)	<b>9.00</b> <b>0.00</b> (Very Good)	<b>8.73</b> <b>0.84</b> (Good)
1.3 Policy alignment	1.1.3 Level of alignment of the project with government policies or the policies of the southern border provinces	<b>8.38</b> <b>1.68</b> (Good)	<b>8.50</b> <b>0.58</b> (Good)	<b>8.44</b> <b>1.13</b> (Good)
<b>Overall</b>		<b>8.43</b> <b>1.69</b> (Good)	<b>9.00</b> <b>0.38</b> (Very Good)	<b>8.71</b> <b>1.04</b> (Good)

From the Context evaluation results, the success level was good ( $\mu = 8.71$ ,  $\sigma = 1.04$ ), with each item's evaluation results at a good level. Ranking from highest to lowest scores: the level of project necessity relative to the situation and area ( $\mu = 8.98$ ,  $\sigma = 1.15$ ), the level of understanding about the project's goals or objectives ( $\mu = 8.73$ ,  $\sigma = 0.84$ ), and the level of project alignment with government policies ( $\mu = 8.44$ ,  $\sigma = 1.13$ ), respectively. It can be seen that the Context evaluation results show each item at a good level. Furthermore, from the study of related documents and information, it was found that the project is consistent with the National Strategy, the 12th National Economic and Social Development Plan, and the Southern Border Provinces Development Plan

2019-2021, as well as aligning with the Higher Education, Science, Research and Innovation Policy and Strategy 2020-2027.

**Table 4** Evaluation Results on Input

Indication	Criteria	Entrepreneurs	Academics	Overall
		$\mu$ $\sigma$ level	$\mu$ $\sigma$ level	$\mu$ $\sigma$ level
2.1 Readiness of the operational area	2.1.1 Level of readiness of the project area	<b>8.42</b> <b>1.65</b> (Good)	<b>8.75</b> <b>1.5</b> (Good)	<b>8.59</b> <b>1.58</b> (Good)
2.2 Service Providers	2.2.1 Level of knowledge and ability of academic service providers	<b>8.61</b> <b>1.86</b> (Good)	<b>8.5</b> <b>1.29</b> (Good)	<b>8.56</b> <b>1.58</b> (Good)
2.3 Project Coordinators	2.3.1 Level of competence and coordination of project coordinators	<b>8.5</b> <b>1.58</b> (Good)	<b>9.00</b> <b>0</b> (Good)	<b>8.75</b> <b>0.79</b> (Good)
2.4 Product Development Model	2.4.1 Level of alignment between the product development model and community needs	<b>8.27</b> <b>2.10</b> (Good)	<b>9.00</b> <b>0.00</b> (Good)	<b>8.64</b> <b>1.05</b> (Good)
2.5 Readiness of Materials and Equipment	2.5.1 Level of readiness of materials and equipment for project implementation or achieving objectives	<b>8.69</b> <b>3.03</b> (Good)	<b>8.25</b> <b>0.96</b> (Good)	<b>8.47</b> <b>2.00</b> (Good)
<b>Overall</b>		<b>8.50</b> <b>2.04</b> (Good)	<b>8.70</b> <b>0.75</b> (Good)	<b>8.60</b> <b>1.40</b> (Good)

From the Input evaluation results, the success level was good ( $\mu = 8.60$ ,  $\sigma = 1.40$ ), with all items' evaluation results at a good level. Ranking from highest to lowest scores: the level of capability and coordination of project coordinators ( $\mu = 8.75$ ,  $\sigma = 0.79$ ), the level of consistency between product development models and community needs ( $\mu = 8.64$ ,  $\sigma = 1.05$ ), the level of readiness of people participating in the project ( $\mu = 8.59$ ,  $\sigma = 1.58$ ), the level of knowledge and ability in knowledge transfer of the instructors ( $\mu = 8.56$ ,  $\sigma = 1.58$ ), and the level of readiness of materials and equipment for product creation or implementation according to objectives ( $\mu = 8.47$ ,  $\sigma = 2.00$ ), respectively. It can be seen that the Input evaluation results show all items at a good level.

**Table 5** Evaluation Results on Process

Indication	Criteria	Entrepreneurs	Academics	Overall
		$\mu$ $\sigma$ level	$\mu$ $\sigma$ level	$\mu$ $\sigma$ level
3.1 Community needs assessment	3.1.1 Level of surveying or discussion regarding the project before implementation	<b>0.65</b> <b>0.69</b> (Low)	<b>1.75</b> <b>1.59</b> (Low)	<b>1.20</b> <b>1.14</b> (Low)
3.2 Target group selection	3.2.1 Level of appropriateness in selecting target groups for the project	<b>8.54</b> <b>1.58</b> (Good)	<b>8.25</b> <b>0.98</b> (Good)	<b>8.40</b> <b>1.28</b> (Good)
3.3 Communication	3.3.1 Level of knowledge exchange between entrepreneurs and communities involved in the project	<b>8.65</b> <b>1.58</b> (Good)	<b>8.50</b> <b>1.00</b> (Good)	<b>8.58</b> <b>1.29</b> (Good)
3.4 Service provision	3.4.1 Level of beneficial services provided during project participation	<b>9.23</b> <b>1.14</b> (Very Good)	<b>8.75</b> <b>1.26</b> (Very Good)	<b>9.00</b> <b>1.20</b> (Very Good)
3.5 Project monitoring	3.5.1 Level of project monitoring and follow-up	<b>8.80</b> <b>1.47</b> (Good)	<b>8.50</b> <b>1.00</b> (Good)	<b>8.65</b> <b>1.24</b> (Good)
<b>Overall</b>		<b>7.17</b> <b>1.29</b> (Moderate)	<b>7.15</b> <b>1.17</b> (Moderate)	<b>7.16</b> <b>1.23</b> (Moderate)

The evaluation of the Process aspect revealed a moderate level of overall success ( $\mu = 7.16$ ,  $\sigma = 1.23$ ). Most individual evaluation criteria received good ratings, with the level of beneficial services provided during project participation scoring highest at very good ( $\mu = 9.00$ ,  $\sigma = 1.20$ ). This was followed by good ratings for project monitoring and evaluation ( $\mu = 8.65$ ,  $\sigma = 1.24$ ), knowledge exchange among entrepreneurs or community members during implementation ( $\mu = 8.58$ ,  $\sigma = 1.29$ ), and the appropriateness of the system for selecting target groups ( $\mu = 8.40$ ,  $\sigma = 1.28$ ). However, a striking contrast emerged with the level of meetings or discussions about the project before implementation, which received a failing score ( $\mu = 1.20$ ,  $\sigma = 1.14$ ). This notable disparity between pre-implementation communication and all other criteria raises important questions about the planning process. Implementation timelines also faced challenges, with project execution not proceeding according to plan and resulting in activity delays. The COVID-19 pandemic was identified as a major obstacle that significantly impacted project implementation.

This combination of strong performance across most operational aspects coupled with extremely poor pre-implementation communication suggests that while execution was generally effective, the project may have benefited from more thorough initial consultation and planning processes.

**Table 6** Evaluation Results on Output

Indication	Criteria	Entrepreneurs	Academics	Overall
		$\mu$ $\sigma$ level	$\mu$ $\sigma$ level	$\mu$ $\sigma$ level
4.1 Satisfaction with the Project	4.1.1 Satisfaction level with the implementation process	<b>8.68</b> <b>1.48</b> (Good)	<b>9.75</b> <b>0.45</b> (Very Good)	<b>9.22</b> <b>0.97</b> (Very Good)
	4.1.2 Satisfaction level with communication channels	<b>8.87</b> <b>1.33</b> (Good)	<b>9.75</b> <b>0.45</b> (Very Good)	<b>9.31</b> <b>0.89</b> (Very Good)
	4.1.3 Satisfaction level with service providers	<b>9.00</b> <b>1.41</b> (Very Good)	<b>9.92</b> <b>0.29</b> (Very Good)	<b>9.46</b> <b>0.85</b> (Very Good)
	4.1.4 Satisfaction level with facilities and convenience	<b>9.14</b> <b>1.17</b> (Very Good)	<b>9.42</b> <b>0.67</b> (Very Good)	<b>9.28</b> <b>0.92</b> (Very Good)
<b>Overall</b>		<b>8.92</b> <b>1.35</b> (Good)	<b>9.71</b> <b>0.47</b> (Very Good)	<b>9.32</b> <b>0.91</b> (Very Good)

The evaluation results for the Output aspect show an excellent level of success ( $\mu = 9.32$ ,  $\sigma = 0.91$ ), with each evaluation item rated at an excellent level. When ranked from highest to lowest scores, the results are as follows: the level of satisfaction with service staff ( $\mu = 9.46$ ,  $\sigma = 0.85$ ), the level of satisfaction with communication channels ( $\mu = 9.31$ ,  $\sigma = 0.89$ ), the level of satisfaction with facilities ( $\mu = 9.28$ ,  $\sigma = 0.92$ ), and the level of satisfaction with operational procedures ( $\mu = 9.22$ ,  $\sigma = 0.97$ ), respectively. It can be observed that the evaluation results for the Output aspect show all items rated at an excellent level, with consistently high scores across all categories.

The Kraso Goat and Sheep Community Enterprise primarily engages in dairy goat farming for the production and sale of raw goat milk and pasteurized goat milk. The group's main source of income comes from the sale of these dairy products. Additionally, the group generates supplementary income from the sale of bagged goat manure and silage (fermented grass). The group practices a rotational stall-feeding system for goat farming. Regarding product development, the Kraso Goat and Sheep Community Enterprise has enhanced and upgraded its products through the integration of science, technology, and innovation (STI) under the Southern Border Livestock Promotion Project. The key developments include:

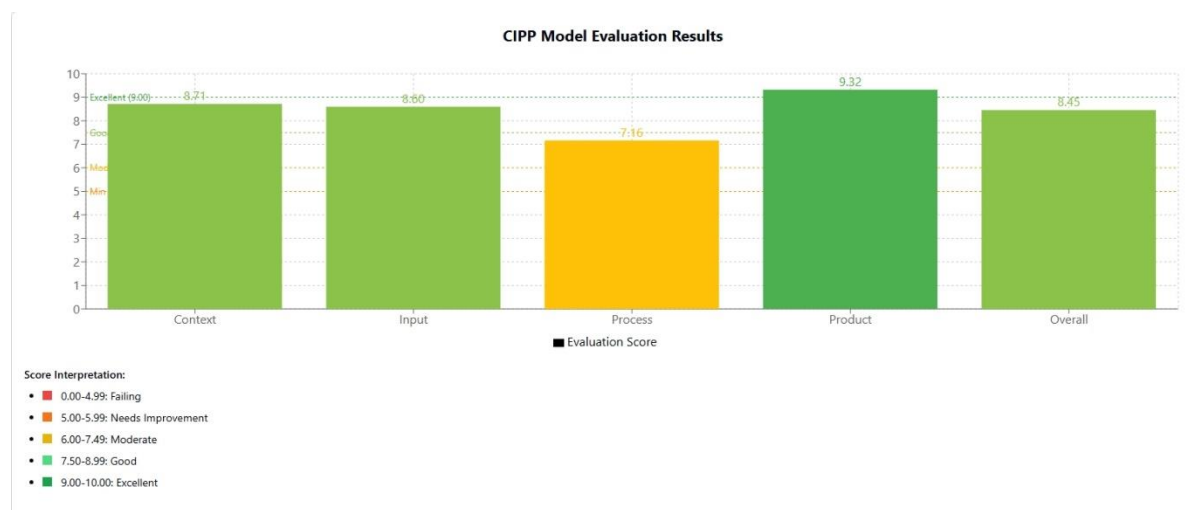
- 1) Product Development – Two new products have been developed: Goat Milk Cookies and Pasteurized Goat Milk with Biocalcium.
- 2) Packaging Development – This includes the group's logo, packaging for Goat Milk Cookies, and packaging for Pasteurized Goat Milk with Biocalcium.
- 3) Prototype Product Development – Prototype versions of Goat Milk Cookies and Pasteurized Goat Milk with Biocalcium were created to facilitate further commercialization and marketing efforts.

The project also includes market development for the sale of Goat Milk Cookies and Pasteurized Goat Milk with Biocalcium. Additionally, training programs were conducted under the Southern Border Livestock Promotion Project, providing knowledge transfer on the production of these goat milk products. As a result, members of the Kraso Goat and Sheep Community Enterprise and other interested individuals have gained increased knowledge, aligning with studies conducted in similar agricultural promotion projects. For instance, a study by the Center for Local Economic and Business Research, Faculty of Management Science, Udon Thani Rajabhat University (2019) on the Evaluation of the Organic Farming Promotion Project in Nong Bua Lamphu Province, based on the Philosophy of Sufficiency Economy, found that before participating in the project, farmers had moderate knowledge, but after training, their understanding reached the highest level, and their ability to apply the knowledge was also at the highest level. Similarly, a study by Suwanna Thongdonkham et al. (2020) on the Agricultural Production Capacity Development Project (Enhancing the Value of Agricultural Products and Livestock Processing through Science and Technology in Yala Province) found that:

- 1) A technology transfer workshop on standardized meat goat production resulted in high levels of satisfaction among participating farmers.
- 2) A technology transfer workshop on value-added product development from goat meat also received high satisfaction scores from the participants.
- 3) Farmers engaged in goat meat livestock production who received technology, science, and innovation training in livestock production and processing saw a significant increase in the variety of processed goat meat products, contributing to greater market value and economic benefits.

Evaluation of the Performance Enhancement through Science, Technology, and Innovation (STI) under the Livestock Promotion Project in the Southern Border Region by the Kraso Goat and Sheep Community Enterprise Group. Based on the evaluation scores, the overall performance of the project is considered successful at a good level. The assessment results for each aspect are

rated as very good and good. When examining the individual indicators, most of them scored at very good and good levels. However, there was one indicator that did not pass, which was the meeting or discussion about the project before its implementation. One of the key reasons for this was the COVID-19 pandemic, which may have impacted the execution of this specific indicator.

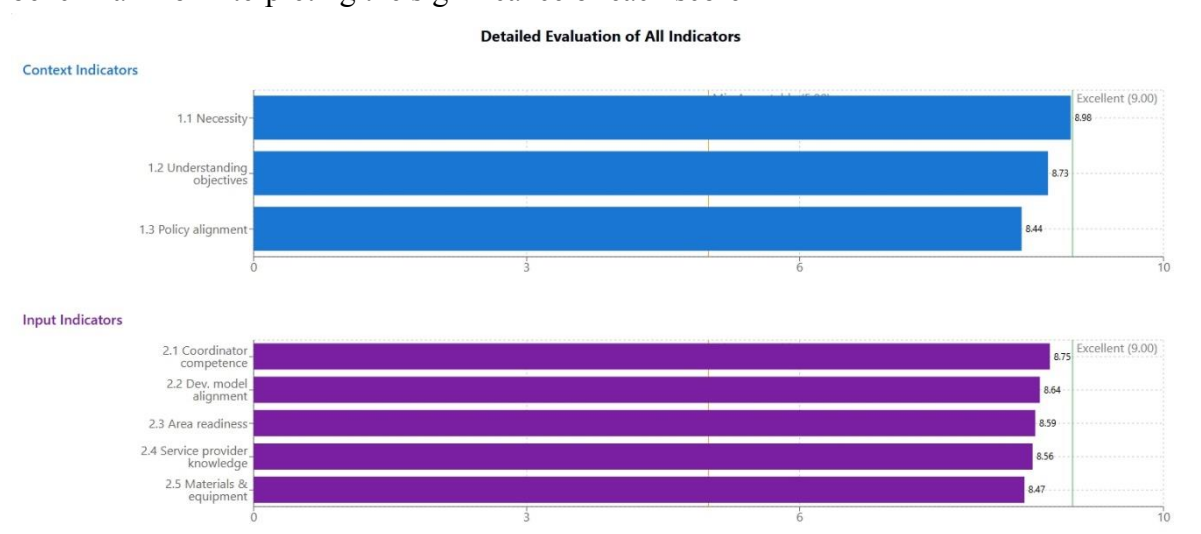


**Figure 13** CIPP Model Evaluation Results

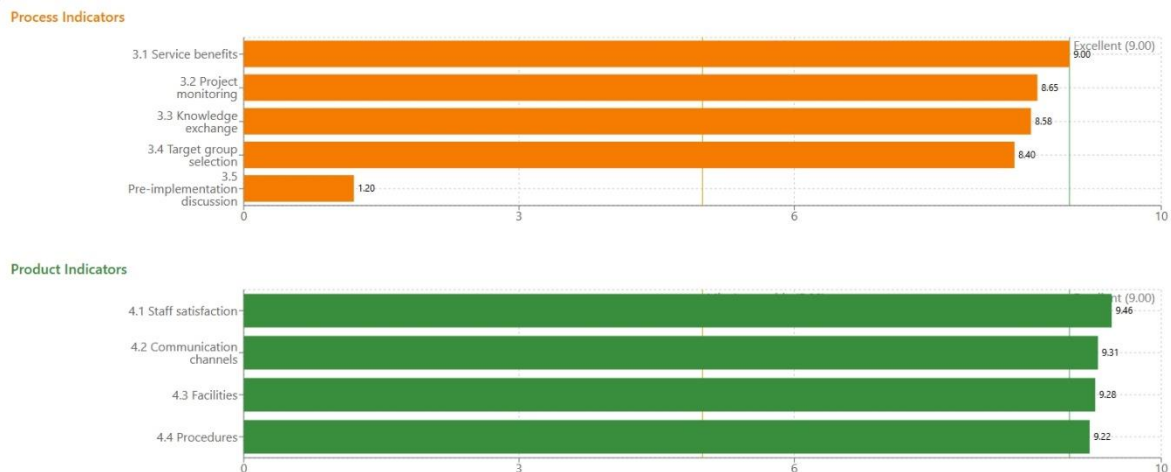
This chart provides a clear visual representation of the evaluation scores across the four CIPP dimensions (Context, Input, Process, Product) and the overall score. The color-coded bars correspond to different quality levels, making it immediately apparent that:

- The Product aspect achieved the highest score (9.32), reaching the "Excellent" level
- Both Context (8.71) and Input (8.60) dimensions performed at a "Good" level
- The Process dimension scored the lowest (7.16), remaining at a "Moderate" level
- The overall project performance (8.45) falls within the "Good" range

The reference lines at different score thresholds (5.00, 6.00, 7.50, and 9.00) provide a useful benchmark for interpreting the significance of each score.



**Figure 14** Detailed Evaluation of Context and Input Indicators



**Figure 15** Detailed Evaluation of Process and Product Indicators

This set of horizontal bar charts breaks down each CIPP dimension into its constituent indicators, providing a granular view of the project's strengths and weaknesses. The color-coding by CIPP dimension (blue for Context, purple for Input, orange for Process, green for Product) helps maintain visual organization.

The most striking insight from this visualization is the extremely low score (1.20) for "Pre-implementation discussion" within the Process dimension, which falls well below the minimum acceptable threshold. This single poor-performing indicator contrasts sharply with the otherwise solid performance across all other metrics and aligns with your discussion of planning deficits in the project.

### Suggestions for Future Research

Based on the findings and limitations of this study, several specific directions for future research are recommended:

- 1) Comparative Analysis: Future studies should consider comparing the CIPP evaluation outcomes of multiple livestock promotion projects across different regions to identify region-specific success factors and challenges.
- 2) Longitudinal Impact Assessment: A longitudinal study following the Kraso enterprise over 3-5 years would provide valuable insights into the sustainability of the project outcomes and the long-term economic impacts on participating households.
- 3) Pre-Implementation Consultation Models: Given the failing score in this critical area, research specifically focused on developing and testing culturally appropriate consultation methodologies for Thailand's southern border provinces is urgently needed.
- 4) Market Responsiveness: Investigation into consumer acceptance and market potential for innovative goat milk products in both local and national markets would complement this production-focused evaluation.



5) Knowledge Transfer Effectiveness: Research examining the specific factors affecting knowledge retention and application among farmers receiving technical training would help optimize future capacity building efforts.

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## Bibliography

Muhammad Salaebing is a distinguished scholar in Malay linguistics, translation studies, and classical Malay manuscript research. He holds a Master's degree in Malay Language and currently leads advanced research projects focusing on historical texts and cultural heritage, particularly the transmission of Islamic knowledge through traditional Malay manuscripts. With expertise in historical linguistics, Malay morphology, and regional dialectal influence, Muhammad has made significant contributions to understanding the evolution of the Malay language in the Southeast Asian context. As a seasoned lecturer and researcher, he has been instrumental in developing language education and translation curricula, while actively preserving Malay literary traditions. His interdisciplinary work spans lexicography, manuscript studies, language pedagogy, and the integration of digital tools in language learning. Noted for his insightful analysis of classical Malay texts, Muhammad deciphers the philosophical and socio-cultural meanings embedded within historical writings. He has presented widely at international conferences, discussing topics such as the digitization of rare manuscripts, Islamic intellectual traditions in the Malay world, and innovative teaching methodologies. His collaborative efforts with institutions in Thailand, Malaysia, and across the Nusantara region reflect his dedication to fostering cross-cultural academic exchange. Beyond academia, he is at the forefront of projects aimed at documenting endangered dialects and digitizing ancient manuscripts, ensuring the accessibility and relevance of Malay heritage in the digital age. His scholarship bridges tradition and innovation, contributing to both the preservation and revitalization of the Malay intellectual legacy.

# Among Modernity and Tradition: The Attitude of the Young Generation of Glodok Chinatown Towards Preserving Local Culture

Eko Widodo<sup>1\*</sup>

## Abstract

Glodok Chinatown, a historical and cultural hub in Jakarta, faces the dual challenges of preserving its rich Chinese cultural heritage while adapting to the pressures of modernization and globalization. This study examines the attitudes of Glodok's younger generation toward local cultural preservation and explores their potential role in sustaining cultural heritage through innovative and business-oriented approaches. The research investigates how young people balance their cultural identity with modern influences. Findings suggest that while many youths are increasingly drawn to global popular culture, there is still a connection to local traditions. The study highlights the potential of the creative economy—encompassing traditional medicine, culinary arts, fashion, and tourism—as a means to revitalize cultural heritage. By leveraging social media and digital platforms, the younger generation can play a pivotal role in promoting and modernizing cultural products. The research concludes that an adaptive and innovative approach, integrating traditional values with modern elements, is essential for ensuring the sustainability of Glodok's cultural identity in the face of rapid societal changes. This study underscores the importance of engaging the younger generation as key actors in cultural preservation efforts.

**Keywords:** Young Generations, Local Culture, Cultural Identity

## Introduction

In the midst of the increasingly massive onslaught of modernity, Glodok Chinatown is one of the historical areas in Jakarta that has a wealth of Chinese culture and traditional heritage that still survives today. Historically, this area has developed since the Dutch colonial era as a major trading center in the Batavia area and even Southeast Asia inhabited by the Chinese diaspora community (Jenny & Rianto, 2021). Various cultural elements, such as architecture, culinary, medicine, performing arts, as well as religious and social practices, can still be easily found in Glodok, reflecting a strong identity that has been formed over the centuries (Restiyati & Rafaellito, 2018)

Along with the times, modernization and globalization have also brought major changes to the Glodok Chinatown area. The entry of urban lifestyles, technological developments, as well as changes in consumption patterns and various social dynamics of society have had an impact on the existing cultural heritage. Many young people are now more interested in global popular culture than in their ancestral traditions that have been passed down for generations. In addition, various new infrastructures and modern developments in the Glodok area have also reduced traditional spaces that have been centers of cultural activities, such as temples, traditional markets, and shops selling typical Chinese goods.

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Nowadays, in the midst of globalization and urbanization, preserving local culture is an increasingly complex challenge. In conditions like this, the younger generation has an important role in the sustainability of local traditions and cultures. However, the question arises to what extent they are able to understand, appreciate, and be actively involved in preserving their ancestral culture. Without us realizing it, nowadays there are many young people who do not know the original culture that exists around their neighbourhoods. The lack of knowledge about local culture which is their own homeland is quite concerning. Although there are also some young people who have a high awareness of the importance of preserving Indonesian culture (Agustin, 2023). Does modernity pose a threat to the sustainability of local culture, or does it open up new opportunities to preserve cultural heritage in more innovative ways? By looking at the attitudes of the younger generation towards local culture, it can provide an overview of the future of the cultural identity of the Chinatown community in Indonesia. Therefore, this study is relevant in understanding how the younger generation of Glodok Chinatown responds to changes in the times and whether they still have an attachment to their local culture. The current younger generation will have a role as cultural consumers in the future. According to Bourdieu's (1996) Cultural Consumption theory, a person's cultural consumption pattern is influenced by the habitus and cultural capital they have. The culture in which a person grows and develops will determine their behavior and the various choices they make in their lives later on. In the context of Glodok Chinatown, the younger generation can be the main actors in determining how cultural heritage will survive or change in the future. If they tend to adopt global popular culture without any efforts to preserve local culture, it will result in the risk of losing the cultural identity that has been inherited. However, if they can combine traditional values with relevant modern elements, then cultural preservation can run more adaptively and dynamically. Therefore, understanding the preferences and attitudes of the younger generation towards local culture is very important in determining an effective preservation strategy.

In addition to being consumers of culture, the younger generation also plays a role in business and economic aspects related to cultural preservation. The creative economy sector based on local culture, such as traditional medicine, culinary, fashion, tourism, and Chinese crafts, has great potential to develop in Glodok Chinatown. The younger generation who have an entrepreneurial spirit can be the main agents in developing local culture-based businesses with a more modern and innovative approach. For example, by utilizing social media and digital platforms, they can promote cultural products that are more relevant to current market tastes. Therefore, the integration between cultural preservation and business aspects can be a sustainable solution in maintaining the sustainability of local culture amidst the rapid changes in the times. In this modern era, meetings between cultures will continue to occur, becoming something that cannot be avoided. The meeting will be able to change the form of local culture. In his study of immigrants in America, Berry (2022) stated that individuals or groups within a culture can experience integration, assimilation, separation, or marginalization when interacting with other cultures. In the context of Glodok Chinatown, this theory is relevant to understanding how the younger generation balances their cultural identity with the modernity that is developing around them. In addition, Turner's (1987) Social Identity theory can help explain how the younger generation identifies themselves in the Chinatown community, as well as how this identity is influenced by social and cultural factors. Lowenthal's (2015) Cultural Preservation Theory is also relevant in understanding how cultural heritage is perceived, valued, and transmitted to the next generation. These three theories are the basis for analyzing the attitudes of the younger generation towards preserving local culture in Glodok Chinatown.

## Research Questions

Based on this background, this study seeks to answer two main questions:

1. What is the attitude of the younger generation in Glodok Chinatown towards preserving local culture amidst modernity?
2. What is the potential for developing local culture-based businesses by the younger generation in Glodok Chinatown?

## Research Objectives

This study aims to:

1. Analyze the understanding of the younger generation towards local culture in Glodok Chinatown.
2. Identify their level of involvement in cultural preservation activities.
3. Reveal the factors that influence the attitudes of the younger generation towards local culture.
4. Exploring the impact of modernity on the attitudes and cultural practices of the younger generation of Glodok Chinatown.
5. Examining the potential for developing local culture-based businesses among the younger generation of Glodok Chinatown.

## Literature Review

The development of modernity has brought major changes in various aspects of life, including the sustainability of local culture. The younger generation who grow up in a multicultural environment are often faced with a dilemma between maintaining the cultural heritage of their ancestors or adapting to the dominant culture that will continue to develop. Glodok Chinatown, as one of the historical areas in Jakarta, is an example of how the Chinese community in Indonesia tries to maintain traditions amidst the challenges of globalization and modernization that are hitting us all today.

In understanding this dynamic, various social theories can be used to analyze how the younger generation of Glodok Chinatown responds to cultural change. Social Identity Theory explains how individuals form their identities through membership in a social group. Meanwhile, acculturation theory helps understand how minority cultural groups interact and adapt to the majority culture. Both of these theories are still relevant in seeing how the younger generation navigates their identities between tradition and modernity as is happening in the Glodok Chinatown area today.

In addition, the concept of cultural consumption and cultural heritage are also important aspects in this study. Cultural consumption not only reflects individual preferences, but also reflects how social structures influence a person's cultural choices. On the other hand, cultural heritage is also a social construction that continues to develop and can change according to how a community group views and maintains it. With this approach, this study aims to understand more deeply the attitudes of the younger generation of Glodok Chinatown towards preserving local culture in the modern era.

## **Acculturation in Intercultural Setting**

When a culture encounters or is confronted with another culture for a relatively long time, what is called acculturation occurs. Berry (2022) in his classic work on acculturation, defines acculturation as: "Cultural change that occurs as a result of direct and continuous contact between different cultural groups, resulting in changes in one or both groups. Thus, acculturation is not just an individual learning a new culture, but also a process of adaptation that occurs reciprocally, both in the individuals who come and in the culture that receives them. Likewise, the intercultural encounter between the Glodok Chinatown culture and the arrival of a newer culture, which is usually preferred by young people.

Berry (2022) distinguishes between acculturation at the individual level which shows how a person psychologically and socially adjusts to a new culture and acculturation at the group level which shows how a community or society adapts elements of another culture in their lives. Berry developed a model that explains how individuals or groups adapt to other cultures based on two main questions: first is the individual wanting to maintain their original cultural identity? and second is the individual more willing to interact and adapt to the majority culture? From these two questions, Berry developed four main acculturation strategies, namely: (a) Integration (maintaining the original culture + adapting to the majority culture), where an individual maintains the identity of their original culture, but also actively participates in the majority culture. Example: Immigrants who continue to speak their mother tongue at home but also use the local language in everyday life. Usually this strategy results in better psychological well-being because individuals feel accepted by both cultures. (b) Assimilation (leaving the original culture + adapting to the majority culture) where individuals leave their original culture and completely adopt the majority culture. Example: An immigrant who stops using their mother tongue and only speaks the language of the new country, and adopts the lifestyle and values of the local culture. In this condition, assimilation can reduce feelings of alienation, but can also cause the loss of original cultural identity. (c) Separation (maintaining original culture + rejecting the majority culture) where individuals maintain their original culture and refuse to interact or adopt the majority culture. Example: Immigrant groups who maintain their customs and only socialize with their own community without interacting with the local population. The choice of this separation strategy can increase community solidarity, but can also cause social alienation and discrimination in the environment. (d) Marginalization (leaving the original culture + rejecting the majority culture) where individuals feel they have no attachment to either the original culture or the majority culture. Example: An immigrant who experiences pressure to leave his/her.

## **Cultural Consumption**

The discussion of cultural consumption cannot be separated from the role of a French sociologist, Pierre Bourdieu, who is famous for his theory of habitus, capital, and social field. One of his main contributions to cultural studies is the Theory of Cultural Consumption, which he explains in depth in his book *Distinction: A Social Critique of the Judgement of Taste* (1996). Bourdieu argues that a person's cultural tastes and consumption patterns are not something natural or purely individual, but are greatly influenced by their social position in society. Cultural consumption is not only about personal preferences, but also a tool to build social status and strengthen social stratification.

Bourdieu developed the concept of capital to explain how individuals acquire and use resources in society. There are four types of capital that influence cultural consumption, namely economic capital in the form of wealth and financial assets owned by a person. Cultural Capital in the form of knowledge, skills, education, and access to cultural symbols. Social Capital in



the form of social networks and relationships that can provide benefits and no less important is Symbolic Capital in the form of prestige, honor, and social recognition obtained through other capital. Cultural capital is a major factor in shaping a person's taste and consumption of culture. People with high cultural capital tend to have a taste for classical art, literature, or classical music, while those with low cultural capital prefer popular culture.

Another concept developed by Bourdieu regarding cultural consumption is the concept of habitus. Habitus is a pattern of thinking, habits, and social dispositions that are formed through a person's life experiences in a particular social environment. Habitus is developed from childhood through family, education, and social environment. Habitus determines how a person understands the world and how they act in it. In cultural consumption, habitus reflects a person's social class—for example, someone from the upper class will consider museums and operas to be "high-value" entertainment, while someone from the working class may prefer television and sports.

Related to the Glodok Chinatown area, Bourdieu developed the concept of a social arena (Field). Field is a social space where individuals and groups compete for status and recognition. Each field has its own rules and hierarchies, including the fields of art, academics, politics, or economics. In the cultural field, people compete to gain cultural legitimacy, which is the recognition that their preferences have high value. This is what often causes various conflicts in certain communities. This is because those with high cultural capital often try to dominate the cultural arena by defining what is considered "good taste" and "bad taste". In his book *Distinction: A Social Critique of the Judgement of Taste* (1996), Bourdieu shows how cultural consumption is used as a way to assert social status and distinguish oneself from other groups. Therefore, in a particular community or society, in relation to culture, there is a class division in relation to cultural consumption. Here the upper class tends to consume culture that is considered "elite", such as classical music, theater, or classical literature. They have a taste called "legitimate taste". The middle class is in a position to always try to imitate the upper class by adopting some elements of elite culture, but often mixing it with popular culture. While the working class tends to be more interested in popular culture and mass entertainment such as television, pop music, or sports. Bourdieu argues that taste is not just an individual preference, but a tool of social domination. The upper class maintains its power by defining their cultural tastes as "better" than popular culture. Pierre Bourdieu shows that cultural consumption is not simply a matter of personal preference, but is a result of broader social structures. Cultural tastes become a tool for class differentiation and maintaining the dominance of elite groups.

### **Social Identity**

Social Identity Theory was developed by Henri Tajfel (1979). This theory explains how individuals define themselves based on membership in a particular social group, and how group identity can influence behavior, attitudes, and relationships between individuals in society. This theory was first introduced in the context of intergroup conflict, stereotypes, and discrimination, and how humans tend to categorize themselves in certain groups as part of their social identity.

Some of the concepts developed in Social Identity Theory include. The Concept of Social Categorization. In this concept of social categorization, individuals automatically categorize themselves and others into certain social groups. For example, in categories based on ethnicity (eg: native vs. immigrant), religion (eg: Muslim vs. Christian), economic status (eg: rich vs. poor), occupation (eg: doctor vs. farmer). When someone categorizes themselves in a group (ingroup), they also begin to see others who are not included in the group as an outgroup.



Once individuals categorize themselves into a group, they begin to identify with the values, norms, and characteristics of that group, or engage in social identification. Social identification reinforces a sense of community and loyalty to their group. Individuals will adopt behaviors and values that are consistent with their group in order to be accepted. For example, someone who identifies as a feminist will tend to behave and speak in ways that are consistent with feminist values. After identifying with a group, individuals begin to compare their group to other groups. The purpose of social comparison is to increase self-esteem by viewing their own group as superior to other groups. This process can lead to ingroup bias (ingroup favoritism) and prejudice against outgroups. For example, football club supporters often compare their team to the opposing team and assume that their team is better. Tajfel & Turner's Social Identity Theory explains how humans naturally categorize themselves into social groups, identify with those groups, and compare their group to other groups.

### **Cultural Globalization**

One of the figures who laid the foundation for the occurrence of cultural globalization, Arjun Appadurai (2006), rejected the view that globalization is simply a form of Western cultural domination of the world. Instead, he argued that globalization is a complex process involving the interaction of various cultures, creating new dynamics that do not always originate from a particular center of power. This theory is important because it explains how culture is no longer bound by geographical boundaries and how cultural identities continue to develop in the era of globalization.

Appadurai developed the concept of five types of "scapes" to describe the complexity of cultural globalization. Each "scape" reflects how various aspects of globalization interact dynamically. The five landscapes are (a) Ethnoscape where currently there has been a movement of people on a global scale, including migration, diaspora, migrant workers, and tourism, which occurs in various countries. Humans can work anywhere across existing national borders. (b) Technoscape where there has been the development and spread of technology on an extraordinary scale and speed. The spread of technology and innovation that has occurred has accelerated globalization. The development of technology such as the internet, artificial intelligence (AI), or the industrial revolution 4.0 has changed the way humans interact with this world. (c) Financescape where there has been a global movement of capital and economy, including foreign investment, stock trading, and digital transactions. What is striking in this case is the emergence of the global stock market, cryptocurrency, and fintech-based startups that are increasingly growing. (d) Mediascape where there is a rapid and massive spread of information, images, and ideas through mass and digital media. For example, currently Netflix, TikTok, and YouTube allow cultures from various countries to spread widely. (e) Ideoscape where there is a spread of political and social ideas, such as democracy, human rights, and feminism. For example, during the last pandemic, the Black Lives Matter movement in the United States received global support through social media. Appadurai further argues that globalization is not a regular or homogeneous process, but is "disjunctive" (not uniform and unpredictable). This view differs from the classical theory which states that globalization only spreads Western culture, Appadurai sees that local culture can also influence globalization in unique ways. Currently, globalization creates cultural hybridity, not just the dominance of one culture over another. A clear example is K-Pop, an example of how Korean culture (local) utilizes the global mediascape (YouTube, Spotify) to become a world phenomenon. Also, food cultures such as Japanese sushi have been adapted in various countries with new variations, such as sushi burritos in America.

Appadurai argues that in the era of globalization, "imagination" becomes the main social force that shapes cultural identity. People now not only passively accept culture, but also participate

in creating and adapting new cultures. In this case, social media and the internet allow individuals to form their own identities based on global culture. For example, a teenager in Indonesia can feel closer to Japanese anime culture than to the traditional culture of his region or streetwear fashion that initially developed in America is now adopted and modified by youth communities in various countries

The Implications of Cultural Globalization in Modern Life is that the cultural identity that a person has becomes flexible and multidimensional. Cultural globalization creates a hybrid identity, where a person can have more than one cultural identity. People no longer only feel part of the national culture, but also of the global culture. Examples of current phenomena include young people in big cities who may be more familiar with Korean pop culture than their own traditional regional culture. Thus, local culture will face challenges because cultural globalization can cause cultural homogenization. Governments and communities need to find ways to maintain local culture without stifling innovation.

### **Cultural Digitalization.**

The concept of Cultural Digitalization developed by Manuel Castells (2009) explains how the development of digital technology has changed the way humans produce, distribute, and consume culture. Digitalization allows culture to no longer be limited to physical space, but to develop in a globally connected virtual space. Castells argues that we live in an era of network society, where information and communication technology plays a major role in shaping culture and social identity.

Castells' main concept is the formation of a network society. Castells developed the concept of network society to describe how digital technology has created a global network that connects humans in various aspects of life, including culture. The current growing digitalization will allow culture to spread faster and wider through the internet. This will result in social media, streaming, and digital platforms creating new forms of cultural consumption and production. Therefore, cultural identity is now more fluid because people can easily access various cultures from all over the world. For example, a teenager in Indonesia can access K-pop music, watch Netflix series from Spain, and follow fashion trends from Japan at the same time.

Castells distinguishes two types of spaces in the era of cultural digitalization: namely Space of Flows where digital culture is spread through global networks without being tied to a specific physical location. Example: YouTube, Netflix, TikTok allow culture to spread across countries in seconds. Another space is Space of Places where in this case culture is still tied to a specific physical location. Example: Local traditions such as traditional ceremonies, which are more difficult to replicate in the digital world. The implication is that cultural digitalization creates cultural hybridity, where traditional culture and digital culture interact with each other.

According to Castells, digitalization allows individuals to build flexible cultural identities through access to various global cultural sources. A digital (online) community is formed. Digital communities allow individuals to feel connected to a particular culture even though they are in different geographic locations. For example, Indonesian migrant workers abroad can still experience local culture through digital content such as cultural podcasts, YouTube, and social media.

Digitalization is changing the way culture is produced and consumed. Digital technology allows anyone to become a creator of culture, not just large institutions such as the media or government. For example, nowadays, an independent YouTuber can easily and cheaply make a cultural documentary and distribute it without the support of a big studio. Furthermore, digitalization creates a creative industry based on culture, such as e-sports, NFT art, and

streaming content. Seeing these conditions, the government and communities must actively promote local culture on digital platforms. For example, by carrying out the #BanggaBuatanIndonesia campaign program to promote local cultural products on social media. The government can also provide training to artists and cultural communities so that they can utilize digital technology. However, it must be remembered that digital platform regulations are to ensure that cultural diversity gets a proper place in the digital ecosystem.

## Research Methodology

This study uses a qualitative approach with a descriptive research type. The qualitative approach was chosen because this study aims to deeply understand the attitudes of the younger generation in the Glodok Chinatown area towards preserving local culture. Descriptive research aims to describe social phenomena based on data collected through direct interaction with participants.

This study was conducted in the Glodok Chinatown area, Jakarta, which is one of the oldest Chinese cultural centers in Indonesia. The subjects of the study were the younger generation from the Glodok Chinatown community, with an age range of 15-20 years. The subjects were selected based on their domicile in the Glodok Chinatown environment. Their daily activities are in an environment full of local culture.

The main technique used in this study was Focus Group Discussion (FGD). FGD was chosen to explore the perspectives, experiences, and attitudes of the younger generation of Glodok Chinatown towards modernity and tradition in the context of preserving local culture. In addition to FGD, data was also collected through direct observation and semi-structured interviews to complement the findings from the group discussions.

FGD was conducted in several sessions with 4 participants per session. The discussion was guided by a moderator using a previously prepared discussion guide. Some of the main topics discussed in the FGD include: The perception of the younger generation towards the local culture of Glodok Chinatown, The influence of modernity on cultural practices and traditions in their community. Challenges and opportunities in efforts to preserve local culture, The role of the younger generation in preserving cultural heritage amidst changing times.

The data obtained from the FGD were analyzed using the thematic analysis method. The analysis process was carried out through several stages, namely:

1. Data Transcription: All discussion results were recorded and transcribed to obtain a complete picture of each FGD session.
2. Coding: Identifying the main themes that emerged from the discussion.
3. Categorization: Grouping themes based on similarity of meaning and relevance to the focus of the study.
4. Data Interpretation: In-depth analysis of the findings by referring to the theory and context of the study.

To ensure the credibility and validity of the data, this study used source and method triangulation techniques. Source triangulation was carried out by comparing data from various participants, while method triangulation was carried out by combining the results of the FGD with observations and in-depth interviews. In addition, member checking was also applied by asking for confirmation from participants regarding the main findings obtained. With this method, the research is expected to provide a comprehensive understanding of the attitudes of the younger generation of Glodok Chinatown towards preserving local culture amidst the current of modernity.

## **Results**

### **Respondent Profile**

This interview involved eight respondents from the younger generation who are related to Glodok Chinatown. They have diverse backgrounds in terms of where they live, but generally have experience living or going to school in the Glodok Chinatown environment. Education, family, and community factors play an important role in shaping their understanding of local culture. According to Tajfel (1979) social identity theory, individuals tend to form their identities based on the social groups they follow, so that the cultural environment has a major influence on a person's attachment to certain traditions. Individual attitudes are shaped by their interaction with the local culture. However, at the same time, individuals are exposed to other cultures that invite them to leave the local culture. This condition is most likely to affect the younger generation who are biologically and psychologically in the stage of searching for self-identity.

### **Understanding Local Culture**

Most respondents understand Chinese culture in Chinatown as part of the history of an ethnic group that has developed despite facing various challenges. They are aware of the existence of traditions that are still maintained, such as the celebration of Chinese New Year and Cap Go Meh, as well as cultural connections with previous generations. However, there are also those who are only interested in understanding local culture after participating in certain local cultural activities such as being involved in the Chinese New Year celebration committee or being involved in tourism activities such as being a tour guide for guests who come to the Glodok Chinatown area.

Cultural understanding is formed through continuous social interaction. This explains why individuals who are active in cultural activities tend to have a deeper understanding than those who do not have direct exposure to cultural practices. Early interactions with local culture will make the younger generation more fond of and understand the existence of local culture. With a better understanding, they will be able to more easily do various things to preserve the existence of local culture in their living environment.

### **Attitudes towards Cultural Preservation**

Respondents generally showed a positive attitude towards preserving local culture. They consider Chinese culture as something that must be maintained and inherited. Some of them are involved in cultural activities such as tour guides and religious celebrations. However, there are also those who do not yet have the personal initiative to contribute to cultural preservation, especially in terms of promotion through social media.

Attitudes towards cultural preservation are related to the values of tradition and conservation. Respondents who have strong traditional values tend to be more concerned about cultural sustainability, while those who are more oriented towards hedonism or modernity values may have less deep attachment to ancestral culture.

### **Challenges in Cultural Preservation**

Some of the main challenges in cultural preservation identified by respondents include:

- **Modernization and Globalization:** Many young people are more interested in foreign popular culture such as K-pop than local culture.
- **Declining Interest:** Local culture is often considered old-fashioned and less relevant to modern life.

- Changing Demographics: Fewer young people live in Chinatowns, making it increasingly difficult to actively preserve culture.
- Lack of Cultural Content on Social Media: The lack of promotion of local culture on digital platforms makes it less attractive to young people.

A culture or tradition needs to be adapted to modern communication media in order to remain relevant to new audiences. If a culture is unable to adapt to technology and social media, it will be difficult to reach the younger generation.

### Strategies and Opportunities for Cultural Preservation

Respondents identified several opportunities that can be utilized to preserve local culture, including:

- Increasing Youth Engagement: Schools and communities can provide more educational and interactive activities about local culture.
- Utilization of Social Media: Creating interesting cultural content can help raise awareness of the younger generation towards their own culture.
- Development of Culture-Based Businesses: Local culture has economic potential that can be developed, such as traditional foods, performing arts, and historical tourism.
- Collaboration Between Generations: Parents and communities can be more active in guiding young people to understand and love their culture.

The younger generation who are involved in cultural activities from an early age can shape a person's habits and identity. Thus, creating more opportunities for the younger generation to be involved in local culture can increase the possibility of preserving the culture.

### Conclusions

The younger generation of Glodok Chinatown still has a connection with local culture, although the influence of modernization and demographic changes are major challenges in its preservation. However, with the right strategies, such as utilizing social media and developing culture-based businesses, the preservation of local culture can continue and develop among the younger generation. Referring to the social theories that have been discussed, cultural preservation requires an adaptive and innovative approach to remain relevant for future generations.

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# Deleuzian-Foucauldian agency's critico-differential empowering capacity building on rural cultural tourism in Flores Indonesia

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## Abstract

**Background:** Scarcity in tourism research discussing governance bodies' capacity building (CB) on context-sensitive and critical manner. CB research are abundance in health promotion and public health. Plethora in instrumentalist's descriptive reports, CB related studies across disciplines embraced dominance in quantitative approach causing constant diminution on context-sensitive address.

**Objectives:** This study comprises three focuses. First, exposes skepticism over governing bodies' features and their capacity building programs. Second, how critico-differential complementarities can be utilized as a lens to restrengthening themselves as inhabitants. Third, how this integrated perspective offers insights on authentic examination from the community and strategic guidance for outside actors to implement empowering capacity building.

**Methodology:** In-depth interview of two capacity building experts, two critical inhabitants, one representative of village-scope governing body, and one craftswoman, in purposive sampling way of inquiry. Field work completed in Flores (one of the islands in Eastern regions of Indonesia) aimed in affirming the discursive conversation scrutinized from literatures.

**Results:** Interviewing records is affirming literatures on features of governing bodies and their vocational instrumentalised programs on short-termism bureaucratic tenet. Indigenous symbols, cultural norms, ancestral skills noted as observational records. First, the application of a Deleuzian-Foucauldian critico-differential lens provides a context sensitive frame for examining the constraints of conventional vocational training programs implemented by governing bodies in rural cultural tourism contexts. Second, the critico-differential lens offers alternative pathways for restrengthening rural cultural inhabitants by recontextualizing capacity building as self-formation rather than skills acquiring. Third, the Deleuzian-Foucauldian critico-differential lens offers strategic guidance for outside actors seeking to implement long-term, indigenous-based empowering capacity building in rural cultural tourism valuing existing community strengths rather than imposing outside expertise.

**Keywords:** Capacity Building, Governing Bodies, Indigenouness, Rural Cultural Tourism

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## Introduction

Globally, modernity relates to rural developments that result in excessive, noise pollution, the overcrowded and overpopulated urban areas (Kaptan Ayhan, Cengiz Taşlı, Özkök & Tatlı, 2020). The industrialization of towns in the 19<sup>th</sup> century paralleled the rural tourism motions reported by OECD through its “Tourism Strategies and Rural Development” (1994). Actorism, modernity and tourism have caused many concerns through multiple instances of capacity building, which are inextricably linked to the sociocultural, political and economic (see Schech, 2024) effects of development on the host community. From actor perspective, incompetency, short-termism, and top down bureaucratic tenet fuel complicatedness of the issue. On the other side, communities are facing challenges on weakening Indigenouness to inadequate outside actor. In a broad sense, this research contributes SDG 10’s “Reduced Inequalities” through eliminating discriminatory practices by promoting a revitalizing Indigenouness and capacity building.

Viewing literatures, gap surfaced on CB related theme in which plenty in other fields than tourism, such as public health and health promotion (Brown, Strong, Civallero, Mullen, & Chang, 2020), agriculture and natural environment (Pagdee & Kawasaki, 2021), and education (Shiel, Leal Filho, do Paço, & Brandli, 2016). Nevertheless, relevant works on qualitative paradigms remain scarce (Phillimore & Goodson, 2004, p. 37). Crisis of interpretation historically denotes an era where researchers only believe in a value-free reality that favors quantitative methods over qualitative ones (Mura & Sharif, 2015). A quantitative research paradigm, which embeds systematized observance and restricted testing, “is a specific creation of western-centric modernity, radically distinct from other sciences originating in other regions and cultures of the world” (Sousa Santos, 2018, p. 5). Yet, information on the state of qualitative research in non-Western countries is lacking (Mura & Pahlevan Sharif, 2015a). Multiple (social, cultural, and political) realities have since been developed (Mura & Sharif, 2015) to expand the qualitative approach. Body of knowledge particularly tourism needed to be enriched by studies exposing complexities of social phenomenon, elaboration of critical development, investigation of actors and their characteristics especially central government and governing bodies role and its programs marked capacity building/development labelling while practicing top-down short-termist’s bureaucracy.

Practical gap exposed from the researchers’ perspective, governance bodies practiced centralistic, top-down, and egocentric bureaucracy and cronyism in local socio-political contexts ipso facto their capacity building programs were losing long-term benefit that dignify rural cultural inhabitants’ local power through a more long-term empowering training. And that leads to a look on theoretical gap the need of capacity building studies to be enriched by context-sensitive research exposing critical explanation and local power needed to bring the conception into persistent elaboration in its complexity. Philosophical gap’s notice marked, Indigenouness faces top down, vocational short-termism inherent in Western epistemologies that emphasize rationality and efficiency of instrumentalist embedded in governing bodies’ capacity building orthodoxy. This theoretical approach suggests that long-term capacity building involves both critical awareness of power relations and the creation of spaces where difference and becoming can emerge through complex assemblages of Indigenouness practices, newfangled chances, and creative redefining of actorism and community local power.

## Research Objectives

This paper's aims are first, to expose skepticism over governing bodies' features and their capacity building programs. Nonetheless, through literature and observation, it combines Foucault's analysis of power relations with Deleuze's philosophy of difference to understand how the agency operates in rural cultural inhabitants. Second, to describe how a nuanced integration of Deleuzian-Foucauldian agency point of view in critico-differential complementarities can be utilized as a lens to restrengthening themselves as inhabitants. Third, to explain how this integrated perspective offers insights on authentic examination from the community and strategic guidance for outside actors to implement empowering capacity building—which is argued in this paper—NGO(s) instead of governing bodies. Further, this research contributes to tourism body of knowledge in refortifying critical tourism, Deleuzian-Foucauldian agency, Indigenusness, empowering related discourse on actorism and capacity building in Tourism Studies.

## Literature Review

### Capacity building and rural cultural tourism

Recognized by developed and developing worlds, community-targeted programs are primary consideration of communal resilience (Ghaderi, Abooli, & Henderson, 2018). Capacity building defined as “strengthening the ability of a community through increasing social cohesion and building social capital ... [whereas] members of a community can work together to develop and sustain strong relationships, solve problems and make group decisions, and collaborate effectively to identify goals and get work done” (Arole, Fuller & Deutschmann, 2004). Distinct results acquired from exceptional context in each community distinguishes its idiosyncrasy (Zielinski, Kim, Botero, & Yanes, 2018). Considering its plenty of native and cultural resources, the Asian region has devoted the need to initiate a context-sensitive tourism's novel research outcomes (Heikkinen, García, & Sarkki, 2016; Nadkarni & Venema, 2011).

Rural areas have garnered much interest from actors, such as NGOs and private or governing bodies owing to their natural and cultural charm, albeit with territorial detachments (Graci & Maher, 2018)

In Indonesia, short-termist vocationalism through didactical training such as governance bodies' capacity enhancement programs to communities mirror the impact of Western development frames, wherein capacity building are oftentimes driven by pragmatical aims. Capacity building exertions become interwoven with neoliberalism and technocratic approaches, preferring solely certain strata of society and creates power imbalance. The term capacity building alone is adopted from Western discourse, reflecting initiatives that are vocational and short-term (Edwards & Gaventa, 2001). Top-down approach of governance bodies' capacity building programs repeatedly emphasizes measurable outcomes and short-termist's solutions effectuates succinct assist rather than prolonged furtherance (Fukuda-Parr, Lopes, & Malik, 2002).

'Homo Florensiensis', acknowledged historically to the indigenous people of Flores, island(s) in eastern part of Indonesia, have lived through the generations with an abundance of natural resources and flourishing ethnic traditions and rituals, including webbing in which valuable inheritance conveyed through historic narratives over the generations. They make a living from the surrounding land, which comprises uplands, cascades, flows, greens, and plantations. The

lavish and diverse view of nature was evident as the first author conducted interviews' process in this island and flew across Flores from the Western to the eastern part of Flores in a turboprop-powered regional aircraft. Floresians ethnologically preserve so called *Caci*, a fighting art, as one of their identities and performed in commodified or else in a more of authentic manner. Traditional thanksgivings, Catholic priest, friar or nun's ordination, wedding ceremony are the events of a more genuine fighting art whereas the actual fight performed as a combinative art-battle. Wounds are consequences yet oneness in the end.

Portraying bureaucracy, many governing bodies are locally established. Village head, tourism and culture ('the tourism office'), agriculture, social, health, fishery, livestock, and farm, to name a few, not to mention, Tourism Authority/Executing Agency to navigate acceleration top priority tourism destinations of the central government's program. Corruption within governing bodies, on the other hand, remain an issue in Flores. Also, lack of coordination among governing bodies for incompetency reason, over-lapping key performance indicators and short-term community-based development programs' characteristics. In looking to leadership authority and conservativeness, Indigenous/traditional leaders functioned to role involving land proprietorship. Nation-wide comparing, discrepancy exposed in Flores on healthcare and education to developed areas such as in Java Island.

Accountability issues in governance bodies itself is problematic in mishandling and exploitation of funds jeopardize the preeminent intentions of capacity building programs (Fanany, Fanany, & Kenny, 2011). Critics argue that capacity building in this context commonly functions as a facile exercise, steered by external forces instead of Indigenousness-based long-term community empowerment (Eade, 1997) resulted from Deleuze-Foucault's combinative critical-differential (critico-differential) view, which would be argued in this research. In re-strengthening local power (S. L. Wearing, Wearing, & McDonald, 2010), this research constructed in post-development debates (Everett, 1997) that remarked inhabitants as vital sources of Indigenous knowledge(s) (Amoamo & Thompson, 2010; Gorbuntsova, Dobson, & Palmer, 2019; Kwanya, 2015). Instead of short-term capacity building programs whereby based upon equivocal modernism of developmental exercises attempt to elevate Indigenous knowledge through limited-time technicalities instrumentalised training.

Scoping nationally on this, Indonesian's governing bodies play a notable role in capacity building on tourism development related programs. Their contribution is vital in safeguarding that initiatives straighten with national precedencies and deliver to broader sociocultural and economic development goals (Kwanya, 2015). However, government-led organizations oftentimes encounter issues including administrative stringency, deficiency of adaptability, and lethargic in decision-making, which can impede efficacious capacity building efforts. These issues are particularly noticeable in tourism destination development (Hannam, 2002), whilst governing body leaders are glued in prolonged struggle to balance regulatory directives with the dynamic necessities of inhabitants.

## **Deleuzian-Foucauldian agency's critico-differential empowering capacity building**

Deleuzian distributed agency emerges through connections and relationships between various human and non-human elements/actants (Bowden, 2015b). Agency operates through desire, intensity, and affect—forces that drive change—instead of rational decision-making. Agency works through the actualization of virtual potentials wherefore bringing new possibilities into being through processes of difference and becoming (Biehl & Locke, 2010). Agency's ability to enter into connections that produce change besides capacity to affect and be affected instead of autonomous choice. In addition, Deleuze's assemblages accentuates complex arrangements of material and expressive elements that work together to produce effects (Legg, 2011). Put this into example, in a rural tourism context agency emerges not just through individual community inhabitants but through the interactions between people, landscapes, cultural practices, economic systems, and physical forms. Putting another one, traditional festival in a rural community is more than an event, but an assemblage that includes ritual practices, material tangibility, sociocultural collectivism, tourist expectations, economic streams, and environmental features. Agency surfaces through how these elements come together and interact in ways that can either reinforce existing patterns or create new chances.

At crucial point, this concept challenges traditional notions of agency centralizing on individual autonomy and intended action. Instead, Deleuze sees agency as inherently relational and emergent, operating through complex interconnections of forces, desires, and intensities that exceed individual human consciousness (Biehl & Locke, 2010). For Deleuze, agency is less about deciding rationally under economic reasoning and more about participating in flows of becoming thereon transform both self and world (Biehl & Locke, 2010; Bowden, 2015b; Coffey, 2013). This has profound implications in apprehending social change and also human action (Vähämäki & Virtanen, 2006).

Coupling with Deleuze's, Foucauldian agency represents a complex understanding of how individuals and communities can act within and through power relations as a substitute viewing agency as freedom from power (Arce & Long, 2000; Ren, Pritchard, & Morgan, 2010). Unlike traditional views that see power as restrictive, Foucault sees power as productive which creates and constrains drives for action. Beyond oppressive, power is also productive in shaping knowledge, social norms, and even sense of self (Cheong & Miller, 2000; Tamboukou, 2003, 2008). Individuals can creatively redefine their subjectivity by choosing how to relate to norms and expectations (Besley, 2002).

Foucault's practices of freedom functions strategic ways of engaging with power relations and truth regimes that allow for resistance (Mendieta, 2011). Small acts of negotiation, resistance, or reinterpretation can gradually shift power relations represents agency in micro-practices within daily life (Allen, 2002). Individuals and communities are shaped by power relations but can also reshape them through strategic action in micropolitical practices of everyday life (Bignall, 2008). This notion challenges both liberal notions of autonomous individual agency and deterministic views which see subjects as products of power structures. Instead, Foucault suggests a more nuanced view where agency emerges through critical strategic engagement with power relations (Bevir, 1999; Butin, 2001; also see Butler, 1997; Caldwell, 2007; O'Malley, 1996). That is to say,

subjects actively negotiate but through critical engagement with them and sometimes contest dominant power relations. Foucault's *parrhesia* (courageous speech) as an act of resistance in a few cases for his tenet of creative self-formation often involves rethinking and publicly challenging dominant discourses.

In CB, Deleuzian-Foucauldian agency clarifies how communities navigate power relations while creating new chance for strengthening. Through a Foucauldian lens, agency emerges within existing power structures through strategic practices of freedom—ways in which communities in an active manner negotiate and occasionally resist dominant tourism development tenet while remaining inevitably shaped by them (Digeser, 2016; McNay, 2009; Pickett, 1996). In coexistence, the Deleuzian perspective suggests that community agency operates through assemblages of relationships, desires, and *capacitas* thereafter generate new chance for becoming (see DeLanda, 2006). This combined philosophical discourse reveals how rural cultural communities exercise agency involving yet not restricted to opposition to external forces, but by means of critical dialectical interrelation with multiple power relations, knowledge systems, and development pathways. To all intents, this understanding of agency has profound implications for how capacity building is conceptualized and implemented in rural cultural tourism contexts. Thus, communities actively construct and reconstruct their capabilities through complex sociocultural bonds that extend beyond short-term vocational skill/knowledge transfer (S. Wearing, Wearing, & McDonald, 2012). Dredge & Jenkins' (2011) assemblages of empowerment explain that dynamic combinations of traditional knowledge, external resources, and dialectical Indigenous aspirations create new possibilities for capacity building of communities. These assemblages operate through spaces of possibility (Hinch & Butler, 2007) where communities can exercise agency in ways that both work within existing Foucauldian's power structures and create new forms of Deleuzian's empowering capacity building and becoming. This sophisticated understanding of agency challenges conventional approaches to capacity building by emphasizing how communities actively shape their development tracks through critico-differential engagement with power relations while simultaneously creating new chances for cultural and socioeconomic manifestation.

Through Deleuzian-Foucauldian constructions, critico-differential empowering of the self and of the community within rural cultural tourism operates as a dynamic interplay between dynamic, heterogeneous networks of relationships that produce meaning, identity, and function accentuating fluidity, connection, and the ever-changing nature of reality (Deleuze's assemblage formations) and the everywhere-existing, dispersed, capillary nature of power that operates at the smallest levels of social interaction (Foucault's microphysics of power), where communities mobilize traversal alliances to disrupt neoliberal tourism's disciplinary apparatuses. This approach prefers the immanent experimentation of agency as a means of a process wherein communities dare hierarchical power structures by reshaping their socio-material links into novel assemblages that resist catch by neoliberalist tourism logics. Drawing on Foucault's analysis of disciplinary power as a capillary network of surveillance and normalization (Çeven, Korumaz, & Ömür, 2021; Smith, 2016), rural actors engage in problematization practices exposing how tourism infrastructure enforces across the board tyrannies. Deleuze's concept of the assemblage (Legg, 2011) provides a framework for communities to reconstitute their cultural-material relations into rhizomatic networks (see Robinson, 2009) that bypass bureaucracy-managerialism tourism mappings. Exposed by Cohen (2001), Indigenous artisans in Oaxaca's textile cooperatives have destabilized



neoliberal craft markets by forming crossing partnerships with eco-tourism collectives, creating hybrid economies that reterritorialize ancestral knowledge while prompting non-extractive revenue streams. These assemblages exemplify Foucault's notion of counter-conduct (see Penfield, 2015) by way of not as a utopian escape from power but as a strategical reworking of its mechanisms to foster subversive subjectivities.

Deleuzian assemblages in rural tourism contexts function as heterogeneous multiplicities' (Bowden, 2015; also see Marks, 1998) material/immaterial, human/non-human, organic/technological that interweave human actors, ecological systems, and technological interfaces into provisional partnership. Deterritorialized assemblages/deterritorialization (Biehl & Locke, 2010; Hillier, 2011; Penfield, 2015; Tamboukou, 2003) destabilizes even change relationship, allowing new connections to emerge. Rhizomatic reconfiguration (see O'Sullivan, 2002; Peters & Taglietti, 2019) emphasizing connection, fluidity, decentralization ipso facto enables inhabitants to assert control. Crucially, such assemblages operate through non-dialectical processes highlighting divergence, fluidity, and coexistence, opposite of dialectic which is depending on dualistic/contradiction of 'tradition vs. modernity' amalgam's opposing forces. Yet, create crosswise transversal (Davis, 2010) line of flight (Biehl & Locke, 2010; Legg, 2011) that escape binary compartmentalization (see Koopman, 2016).

Instead of through top-down vocational interventions, critico-differential empowering community capacity building combines communities' active engagement with and resistance to dominant power structures (S. Wearing & McDonald, 2002). This approach, drawing on Foucault's understanding of power as productive (Bignall, 2008) instead of repressive, suggests that Indigenouness-based empowerment emerges through Hinch & Butler's (2007) strategic engagement as critical-creative ways of working within and resist existing power structures while creating new chance for community action. Nonetheless, Jamal & Getz (1999) expose how this manifests in tourism contexts through communities' revealing scenario combining politically multiple power relations, knowledge systems, and development path. Foucault's critical lens guarantees constant attention to how power operates at multiple levels besides constructive-interactive tension between different forces and perspectives. This understanding challenges conventional approaches to empowerment that focus primarily on vocational instrumentalism, suggesting instead Smith's (2016) elaboration described as a transformative praxis that combines critical awareness with active engagement in reshaping power relations.

## Research Methodology

Literature review mainly exposed in this research on Deleuze's and Foucault's concepts and how these can be a combined lens in examining critics on governance bodies' characteristics and capacity building in rural cultural tourism area and be a potential strategy to decide outside actor to doing so. Wide ranged fields on literature scrutinized in investigating gaps in practicality, method, theory. To accomplish the research objectives, this research employed in depth interviews for particular reason that is affirming discursive issues on literatures.

Field work empirical material gathering completed by the first author took place in Flores, one of the islands on Eastern regions of Indonesia, at the time of modernization (Hannam, 2002) to accelerate tourism growth. Confidentiality respected as pseudonym applied to all of the

interviewees. Also, employed to the tourism areas, named Z and M as pseudonyms. Z is high profile distinct tourist marked as one of seven wonders by nature. M is touristic sightsee known globally serving its beach's unique setting neighbored to Z. Interviews took roughly 30 to 45 minutes and questions revolved around what and how they understand concerning governance bodies responsibility, function, feature, also their community-targeted programs. Questioning interviewees under the semi-structured interview manner to all-pseudonym interviewees Lennard, Kendrick as two critical respected inhabitants and Dorothy, Aldrich as two decades-proven capacity building experts, Leighton the village head (part of governing bodies in village-scope), and one craftswoman. Transcribing process journeyed and written informative details was documented.

Observational records and detailed field notes, capturing verbal and non-verbal expressions, gestures, interactions, and sociocultural and local political contexts. Next was analysis without coding process as this study limited target only to few interviewees to meet the time and budget constraint. Analyses on recurred patterns, emotions, gestures. Tapped into trustworthiness, cross-reference with interviews, written narratives, or historical records cultural, historical, and personal contexts were apprehended. Interpretation came to pass completed in interpreting the stories to understand interviewees' experiences and the meanings. Examined the structure, content, and context of narratives was the next step to uncover how individuals elaborate their understanding on particular aspects in life. Another way of saying, a specific aspect of interviewees' critical elaboration based on their experience as inhabitant looking critically at the characteristic of governing bodies and their capacity building.

## Results

Interviews conducted in one of the islands on eastern part of Indonesia where the first author (as the interviewer to all of the interview part) started the field work to gain interviewing and observational records. First semi structured interview completed with a person named (in pseudonym) Lennard, a native also activist. His capability in activism is prominent to critically questioning and challenge governing bodies, including newly established special official force tourism executing agency under government, which consists of non-local leaders and staff, this governing agency was heavily criticized for few main reasons. First, top-down manner. Second, non-locals as part of the organization members, argued by the activist as they are outsiders who typically lacking of apprehension of complexities in local scope. Third, zero insider-outsider initiatory meeting thus creates skepticism and distrust.

"At first, we [Lennard and other inhabitants/natives] thought that the presence of the tourism authority [Executing Agency] was about how they organize M...No, especially when it comes to the Z. They've been there already. Is the absence of the Executing Agency a loss [for these tourism area]? Absolutely no. On the contrary, the presence of the tourism authority was a disaster!"

Lennard exposed political involvement of this government-made agency and also inhabitants' envy, as stated: "People said that the tourism authority [Executing Agency] violates the local rights [in the tourism area]. They have their own interests. Interesting is that some people still think that the tourism authority is the best way to boost tourism...[Also] There is jealousy of the locals [regarding of the outsider proportions in the tourism authority]."



Modernization of Z's phase projected and came to the first step of it and this governing body provided equipment and material. Lennard and his colleagues thought they had built some kind of studios for tourism activist groups. Nevertheless, it turned out that they (the executing agency) did something different. Lennard satirically stated as follows: "Well, they're all businessmen. Which makes their goal money-oriented. It's all about the income. So, does this tourism area develop because of its distinct/one of a kind attraction? The tourism authority (Executing Agency) was formed in 2018. The implementation [modernization] program started from mid-2018. The [rare and globally recognized] attraction have already gone international." Without any involvement of the central government with their top-down action, the island's authenticity has been globally acknowledged. This phenomenon contradicted the modernization in this area, which endangered the animals' habitat. The construction of the M Bay, the well-known beach, was part of the central government's modernization agenda. Lennard showed much concern about this situation: "Well, what I know about tourism is that it is all about the image. Other disasters, for example, include the construction of the M [tourism] bay. Does it benefit the inhabitants? No, it doesn't. Look at it, how many stalls are there for the inhabitants? There's none! The one regarding the tourism authority, has it any impact on the local community?"

There is another governing body, locally scoped, accountable for tourism, proved to be irresponsible. Furthermore, the leader of this government body was a pure politician who exercised personal interest rather than contributing to community improvement. Lennard stated bluntly: "The tourism office (it's the locally scoped governing body), the head of the office, is the stupidest person who's acting like a smart one. That's how he is. The question is, what does he do? Isn't he supposed to be the representative of the policies that are funded by the country?"

The activist's perspective revealed a strong message about how governing actors should examine the substantial issue at the grassroots level and highlight the crucial flaw of this actor's daily practice: "Regarding how to make this tourism destination [here in the M bay tourism area] becomes worthy of sale. What's the program for it? Nothing. Apart from his rhetoric fiery speeches on every stage that he assisted the activities of the central government, he didn't realize that he was being used as a commodity by the central government. Regardless, they are being dictated by the central government. Why is it so? I think the first one is because the government, our local government, they aren't capable enough, maybe because they're very secretive and their will is only to enrich themselves" Lennard embraced knowledge. Despite exuding a friendly welcome, his gestures depicted a self-confidence and boldness that arises from knowing the development's intense political issues, specifically the critical side of government agendas and other associated issues. Classic issues entailing short-termism were highlighted. On a serious note, Lennard elaborated on this issue from tangible to sensitive ones: "It is not about how the implications of that policy are, but it is about the output regarding the completion of the policy or the program. For example, empowerment program, and so on. It's not right on target. Is there any indication of corruption? There's a lot. The government's program was being used as a projection. So, the purpose is when the fund runs out, then it is done. This is systemic impoverishment. So, that there will be more programs and empowerments. Just imagine, an empowerment program isn't being empowered. This is ironic".

As the discussion deepened in a critical setting, Lennard emphasized the need to recognize Indigenusness. He asserted that the inhabitants' historical identity could bring a huge difference:

“The people from the government [the Executing Agency], why did they do something to our region arbitrarily? They’re not even from here [this tourism region]. It was getting destroyed and burned down. But we...I think, especially the native, philosophy is, ‘this is my land, where I was born and raised. This land is part of me.’ This land is part of someone’s life. As a result, this sense of belonging will make them...will motivate them to maximize what they have for the sake of this land”.

In emphasizing this issue, the other interviewee, an expert in capacity building named Dorothy (pseudonym), interviewed and explained that local governing bodies are allotted a specific budget for their annual training. Her explanation relates to government bodies’ training attribute, which was brief, partial, insensitive to community needs, and had no assisting process. “Training from local governments usually has the same pattern. They invite the inhabitants to go M [here in tourism area] and put them in a hotel then finish. Another example was in other tourism area [neighborhood regency]. The local government there gave support for coffee beans washing machine but they didn’t assist and train. They tried to use and it was hard and complicated for them in the end they just left it out until became scrap. I saw that as awful. Sometimes the local governments didn’t look at the context in the society. They just think about how to use the government-allocated budget. Without putting focus to take a look in a rural community and see that they haven’t yet occupied the new habit of utilizing that machine. They haven’t gotten used to it. So they should be guided in using it over and over again then the new habit can be reached. But all of these were absent in governmental training”

Another interview pointed an influential also critical inhabitant, Kendrick (pseudonym) experienced various dynamical relations with the government. Having a broad network and knowledge, nonetheless, indigenouness rooted in him. Kendrick’s critical view was evident from his engagement with many government-led meetings, seminars, and workshops. One of the engagements involved hospitality training: “One day, they held a workshop at a hotel [here in the tourism area] and I said to them, ‘you [central governing ministry of tourism] just talk too much!’ I told him [ministry of tourism representative] directly once, ‘Hey, your training without implementation it’s not important! You want to do a homestay training and you do the training in a hotel? Come on! Do it in a homestay! Something is wrong with you!’”

Aldrich (pseudonym), another expert in capacity building engaged in critical interview and discussed upon observing the nation-wide challenge concerning governmentality: “What is the main problem [of the communities], then the government will answer ‘low quality of human resource’. But when we [I] ask them what then their main program, they answered, ‘facility’, it’s mismatch [but] that’s the fact. Facility tackles few problems, but not all. That’s why in Indonesia we can see many decaying [governance-owned] facilities. [The government] build facilities but do not teach [the communities] how to maintain these and the function of the facilities.”

Aldrich added that communities could not build a bridge needed at the beach or airport or even build roads. He explained fundamental issue on government: “...government is directive, once the leader said no, then it means no...” Leighton, the village head (village-level governing bodies), exposed honestly desynchronization he encountered with the tourism and culture governing body: “...our [village head and team] difficulty is there is no synchrony with what we are doing with the tourism and culture [governing body]. We’re running the programme. When we discussed about it, it turned out that their programme didn’t support ours”

Tapped into field observation, the first author portrayed Indigenusness implemented in traditional house, weaving fabric, palm leaf and pandan leaf-based webbing. The findings elicited from observation revealed that the communal symbol system (defined as a communal meaning) interprets an existence. Legendary traditional house and weaving fabric symbolize their culture, is a valuable inheritance conveyed through historic narratives across the generations. Webbing skills are detailed and methodical, and requires high levels of discipline and perseverance, and years or decades of learning. None of the steps can be changed from the initial to end stage of webbing. The pattern, configuration, and hard and long-term process strengthen the story embedded in the craft. Yolanda, one of the interviewees, narrated her story on how she dedicated three years of her childhood to learning webbing skills. As such, Yolanda was able to pattern, structure, and finish a customary webbing mat right after completing her elementary grade. She was approximately 40 years old at the time of the interview. Yolanda astonished the first author, who saw a dedicated, highly-skilled, and experienced craftsman through her complex, spacious, and flawlessly-structured pattern of webbing mats and handbags. Together with her close friends, they sustain the craftwork.

## **Discussion and Conclusion**

### **Critiquing Governing Bodies' Short-term Vocational Capacity Building Programs**

The application of a Deleuzian-Foucauldian critico-differential lens provides a context sensitive frame for examining the limitations of conventional vocational training programs implemented by governing bodies in rural cultural tourism contexts. Foucault's analysis of biopower elucidates how standardized, short-term training initiatives function as disciplinary apparatuses that homogenize local epistemologies into market-compatible skills packages, exposed by Kendrick's critical view, "...a homestay training and you do the training in a hotel...". These programs typically operate through Foucault's the problem of power, utilizing surveillance, classification, and normalization to produce subjects who conform to predetermined economic imperatives rather than fostering genuine agency (Ball, 2019). The rigid, inflexible nature of these vocational interventions mirrored inflexible bureaucracy as of "...government is directive, once the leader said no, then it means no..." (Aldrich) exemplifies what Deleuze would recognize as control mechanisms that modulate behavior through seemingly participatory frameworks that nonetheless constrain possibilities for self-determination. Such programs frequently position rural inhabitants as passive recipients of knowledge rather than "ethical beings capable of reflection, decision-making and responsibility for their identity and their social relations" (Ball, 2019).

Bureaucratic governance bodies instrumentalize capacity building through context-insensitive modules that fail to engage with the verticality of experience through which authentic political agency emerges (Penfield, 2015). This verticality refers to the intensive, transformative dimensions of rural inhabitants' lived relationships with their cultural landscapes in which dimensions that standardized training programs systematically flatten. As Foucault's educational philosophy suggests, genuine capacity building requires creating spaces within which it is possible to begin to confront and re-imagine the historically sedimented questions through which communities understand themselves and their cultural resources (Ball, 2019). By contrast,

vocational training programs typically enforce what Foucault termed "the means of correct training," producing a horizon of absolute subjection rather than a horizon of freedom (Ball, 2019).

## **Restrengthening Rural Cultural Inhabitants**

The critico-differential lens offers alternative pathways for restrengthening rural cultural inhabitants by reconceptualizing capacity building as self-formation rather than skills learning. That is, communal-emotive bonding recall and collective narratives shape and strengthen inhabitants' identity along with sense of place instead of vocational-based competence. As a nonconformist, Yolanda's webbing strengthen indigenous distinctiveness. In addition, her courageous tone lionize an essential voice in facing modernity. This approach recognizes that rural communities possess existing strengths and indigenous knowledge systems that can be activated through what Foucault described as practices of the self by means of intentional counter-practices that resist domination (Ball, 2019). Rather than imposing external frameworks that reinforce power hierarchies, this perspective values that Infinito (2003) calls a political pedagogy whereas communities engage in critical reflection on their cultural assets and tourism potential through "a set of multiple transgressions that allows 'individuals to peer over the edge of their limits'" (Ball, 2019)

For rural cultural inhabitants, this process involves engaging with Foucault's epistemological suspicion questioning how tourism narratives about their culture have been "constituted historically, discursively, practically" (Ball, 2019). This critical engagement enables communities to reclaim narrative agency over how their cultural heritage is represented and commercialized. However, implementing such approaches requires sensitivity to cultural dimensions like Power Distance, which significantly impacts how participatory methodologies function in hierarchical contexts (De Smet & Boroş, 2021). The discrepancies between Western-based intervention facilitators and rural communities can undermine empowerment initiatives when cultural differences in assumptions and practices are not adequately addressed (De Smet & Boroş, 2021). Effective restrengthening must therefore be context-sensitive to local value systems and social structures rather than imposing universalized participatory models (De Smet & Boroş, 2021).

## **Strategic Implementation by Outside Actors**

The Deleuzian-Foucauldian critico-differential lens offers authentic examination from the community and strategic guidance for outside actors seeking to implement long-term, indigenous-based empowering capacity building in rural cultural tourism valuing existing community strengths rather than imposing external expertise.

Outside actors must strategically position themselves not as saviors but as facilitators of Foucault's the soul's labor upon itself, recognizing that transformation requires both internal motivation and external support (Ball, 2019). This facilitation should create conditions for what Foucault termed crisis which that is productive discomfort that enables communities to reimagine their relationship to tourism development (Ball, 2019). However, this strategy faces significant challenges, including lack of readiness of non-Indigenous NGOs to participate as equal partners and potential misalignment between intervention timeframes and capacity building processes.

To address these challenges, outside actors can implement strategic safeguards identified in successful Indigenous capacity building models: employing local partnership facilitators with established relationships in both Indigenous and non-Indigenous contexts, ensuring comprehensive engagement, establishing clear roles and communication strategies, and developing tailored, partnership-specific documents with regular evaluation mechanisms. These strategies align with Foucault's emphasis on creating rooms of concrete freedom where change becomes possible (Ball, 2019).

In conclusion, The Deleuzian-Foucauldian critico-differential lens transforms actors understanding of capacity building in rural cultural tourism by exposing the limitations of conventional approaches while opening alternative pathways for Indigenousness-based empowerment. By critiquing rigid vocational capacity building programs, validating rural inhabitants' capacity for self-formation, and guiding outside actors toward critico-differential partnership models, this paper offers a comprehensive strategy for indigenous-based empowerment that respects cultural contexts while creating spaces for transformation. This approach reconceptualizes capacity building not as conformity to external standards but as an ongoing process of critical reflection and experimentation. Foucault described it as thinking differently/*penser autrement* (Ball, 2019) about rural communities' relationship to tourism development and cultural representation.

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# **The Process of Social Engineering Skills Development through Artificial Reef Construction : A Case Study of Ban Bo-it Community, Songkhla Province"**

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## **Abstract**

This study examines the process of developing Social Engineering skills through artificial reef (fish home) construction in Ban Bo-it community, Songkhla Province, Thailand. This study adopts a mixed-methods approach to examine how Social Engineering knowledge is integrated Social Engineering knowledge with local wisdom in creating fish homes in the Bo It community and to assess the achievement of developing four Social Engineering skills among students participating in the fish home project. Nine students from Songkhla Rajabhat University worked with community members to construct traditional fish homes ("Sung-Ko") near the shoreline. Data collection included participant observation, in-depth interviews, self-assessment questionnaires, external evaluations, and documentation review. Results revealed two major integration processes: establishing foundations for knowledge exchange (building trust, understanding local context, and establishing shared purpose) and creating boundary- spanning processes ( employing Social Engineering tools and establishing effective knowledge exchange formats). Quantitative findings demonstrated significant development across four key Social Engineering skills: thinking (mean=4.60), communication (mean=4.64), coordination (mean=4.71), and community innovation (mean=4.56). External assessments by researchers, advisors, and community members confirmed these improvements with even higher ratings. The fish homes successfully increased coastal marine resources while providing students with practical experience in community problem-solving. This study contributes to understanding how experiential learning through community-based projects can simultaneously address environmental challenges and develop essential professional skills in higher education contexts.

**Keywords: Social Engineering Skills, Artificial Reef Construction, Knowledge Integration, Experiential Learning**

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## Introduction

Human resource development is an important factor in national development. Especially in an era where there is rapid change in technology, economy, and society. The development of human resources is aiming to cultivate individuals who possess valuable knowledge, capabilities, positive attitudes, and appropriate behaviors as productive members of society. This aligns with the expectations and ultimate goals of society, organizations, and the nation (Office of the National Economic and Social Development Council, 2022).

In Thailand, human resource development has been continuously emphasized since the 8th National Economic and Social Development Plan through to the current 13th Plan (2023-2027), which sets the direction for development toward transforming Thailand into "an advanced society with a value-creating economy for sustainable development" (National Economic and Social Development Board, 2022).

However, the development of human resources, the most important foundation is education. Therefore, the quality of education is a reflection of the quality of the country's human resources. "Scholars have defined the term education as 'the cultivation, development, and molding of individuals into the standards of society' (Dewey, 1966). Additionally, John Dewey also referred to education as 'growth,' while the educational process is the process of creating conditions for life to grow and flourish.

For higher education management, it is considered a crucial level of education as it prepares individuals for careers. Students who graduate at this level will enter professional occupations. Therefore, the main goal after graduation is employment. Consequently, students must possess characteristics that are accepted by workplaces, which we generally refer to as 'quality students.' This leads all higher education institutions to strive to develop their students' quality, which we call management. Quality management of institutions is therefore essential. Especially in today's era of competition, it is necessary to emphasize the quality of graduates to compete, not only domestically but also internationally.

The Higher Education Standards Committee Announcement regarding the details of learning outcomes according to higher education qualification standards of 2022 has issued the following announcement: Learning outcomes for each qualification level must align with the identity of the curriculum, higher education institution, profession, nation, and global context, comprising at least 4 aspects:

1 Knowledge: Information accumulated from education, research, or experiences derived from the curriculum, which is necessary and sufficient for application or extension of knowledge in professional practice, living, social coexistence, and sustainable development for living in the digital era.

2 Skills: Abilities resulting from learning and practice to achieve fluency, promptness, and expertise to develop work, profession or academic fields, self-development, and social development for living in the digital era.

3 Ethics: Individual behaviors or actions that reflect being virtuous, moral, and ethical for collective and personal benefit, both in front of and behind others.

4 Character: Personality, traits, and values that reflect specific characteristics of disciplines, professions, and institutions, developed through learning and experiential training from the curriculum, appropriate for each level of higher education qualification standards (Royal Gazette, announced on July 20, 2022, page 36, Volume 139, Special Edition 212).

These learning standards align with the National Education Plan 2017-2036, Strategy 3: Developing human potential at all ages and creating a learning society, with the goal that learners possess basic skills and characteristics of Thai citizens and necessary skills and characteristics for the 21st century. Important indicators include increased learner characteristics and learning skills for the 21st century.

Therefore, educational institutions must develop teaching and learning models to help students adapt to constant changes and prepare to face global challenges. Additionally, the royal guidance on education from King Rama X aims to build four foundations for learners: 1. Having the right attitude toward the nation, 2. Having a stable life foundation with morality, 3. Having employment and occupation, and 4. Being good citizens. All educational institutions should adopt these principles and implement them to truly benefit learners."

In the rapidly evolving landscape of 21st-century education, the development of practical skills and social responsibility among university students has become increasingly crucial. The traditional classroom-based learning approach alone is insufficient to prepare graduates for the complex challenges they will face in their professional lives and as active citizens in their communities. This realization has led to the emergence of innovative educational approaches that combine academic learning with real-world problem-solving, particularly in developing countries like Thailand (Tantanatewin & Inkarojrit, 2018).

The Social Engineering approach developed by Thailand's Rajabhat Universities builds upon the theoretical foundations of experiential learning (Kolb, 1984), service learning (Jacoby, 2014), and situated knowledge (Lave & Wenger, 1991). It conceptualizes students as "social engineers" who apply technical knowledge within social contexts, requiring them to develop soft skills that complement their academic learning (Phukomchanoth, 2021). These soft skills include four key competencies: analytical thinking (being able to analyze cause-effect relationships and see problems as challenges), communication (effectively conveying knowledge to diverse audiences), coordination (working collaboratively without conflict), and innovation (creating context-appropriate solutions) (Phukomsanoth, 2021; Rajabhat University Chancellor Committee, 2020). These competencies align with skills identified as crucial for 21st-century workplaces and civic participation (World Economic Forum, 2020; UNESCO, 2021). Recent studies have demonstrated the effectiveness of experiential learning in developing these skills. For example, Sangavut and Hemnee (2022) found that students who participated in community development projects showed significant improvement in their problem-solving abilities and communication skills compared to those who received traditional classroom instruction alone. This finding supports the argument for integrating community-based learning into higher education curricula.

The concept of social engineering, as implemented by Rajabhat Universities across Thailand, represents a significant shift in higher education pedagogy. This approach aims to

develop students into "social engineers" - individuals equipped with critical thinking, communication, coordination, and community innovation skills (Isaro, 2021). The social engineering framework aligns with the royal guidance on education provided by King Rama X, which emphasizes the importance of developing graduates who possess both professional competence and social consciousness (Rattanasuwan, 2017). Social engineering students visit the Bo It community to create fish homes, practicing skills through training and actual hands-on experience in real situations. The development of social engineering skills is particularly relevant in the context of coastal communities facing environmental challenges. These communities often struggle with declining marine resources, affecting both local livelihoods and ecological sustainability. The artificial reef construction project in Ban Bo-it community, Songkhla Province, presents an opportunity to examine how student engagement in community development projects can simultaneously address local environmental challenges while developing essential professional and social skills (Department of Marine and Coastal Resources, 2020). This enables participating students to develop necessary 21st-century skills and equips them with skills for future living and working, enabling them to solve problems and develop their local areas. They can also integrate these acquired skills toward the concrete development and resolution of problems occurring in the spatial context of local communities in Songkhla province. This aligns with the university's identity: being good people with life skills and public consciousness."

## Research Objectives

1. To study the process of integrating Social Engineering knowledge with local wisdom in creating fish homes in the Bo It community
2. To assess the achievement of developing four Social Engineering skills among students participating in the fish home project

## Literature Review

### Social Engineering Skills Development in Higher Education

Rajabhat Universities, as Thailand's primary institutions for local development, have a unique mandate to bridge academic learning with community needs. This role has become increasingly important as Thailand strives to address various social and environmental challenges at the local level (Ministry of Higher Education, Science, Research and Innovation, 2021). The social engineering program implemented across Rajabhat Universities represents a systematic attempt to fulfill this mandate. Songkhla Rajabhat University's implementation of this model includes structured training in five key tools: "Fa Prathan" (fact-emotion separation), "Life Clock" (understanding community rhythms), "Development Timeline" (historical analysis), "Process Timeline" (procedural analysis), and "M.I.C. Model" (Modification, Improvement, Creation) (Isaro, 2021). These tools provide a structured approach to community engagement while developing students' analytical and interpersonal skills.

This approach has shown promising results in developing students' capacity to : analytical thinking (being able to analyze cause-effect relationships and see problems as challenges),



communication (effectively conveying knowledge to diverse audiences), coordination (working collaboratively without conflict), and innovation (creating context-appropriate solutions) (Phukomsanoth, 2021; Rajabhat University Chancellor Committee, 2020). These competencies align with skills identified as crucial for 21st-century workplaces and civic participation (World Economic Forum, 2020; UNESCO, 2021).

### **Marine Resource Management and Artificial Reefs (Fish homes)**

The decline in coastal marine resources represents a significant challenge for many Thai coastal communities. The Department of Fisheries (2021) reports that small-scale fishing communities have experienced a steady decrease in catch volumes over the past decade, threatening both local livelihoods and food security.

Artificial reef construction has emerged as an effective intervention to address this challenge. Research by the Department of Marine and Coastal Resources (2020) indicates that well-designed artificial reefs can:

- Increase local fish populations
- Enhance marine biodiversity
- Provide alternative fishing grounds for small-scale fishers
- Create opportunities for sustainable coastal tourism

Fish homes, known locally as "Sung-Ko" in Southern Thailand, represent a tangible embodiment of this traditional knowledge. These artificial reef structures have been used by Thai fishing communities for generations to attract and aggregate fish, providing accessible fishing grounds close to shore (Department of Fisheries, 2019). Traditionally constructed from natural materials such as coconut fronds, bamboo, and wood branches, these structures create complex habitats that serve as shelter, feeding grounds, and breeding areas for various marine species (Monintja et al., 2021). The scientific principles underlying these traditional practices have been increasingly validated by contemporary research. Studies by Jaiteh et al. (2019) and Pitaksintorn et al. (2017) have demonstrated that well-designed artificial reefs can significantly enhance fish biomass and biodiversity when properly sited and managed. These structures function by providing physical complexity in otherwise homogeneous environments, creating ecological niches that support various life stages of marine organisms (Bohnsack & Sutherland, 1985; Lima et al., 2019).

Beyond their ecological functions, fish homes also serve important social and cultural purposes. Their construction and placement often involve communal work and decision-making, strengthening social bonds and transferring knowledge between generations (Chaiyamang et al., 2018). The shared understanding of where these structures are placed and how they should be harvested can reinforce community-based management systems that prevent overexploitation (Williams & Bax, 2022).

### **The Ban Bo-it Community Context**

Ban Bo-it community, located in Songkhla Province, represents a typical Thai coastal community facing multiple challenges. According to the Songkhla Provincial Community Development Office (2019), the community has experienced:

- Declining fish catches affecting local fishers' income



- Environmental degradation of coastal areas
- Limited opportunities for youth engagement in community development

These challenges make Ban Bo-it an ideal setting for implementing a social engineering skills development project through artificial reef construction. The community's situation provides opportunities for students to engage in meaningful problem-solving while developing essential professional and social skills.

### **The Role of Rajabhat Universities in Community Development**

Rajabhat Universities, as Thailand's primary institutions for local development, have a unique mandate to bridge academic learning with community needs. This role has become increasingly important as Thailand strives to address various social and environmental challenges at the local level (Ministry of Higher Education, Science, Research and Innovation, 2021). The social engineering program implemented across Rajabhat Universities represents a systematic attempt to fulfill this mandate. According to Thongjuea and Tummek (2017), this approach has shown promising results in developing students' capacity to:

- Analyze complex social and environmental problems
- Communicate effectively with diverse stakeholders
- Coordinate resources and efforts across different groups
- Develop innovative solutions to community challenges

### **Relevance to Human Resource Management**

The artificial reef project enabled examination of how HRM concepts translate to community contexts such as, the "Life Clock" tool adapted from workplace time management methodologies was repurposed to understand community rhythms and optimize human resource allocation. moreover, skill development assessment frameworks from corporate training contexts were modified to evaluate social engineering skill acquisition in community-based experiential learning. This cross-contextual application addresses a significant gap in HRM literature regarding informal skill development outside traditional employment settings. Thailand's human resource development policies have predominantly focused on formal workplace contexts despite the significant proportion of informal and community-based work throughout the country. This study contributes to addressing this gap by demonstrating how structured HRM approaches can enhance skill development in community-based experiential learning contexts.

## **Research Methodology**

This research employs a mixed- methods approach that integrates qualitative and quantitative components to address the dual research objectives. The mixed-methods embedded design was selected as the most appropriate methodology for this study based on several key considerations. First, the integration of knowledge systems (academic and indigenous) required qualitative approaches to capture nuanced cultural contexts and meaning-making processes. Second, assessment of skill development necessitated quantitative measurement to evaluate outcomes against standardized criteria. Third, the complex nature of community- based interventions required methodological flexibility to capture both intended and emergent outcomes.

**Participants** Participants in this study included three primary groups:

University students (n=9) who participated in the fish home project as part of Songkhla Rajabhat University's Social Engineering program. These students came from diverse academic backgrounds including education, management, and agricultural technology. All of the nine students had previously participated in Social Engineering training workshops.

Community members (n=12) who participated in the fish home project and Community Learning Center establishment. This group included the village headman, local fishers with experience constructing traditional fish homes, community elders with historical knowledge of local fishing practices, and younger community members interested in marine conservation.

Supporting actors (n=7) including university faculty, researchers, and representatives from government agencies and non-governmental organizations who provided technical support, funding, or other resources for the project. This group included faculty advisors, representatives from the Department of Fisheries, and staff from the Songkhla Provincial Administrative Organization.

Participants were selected through purposive sampling to ensure representation of different stakeholder perspectives and direct involvement in the project.

### **Research Process**

The research process followed multiple phases:

Preliminary Site Study: Initial exploration of the community context and problems related to marine resources (September 25, 2022).

Community Engagement: Meeting with the village headman to establish rapport and understand local needs (September 30, 2022).

Pilot Implementation: The first trial construction of fish homes by student Social Engineers (November 5, 2022).

Project Proposal and Selection: Presentation of the fish home project for inclusion in the Social Engineering initiative (February 23, 2023).

Implementation Phase: Construction of additional fish homes following project approval (July 1, 2023).

Sustainability Planning: Establishment of a Memorandum of Understanding (MOU) between the University's Sustainable Development Goals Research and Support Center (SDG Move) and Songkhla Rajabhat University to ensure project continuity.

Knowledge Center Establishment: Preparation and inauguration of a Social Engineering Learning Center focusing on fish homes and beach morning glory planting (August 14 - September 17, 2023).

### **Data Collection Methods**

Multiple data collection methods were employed:

Participant Observation: Researchers observed the students during planning, implementation, and community interaction phases.

In-depth Interviews: Conducted with community members to assess the impact of the fish homes on marine resources and local fishermen's livelihoods.

Self- assessment Questionnaires: Students completed questionnaires evaluating their development of Social Engineering skills using a 5-point Likert scale measuring four key skills: thinking, communication, coordination, and community innovation.

External Assessment: Researchers, advisors, and community members evaluated students' performance using a standardized assessment form.

Documentation Review: Analysis of process timelines, development timelines, and project documentation maintained by students.

#### Data Analysis

Quantitative data from questionnaires was analyzed using descriptive statistics including means and standard deviations. Qualitative data from observations and interviews was analyzed through content analysis, identifying key themes and patterns related to skill development and community impact (Creswell & Creswell, 2018).

## Results

Thematic analysis of qualitative data revealed two major themes characterizing the process of integrating Social Engineering knowledge with local wisdom in the Bo It community's fish home initiative: (1) establishing foundations for integration, (2) Creating Boundary-Spanning Processes

(1) The initial phase of knowledge integration involved establishing the relational and contextual foundations necessary for productive exchange. **Building trust and relationships** emerged as a crucial precondition for knowledge sharing. Community members initially expressed skepticism about university involvement, reflecting previous experiences with extractive research approaches. **Understanding local context** involved developing appreciation for the specific environmental, social, and economic circumstances of the Bo It community. Students employed the "Life Clock" tool from their Social Engineering training to systematically document community rhythms and priorities: "The Life Clock exercise really helped us understand when people were available, what their priorities were at different times. We learned not to schedule activities during key fishing times and to work around religious and cultural events. This respect for their schedule made a big difference." Document analysis of student reflection journals revealed increasing sophistication in their understanding of contextual factors affecting the community, from initial simplistic observations to more nuanced appreciation of interconnected environmental and socioeconomic challenges. **Establishing shared purpose** involved developing common understanding of project goals that aligned university and community interests. While the university's initial framing emphasized student skill development and academic outcomes, community members prioritized practical benefits for local livelihoods. Through facilitated dialogue, these different motivations were acknowledged and integrated into a shared vision:

(2) Creating Boundary- Spanning Processes The major theme involved developing processes and objects that facilitated communication and collaboration across different knowledge systems.

**Employing Social Engineering tools** involved structured application of the five tools students had learned in their training. These tools—particularly timeline mapping and process

analysis—created frameworks for organizing diverse knowledge contributions: "The Timeline Development tool was really effective because it allowed us to map the history of fishing and fish homes in the community alongside environmental changes they'd observed. This created a shared historical understanding that integrated different perspectives." (Student 3, Interview)

Community members found the structured tools helpful for organizing and sharing their knowledge: "The way the students asked questions and documented our knowledge was very systematic. They didn't just ask random questions but followed a process that helped us think about our own practices more clearly." (Community Member 5, Interview)

Document analysis of completed timeline maps and process diagrams showed how these tools integrated different knowledge sources while maintaining clear attribution—distinguishing traditional knowledge, scientific information, and new insights emerging from their integration.

**Establishing knowledge exchange formats** involved creating appropriate settings and structures for dialogue across knowledge systems. While formal classroom settings initially inhibited community participation, alternative formats proved more effective: "We found that beach gatherings around actual fishing activities were much more productive than meeting in the school building. When we could demonstrate techniques in the actual environment where they're used, both traditional knowledge and scientific explanations made more sense." (Student 8, Interview)

Documentary analysis of meeting plans showed evolution from lecture-style presentations toward more participatory formats including hands-on demonstrations, storytelling sessions, and collaborative field activities. These formats created more equitable conditions for knowledge sharing.

## Quantitative Findings: Social Engineering Skills Development

Table 1: Self-Assessment of Social Engineering Skills by Students in the Fish Home Project Group

Self-Assessment Items	Assessment Results		Interpretation	
	Mean	Standard Deviation		Rank
<b>1. Thinking Skills</b>	<b>4.60</b>	<b>0.54</b>	<b>Very High</b>	<b>3</b>
1.1 Viewing problems as challenges	4.67	0.50	Very High	
1.2 Managing time appropriately	4.44	0.73	High	
1.3 Analyzing appropriate solutions to problems	4.56	0.53	Very High	

Self-Assessment Items	Assessment Results		Interpretation	
	Mean	Standard Deviation		Rank
1.4 Making decisions based on cause-effect reasoning	4.67	0.50	Very High	
1.5 Having appropriate operational approaches	4.67	0.50	Very High	
<b>2. Communication Skills</b>	<b>4.64</b>	<b>0.48</b>	<b>Very High</b>	<b>2</b>
2.1 Using polite, easy-to-understand language	4.56	0.53	Very High	
2.2 Communicating accurately and clearly on point	4.67	0.50	Very High	
2.3 Displaying and controlling emotions appropriately	4.67	0.50	Very High	
2.4 Ability to use technology for communication	4.67	0.50	Very High	
2.5 Ability to present/exchange ideas with others	4.67	0.50	Very High	
<b>3. Coordination Skills</b>	<b>4.71</b>	<b>0.63</b>	<b>Very High</b>	<b>1</b>
3.1 Attentive listening and respecting others' opinions	4.89	0.33	Very High	
3.2 Collecting, analyzing and correctly utilizing data	4.67	0.71	Very High	
3.3 Using appropriate language for persons and situations	4.67	0.71	Very High	
3.4 Working effectively with others	4.67	0.71	Very High	
3.5 Mobilizing resources and manpower	4.67	0.71	Very High	
<b>4. Community Innovation Skills</b>	<b>4.56</b>	<b>0.72</b>	<b>Very High</b>	<b>4</b>
4.1 Brainstorming creative ideas in operations	4.67	0.71	Very High	

Self-Assessment Items	Assessment Results		Interpretation
	Mean	Standard Deviation	
4.2 Enhancing work development	4.56	0.73	Very High
4.3 Finding causes and analyzing problems for solutions	4.56	0.73	Very High
4.4 Connecting knowledge with sources for innovation design	4.44	0.88	High
4.5 Creating added value through creativity and techniques	4.56	0.73	Very High

Thinking Skills (mean = 4.60, SD = 0.54). Communication Skills (mean = 4.64, SD = 0.48). Coordination Skills (mean = 4.71, SD = 0.63). Community Innovation Skills (mean = 4.56, SD = 0.72).

**Table 2: External Assessment of Students by Researchers, Advisors, and Community**

Assessment Items	Assessment Results		Interpretation	Rank
	Mean	Standard Deviation		
<b>1. Thinking Skills</b>	<b>4.90</b>	<b>0.31</b>	<b>Very High</b>	<b>1</b>
1.1 Viewing problems as challenges	4.75	0.50	Very High	
1.2 Managing time appropriately	5.00	0.00	Very High	
1.3 Analyzing appropriate solutions to problems	5.00	0.00	Very High	
1.4 Making decisions based on cause-effect reasoning	4.75	0.50	Very High	
1.5 Having appropriate operational approaches	5.00	0.00	Very High	
<b>2. Communication Skills</b>	<b>4.90</b>	<b>0.31</b>	<b>Very High</b>	<b>1</b>
2.1 Using polite, easy-to-understand language	5.00	0.00	Very High	

Assessment Items	Assessment Results		Interpretation	
2.2 Communicating accurately and clearly on point	4.75	0.50	Very High	
2.3 Displaying and controlling emotions appropriately	5.00	0.00	Very High	
2.4 Ability to use technology for communication	4.75	0.50	Very High	
2.5 Ability to present/exchange ideas with others	5.00	0.00	Very High	
<b>3. Coordination Skills</b>	<b>4.85</b>	<b>0.37</b>	<b>Very High</b>	<b>3</b>
3.1 Attentive listening and respecting others' opinions	4.75	0.50	Very High	
3.2 Collecting, analyzing and correctly utilizing data	5.00	0.00	Very High	
3.3 Using appropriate language for persons and situations	4.75	0.50	Very High	
3.4 Working effectively with others	5.00	0.00	Very High	
3.5 Mobilizing resources and manpower	4.75	0.50	Very High	
<b>4. Community Innovation Skills</b>	<b>4.75</b>	<b>0.44</b>	<b>Very High</b>	<b>4</b>
4.1 Brainstorming creative ideas in operations	5.00	0.00	Very High	
4.2 Enhancing work development	4.75	0.44	Very High	
4.3 Finding causes and analyzing problems for solutions	4.75	0.50	Very High	
4.4 Connecting knowledge with sources for innovation design	4.75	0.50	Very High	
4.5 Creating added value through creativity and techniques	4.50	0.58	Very High	



Assessment Items	Assessment Results		Interpretation	
<b>5. Activity Outcomes</b>	<b>4.75</b>	<b>0.50</b>	<b>Very High</b>	<b>4</b>
5.1 Level of community/local participation	4.75	0.50	Very High	
5.2 Level of benefit provided	4.75	0.50	Very High	
5.3 Sustainability	4.75	0.50	Very High	
5.4 Potential to expand to other activities	4.75	0.50	Very High	
5.5 Overall satisfaction	4.75	0.50	Very High	

Thinking Skills (mean = 4.90, SD = 0.31). Communication Skills (mean = 4.90, SD = 0.31). Coordination Skills (mean = 4.85, SD = 0.37). Community Innovation Skills (mean = 4.75, SD = 0.44). Activity Outcomes (mean = 4.75, SD = 0.50)

## Discussion and Conclusion

The successful integration of Social Engineering knowledge with local wisdom in the Bo It community's fish home project demonstrates the value of structured approaches to knowledge exchange. The two major themes identified—establishing foundations for integration and creating boundary-spanning processes—highlight the importance of both relational and methodological aspects of knowledge integration. The essential role of trust-building aligns with findings from previous community-based participatory research (Sangavut & Hemnee, 2022) but extends beyond simple rapport-building to include addressing power dynamics between academic and community knowledge systems. By acknowledging community members as experts in their local environmental context, the project created conditions for more authentic knowledge exchange than typical university outreach efforts that position academics as the primary knowledge holders. This approach resonates with Tantanatewin and Inkarojrit's (2018) emphasis on cultural context in sustainability education in Thailand.

The specific Social Engineering tools employed—particularly timeline mapping and process analysis—proved effective in creating shared frameworks for knowledge integration. These tools provided structure without imposing rigid academic formats that might have privileged university knowledge over local wisdom. This finding supports Phukomchanoth's (2021) assertion that Social Engineering approaches can bridge academic and community knowledge systems when implemented with appropriate sensitivity to local contexts.

### Development of Social Engineering Skills

The quantitative findings demonstrate substantial development across all four Social Engineering skill domains. Coordination skills showed the highest self-assessment scores (mean=4.71), which is particularly noteworthy given the complex stakeholder dynamics involved in the project. This finding suggests that authentic community engagement provides especially

valuable opportunities for developing interpersonal and collaborative capabilities that are difficult to cultivate in traditional classroom settings.

The high external assessment scores across all skill domains (means ranging from 4.75 to 4.90) validate students' self-perceptions of skill development and indicate that community members and faculty advisors recognized tangible improvements in students' capabilities. The close alignment between self and external assessments suggests that students developed accurate self-awareness of their strengths and limitations—itsself an important meta-cognitive skill for professional development.

The relatively lower scores in specific aspects of community innovation skills, particularly "connecting knowledge with sources for innovation design" (self-assessment mean=4.44), suggest areas for potential improvement in future implementations. This finding aligns with previous research indicating that innovation skills often require longer-term engagement and multiple iterations of problem-solving to fully develop (World Economic Forum, 2020).

### **Community Impact and Sustainability**

The positive community impacts reported—particularly increased marine resources near shore—demonstrate the practical value of integrating academic and local knowledge systems. This outcome supports findings from the Department of Marine and Coastal Resources (2020) regarding the effectiveness of well-designed artificial reefs in enhancing local fish populations. The community's positive assessment of the project's outcomes (mean=4.75) and sustainability (mean=4.75) suggests that the approach succeeded in addressing local needs while developing student skills.

The establishment of a permanent Social Engineering Learning Center focused on fish homes and beach morning glory planting represents a significant achievement in ensuring the project's sustainability. This institutional structure creates mechanisms for ongoing knowledge sharing and continued collaboration between the university and community, addressing a common limitation of short-term academic engagement projects.

### **Theoretical and Practical Implications**

This study contributes to theoretical understanding of experiential learning by demonstrating how structured community engagement can develop specific professional skills while addressing environmental challenges. The findings extend Kolb's (1984) experiential learning theory by illustrating how concrete experience, reflective observation, abstract conceptualization, and active experimentation can occur within community-based projects that have real-world impacts.

From a practical perspective, the study provides evidence for the effectiveness of the Social Engineering model implemented by Rajabhat Universities. The high skill development outcomes suggest that this approach could be valuable for other higher education institutions seeking to develop students' 21st-century skills while fulfilling community service missions. The specific tools and processes documented—including timeline mapping, relationship building strategies, and the creation of appropriate knowledge exchange formats—offer practical guidance for implementing similar projects.

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# Assessing Potential Retail Mapping in Sustainable Commodities (Study in Indonesia's Retail Industry)

Nia Sarinastiti<sup>1\*</sup>, Angga P. Putra<sup>2</sup>

## Abstract

WWF Indonesia and Accenture aimed to analyze companies' perspective towards Sustainable Commodities initiatives along with prospective partnership with WWF in the future. The assessment started by conducting desk research, mapping, and scoring for 38 retail companies in the scope of palm oil, coffee, cocoa, and timber commodities. The list was then shortlisted for accessibility of data, resulting in a detailed database that consolidated into the final 10 leading companies determined from the scoring result. Subsequently, the project team conducted a Focus Group Discussion (FGD) and individual interviews with selected companies to explore overall sustainable commodities strategy, understanding priorities and exploring partnership for WWF. In addition, the Accenture team connected with leading association in Indonesia's retail sector, including APRINDO – *Asosiasi Peritel Indonesia* (Indonesia Retail Association), PPJI – *Perkumpulan Penyelenggara Jasaboga Indonesia* (Indonesia Catering Association), and newly formed Sustainable Sourcing Club. Results stated that not all companies are ready to host sustainable commodities, even though they have started some form of sustainable initiatives. Associations emphasized that their members are more concerned about providing goods for cost conscious consumers and nine basic necessities known as *sembako*, which include rice, granulated sugar, cooking oil and butter, beef and chicken, chicken eggs, milk, shallots and garlic, salt and gas/ kerosene. WWF's next workplan will need to focus on initiatives with well-established companies that have an agenda on sustainable sourcing, tailored for the affluent consumers, and need to re-strategize approaches to company, including market research, enrich connects with governments, exploring existing policies and new ones in the future while informing business's needs.

**Keywords :** Retail Industry, Sustainable Commodities, Sustainable Sourcing, Engagement Mapping

## Introduction

WWF focuses on finding workable solutions and mobilizing collective action for conserving natural resources and promoting sustainable development. The conservation of natural resources in Indonesia and around the world requires strong awareness and advocacy, effective action at multiple levels, and mobilization of resources. WWF strives to save biodiversity, natural forest ecosystem, and promote best practices that ensure continued social and economic benefits to local communities and safeguard their rights. We also work with various stakeholders to restore damaged ecosystems and mitigate various threats such as climate change, waste, and pollution.

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To date, WWF-Indonesia works with an increasing number of businesses to help them adopt sustainable practices through transformative business model initiatives. These efforts, coupled with WWF's local-to-global reach, our focus on communities and scientific expertise, will enable a movement to transform production and consumption and thus help save our planet. Regarding to sustainable production and consumption movement, WWF Indonesia also have an initiative to encourage downstream companies in Indonesia in sourcing sustainable commodities such as sustainable palm oil, cocoa, timber, and coffee. This initiative aims to ask various stakeholders to collaborate in promoting sustainable commodities in Indonesia. One of them is the retail sector.

The Indonesian retail sector has been rapidly growing in Asia, contributing around 13% to the gross domestic product (GDP) in the country. According to Technavio (2025) the Indonesia retail market size is forecast to increase by USD 49.9 billion at a CAGR of 4.7% between 2024 and 2029. Technavio stated that the market exhibits significant growth, driven by an expanding retail landscape and increasing consumer preference for local brands. Owing to its relatively large population of more than 270 million, the growing middle class with higher purchasing power, and millennials with bigger spending habits, Indonesia holds significant potential for the retail market (Statista, 2024).

Nurhayati-Wolff (2024) of Statista mentioned that the Indonesian retail sector has been rapidly growing in Asia, contributing over ten percent to the country's gross domestic product (GDP). Owing to a relatively large population of more than 270 million, a growing middle class with higher purchasing power, and millennials with greater spending habits, Indonesia holds significant potential for the retail market. The sales value of the retail market in Indonesia has reached more than one hundred billion U.S. dollars in recent years. This value was expected to increase steadily and reach around 243 billion dollars by 2026.

As Technavio (2025) stated, the market exhibits significant growth, driven by an expanding retail landscape and increasing consumer preference and sentiments for local brands being positive, with palm oil and fish being prominent commodities. Based on those facts, the retail sector has a significant role in Indonesian market, as well as to sourcing and providing sustainable commodities for local consumers. Retailers are one of the important actors in commodities supply chains, especially in downstream level. Their position to distribute and deliver the commodities to end user/consumer plays a significant role in transforming the market into sustainable production and consumption practice. Therefore, at this point, WWF Indonesia also seek the possibility of engaging and partnering with retail sectors. Not only to promote sustainable commodities but also to support WWF work in market transformation towards sustainable production and consumption.

## **Research Objectives**

The research goal is to map and identify potential retail as consideration for WWF Indonesia to engage in a partnership in promoting sustainable commodities in the future. The objectives to reach the goal are indicated in Table 1.



**Table 1 – Objectives**

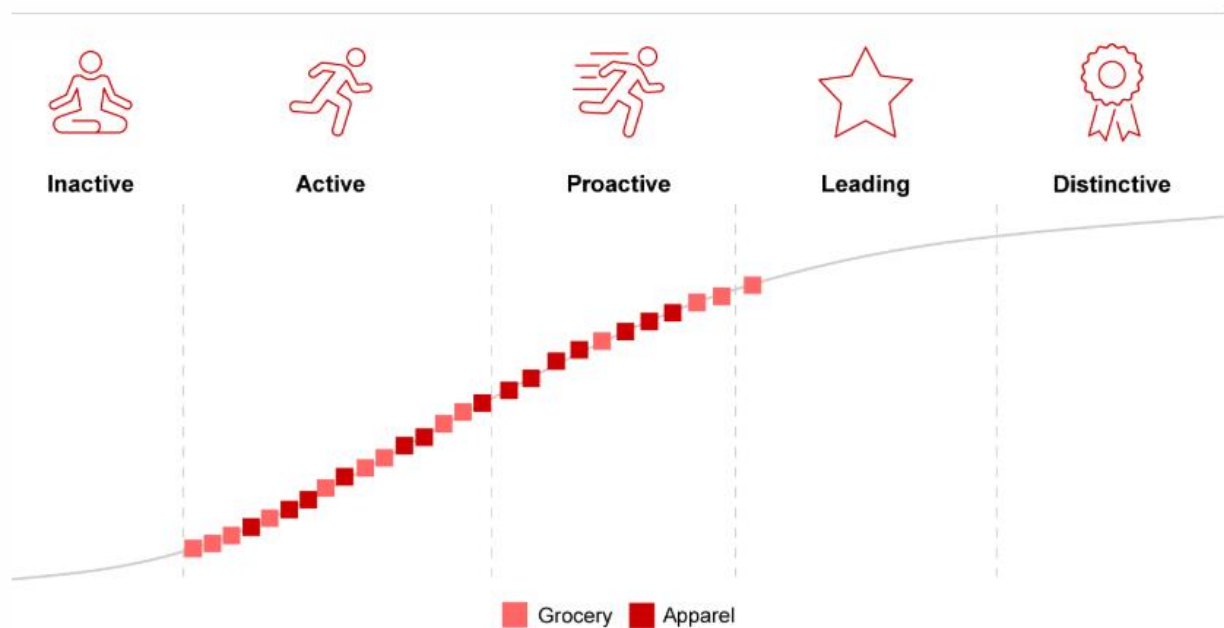
Objectives	
1	Profiling each retailer as well as identify and analyzed their internal and global policy regarding to sustainable commodities that related to WWF-Indonesia concern (coffee, palm oil, timber, seafood, cacao).
2	Collect and analyzed the data of each targeted retail in sourcing commodities related to WWF Indonesia concern (coffee, palm oil, timber, seafood, cacao).
3	Understand the retail sector's perception of WWF and/or environment, its priorities, and engagement preferences in sourcing and promoting sustainable commodities.
4	Mapping retail partners that potential and interested in collaborating, partnership with WWF Indonesia related to sustainable commodities.

## Literature Review

### Sustainable Retail Industry and its Challenges

According to research from Bain & Co. (Batista et.al, 2022) sustainability has leaped to the top of the agenda for retailers, due to the expectation of consumers, investors, regulators, and other stakeholders. Buehler (2024) has also observed a significant shift in the retail industry over the past decade that this change compels businesses to adopt sustainable practices. Consumers demand sustainability in the products they buy and are growing more aware of environmental issues, in which customers want companies to implement their own sustainability efforts, including sustainable packaging, sustainable materials, energy-efficient equipment, and carbon emission reduction. This transformation is not only essential for the planet, but it also helps companies to improve their brand reputation, reduce costs, and increase customer loyalty.










Batista and colleagues (2022) mentioned three quarters of retailers have made sustainability a formal pillar of their strategy, while adoption of Science Based Targets (SBT) for carbon reduction quintupled from 2019 to 2021, and environmental, social and governance (ESG) concerns are starting to propel sector M&A. Based on desk research, there were just 14 ESG themed acquisitions and funding rounds in retail and consumer products, but in 2021 they were 307. In Bain's latest ESG maturity analysis across the US, Asia-Pacific, and Europe, only 1 of the 27 grocers and apparel retailers assessed had a leading approach to ESG, with none emerging as truly distinctive (see Figure 1).



Note: Assessment of 27 retailers based on 6 priority ESG themes—greenhouse gas emissions; waste and circularity; sustainable sourcing; diversity, equity and inclusion; human rights and good work; and health and wellness (grocery only)  
 Sources: Company reports and releases; SBTi; CDP; Ellen MacArthur Foundation; MSCI; Glassdoor; S&P Capital IQ

**Figure 1 Retailers stage of ESG maturity**  
**Source: Bain & Company (2022)**

Batista and colleagues (2022) stated that moving from sustainability commitments to action is hard. First and foremost, the sector faces a funding gap: Sustainable supply chains and food systems can be more costly than existing ones that don't acknowledge the full cost of carbon emissions and other previously ignored externalities. The thin margins of retailers and many of their suppliers make this extra cost a genuine barrier to progress. In most markets, tax incentives or funding mechanisms to support these investments aren't yet available. In addition, most consumers aren't changing their shopping behavior; nor are they prepared to pay more for sustainable options, especially amid today's cost-of-living squeeze. Retailers are also constrained by being at the end of their supply chains, which makes it harder to orchestrate change. And in too many retail businesses, sustainability targets aren't sufficiently owned by the commercial and operational teams, without whom nothing can get done on scale.

	 Grocery	 Apparel	 Department store
 <b>Greenhouse gas emissions</b>	100%	85%	100%
 <b>Waste and circularity</b>	95%	85%	100%
 <b>Sustainable sourcing</b>	85%	75%	80%
 <b>Diversity, equity, and inclusion</b>	75%	80%	80%
 <b>Human rights and good work</b>	75%	80%	100%
 <b>Health and wellness</b> (grocers only)	90%	n/a	n/a

Note: Sustainable sourcing practices include land use and biodiversity  
Source: Company ESG reports for 20 grocers, 20 apparel retailers, and 5 department store retailers

**Figure 2 Retailers Sustainability themes**  
**Source: Bain & Co (2022)**

Buehler (2024) also indicated that to achieve sustainability, retailers must adopt a holistic approach that encompasses their entire value chain. There are six areas where the retail sector can implement green practices, such as: (1) sustainable sourcing, (2) energy efficiency, (3) waste reduction, (4) sustainable transportation, (5) sustainable store design, and (6) ethical practices.

### Sustainable Sourcing

As stated in the Bain & Co (2022) study, Sustainable Sourcing is considered an important retailer's sustainability theme at 85% for groceries. Buehler (2024) also mentioned Sustainable Sourcing as an area where the retail sector can implement green practices, which are relevant to this study.

Sustainable sourcing involves procuring raw materials and products in a manner that minimizes environmental impact and promotes social responsibility Buehler (2024). Retailers may choose to source from suppliers who adhere to ethical labor practices, use renewable resources, and minimize waste. As an example, Patagonia, is legendary for its commitment to sustainability and corporate social responsibility. The company sources materials like organic cotton, recycled polyester, and responsibly sourced down. Patagonia also collaborates with suppliers to ensure fair labor practices and reduce its environmental impact while adhering to its standard business processes.

Another example is Walmart that has signed up more than 4,500 suppliers to its Project Gigaton, which aims to eliminate or avoid one billion metric tons of supply chain emissions by 2030, of which more than 574 million metric tons achieved as of 2021). One of the ways Walmart helps suppliers make progress is by providing calculators (created in collaboration with WWF and the Environmental Defense Fund) that show the impact of supplier actions in terms of metric tons of carbon dioxide equivalent (Batista, et.al, 2022).

Buehler (2024) also stated that retail green practices are a team sport, and collaboration throughout the supply chain is key to achieving sustainability goals. Retailers need to work closely with suppliers, manufacturers, and logistics providers to ensure sustainable practices throughout the supply chain. Joining industry sustainability initiatives and partnerships can also amplify efforts and drive systemic change.

### **Sustainable Commodities**

Based on the study from Voicu & Pegler (2023) the increasing demands for sustainability from investors, end customers, and shareholders, coupled with significant changes such as digitization, climate change, and new financial regulations, are compelling trading companies to reevaluate their entire business model. Sustainability for these global traders must rely on several conditions and is managed by them (and others) by a balancing act determined by risks.

In Brazil, every year large volumes of agri-commodities are traded internationally by four major transnational corporations, colloquially known as the ABCDs - Archer Daniels Midland (ADM), Bunge, Cargill and Louis Dreyfus Company. These companies trade everything from raw to semi-processed cereals, oilseeds, pulses, and fruits, to coffee, cacao, cotton, and meat. They buy from local commodity producers and wholesalers and sell to global food manufacturers and retailers (Murphy, et.al, 2012). Other countries may possess the same, in which they are in the most important producing and consuming regions of the world, these assets offer commodity trading companies different space, time, quality, and logistic options to choose from to globally link supply and demand and maximize profits in the process (Johansen & Wilson, 2018).

In Indonesia, particularly in Papua, achieving sustainable food security remains a significant challenge due to the region's heavy reliance on imported food. A policy program aimed at bolstering local food commodities is designed to promote self-sufficiency and ensure long-term food sustainability. By promoting local commodities such as sago, sweet potatoes, and maize, the program aims not only to boost local food production but also to support a more sustainable and diverse agricultural ecosystem (Sutrisno, 2022). This diversification allows Papuan communities to access a more stable and nutritious food supply while strengthening local food self-sufficiency. Although there are a few challenges and obstacles to program implementation in sourcing commodities, such as limited resources, limited access, and lack of coordination among stakeholders, the local government continues to support effort in accommodating sustainable commodities. Based on research findings (Saa, 2024), several recommendations are proposed to improve the effectiveness of the program in developing sustainable commodities, namely: (1) increased budget and resources; (2) strengthening access to information, technology, and markets; (3) improved coordination among stakeholders; (4) increased education and promotion of local food consumption; and (5) development of infrastructure and logistics. This research provides valuable input for policymakers and implementers of the local food commodity strengthening program in Papua.

In addition, Voicu & Pegler (2023) explored how company strategies are influenced by the competitive dynamics in a global environment of risk by showing how for these traders, moving in and out of supportive services such as transport and storage bring gains but also possible losses. Instead of an absolute ignorance of their supply sources, inherent in their trading operations, these companies want to establish sustainable commodities by providing direct links to farmers to

improve margins. However, this would require investments in assets placed in locations where social conflicts, poor infrastructure, and regulatory uncertainties might make this investment unprofitable. Instead, they engage in strategic ignorance by relying on intermediaries which, nonetheless, hinder the traceability of the product they trade, and diminish returns, but help manage these systematic operational risks.

## Research Methodology

The methodology of this mapping exercise is two-fold, in which the output of the methodology is outlined in Table 2.

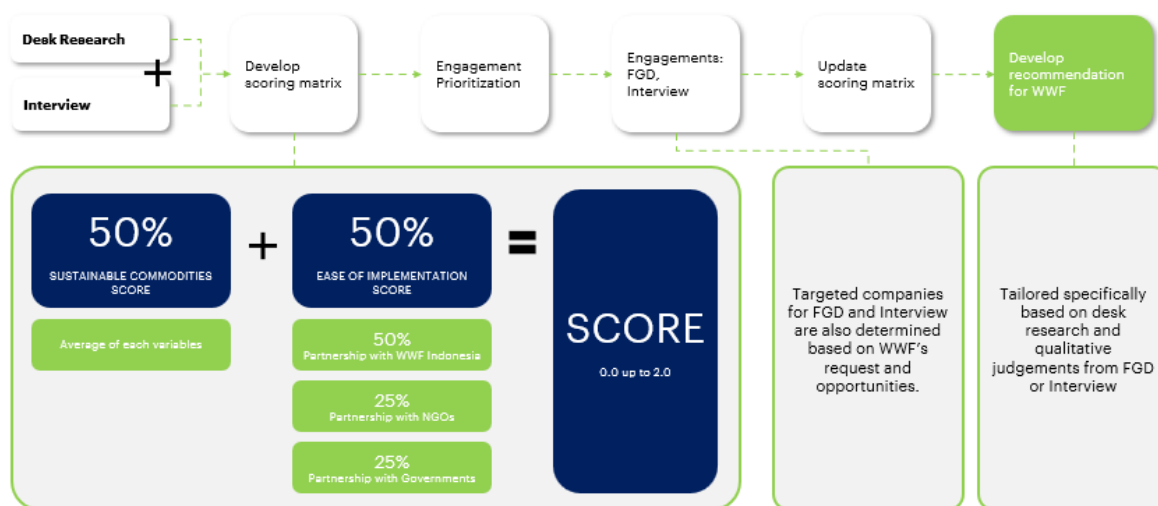
1. Data collection through a desk review of the public documentation, market assessments, review of available literature, reports and research studies on the issues of sustainable sourcing of commodities.
2. Focus Group Discussion and Interviews with selected retailers, producers (fast moving consumer goods), and forums or associations.

**Table 2 – Output based on the Methodology**

1	Analysis based on desk reseach and FGD/interviews Data profile of each retailer (top 10) Data analyzed each retailer about their internal and or global policy towards sustainable commodities. Data volume and sales from each retail in sourcing each commodity related to WWF Indonesia concern. Results of data analysis regarding the retail sector's perception of WWF and/or the environment, its priorities, and preferences for involvement in seeking and promoting sustainable commodities. Map of retailer with their willingness to sourcing sustainable commodities, to collaborating and in partnership with WWF Indonesia
2	Develop coding of raw data and models used in the research assessment

**Tabel 3 – Objective Approach Outline**

No	Objective	Approach
1	Profiling each retailer as well as identify and analyzed their internal and global policy regarding to sustainable commodities that related to WWF-Indonesia concern (coffee, palm oil, timber, seafood, cacao).	Desk Research Develop Scoring Matrix FGD and Interviews Develop Retail Mapping and Recommendations
2	Collect and analyzed the data of each targeted retail in sourcing commodities related to WWF Indonesia concern (coffee, palm oil, timber, seafood, cacao).	
3	Understand the retail sector's perception of WWF and/or environment, its priorities, and engagement preferences in sourcing and promoting sustainable commodities.re	
4	Mapping retail partners that are potential and interested in collaborating, partnership with WWF Indonesia related to sustainable commodities.	



**Figure 3 – Research Plan**

### Developing Scoring Variables

The scoring variables are based on the following dimensions:

1. Sustainable Commodities look at the company's effort in meeting various variables. This includes ISO 27001, ISO 14001, Community Empowerment, Occupational Health & Safety, commitment to diversity, inclusion and transparency, fair and equitable workplace and business environment, conduct waste management, enhancing environment sustainability and corporate responsibility, ethical supply chain and social responsibility, policy in reducing plastic waste and promoting environmental sustainability.

PRIORITY COMPANIES	Variables	Rationale	Source
	<b>Market Leader</b>	Companies which falls under the market leader category will most likely align with WWF in terms of the urgency of Sustainability.	Desk Research, External Reports
SUSTAINABLE COMMODITIES	<b>Listed in IDX</b>	Companies listed in IDX requires to publish a Sustainability Report, which can depict the companies' commitment towards sustainability as the development of Sustainability Reports often requires investment.	Desk Research
	Variables	Rationale	Source
	<b>ISO 27001</b>	Companies with an ISO 27001 ensure robust information security and compliance with international standards, reducing risk and enhancing trust.	Desk Research
	<b>ISO 14001</b>	Companies with an ISO 14001 ensure commitment to environmental management and sustainability, enhancing compliance and reducing environmental impact.	Desk Research
	<b>Empowering Community / POJK F.23</b>	Companies focused on empowering the community (POJK F.23) demonstrates a commitment to social responsibility, fostering sustainable development and positive local impact.	Desk Research / Sustainability Report
	<b>GRI 403 / POJK F.21</b>	Companies compliant with GRI 403 / POJK F.21 demonstrates a commitment to high standards of occupational health and safety, ensuring a safer and healthier workplace.	
	<b>GRI 405-1 / POJK F.18</b>	Companies compliant with GRI 405-1 / POJK F.18 demonstrate a strong commitment to diversity, inclusion, and transparent sustainability reporting.	Sustainability Report
	<b>GRI 405-2</b>	Companies compliant with GRI 405-2 ensure fair and equitable remuneration practices, promoting workplace equality and transparency.	Sustainability Report
	<b>GRI 406</b>	Companies compliant with GRI 406 ensures a strong stance against workplace discrimination, fostering an inclusive and equitable business environment.	Sustainability Report
	<b>GRI 306 / POJK F.14</b>	Companies compliant with GRI 306 / POJK F.14 ensures robust waste management practices and regulatory compliance, enhancing environmental sustainability and corporate responsibility.	Sustainability Report
	<b>GRI 408 / POJK F.19</b>	Companies compliant with GRI 408 / POJK F.19 signifies a commitment to eradicating child labor, ensuring ethical supply chains and social responsibility.	Sustainability Report
	<b>Plastic Policy</b>	Companies having a plastic policy highlights a dedication to reducing plastic waste and promoting environmental sustainability.	Desk Research / Sustainability Report

**Figure 4 – Variables and Rationals**  
**Source: Compilation of various resources (ISO, GRI, POJK)**

- The scoring matrix consists of companies mapping, sustainable commodities and ease of implementation. The companies mapping is intended for prioritization mapping purposes, whereas the sustainable commodities and ease of implementation are the two main variables for developing the total score as follows:

Sub variables = 0 or 1

SC = average of sub-variables SC

E1 = average of sub-variables E1

Total score = SC + E1

Sustainable Commodities categories are scored with a binary system based on the Sustainability Report and/or Annual Report for each company. Companies are mapped with agreed variables as below:

**Tabel 4 – Sustainable Commodities Variables**

No	Variables	Description/Rationale	Scoring Weight
1	ISO 27001	Information Security	10%
2	ISO 14001	Environmental Management System	10%
3	Empowering Community (POJK F.23)	Operational impact on local communities	10%
4	GRI 403 and/or POJK F.21	Occupational Health and Safety	10%
5	GRI 405-1 and/or POJK F.18	Diversity and Equal Opportunity	10%
6	GRI 405-2	Ratio of remuneration	10%



7	GRI 406	Non-discrimination	10%
8	GRI 306 and/or POJK F.14	Waste	10%
9	GRI 408 and/or POJK F.19	Child Labor	10%
10	Plastic Policy Commitment	Company's policy towards product packaging and the overall use of plastic	10%

**Tabel 5 – Additional Sustainable Commodities Variables**

No	Additional Variables for Priority Companies	Description/Rationale	Scoring Weight
1	GRI 204	Procurement Practices	Qualitative
2	GRI 301	Materials and/or Responsibility for the Development of Sustainable Financial Products and/or Services	Qualitative

Ease of Implementation measures the efforts that needs to be done by WWF Indonesia to engage with the respective companies. Companies are mapped with agreed variables as below:

**Tabel 6 – Ease of Implementation Variables**

No	Variables	Rationale	Scoring Weight
1	Partnership with WWF Indonesia	To map out whether the companies have previously worked with WWF Indonesia. Companies working with WWF Global are not part of this variable.	50%
2	Partnership with NGO	To map out whether the companies have the credentials of working with NGO, thus, understanding the expectation and view towards NGOs.	25%
3	Partnership with Governments	To map out whether the companies have the commitment to engage with Governments initiatives.	25%

## Develop List of Companies

To be able to conduct desk research, the team conducted an initial list of retail related companies in April 2024 amounting to more than 30 companies segregated as retailers (supermarket, hypermarket, mini market) and producers (FMCG). The list of companies selected for the scoring matrix is as follows:

**Tabel 7 – List of Companies**

No	Companies	No	Companies
1	Alfa Mart	21	Depo Bangunan
2	Alfa Midi	22	Kopi Kenangan
3	Indomaret	23	TUKU
4	Lawson	24	Janji Jiwa
5	Family Mart	25	Excelso
6	Circle K	26	Starbucks
7	Super Indo	27	Fore Coffee
8	Hypermart	28	Upfield
9	Foodmart	29	Mayora
10	Hero Group	30	Nabati
11	Transmart	31	Garuda Food
12	Lotte Mart	32	Paragon
13	Farmer's Market	33	Indofood
14	Ranch Market	34	FKS
15	Kem Chicks	35	Dua Kelinci
16	Papaya	36	Cargill
17	Grand Lucky	37	Krakakoa
18	Lulu	38	Kraft Foods
19	IKEA		
20	ACE Hardware		

Companies are mapped with agreed variables as below:

**Table 8 - Scoring Variables**

No	Variable	Sub Variables	Rationale
1	Company Type	Minimarket	The Company Type variable will be used to track and map sustainability strategy trends, blockers, and aspiration for each sub variable. The analysis consolidated into opening strategies for WWF Indonesia to engage with respective companies.
		Supermarket	
		Wholesale	
		Coffee Chain	
		Fast Moving Consumer Goods (FMCG)	
2	Market Leader	N/A	Information related to market leaders will differentiate the level of priority towards sustainability topics within companies in the market leaders and market followers' criteria.
3	IDX	N/A	Companies listed in IDX will require to publish Sustainability Report, meaning the company had to be transparent in their business operations and financial data. Publishing Sustainability Report is one of the critical milestones towards implementing sustainability across business operations, depicting the company's commitment across their people, processes, and investment.

4	Sustainability Report Standards	N/A	<p>The variable will differentiate which companies listed in IDX have stronger commitment in the scope of sustainability.</p> <p>The GRI Standards adds more complexity aligns with a higher level of details compared to POJK 51. Companies using GRI Standards will require more commitment such as external party fees or dedicated internal team to publish their Sustainability Report.</p>
5	Commodity	Palm Oil Coffee Cacao Timber	The variables will act as a marker on respective companies' operations scope.

Based on the variables above, companies are mapped into Priority I, II, and III with rationale as follows:

**Tabel 9 – Priority Categorization**

Priority	Rationale	Sample Companies
I	Market Leader and Listed in IDX	Alfa Mart, Hero Group, ACE Hardware
II	Market Follower and Listed in IDX	Grand Lucky, Lulu, Garuda Food
III	Market Follower and not listed in IDX	Super Indo, Transmart, Kopi Kenangan

## FGD and Interviews

To complement and verify the desk research, FGD / interviews were held. The sourcing of informants is based on the 38 companies identified by the research team. Each company was approached via email or personal chat and was sorted based on response, which were willingness to attend the FGD and/or take part in a one-on-one interview session. Therefore, the sampling was non-random with a convenient mode.

The list of companies that were engaged for the FGD and interviews were the following: AlfaMart, HeroGroup, Ranch Market, SuperIndo, IKEA Forestry based goods, Lulu Hypermarket, Indofood, Unilever, and Nabati. In addition to the companies, the researchers are also connected with associations/forums related to the industry as follows:

1. *Perkumpulan Penyelenggara Jasaboga Indonesia* (PPJI) – which is the association of catering services.
2. Sustainable Sourcing Club - a new club that was established to exchange issues and solutions for sourcing sustainable products.
3. APRINDO – *Asosiasi Perusahaan Ritel Indonesia* (Retail Company Association) that has members from the medium to large scale companies and support the growth of small enterprises in the retail sector.

## Results

### Scoring Results

The Sustainable Commodities (SC) and Ease of Implementation (EI) scoring for each sector is shown in Table 11.

**Table 11 - Sustainable Commodities and Ease of Implementation Scoring**

Sector	Avg. SC Score	Avg. EI Score
Coffee Chain	0,15	0,16
FMCG	0,36	0,22
Minimarket	0,56	0,42
Supermarket	0,35	0,38
Wholesale	0,57	0,25

The wholesale sector accounts for the highest scoring SC score, meaning the selected companies in this sector has the highest average of Sustainable Commodities throughout their enterprise strategy and business operations. On the other hand, the minimarket sector has the highest EI score, which means there will likely be less effort in approaching companies in this sector compared to other sectors.

The quantitative measures combined with the company mapping also covered highlights for local, multinational, and listed versus non-listed companies as shown below in Table 12.

**Table 12 – Listed vs non-listed and regional base**

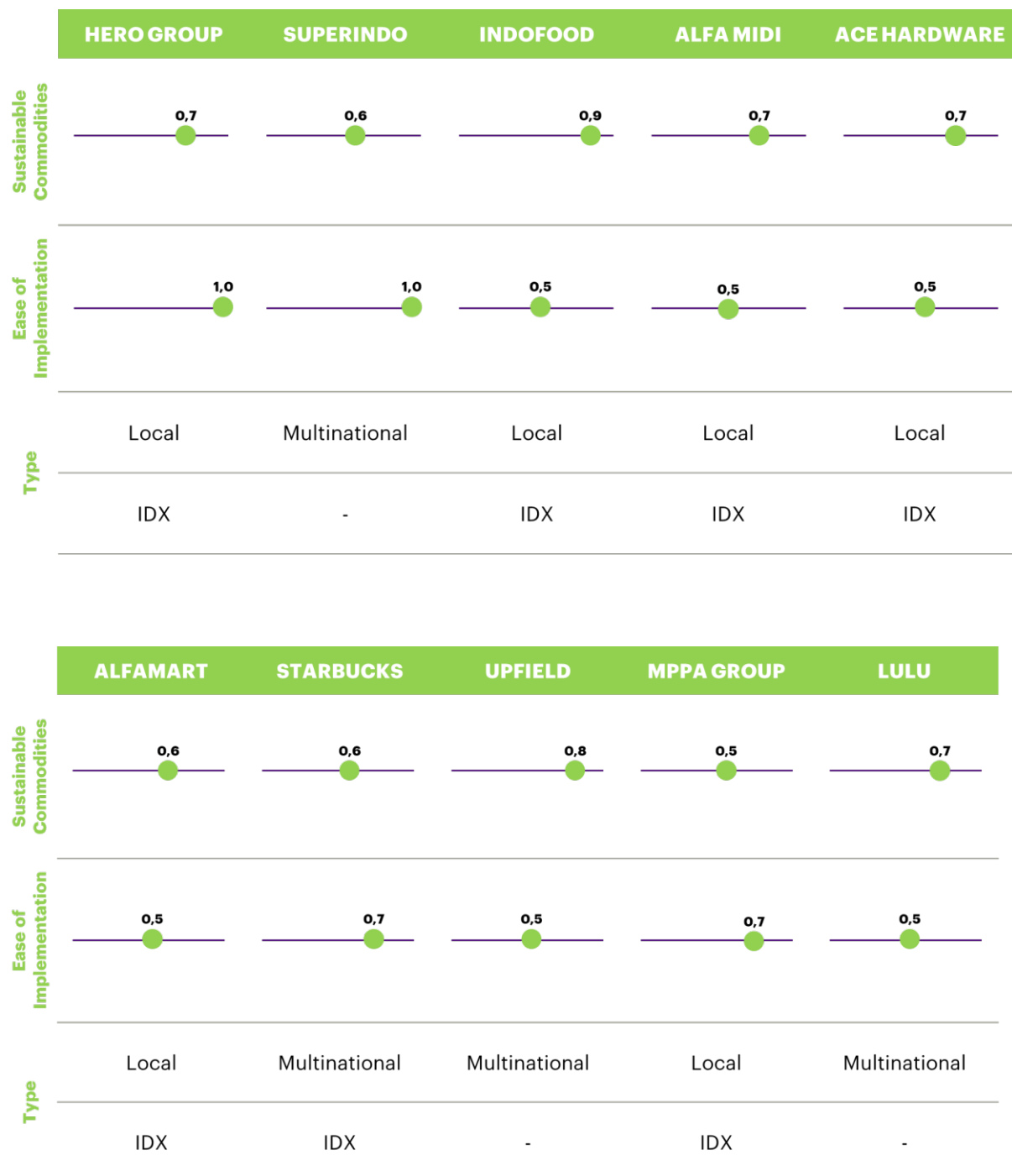
IDX list	Avg. SC Score	Avg. EI Score
Listed	0,57	0,44
Non-Listed	0,21	0,17

Region	Avg. SC Score	Avg. EI Score
Local	0,38	0,28
Multinational	0,38	0,31

Companies listed in the IDX significantly have higher score on both variables, whereas local and multinational companies have the same score in SC, with multinational companies have higher score on EI. Subsequently, the graphic below depicted companies that is leading both SC and EI scores.

The figure below shows the final list of priority companies along with some notable highlights on the scoring.



**Figure 5 – Project governance illustration**

## FGD and Interview Participants

The main discussion during the FGD and interviews can be found as follows:

**Table 13 Analysis of Interview**

<b>Company/Name of Organization</b>	<b>Sustainability Strategy</b>	<b>Sustainable Commodities</b>	<b>Partnership</b>	<b>Next Steps</b>
AlfaMart	<p>The main strategy for sustainability is managing plastic use,</p> <p>Programs related to commodity sourcing is not yet in the agenda. For private brands focuses on the 9 staple foods for availability to market</p>	<p>Currently not a priority for the commodities under the private brand. Main focus can provide supply of rice, granulated sugar, cooking oil.</p>	<p>Current partnership is limited to conducting CSR work, and working with communities</p>	<p>Since AlfaMart looks after the middle-income economy, sustainability is likely something far in the future. Reducing the use of plastic towards elimination is the priority</p>
Lulu HyperMart	<p>The current focus on sustainability efforts is on waste management.</p> <p>Does not conduct traceability.</p> <p>What is available on the shelves is based on market demand. If there are sustainable products, then because of wants and needs.</p>	<p>Not a priority now. Focusing more on fresh foods.</p> <p>Believes that retailers with private brands would be the ones to have sustainable commodities products.</p> <p>Stated that responsibility for good sourcing is with FMCGs.</p> <p>The store only puts it up based on demand</p>	<p>Willing to work with NGOs to educate on fresh goods and benefits.</p> <p>The procurement team has not partnered with any third parties. Willing to understand if the concept in sourcing makes sense and not adding additional burden, i.e. investment</p>	<p>In the next few years will still focus on providing healthy and hygienic fresh foods.</p> <p>Plan to have campaign on managing household</p>

Ranch Market	<p>Ranch Market and Farmer's Market (SupraBoga) were just recently purchased by Djarum group. For this year, the main focus is to consolidate sustainability strategy to the designated 'home', which is Bli-bli and Ticket.com, which has gone public.</p> <p>Supraboga was not yet a public company, the effort on sustainability will be for internal understanding.</p>	<p>Although Ranch has a private brand, it will only continue to focus on providing consumer demand. If it has to choose a commodity to focus on, likelihood palm oil</p>	<p>Open to discussion in 2025.</p> <p>Currently focusing on internal integration within the group</p>	<p>It will take about 2-3 years to be able to focus on sustainable commodities.</p> <p>Will work on low hanging fruits such as waste management</p>
Danone/ Unilever experience	<p>Sustainability was a 'novelty' and something great. Now some companies consider it a 'necessity.' Sustainability is related to the ability to invest, create a policy, adopted from the top level, down to and create impact. Both Danone and Unilever have one of the best sustainable strategies, but the</p>	<p>Sustainable commodities are not easy to do. Big companies such as Astra Internasional and Gunung Sewu can be considered as good examples for Indonesia. MNCs must do, because it is driven by global corporations. These companies not only manage</p>	<p>Companies may want to take part in education. Not only consumers, but also workers and their suppliers.</p> <p>Suppliers should be incentivized to support company goals for sustainability.</p> <p>NGOs cannot be too prescriptive in providing support. The issues and complexity are</p>	<p>Indonesia's sustainability development depends on the regulation. Without regulation, there will not be any action. Therefore, it is important to also work with the government.</p> <p>Companies need to understand the value that NGO can support. Therefore,</p>



	focus is different. Danone would be on health and plastic. Unilever more on the aspect of small-holder farmers' capabilities; rather than on traceability. Most important is avoiding greenwashing.	sustainable supply chains, but also fair trade.	different between companies	developing programs tailored to their needs
Kaldu Sari Nabati	<p>Kaldu Sari Nabati is a family-owned company with the main goal of profitability.</p> <p>Sustainability is not their priority up until 2029, as they are planning to go public.</p>	<p>Kaldu Sari Nabati's current market is for low class consumers in Indonesia.</p> <p>They are willing to go on sustainability products if the market penetration research results are aligned to their vision and mission.</p>	Kaldu Sari Nabati has yet to partner with NGOs. However, if NGOs can assist on market insight, they would consider the options.	<p>No action for 2024.</p> <p>However, if WWF obtains partnership with Kaldu Sari Nabati on their sustainability strategy alignment, Kaldu Sari Nabati might be a long-term partner for WWF.</p>
Superindo	<p>The overall strategy on sustainability is customer first.</p> <p>Superindo's goal is to inspire customers to make healthier choices, which the products are from responsible sources, reduce waste generation, and reduce carbon emissions</p>	<p>Sustainable products are focused on their private labels.</p> <p>Commodity products under its private label are tea, coffee, cocoa, palm oil, soybeans, timber, fishery and chicken eggs.</p> <p>They are gradually certified to</p>	<p>Partnerships with the industry through various initiatives and associations.</p> <p>Work with international NGOs and certification bodies to monitor and evaluate efforts</p>	<p>Need to focus on having the right suppliers to ensure sustainable sourcing is met.</p> <p>Since the owner also comes from an international company, the demand to comply is also high. Therefore, need to strengthen the</p>

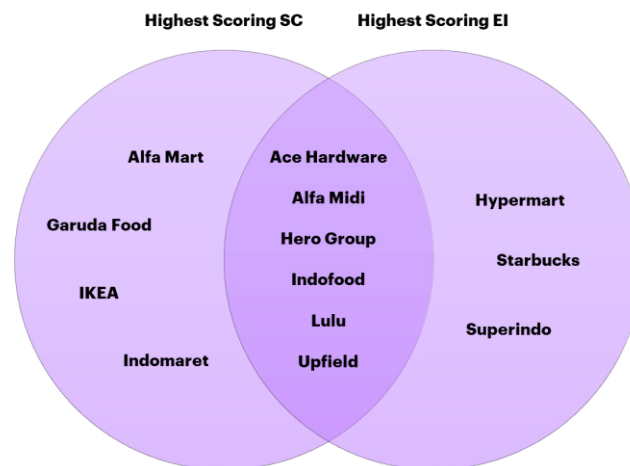
		acceptable standards.		work with various organizations.
IKEA Sourcing	<p>All IKEA products need to be done through its Sourcing Hub for all products: furniture, plastic ware, glass ware, metal and seafood, soy and cocoa</p> <p>IKEA Sourcing are the ones responsible for providing to retail stores and managed globally.</p> <p>Forest Positive Agenda:</p> <ul style="list-style-type: none"> <li>- Responsible forest management</li> <li>- Reforestation of landscape</li> <li>- Innovation in using raw materials, but affordable</li> </ul>	<p>Timber needs to be FSC certified. Wood products can be recycled. Only Rattan needs to check whether the species are at risk</p> <p>Main timber sourcing is Acacia (from Vietnam), Pine (import from various countries, and rubber tree. None is sourced from Indonesia</p> <p>Push for circularity is being conducted in Europe. For example, particle board is chopped again to be reproduced.</p>	<p>All the partnerships are related to certification. Work with several organizations to adopt FSC. Conduct research with Botanical Garden UK through Q Institute to identify species in Indonesia and Vietnam. I work with farmers to cultivate.</p>	<p>For Indonesia the next focus on sustainability would be on:</p> <p>Readiness to comply with upcoming regulations that will be implemented (i.e. EU-deforestation regulation)</p> <p>Prevent further deforestation.</p> <p>Implement traceability – understanding how supply chain works for various commodities</p>
Indofood	<p>Indofood's first step is to try to integrate sustainability into its business governance. The vision began to become a Total Food Solution; therefore, sustainability</p>	<p>Indofood's main commodities are palm oil, CBP and Indofood CBP.</p> <p>The need for cooking oil, etc., is sourced by the Indofood group, some of whom manage plantations.</p>	<p>Provide local farmer assistance through its agro-field team, to help approx. 40 people.</p> <p>Collaborated with international NGOs, carried out many projects; active in</p>	<p>Understanding sustainable commodities</p> <p>Work with NGOs to create more useful/workable or more valuable partnerships</p>

	<p>effort is focused on providing access to food. Indofood considers Sustainability as a journey, step by step. Structured according to the company's capabilities, so if look at the journey, there are Shorter (short term) and long term (long term)</p>	<p>Currently developing rubber plantation; for rubber commodity and timber.</p>	<p>clean Ciliwung, wants to ensure sustainable conservation</p>	
Sustainable Sourcing Club	<p>The aim of the club is to support the strategy that the members need to implement.</p> <p>The issue is that sustainable commodity is a difficult agenda to do, due to the fact that consumers are not well educated on the issue.</p>	<p>The club will focus on 9 staple foods in Indonesia.</p>	<p>In the process of defining who the Club can work with.</p> <p>Open for discussion to work with NGOs.</p>	<p>Making the Club as reference for retail industries in implementing sustainability sourcing, for various products, including commodities</p>
Perkumpulan Penyelenggara Jasaboga Indonesia (PPJI)	<p>The industry does not focus as much on sustainable products. Reason is that sustainable products are considered expensive; and because catering</p>	<p>Not a priority now.</p> <p>Have had discussion with members on developing a niche for catering for embassies and international</p>	<p>Currently no partnerships for sustainability.</p> <p>Came to a session on sustainable palm oil conducted by WWF, but it is something not yet implementable.</p>	<p>Do a pilot for catering companies that have clients from the embassies and foreign organizations.</p>

	<p>is not in small amount, always for large groups – it will impact the customers as well.</p> <p>The current program is to understand that members need to create fair trade and provide compensation to workers as per standard.</p>	<p>organizations, which would appreciate more sustainable catering.</p>		
APRINDO (Retail Association)	<p>The main strategy for APRINDO still focuses on stability of 9 staple foods in price and availability.</p> <p>Stability for palm oil and rice in price and stock are the priority for the organization.</p>	<p>Issue on Sustainability is not a priority.</p> <p>Dissemination and socialization on sustainable initiatives are shared to members, but implementation is at the discretion of the company member. Sustainability is also related to cost, and therefore for the general consumers, not yet ready.</p>	<p>Main stakeholder is the government.</p> <p>BPOM Certification for Industry</p> <p>Support for SMES, especially registration.</p> <p>With NGOs is to share information, but not in developing programs to have members implement.</p>	<p>The government will be the main driver for any initiatives on sustainability. If price and availability (stock) in Indonesia remains fluctuating, it would be difficult to adopt sustainable initiatives. Upper market retailers would be the ones that should take the lead (Foodhall, KemChicks, Ranch Market, and Sesa), and those with private labels.</p>

## Discussion and Conclusion

Based on the scoring results for SC and EI, the mapping of companies can be divided into three categories



**Figure 6 Scoring Analysis (Source: research analysis)**

Ace Hardware, Alfa Midi, Hero Group, Indofood, Lulu, and Upfield are the companies that is leading in both scoring criteria. This can be consolidated into companies that are concerned about Sustainable Commodities while might also provide fluency in WWF's process to approach the respective company. However, these measures are strictly quantitative. Meaning the variables such as number of companies per sector, data availability and confidentiality, and the company's website accessibility highly determined the final score. Therefore, the research team proceeded with a qualitative approach via FGD and interviews that can be summarized as follows:

The general view of the companies was that the understanding of sustainable sourcing for retailers is still low; they believe sustainable sourcing is the responsibility of the producers. The main concern on sustainability is on waste management, and specifically on plastics, and a few focuses on energy savings. Therefore, sustainable sourcing is not a priority yet. Regarding partnerships with NGOs, companies tend to prioritize being for consumer campaigns and research, not for sourcing, since they still need to have knowledge and understanding of market prospects of sustainable products and sourcing. If adopting sustainable products can increase profitability, most companies are interested, especially for the Non-IPO (not listed) companies. Non-IPO companies will explore Sustainable Commodities initiatives within the next five years.

**Table 14 Recommendations**

Type	Recommendation		Rationale
Coffee Chain	Timeline	Long-term target	<p>Most coffee chain companies included local farmers in their production, which aligned to WWF's concept of sustainable commodities.</p> <p>Therefore, current market leaders are already implementing sustainable commodities, whereas the market follower is yet in the stage of prioritizing sustainability.</p>
	Strategy	Market research and product certification	<p>By referring from FGD and Interviews, retailers' main blocker is to ensure they can generate profit from launching sustainable products.</p> <p>Launching products requires research and development, which WWF can accelerate in tailoring the product certification, like WWF's palm oil projects.</p>
FMCG	Timeline	Medium-term target	<p>FMCG companies in Indonesia are mostly listed in IDX, meaning they already prioritize the concept of sustainability.</p> <p>However, considering the complexity of their production line which will align to the degree of difficulty in tailoring the value that WWF will offer, the FMCG sector should be in medium-term target.</p> <p>WWF to look towards FMCG companies that produce items directly related to health, such as make-up, to obtain the market angle of launching sustainable products.</p>
	Strategy	Market research and product certification	<p>Recommended steps:</p> <ol style="list-style-type: none"> <li>1. Publish articles or reports discussing the importance of sustainable products for health, focusing on the market survey.</li> <li>2. Engage with governments and key business players in workshops.</li> <li>3. Actively participating with associations members provided by Accenture.</li> </ol>
Minimarket	Timeline	Long-term target	<p>Minimarket's sustainability strategy focuses on energy consumption throughout their store operations.</p> <p>Some minimarket companies have already launched their own product, though the goal is to provide cheaper options in the market.</p>
	Strategy	Expanding Sustainable Trends	<p>WWF to focus on external consignment items instead of the targeted companies' own product due to major differences in the vision.</p>

			<p>Since minimarket is one of public's most accessible stores, the scope of behavior change reach is massive.</p> <p>Once sustainable products' trend increases, we recommend WWF to persuade companies to launch separated booths for sustainable products, using the market-data obtained as selling point to product manufacturers.</p>
Supermarket	Timeline	Short-term target	<p>The nature of supermarkets' wide range of product offerings is amongst the main reasons we recommend WWF to engage as soon as possible.</p> <p>We recommend WWF to continue the palm oil certification projects, while also expanding on other products in the scope of green, organic, and health-related items.</p>
	Strategy	Initiate Sustainable Market	<p>Recommendation steps:</p> <ol style="list-style-type: none"> <li>1. Find at least one company that acts as a champion which have a medium to high consumer market and import products.</li> <li>2. Encourage companies to dedicate sections for sustainable products.</li> <li>3. Maintain the database and launch a report related to the results, which will be the north-star of sustainable commodity product applications in Supermarket sector.</li> </ol>
Wholesale	Timeline	Short-term Target	<p>Wholesale companies, especially ones that focus on timber commodities, launches products that have variety of best practices in using reusable materials. This application can be aligned with connecting low-cost materials throughout companies' production.</p>
	Strategy	Strengthening Sustainable Reputation	<p>Recommendation steps:</p> <ol style="list-style-type: none"> <li>1. Reach out for leading companies, especially ones listed in IDX.</li> <li>2. Encourage the company to label the reusable materials, targeting product champions. The sales data will be their main statistics on their published sustainability report.</li> </ol>

In short, WWF will need to focus on initiatives with well-established companies that have an agenda on sustainable sourcing. In addition, WWF needs to consider recommendations and re-strategize approaches to company, including market research, knowledge sharing, and other research-based initiatives, as well to enrich engagement with governments, exploring existing policies and new ones in the future while informing business's needs.



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## Bibliography

**Nia Sarinastiti** is an associate professor at the Atma Jaya Catholic University of Indonesia School of Communication. She has been teaching since 1993 at Atma Jaya and at the Postgraduate Communication Studies Program at the University of Indonesia. In addition, Dr. Nia is a communications practitioner specializing in organizational communications, corporate communications and marketing communications with more than 30 years of work experience in: Accenture Development Partnerships Lead, Marketing & Communication Director, Accenture – Indonesia, Head of Communication & Relations Donggi Senoro LNG; World Bank Group, Mercurindo Cita Murni, and host of Tanah Merdeka – TVRI. She received her undergraduate in International Relations from Gadjah Mada University, her Master of Arts from the School of Journalism and Mass Communication - University of Colorado at Boulder, and her doctoral in Communication Science from University of Indonesia. She received the Indonesia Forestry Community scholarship (1990-92), Graduate Teacher Program from CU-Boulder (1991-1992),

Indonesia Cultural Foundation grant (1991-1992), Fulbright Dissertation Research Grant (2003), and Post-Doctoral at the Center for the Digital Future, University of Southern California. She also holds a certificate on Sustainability and Circular Economy from Cambridge University. She is active in various associations such as Association of Public Relations (PERHUMAS), Association of Communication Educators (ASPIKOM), Association of Communication Journal (APJIKI), and Board Member at Indonesia Business Links and Indonesia Business Coalition for Women Empowerment. She was part of the T20 – G20 (<https://www.t20indonesia.org/>) Task Force for Meaningful Digital Connectivity, Cyber-Security, and Empowerment. She can be found in <https://www.linkedin.com/in/nia-sarinastiti-1aa98287>.

**Angga P Putra** is the Sustainable Commodities Lead at the Climate, Market and Transformation Directorate, WWF Indonesia. He has more than 15 years of experience as a conservationist and sustainability related work ranging from research in ecology, wildlife, natural resources, and project management. Prior to his current role, he was the Sustainable Palm Oil Program Lead in WWF-Indonesia. He is also passionate about working with multi stakeholders such as community, government, business sectors and walks the actions in implementing strategy to fulfill project's outcome. My works in proposal development and monitoring an evaluation towards projects implementation, such as responsible forest management, ecosystem services – Natural capital, Non-Timber Forest Products (NTFPs), traceability and transparency supply chain system, Nature-based Solutions (NbS), Science Based Targets initiative (SBTi) have been build my core strength as team player with critical thinking to solve unexpected challenges. In the last 5 years, his work has been focusing on policy advocacy at local and national government by promoting good governance and providing space for multi stakeholders in sustainable palm oil and other commodities using jurisdictional approaches, also utilizing traceability tools for supply chain transparency. Angga received his bachelor's degree from Department of Biology Science, Universitas Islam Negeri Syarif Hidayatullah Jakarta, and in 2012 continued to pursue his master's degree in science from Universitas Indonesia.



International Conference  
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# APPENDIX

# A





## International Conference on Humanities and Social Sciences TSU-HUSOICON 2025

At Atma Jaya Catholic University of Indonesia, Indonesia

Date/Time	Program		
April 28, 2025	Flying from Bangkok, Thailand to Jakarta, Indonesia (Presenter)		
April 29, 2025 (TSU-HUSOiCON 2025 DAY)			
08.30 – 09.00	Registration		
09.00 – 09.45	Opening Ceremony		
09.45 – 10.00	Light Refreshment Break		
10.00 – 12.00	Keynote Speaker		
12.00 – 13.00	Lunch		
13.00 – 14.30	Panel Presentation:  <b>Language and Literature</b>  (Part 1)	Panel Presentation:  <b>Education and Management</b> (Part 1)	Panel Presentation:  <b>Social Sciences</b>  (Part 1)
14.30 – 14.45	Light Refreshment Break		
14.45 – 17.00	Panel Presentation:  <b>Language and Literature</b>  (Part 2)	Panel Presentation:  <b>Education and Management</b> (Part 2)	Panel Presentation:  <b>Social Sciences</b>  (Part 2)
April 30, 2025	City Tour		
May 1, 2025	Flying back to Thailand		

\*The program may be subject to change.





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TSU-HUSOICON 2025

# APPENDIX

# B



# MANAGEMENT PANEL

At Classroom 2, Yustinus Building 14th Floor

**M01**

**Time** 10.45 – 11.05  
**Presenter** Apiradee Jiropas  
**Article** Co-Production Management for Livestock Product Business Development in the Southern Border Region of Thailand

**M02**

**Time** 11.05 – 11.25  
**Presenter** Pristiana Widyastuti  
**Article** Enhancing Employee Productivity through Training, Development, and Team Building: A Case Study at PT. Kompas Media Nusantara

**M03**

**Time** 11.25 – 11.45  
**Presenter** Noppadol Saleepoch  
**Article** Branding Creation through Korean Cultural Identity of Thai Korean-Style Product Entrepreneurs in Thailand

**M04**

**Time** 11.45 – 12.05  
**Presenter** Lisa Esti Puji Hartanti  
**Article** The Effect of Immersive Experience in Artificial Intelligence Technology on Customer Satisfaction in Netflix Streaming Application

# MANAGEMENT PANEL

At Classroom 2, Yustinus Building 14th Floor

**M05**

**Time** 13.00 – 13.20  
**Presenter** Nawit Amage  
**Article** Market Opportunities of Used Car Business Muslim Entrepreneurs in Southern Border Provinces, Thailand

**M06**

**Time** 13.20 – 13.45  
**Presenter** Rungnapa Ariyaphonpanya  
**Article** The Development of Problem Solving Ability in Managerial Economics for Business with Problem Based Learning on Demand, Supply, and Market Equilibrium

**Assistant Professor Dr.Kunaj Somchanakit**  
**Thaksin University, Thailand**  
**Moderator**

# SOCIAL SCIENCES PANEL

At Classroom 1, Yustinus Building 14th Floor

SC01

**Time** 10.45 – 11.05  
**Presenter** Kittikan Hankun  
**Article** Confrontation and Cooperation of Ideas and Resistance Tactics between Villagers and Community Development Practitioners: A Case Study of “Rural Isaan Women” in Anti-dam Movement in Northeastern Thailand between 1980s-1990s

SC02

**Time** 11.05 – 11.25  
**Presenter** Saifon Chaisri  
**Article** A Study on Food Security in Songkhla Province

SC03

**Time** 11.25 – 11.45  
**Presenter** Muhammad Salaebing  
**Article** Evaluation of Implementation Outcomes of the Livestock Farming Promotion Project in the Southern Border Provinces: A Case Study of the Dairy Goat Farming of Kraso Social Enterprise in Pattani’s Mayo District

SC04

**Time** 11.45 – 12.05  
**Presenter** Eko Widodo  
**Article** Among Modernity and Tradition: the Attitude of the Young Generation of Glodok Chinatown towards Preserving Local Culture



# SOCIAL SCIENCES PANEL

At Classroom 1, Yustinus Building 14th Floor

**SC05**

**Time** 13.00 – 13.20

**Presenter** Nyoman Pinia

**Article** Deleuzian-Foucauldian Agency's Critico-Differential Empowering Capacity Building on Rural Cultural Tourism in Flores Indonesia

**SC06**

**Time** 13.20 – 13.45

**Presenter** Parichat Jansriboot

**Article** The Process of Social Engineering Skills Development through Artificial Reef Construction : A Case Study of Ban Bo-It Community, Songkhla Province"

**SC07**

**Time** 13.45 – 14.05

**Presenter** Nia Sarinastiti

**Article** Assessing Potential Retail Mapping in Sustainable Commodities

**Assistant Professor Dr.Thuanthong Krutchon**  
**Thaksin University, Thailand**  
**Moderator**

# LANGUAGE, LITERATURE, AND EDUCATION PANEL

At Classroom 3, Yustinus Building 14th Floor

**LLE01**

**Time** 10.45 – 11.05  
**Presenter** Alisa Khumkham  
**Article** Thai Initial Consonant Phonological Awareness of Children with Reading and Writing Disabilities

**LLE02**

**Time** 11.05 – 11.25  
**Presenter** Chittikan Lak-ariya  
**Article** Cultural Observations in Korean Language Textbooks for Thai Learners Written by the Korean Education Center in Thailand

**LLE03**

**Time** 11.25 – 11.45  
**Presenter** Yaowaluk Suwannakhae  
**Article** The Study of Reading Promotion Activities Status for Early Childhood and Primary School Children in Thai School Libraries at Primary Educational Service Area Office (PEASO) 1-3 in Songkhla

**LLE04**

**Time** 11.45 – 12.05  
**Presenter** Benjarong Tirapalika  
**Article** The Representation of Gender Equality in the Series "Y (Yaoi)". Case Study: "Love Sea The Series"

# LANGUAGE, LITERATURE, AND EDUCATION PANEL

At Classroom 3, Yustinus Building 14th Floor

**LLE05**

**Time** 13.00 – 13.20  
**Presenter** Allan John Sarse  
**Article** The Impact of AI-Generated Feedback on EFL Writing: A Review of Benefits, Challenges, and Pedagogical Implications

**LLE06**

**Time** 13.20 – 13.45  
**Presenter** Irish Sioson  
**Article** The Making of “Prince Charming-ness and Empowered Damsel-ness”: Applying the Attributes and Actions of “Prince Charming” and “Damsel in Distress” in Media Texts through a Lesson Guide

**Dr.Astuti Kusumawicitra**

**Atma Jaya Catholic University of Indonesia, Indonesia**  
**Moderator**







International Conference  
on Humanities  
and Social Sciences  
TSU-HUSO<sub>i</sub>CON 2025

# APPENDIX

# C





### **The Faculty of Humanities and Social Sciences, Thaksin University**

Appointment No. 239/2567 of the Conference Committee for the 5<sup>th</sup> International Conference on Humanities and Social Sciences (TSU-HUSOiCON 2025)

To ensure the smooth and efficient implementation of the **TSU-HUSOiCON 2025**, by virtue of Section 31 of the Thaksin University Act B.E. 2551 (2008), in conjunction with the University's Order No. 0538/2567 dated February 13, 2024, on delegating authority and duties to Deans to act on behalf of the President, the following individuals are hereby appointed as the Conference Committee for the conference as follows:

#### **1. Executive Committee**

- 1.1 Dean of Faculty of Humanities and Social Sciences  
(Asst. Prof. Dr. Parichat Thudam)
- 1.2 Deputy Dean of Administration and Personnel Development  
(Dr. Preeyarat Chaowalitprapan)
- 1.3 Deputy Dean for Academic and Strategic Affairs  
(Asst. Prof. Dr. Sansanee Chanarnupap)
- 1.4 Assistant Dean for Student Development and Corporate Communication  
(Asst. Prof. Dr. Kongkidakorn Boonchuay)
- 1.5 Assistant Dean for Research and Academic Services  
(Asst. Prof. Dr. Sermak Khunpol)
- 1.6 Assistant Dean for Quality Assurance and International Affairs  
(Asst. Prof. Dr. Tanapat Temrattanakul)
- 1.7 Head of the Faculty Office  
(Mr. Phooriphat Phrueksaphithak)

#### **Responsibilities**

Provide consultation and facilitate the organization of the conference.

#### **2. Secretariat Committee**

- |   |                                |
|---|--------------------------------|
| 2.1 Asst. Prof. Dr. Tanapat Temrattanakul | Chairperson                    |
| 2.2 Dr. Nawit Amage                       | Member                         |
| 2.3 Dr. Puangpaka Sitthichan              | Member                         |
| 2.4 Asst. Prof. Muhammad Salaebing        | Member                         |
| 2.5 Ms. Papassara Butburee                | Member and Secretary           |
| 2.6 Ms. Onuma Chuaysatit                  | Member and Assistant Secretary |
| 2.7 Ms. Rattanawalee Chumchuai            | Member and Assistant Secretary |
| 2.8 Ms. Chittanan Thongsuriwong           | Member and Assistant Secretary |

#### **Responsibilities**

1. Liaise with co-hosts, a keynote speaker, committee, and honored guests.
2. Arrange the venue, transportation, and catering for the conference.
3. Prepare related documents and manage registrations.
4. Perform the administrative work and other assigned duties.

#### **3. Certificate Committee**

- |                             |             |
|-----------------------------|-------------|
| 3.1 Mr. Chalong Kaewprasirt | Chairperson |
| 3.2 Mrs. Amporn Tekachat    | Member      |

3.3 Ms. Warinporn Kambutr Member and Secretary

**Responsibilities**

Design and prepare certificates and ID badges for participants.

**4. System Development and Website Maintenance Committee**

4.1 Mr. Phooriphat Phrueksaphithak Chairperson  
4.2 Mr. Praphatson Nunkaeo Member and Secretary

**Responsibilities**

Manage, update, and maintain the conference website.

**5. Souvenir Committee**

5.1 Dr. Preeyarat Chaowalitprapan Chairperson  
5.2 Ms. Parichart Ruangrat Member  
5.3 Ms. Chitchanok Phuttikorndurong Member  
5.4 Ms. Jirawan Suksak Member  
5.5 Ms. Sumalee Thongdee Member and Secretary

**Responsibilities**

Design and prepare souvenirs for participants, co-hosts, and a keynote speaker.

**6. Ceremony Committee**

6.1 Asst. Prof. Dr. Tanapat Temrattanakul Chairperson  
6.2 Asst. Prof. Dr. Kunaj Somchanakit Member  
6.3 Asst. Prof. Dr. Yaowaluk Suwannakhae Member  
6.4 Dr. Apiradee Jiropas Member  
6.5 Ms. Papassara Butburee Member and Secretary  
6.6 Ms. Onuma Chuaysatit Member and Assistant Secretary  
6.7 Ms. Rattanawalee Chumchuai Member and Assistant Secretary

**Responsibilities**

1. Conduct ceremonies and be the master of ceremonies.
2. Coordinate, supervise, and manage the opening ceremony.
3. Facilitate panel sessions.

**7. Public Relations Committee**

7.1 Asst. Prof. Dr. Kongkidakorn Boonchuay Chairperson  
7.2 Mr. Panuwat Manop Member and Secretary

**Responsibilities**

1. Design and create promotional media.
2. Publicize the conference across all channels.

**8. Finance and Procurement Committee**

8.1 Ms. Pawinee Tanrangsan Chairperson  
8.2 Mr. Pichattha Kumthong Member  
8.3 Mr. Chaiyakrit Nguarungsee Member  
8.4 Ms. Monruedee Namthip Member and Secretary

**Responsibilities**

1. Facilitate financial and accounting management.
2. Arrange financial and accounting documents.

## 9. Publication Committee

9.1 Asst. Prof. Dr. Sansanee Chanarnupap	Chairperson
9.2 Dr. Paweena Jaruteerapan	Member
9.3 Ms. Watcharee Kulprasit	Member
9.4 Ms. Krittiya Sittichane	Member
9.5 Dr. Irish Chan Sioson	Member
9.6 Dr. Bair Pittpunt	Member
9.7 Dr. Orisa Chumphong	Member
9.8 Asst. Prof. Dr. Supanan Prommak	Member and Secretary
9.9 Ms. Saraya Pohsoh	Member and Assistant Secretary
9.10 Ms. Siriluk Rukyart	Member and Assistant Secretary

### Responsibilities

1. Perform editorial work for the conference proceedings and book chapters.
2. Publicize the conference proceedings and book chapters.

## 10. Project Evaluation Committee

10.1 Mr. Phooriphat Phrueksaphithak	Chairperson
10.2 Ms. Saowalak Janjaem	Member and Secretary
10.3 Ms. Wimonrat Poolsil	Member and Assistant Secretary

### Responsibilities

Conduct and report project evaluations.

Effective from now onwards

Issued on November 14, 2024



(Asst. Prof. Dr. Parichat Thudam)

Dean of the Faculty of Humanities and Social Sciences,  
Acting on behalf of the President of Thaksin University





International Conference  
on Humanities  
and Social Sciences  
TSU-HUSO<sub>i</sub>CON 2025

# APPENDIX

# D







**The Faculty of Humanities and Social Sciences, Thaksin University**  
 Appointment No. 240/2567 of the Academic Committee for the 5<sup>th</sup> International Conference on  
 Humanities and Social Sciences (TSU-HUSOiCON 2025)

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To ensure the smooth and efficient implementation of the **TSU-HUSOiCON 2025**, by virtue of Section 31 of the Thaksin University Act B.E. 2551 (2008), in conjunction with the University's Order No. 0538/2567 dated February 13, 2024, on delegating authority and duties to Deans to act on behalf of the President, the following individuals are hereby appointed as the Academic Committee for the conference as follows:

**1. Academic Operations Committee**

1.1 Assistant Dean for Research and Academic Services	Chairperson
1.2 Ms. Chittanan Thongsuriwong	Member and Secretary
1.3 Ms. Saowalak Janjaem	Member and Assistant Secretary

**Responsibilities**

1. Coordinate with each panel session regarding articles and their presentations.
2. Send invitation letters and distribute articles to reviewers for evaluation.
3. Answer inquiries related to articles, and issue acceptance letters to authors.
4. Send invitation letters to moderators for each panel.
5. Organize the presentation schedule and assign panels.
6. Conduct an initial review of article templates.

**2. Panel Committee: Language, Literature, and Education**

2.1 Dr. Bair Pittpant	Chairperson
2.2 Dr. Patthama Deelin	Member
2.3 Asst. Prof. Muhammad Salaebing	Member
2.4 Dr. Sriangkarn Thawarorit	Member
2.5 Mr. Noppadol Saleepoch	Member
2.6 Ms. Patcharaporn Nilaubol	Member and Secretary

**3. Panel Committee: Management**

3.1 Dr. Nawit Aimage	Chairperson
3.2 Assoc. Prof. Dr. Pornpan Khemakhunasai	Member
3.3 Assoc. Prof. Dr. Phatchalin Jeennoon	Member
3.4 Dr. Waraphorn Tanongsak	Member
3.5 Asst. Prof. Dr. Yossathorn Taweephon	Member
3.6 Dr. Alisa Khumkhaim	Member
3.7 Dr. Orisa Chumphong	Member and Secretary

**4. Panel Committee: Social Sciences**

4.1 Asst. Prof. Dr. Yaowaluk Suwannakhae	Chairperson
4.2 Ms. Ladda Prasan	Member
4.3 Asst. Prof. Dr. Apichest Kanchanadit	Member
4.4 Dr. Prin Khwanriang	Member
4.5 Dr. Benjarong Tirapalika	Member and Secretary

**Responsibilities**

1. Serve as a committee member for each panel.
2. Recruit manuscripts for the conference presentation.
3. Manage the peer review process.

Effective from now onwards

Issued on November 13, 2024



**(Asst. Prof. Dr. Parichat Thudam)**

Dean of the Faculty of Humanities and Social Sciences,  
Acting on behalf of the President of Thaksin University







The  
5<sup>th</sup>

International Conference  
on Humanities  
and Social Sciences  
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2025



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