



The Interdisciplinary Citizenship Education Curriculum Innovation for Higher Education Students in the Northern Border Area of Thailand

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Abstract

The objectives of this research were to; (1) study the necessary citizenship identity of higher education students in the northern border area of Thailand, (2) design the interdisciplinary citizenship education curriculum innovation for higher education students in the northern border area of Thailand and (3) study the effect of using the designed curriculum. This research utilizes a research and development approach with an integration of documentary research and experiment research. The sample of this research was 25 of the undergraduate students. The tools used include the interdisciplinary citizenship education curriculum, pre-test, post-test, the assessment for interdisciplinary citizenship identity of students in the northern border area of Thailand, and the satisfaction assessment form of the interdisciplinary citizenship education curriculum. The findings indicate that the interdisciplinary citizenship identity of higher education students in the northern border area of Thailand consisted of 4 components that are; (1) professional characteristics, (2) global citizenship characteristics, (3) characteristics of literacy and (4) citizenship's behavior characteristics. In regards to the curriculum design, it was found that the course structure consisted of 4 interdisciplinary learning units that are; (1) global studies, (2) environmental studies, (3) border studies and (4) local studies. In reference to the curriculum implementation, it was shown that the students' test scores of the post-test were higher than the pre-test scores at the statistical significance level of 0.01. That means the students' learning achievement was improved after the curriculum implementation. In regards to the assessment of the interdisciplinary citizenship identity of higher education students, it was found that the interdisciplinary citizenship identities of the students were at a high level with the mean of 4.14 and the evaluation of student's satisfaction on learning activities showed the highest level with the mean of 4.59.

Introduction

Every society desires to live in peace, develop society continuously, and an important factor that can help drive society forward as expected is the citizens of

the country. Citizens are an important base of country development. Citizenship in society affects the quality of society, leading to the development of a sustainable society. Its value is also a tool to help the country survive

and overcome various crises. Many developed countries attach importance to civic education. The citizenship development policy is an issue that many countries in the world prioritize. (Thewanarumitkun, 2012; Udompong, 2014) Citizenship education in Thailand has the same process as in many countries that provide learning through formal education. As shown in the National Education Act 1999 and the 4th amendment in 2019, the aims and principles of education management are as follows: Must be to develop Thai people to be a perfect human, both physically, mentally, intellectually, knowledge and morality, ethics and culture in life in order to live together in society. It is a tool for socialization, nurturing ideas, actions that are in line with social, cultural, and political systems. Which is the concept of civic education. Therefore, an important tool used for developing citizenship is education. But the learning process of Thai students mainly focuses on lecture-based and evaluated by a test. They focus on learning from listening to lectures and teachers as the center of learning does not focus on the thinking process. Hence, the lecture-based method cannot develop a strong citizen for society. (Tantisunthorn, 2011; Wangkanon, 2011) Citizenship education in Thailand has been established in the Social Studies subject, its designed to enhance the citizenship potential for students. Therefore, important factors for citizenship education are the thinking process and focusing on the development of citizenship identities for students. In providing civic education at the higher education, higher education institutions must develop graduate qualifications in accordance with the Higher Education Qualifications Framework (TQF: HED) and the standard of learning in accordance with the Undergraduate Standards Framework. It is also important to develop an interdisciplinary citizenship identity in order to develop graduates to be able to work with non-self-discipline fields (Spelt, Biemans, Tobi, Luning, & Mulder, 2009). With an emphasis on the development of identity and skills, the ability to understand multiple perspectives on social phenomena, analytical thinking skills, develop structured knowledge to solve complex problems and to manage conflicting situations. Realize the interdisciplinary understanding of different disciplines based on a variety of alternative methods that influence each other. These skills will be essential tools for graduates who face challenges to the dynamics of the world's phenomenal, encompassing the interdisciplinary reach of diverse sciences and knowledge and to be a base

for solving social problems.

Chiang Rai Rajabhat University is a vulnerable area located on the border of Laos and Myanmar where most of the students are ethnic students who are disadvantaged and lack educational opportunities. Therefore, the development of graduate identity, in addition to developing according to the standard framework, must also take into account the development of the area-based citizenship identity. This will give graduates an understanding of the complexities of social phenomena in the area.

For this reason, the researcher conducted a study on the interdisciplinary curriculum innovation for higher education students in the northern border area of Thailand in order to develop the interdisciplinary citizenship identity for higher education students in the northern border area of Thailand. The researcher expects that this research will be a way to develop graduates' interdisciplinary citizenship identities and for the quality of citizenship in a sustainable society.

Objectives

1. To study the necessary citizenship identity for higher education students in the northern border area of Thailand.
2. To design an interdisciplinary citizenship education curriculum innovation for higher education students in the northern border area of Thailand.
3. To study the effect of using the interdisciplinary citizenship education curriculum innovation for higher education students in the northern border area of Thailand.

Conceptual framework

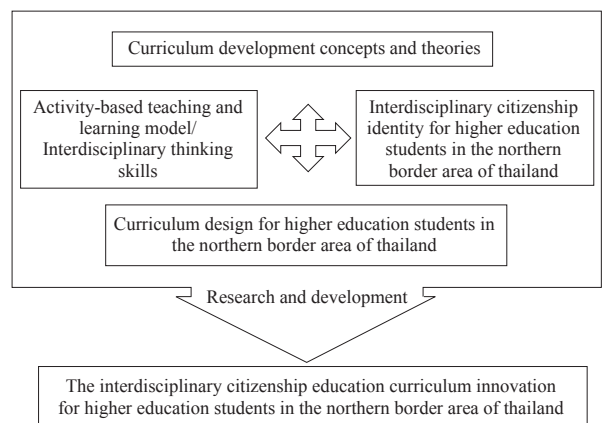


Figure 1 Conceptual framework

Research methodology

This study implements a research and development model (R&D). The research was conducted in 3 steps as follows:

Step 1: Study the interdisciplinary citizenship identity of higher education students in the northern border area of Thailand by document synthesis. These include: (1) study the research related to citizenship identity, Interdisciplinary citizenship, and citizenship development and implement as a base for creating an interdisciplinary citizenship identity synthesis form, (2) create an interdisciplinary citizenship identity synthesis form by arranging issues according to the theories, principles, and concepts from the studied issues, (3) analyze and examine Item Objective Congruence (IOC) of an interdisciplinary citizenship identity synthesis form from 5 experts. The values were between 0.80-1.00 which could be further used and (4) perform an interdisciplinary synthesis of citizenship identity with documentary research. The sample groups are citizenship development policy documents, citizenship development research and related research and then create an interdisciplinary citizenship identity assessment form as follows: (1) study relevant research to be a base for creating an interdisciplinary citizenship identity assessment form, (2) create the conformity assessment form for the interdisciplinary citizenship identity of higher education students and sort the relationships and importance of the interdisciplinary citizenship identity of higher education students in the northern border area of Thailand needed and (3) propose the form to 5 experts to examine Item Objective Congruence (IOC) of the interdisciplinary citizenship identities. The value was between 0.60 -1.00 which could be used.

Step 2: The design and development of interdisciplinary citizenship education curriculum innovation for higher education students in the northern border area of Thailand has the following steps: (1) study the theories, principles, concepts in curriculum development from relevant research to synthesize a curriculum development model for interdisciplinary citizenship education curriculum, (2) study the principles of course structure from the regulations of Chiang Rai Rajabhat University and Thai Qualifications Framework for Higher Education (TQF: HED). Then, determine the structure of the course curriculum, (3) develop the interdisciplinary citizenship education curriculum innovation for the Faculty of Education, Chiang Rai Rajabhat University course entitled "Civic Education."

This entailed a total of 4 interdisciplinary units in 15 weeks, which focus on learning activities for developing the student's interdisciplinary citizenship identity from Step 1, (4) create a curriculum's structural evaluation form for 5 experts to examine Item Objective Congruence (IOC). The value was between 0.60-1.00. which could be used, (5) proposed curriculum to 5 experts to examine Item Objective Congruence (IOC) of evaluation of the curriculum's structure, the value was 0.70-1.00 which could be used, (6) create 50 pre-test and post-tests and Item Objective Congruence (IOC) examined by experts. Results used with values between 0.60-1.00. Then, sample the test with students who were not in the sample. The result showed that the Difficulty (p) was 0.2-0.80 and the Discrimination (r) was 0.20-0.88, the Reliability was 0.79. The test was chosen that had a Difficulty from 0.20-0.80 and the Discrimination was 0.20-1.00. There were 30 quality tests for use, (7) create interdisciplinary citizenship identities of higher education student's assessment form by using 5 level rating scale. The form consisted of 4 areas: professional characteristics, global citizenship characteristics, characteristics of literacy, and citizenship behavior characteristics. Then, proposed to 5 experts to examine Item Objective Congruence (IOC) and the value was between 0.80-1.00 that could be used. The forms were sampled with 24 non-sample students in order to find reliability using the Alpha-Coefficient formula, resulting at 0.95 that could be used, (8) create the student satisfaction assessment toward interdisciplinary civic education learning activities form consisting of 4 areas, the content of interdisciplinary civic education, the interdisciplinary learning activities, learning methods, and application. Proposed to 5 experts to examine Item Objective Congruence (IOC) and the value was between 0.60-1.00 usage. The forms were sampled 24 non-experimental students in order to find reliability using the Alpha-Coefficient formula; resulting at 0.97 which could be used in the research, (9) Sample the interdisciplinary citizenship education curriculums with 24 non-sample students to find out the effectiveness of the course by finding the effectiveness index (E.I). The results of the finding for the effectiveness index of the interdisciplinary citizenship education curriculum were equal to 0.60, indicating that the learners gained increased knowledge of 0.60 or 60 percent.

Step 3: The study of curriculum implementation by applying the interdisciplinary citizenship education curriculum to the sample students. The quasi-experimental research design was used with 25 students who enrolled

in the Civic Education Course (ESS3703) in Semester 1, Academic Year 2019. The steps were as follows: (1) students took the pre-test before studying, (2) organized instruction according to the interdisciplinary civics education curriculum with students until the end of the semester, (3) students were asked to fill out an assessment form of the course 5 times during the semester, (4) students took the post-test, (5) students completed the satisfaction assessment after the course ended. The tools used include the interdisciplinary citizenship

education curriculum, pre-test, post-test, the assessment for interdisciplinary citizenship identity of students in the northern border area of Thailand, and the satisfaction assessment form of the interdisciplinary citizenship education curriculum. The data obtained was analyzed by using statistical analysis of mean, standard deviation, and t-test at .01.

Results

1. The study results of necessary citizenship identities of higher education students in the northern border area of Thailand is shown in the following table.

Table 1 shows that the interdisciplinary citizenship identity of higher students in the northern border area of Thailand consists of 4 components; (1) professional characteristics, (2) global citizenship characteristics, (3) characteristics of literacy and (4) citizenship behavior

Table 1 Interdisciplinary citizenship identity of higher education students.

Professional characteristics	Global citizenship characteristics	Characteristics of literacy	Citizenship behavior characteristics
<ul style="list-style-type: none"> • Have a professional ethics. • High responsibility for academic, professional, economic, social and environmental. • Patience, diligence. • Have expertise in learning management. • Ability to consider and recommend solutions to professional problems. • Integrate interdisciplinary and multidisciplinary science to enhance sustainable development. • Learn in-depth knowledge to develop and solve social problems. 	<ul style="list-style-type: none"> • Personally responsible citizens • Participatory citizens • Justice-oriented citizens 	<ul style="list-style-type: none"> • Multicultural literacy • Media information and digital literacy. • Political literacy • Human rights • Environmental literacy 	<ul style="list-style-type: none"> • Self-reliant and self-responsible. • Respect the rights of others. • Respect the differences. • Respect for equality. • Respect the rules. • Corporate social responsibility. • morality and ethics. • Thai and international consciousness. • Preserving culture, Thai and local knowledge.

characteristics.

2. The results of the interdisciplinary citizenship education curriculum design for higher education students in the northern border area of Thailand is shown in the following table.

Table 2 Curriculum structure for an interdisciplinary citizenship education curriculum.

Week	Unit	Topic	Field of study	Learning Method	Literacy	Skill	Characteristic
1		Introduction					
2-4	Global studies	<ul style="list-style-type: none"> • Conflict • Inequality • Power • Cooperation 	<ul style="list-style-type: none"> • Historical group • Thai history • History of Southeast Asia / Eastern Asia / South Asia • European history • American history • Political Science, Law, Sociology and Economics • Basic knowledge in political science • Basic legal knowledge 	Project based learning / Problem Based Learning/ Cooperative Learning/ Dialog	<ul style="list-style-type: none"> • Multicultural literacy • Media information and digital literacy 	<ul style="list-style-type: none"> • Collaboration respect • Acceptance • Debate • Searching for in-depth learning across sciences • Problem solving through interdisciplinary thinking 	<ul style="list-style-type: none"> • Responsible citizenship • Participation citizenship • Justice oriented citizenship • High responsibility for academic, professional, economic, social and environmental
5-7	Environmental studies	<ul style="list-style-type: none"> • Global warming • Plastic • Quality of life 	<ul style="list-style-type: none"> • Political Science, Law, Sociology and Economics • Basic knowledge in political science • Basic legal knowledge • Basic knowledge in sociology • Basic knowledge in economics • Politics and government in Thailand • Thailand and the world economy • Social and cultural change • The relationship between economy, society and politics 		<ul style="list-style-type: none"> • Human rights literacy • Environmental literacy • Media information and digital literacy 	<ul style="list-style-type: none"> • Collaboration Respect • Acceptance • Debate • Searching for in-depth learning across interdisciplinary and multidisciplinary integration to promote sustainable development 	<ul style="list-style-type: none"> • Respect the rights of others. • Respect the differences. • Respect for equality • Respect the rules • Ability to consider and recommend solutions to professional problems

Table 2 (Continued)

Week	Unit	Topic	Field of study	Learning method	Literacy	Skill	Characteristic
8-11	Border studies	<ul style="list-style-type: none"> • Cooperation • Conflict • Human rights • Trade 	<ul style="list-style-type: none"> • Geography, Environment and Population Group • Thailand geography • Geophysics • Geographic Information System / Map • Environment and Population • Political Science, Law, Sociology and Economics • Basic legal knowledge • Religious and philosophical groups 	Project based learning / Problem Based Learning/ Cooperative Learning/ Dialog	<ul style="list-style-type: none"> • Multicultural literacy • Media information and digital literacy • Political literacy • Human rights literacy • Environmental literacy 	<ul style="list-style-type: none"> • Problem solving through interdisciplinary thinking • Learn in-depth cross-science knowledge to develop and solve social problems. 	<ul style="list-style-type: none"> • Responsible citizenship • Participation citizenship • Justice oriented citizenship
12-14	Local studies	<ul style="list-style-type: none"> • Quality of life • Social problems • Cooperation 	<ul style="list-style-type: none"> • Political Science, Law, Sociology and Economics • Basic knowledge in political science • Basic legal knowledge • Basic knowledge in sociology • Basic knowledge in economics • Politics and government in thailand • Thailand and the world economy • Social and cultural change 		<ul style="list-style-type: none"> • Multicultural literacy • Media information and digital literacy • Political literacy • Human rights literacy • Environmental literacy 	<ul style="list-style-type: none"> • Problem solving through interdisciplinary thinking • Learn in-depth cross-science knowledge to develop and solve social problems. 	<ul style="list-style-type: none"> • Morality and ethics • Thai consciousness and international consciousness • Preserving culture, Thai and local knowledge.
15		• Present final project/ exhibition					

Table 2 shows that the structure of the interdisciplinary education curriculum has 4 interdisciplinary learning units; world studies, environmental studies, border studies, and local studies. There were teaching and learning processes in the learning model as in the following figure:

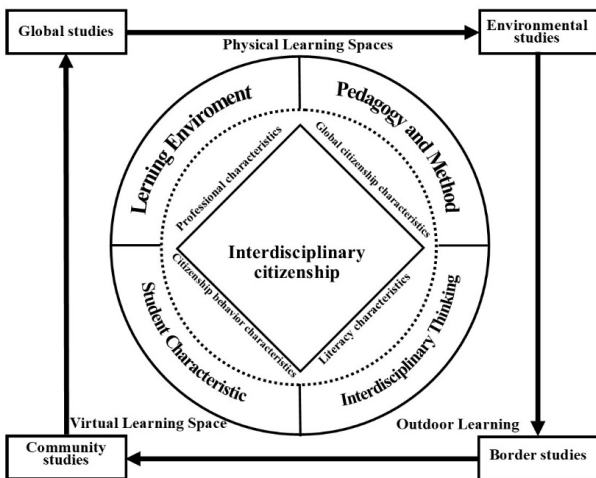


Figure 2 The interdisciplinary civic education learning model.

3. The study of the effect of using the interdisciplinary citizenship education curriculum for higher education students in the northern border area of Thailand

aimed to; (1) learning achievement before and after learning by the interdisciplinary citizenship education curriculum, (2) assess the interdisciplinary citizenship identity of higher education students in the northern border area of Thailand and (3) explore satisfaction of students towards learning by the interdisciplinary citizenship education curriculum. The results shown as follows:

Table 3 Paired-sample t-test between the pre-test and post-test of interdisciplinary citizenship education curriculum. (N = 25)

scores	Full scores	Mean	S.D.	t	Sig.
Pre-test	30	10.40	2.198	18.208 **	0.000
Post-test	30	22.20	2.566		

** The significant level of 0.01

The pre and post test scores of learners is shown in Table 3. The mean score of pre-test was 10.40. The mean score of post-test was 22.20. When comparing the scores of both tests, it was found that the post-test scores were higher than pre-test scores at the statistical significance of 0.01.

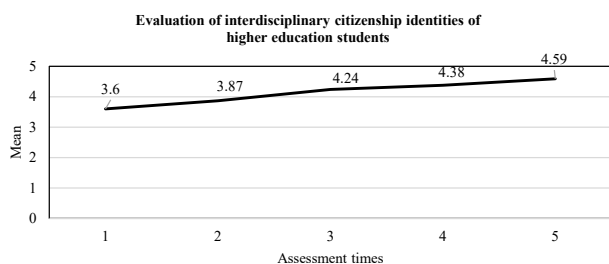
Table 4 shows that the interdisciplinary citizenship identities of students are at a high level (Mean = 4.14). By comparing each aspect found that the global citizenship characteristics at a high level (Mean = 4.16), followed by professional characteristics (Mean = 4.15)

Table 4 Results of the 5 interdisciplinary citizenship assessments of students

Interdisciplinary citizenship identity of higher education students	First		Second		Third		Fourth		Fifth		Mean		Level
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	
Professional characteristics	3.66	0.61	3.88	0.53	4.23	0.51	4.40	0.40	4.58	0.45	4.15	0.50	Much
Global citizenship characteristics	3.56	0.45	3.94	0.54	4.25	0.49	4.44	0.51	4.60	0.43	4.16	0.48	Much
Literacy characteristics	3.49	0.55	3.90	0.55	4.32	0.50	4.35	0.48	4.63	0.48	4.14	0.51	Much
Citizenship behavior characteristics	3.69	0.64	3.76	0.48	4.17	0.49	4.32	0.49	4.55	0.49	4.10	0.52	Much
Conclusion	3.60	0.56	3.87	0.53	4.24	0.50	4.38	0.47	4.59	0.46	4.14	0.50	Much

literacy characteristics (Mean = 4.14), and citizenship behavior characteristics (Mean = 4.10), respectively. NOTE: global citizenship professional characteristics

The results of the 5 interdisciplinary citizenship assessments of students during their studies found that the students highly improved in 4 identities of interdisciplinary citizenship, as shown in Figure 3:

**Figure 3** The graph shows the development of the mean of the interdisciplinary citizenship identity of students.

The result of evaluating the level of student satisfaction on interdisciplinary civics education activities after the course was completed is shown as follows:

Table 5 Results of the student satisfaction assessment with interdisciplinary civic education activities

Satisfaction assessment issues	Mean	S.D.	Level
Content of Interdisciplinary civic education	4.41	0.50	Much
Interdisciplinary learning activities	4.55	0.43	Most
Learning method	4.68	0.37	Most
Application	4.70	0.42	Most
Conclusion	4.59	0.38	Most

Table 5 shows that the satisfaction of the students with the Interdisciplinary civic education activities had the highest level (Mean = 4.59), when comparing each aspect, it was found that the application had the highest level (Mean = 4.70), followed by learning methods (Mean = 4.68), then interdisciplinary learning activities (Mean

= 4.55), and the content of interdisciplinary citizenship (Mean = 4.41).

Discussion

According to the 1st objective, it was found that the interdisciplinary citizenship characteristics of higher education students consisted of 4 areas: (1) professional characteristics, (2) global citizenship characteristics, (3) characteristics of Literacy and (4) citizenship behavior characteristics. Graduate production is a mechanism for social change. The expression of the desired characteristics of graduates is a reflection of the quality of the curriculum and the educational philosophy of each institution; an important part of the success in the production system. This is in line with the research of Chumnasiew (2016), Chanchai (2016), who studied citizenship and competency of citizens and found that the good characteristics of citizenship consisted of 3 areas: (1) rights and duties of citizens that consisted of 3 characteristics; understanding and realization of citizenship rights and duties, community involvement and respect for the rules and regulations of the community or society, (2) citizen's social relationships consisted of four attributes; a sense of belonging to the hometown, interaction with community self-reliance and pride and effort in building knowledge in community wisdom, (3) citizenship morality consisted of 3 characteristics; public consciousness, rationality, and moral conduct. The public core competency of citizenship under democracy comprised of; (1) a core competency of citizenship under democracy in terms of character traits and motivation, (2) core competency of citizenship in cognitive democracy, (3) citizenship competency in democratic skill. This is related to Yurarach (2013) who noted that higher education institutions need to build confidence in society in order to develop knowledge and produce graduates in response to national development strategies.

The goals of higher education institutions in Thailand are to develop graduates with the knowledge, academic skills, professions, and life learning, international competency, lifelong learning ability, morality, ethics, discipline, responsibility, and leadership, intelligence and judgment, systematic and systematic thinking that can solve problems, understand the realities of Thai society and the world, keep up to date with changes in international competition, and the ability to adjust oneself happily, being democratic, conscious and proud in being Thai, being able to use the philosophy of the sufficiency economy as the foundation for sustainable development and ready for future changes (Jaichalad, 2016; Office of Higher Education Policy and Planning, Office of the Higher Education Commission, 2018). In addition, Office of Higher Education Policy and Planning, Office of the Higher Education Commission (2018) has stipulated the desired characteristics that graduates must possess as follows: thinking skills, working skills with others and world citizenship skills. For the aforementioned reasons, it reflects that the interdisciplinary citizenship identity covers the desirable characteristics of graduates in many dimensions, including the standard framework for higher education qualifications in Thailand, the desirable characteristics of the university graduates, the desirable graduates of the Office of Higher Education Commission, democratic citizenship, world citizenship and characteristics in accordance with the standard framework of the graduates. For the above reasons, these four interdisciplinary citizenship identities of all higher education students in the northern border area of Thailand are related to the role of graduates to build a good society in the future.

In regards to objective 2, the results of the interdisciplinary citizenship education curriculum design for higher education students in the northern border area of Thailand, the researchers will summarize and discuss as a total perspective. The interdisciplinary citizenship education curriculum aims to provide students with a comprehensive understanding of the meaning, principles of citizenship, and citizenship education to provide students with interdisciplinary civic skills and to provide students with an interdisciplinary citizenship identity consistent with their future profession. It consists of 4 interdisciplinary learning units; Global Studies, Environmental Studies, Border Studies, and Local Studies. The 45 hours for 15 weeks in class, and 45 hours for self-study are the course regulations. There are 4 components of teaching and learning management, which

are, (1) student characteristics, (2) learning environment, (3) pedagogy and teaching methods that focus on interdisciplinary learning, active learning and (4) the teaching process that emphasizes situation confrontation process, using social phenomena that occur in society as a subject for students to learn repeatedly with emphasis on interdisciplinary thinking skills. In addition, the learning areas of the students are defined in 3 spaces; (1) Physical Learning Space, (2) Virtual Learning Space and (3) Outdoor Learning Space. The developed interdisciplinary citizenship education curriculum is a program that emphasizes on the development of an interdisciplinary citizenship identity with a student-centered approach and integration of a variety of teaching styles and also focusing on actions rather than lecturing. The Civic Education is not a lecture teaching, but the instructor must use the teaching model in the form of "activities" and "practices" or teaching through the process of "thinking process". This is to enforce students to understand the significance of the connections. The school is an institution for educational enhancement to produce a qualified citizenship, to give knowledge for citizens. The education can be organized both inside and outside the schools or beyond the education system. (Samkaset, 2011; Laohatham, 2008) In accordance with The Secretariat of the Council of Education (2016) which proposed that the learning management method for citizenship is a learning management process through analytical thinking, practice through the learning process that focuses on student-center and active learning, both in formal and non-formal learning. This is congruent with the research of Lomsri, (2016) that described the learning management model to create citizenship as an integrated learning process that allows learners to participate, ask questions, argue, reasoning, learning to live as a team, using community-based problems. For the above reasons, the emphasis of the interdisciplinary citizenship education curriculum is placed on interdisciplinary learning from various disciplines in order to analyze, connect phenomena, explain and solve situations and phenomena with knowledge of various sciences. The researcher has designed that the students visit the community area to study the phenomena that occurs in the community. In regards to global problems, national problems and community problems, the design is to train students to use interdisciplinary thinking skills to explain and propose new ways to solve problems. Students will work on projects to solve problems they have encountered. This is congruent with Thammasat

University, which provides education for citizenship development in higher education by conducting citizenship and social responsibility programs to develop learners to be democratic citizens by focusing on student-center learning and the use of activity based learning process, based on problem based learning, to implement project-based learning, and cross-classroom learning. In addition, encouraging learners to practice interdisciplinary thinking skills will enable students to work using a variety of science to observe the phenomena under study, analyze the strengths and weaknesses of those phenomena. Integrating insights into new innovative synthesis methods or pointing to new methods for better understanding of phenomena. The prior research of Spelt, Biemans, Tobi, Luning, & Mulder, (2009); Mansilla, Miller, & Gardner (2000); also considered the important process for citizenship development and agree it is the cultivation of students' awareness and importance in the development of their own ideas based on the changes of the community, society and the world in the future.

In regards to objective 3, the results of using the interdisciplinary citizenship education curriculum, shows that the pre-test had a mean of 10.40, the standard deviation was 2.198, and the post-test had a mean of 22.20, standard deviation was 2.566. There was a statistically significant difference at the level of 0.01. The results of the 5 assessment of interdisciplinary citizenship identities for higher education students founded that the level of practice was at a high level with a mean of 4.14, and also showed that students had a higher trend of identity development, respectively. Regarding the satisfaction towards the interdisciplinary civic education activities, found that students' satisfaction was at a high level, the mean was 4.59. This could be due to the fact that the interdisciplinary civics education course has 90 hours of operation time. In addition, an important part that creates success in learning management is the student-centered learning management, focusing on participation, practice, management of interdisciplinary learning, and creating a variety of learning areas. This is related to Mangkhang (2017) who stated that the concept of participatory learning would encourage learners to be enthusiastic, assertive, and the group process would help them learn more, each student has a role in group work and enable them to summarize knowledge issues by oneself. Doing this responds to the educational management policy for graduate development (Office of Higher Education

Policy and Planning, Office of the Higher Education Commission, 2018) that aims to develop modern graduates by focusing on teaching and learning, integrating cross-disciplinary learning into real work, focusing on life skills, digital society and responding to individualized learning needs and also to collaborate on the development of competencies of learners by using technology as a learning base.

Suggestions

1. Suggestions for further research: research should be conducted to create an interdisciplinary curriculum for learners at various levels, including studying guidelines for designing interdisciplinary civic education programs with an emphasis on participation of all sectors.

2. For the instructor, in designing the learning management of interdisciplinary civics education at the operational level, the instructor must change the paradigm in the lecture from lecturing to teaching that focuses on activities-based learning, participation, and interdisciplinary learning, practice interdisciplinary thinking and reflection skills and use a variety of learning spaces to encourage learners to learn holistically, leading to the creation of citizenship identity.

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