

การเตรียมความพร้อมของสถาบันการศึกษาในการเข้าสู่ประชาคมอาเซียน: กรณีศึกษาสถาบันการศึกษาพยาบาลเอกชนของไทยและอินโดนีเซีย

Preparation for The ASEAN Economic Community of Educational Institutes : Case study in Thai and Indonesian Private Nursing Institutions

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บทคัดย่อ

การศึกษาการเตรียมความพร้อมในการเข้าสู่ประชาคมอาเซียนของสถาบันการศึกษานี้มีวัตถุประสงค์เพื่อศึกษาปัจจัยที่เป็นปัญหาอุปสรรคในการบริหารจัดการของสถาบันการศึกษาพยาบาล และเพื่อศึกษาการใช้ประโยชน์จากข้อมูลสารสนเทศในการเตรียมความพร้อมเข้าสู่ประชาคมอาเซียน เป็นการศึกษาเชิงคุณภาพ กลุ่มตัวอย่างเป็นนักศึกษาพยาบาล 100 คน ผู้บริหารทางการพยาบาลจำนวนรวม 20 คน ใช้กรอบการวิเคราะห์ของ SWOT ในการหาปัจจัยปัญหาอุปสรรคในการเตรียมความพร้อมสู่ประชาคมอาเซียน โดยการสัมภาษณ์เจาะลึก ทำกลุ่ม กับนักศึกษาและผู้บริหารสถาบันที่มีส่วนเกี่ยวข้องในการกำหนดนโยบายของสถาบัน ใช้การวิเคราะห์เนื้อหา (content analysis) ผลการวิจัยพบว่าสถาบันการศึกษาควรวางกลยุทธ์ให้ชัดเจนในการเตรียมความพร้อมสู่ประชาคมอาเซียน ส่วนปัญหาอุปสรรคในการเตรียมความพร้อมของการเข้าสู่ประชาคมอาเซียนคือการพัฒนาทักษะการใช้ภาษาอังกฤษ การส่งเสริมการพัฒนาตนเองอย่างจริงจัง การขาดบุคลากร ขาดงานวิจัยที่สนับสนุน ส่วนด้านปัจจัยเอื้อในการเตรียมความพร้อมในการเข้าสู่ประชาคมอาเซียน ควรมีความร่วมมือการสร้างเครือข่ายความร่วมมือของสถาบันการศึกษาการลงนามความร่วมมือจะเป็นทางเลือกหนึ่งที่จะให้มีการพัฒนาภาษาอังกฤษการสนับสนุนทุนแลกเปลี่ยนอาจารย์นักศึกษา ความร่วมมือทางการวิจัยของสถาบันจะทำให้เกิดการผลักดันในประเด็นต่างๆ เพื่อให้เกิดการศึกษาอาเซียนที่ครอบคลุมความรู้พื้นฐานเกี่ยวกับกฎข้อบังคับของประเทศสมาชิกอาเซียน การเรียนรู้ในศตวรรษที่ 21 โดยการกระตุ้นผ่านการใช้เทคโนโลยีสารสนเทศด้วยวิธีการที่หลากหลายผ่านสื่อต่างๆ จึงเหมาะกับการเตรียมความพร้อมในการเข้าสู่ประชาคมอาเซียนของสถาบันการศึกษาพยาบาล

คำสำคัญ : การเตรียมความพร้อมสู่ประชาคมอาเซียน สถาบันการศึกษาพยาบาล ไทยและอินโดนีเซีย

Abstract

The objectives of the study of preparation for the ASEAN economic community of educational institutes were to 1) explore inhibitors and enabling factors of education management of nursing schools 2) share information in Preparing for the ASEAN Economic Community. Sample size composed of 100 students and 20 educational committee of nursing schools. This study employed a qualitative approach using SWOT analyses framework to identify enablers and inhibitors. Semi structured interview among the administrative staff and policy makers in focus Group. Data analysis was used by content analysis. The result was shown that educational institutions should clear strategy and the inhibitors of educational management

were English skill competency, technology to support, lack of facility and research focus, collaboration skill to contact among ASEAN community, networking in collaboration among ASEAN community and the enabling factors of institute should have MOU with universities, collaboration, scholarship for students and staffs, joint research with foreign institutions, adequate funding to support, establishing international collaboration. In preparing the institute should provide training on languages, especially an English language and the language of neighboring countries. The push for comprehensive ASEAN studies, which cover the following areas: basic knowledge of ASEAN member states about the different rules and regulations within ASEAN member countries; knowledge in the 21st century model by accelerating the setting up of standards and revise new learning processes, develop graduates' skills of nursing according to ASEAN and international standards. The push for educational cooperation between Thailand and other ASEAN member states, which yields concrete results and which can truly contribute towards development. Accelerate and increase information output through various medias and ICT in preparation for the ASEAN Community for nursing educational institutes.

Keywords : Preparing ASEAN community, Nursing institute, Thai and Indonesian

Nursing educations in South East Asia play a critical role for readiness preparation for their students. A report suggested that professional education and training should be strengthened, including English language proficiency, so mutual benefits for inbound and outbound professionals for country members are maintained¹. However, Chia¹ further argued that disparities in educational development and management in ASEAN countries still existed. Therefore, it is considered essential to conduct a comparative study between country members of AEC in order to facilitate sharing information and learning each other for the community². This further highlights the importance of conducting this current study.

In organisations in general ways, to prepare for the organisations for the AEC, the policy makers in an organisation should increase the understanding of everyone in the organisation about the AEC, increase readiness to work together with efficiency, effectiveness and economy³. Thailand is one of the founding members of ASEAN. On the economic front, ASEAN has made an important milestone in regional economic integration with the conclusion of ASEAN Free Trade Area (AFTA). ASEAN has also enjoyed functional cooperation in many areas, such as

education, disaster management, health, environment, rural development, and science and technology (S&T), to name just a few. Such cooperation has helped increase regional resilience and enabled us to respond effectively to challenges such as pandemics (SARS), natural disasters, and other boundary challenges. Thailand attaches great importance to enhancing cooperation within ASEAN frameworks to build trust and confidence among ASEAN Member States, as well as to promote peace, stability and prosperity in the region including in education for ASEAN community^{4,5}.

Education is viewed as a major engine of economic development; however, Governments can no longer keep up with demand, and provide free education. Increasingly, students are being asked to seek student loans to contribute in furthering their studies. Other common higher education challenges in Southeast Asia are: lack of qualified faculty staff, declining academic community, limited experience of quality assurance processes, lack of equitable access for all students, lack of infrastructures, geographic spread and diversity of universities, facility of the usage of English, and limited research expertise. So the education management should do. Sekolah Tinggi Ilmu Kesehatan Bali (STIKES Bali)

in Indonesia and St. Louis College (SLC) in Thailand are two among hundreds of higher nursing education providers. Both colleges are private and share a similar vision in order to produce high quality graduates able to compete in the globalisation era. Both colleges signed a memorandum of understanding in 2012 in order to exchange ideas, students and academics. Thus the researcher would like to study in preparation for the ASEAN economic community of educational institutes to have more information in developing institutes.

Research Design: qualitative research study for understanding of a situation or event comes from exploring the totality of the situation of preparation for ASEAN community.

Population: Lecturers and students both institutes of STIKES Bali and Saint Louis College.

The sample size was totally 100 persons and 20 persons of lecturers of 2 institutes. Key persons were in nursing school provider who involve in educational management.

Inclusion criteria: The persons who work and know in the educational system of nursing school.

Exclusion criteria: Lecturers work less than 5 years' experience, don't participate in the project.

Discontinuation criteria: If participants don't want to participate in the project, they can stop joining.

Research instrument: 1. Questionnaires were used to test the quality of the tools by testing the validity and reliability. The translation process followed the standard guidelines, including forward translation, synthesis of the translation, back translation, and pre-testing.

2. Guideline in focus group interview

The place of data collection:

- STIKES BALI nursing school in Bali, Indonesia and Saint Louis College in Bangkok; Thailand

The process in data collections

1. Contact key persons who work in nursing school and achieve the inclusion criteria
2. Set the date to meet and talk in focus group, 2-4 lecturers and 4-8 nursing students representing the 1st-4th year nursing program will be conducted for 60-90 minutes. The language used for an interview was an English, Indonesian or Thai, an in depth interview with the key persons such as the president, the vice president of academic affair and the dean of faculty of nursing involving 20 lecturers and curriculum committee and 10 students in each educational institutions were being conducted. The interview was conducted for 15-30 minutes in the time and place that was convenient and agreed by the interviewee and the researcher.

Data analyses

Thematic analysis and content analysis that involved coding and classifying data, also referred to as categorizing and indexing and the aim of context analysis was to make sense of the data collected and to highlight the important messages, features or findings. These were conducted for this study focusing on strengths, weaknesses, opportunities and threats of each educational institution by using the data to describe the phenomenon and what this means. Triangulation was used to increase the credibility and validity of the results.

Ethical Consideration

1. Protection of Human Subjects: The proposal and research procedures were approved by the Ethics Committee of Saint Louis College. Number E.001/2558 August 13, 2015. Participants were given information about the purpose of the study, the method, and benefits in this study, written consent forms were obtained prior to conducting interviews from all participants.

2. The information was unexposed if the informants do not permit inform consent, anonymous participants, confidential record keeping. The participants had an opportunity to ask questions and to decline or agree to participate in the study. Those who agreed to participate were asked to sign a consent form or to tape record their verbal consent.

3. Risk management of the project to protect the participants: The participants who appreciate to join and to give information about health and health care system. In this project was no harm to the participants. The activities composed of interview and focus group. If participants feel inconvenient with the questions, they could say "I don't want to answer this aspect".

Result:

Inhibitors of educational management of nursing schools:

The inhibitors of educational management were composed of English skill, technology to support, lack of facility and research focus, lack of higher educational persons, preparation for AEC community, collaboration skill to contact among ASEAN community, networking in collaboration among ASEAN community.

Enabling factors of education management of nursing schools:

The enabling factors that the institutes should have composed of strategic plan of administration, English course for lecturers, availability of English teachers, education as a non-profit organization, adequate coordination and participations within universities. Staff in nursing faculty has a high commitment for hard working, adequate financial supports, exchange programs for staff and students, MoU with universities, collaboration with some private hospitals, scholarship for students

and staffs. There is a native lecturer who teach in English language. Adequate learning facility and, adequate number of lecturers, lecturers graduated from overseas, student and faculty exchange with foreign institutions, joint research with foreign institutions, adequate funding support from foundation, adequate policy support from foundation to establish international collaboration.

Preparation for the ASEAN community of educational institutes

From the study found that institutes tried to prepare and to promote for ASEAN economic community with many campaigns following these: Ready to change

There are many campaigns to promote ASEAN Community come up in 2015. The college policy stimulated English competency. So, teachers should work harder and one said we should think "out of the box". Both academics recently hosted seminars together in each region of the country to inspire teachers to prepare themselves and their students for the AEC. The teacher and the student must test about Language especially in English.

Learn more cultural

To promote understanding of cultural diversity, every country in ASEAN community must receive equality things. The small institution can teach both Thai and foreign students. And everyone can use English, cultural diversity. Each country has his own unique culture that ASEAN community should learn more for preparing. One said "learning in cultural diversity is very important to stimulate students learn more a lot".

The competency for ASEAN community

Increase English Program for student and prepare teacher were important thing. One said "if a

teacher can teach by using English, they must receive more salary to make an incentive of them". About the economic problem, Most of ASEAN country want to come to get money in Thailand. So competency for ASEAN community is to increase English competency.

The skills for ASEAN community

Moreover in using English Language, Learning about cultural and environment of each country for living together for a long time are important skills. There are MOU to develop English skill, but the educational institution may pay the money for the teacher's studying in English and cultural diversity for ASEAN community.

The activities to promote ASEAN connectivity

"I want to have ASEAN studies Centers in my college that have information to within college and giving information to another country by using Internet" S said. So in preparing for ASEAN community should be concern about activity of students to participation.

Exchange program

It should have ASEAN fair in each country on the ways such as Education, Economic etc. In preparing for ASEAN community should understand & appreciation of ASEAN countries and their history, culture, political system economic situation, environmental situation by exchange program and it will be lead to improve quality of education and prepare students with skills global standards. Education Sector's Role in Building ASEAN was identity in the socio-cultural community. The key elements seek to promote ASEAN awareness through the learning of history and other subjects, upgrade the quality of education and provide opportunities for everyone to have access to basic education, develop the use of ICT, support vocational education and lifelong learning, and strengthen to promote the

role of university education.

ปีที่ 18 ฉบับที่ 3 กันยายน-ธันวาคม 2560

Volume 18 No. 3 September-December 2017

The development of technology

In the world of competition, modern technology has a greater roles such as cell phones, computer, Internet, etc. These technologies facilitate working and communicational convenience. Thus, accessing to technology will support manufacturing process and reduces labor shortage. Therefore, institute's education requires the development of curriculum teaching.

Information share in preparation for ASEAN Community

The expectation from nursing institute to prepare and to share information for ASEAN community

Pictures of institute to create for ASEAN community

From the study institute had the aim to develop the educational systems towards the ASEAN Community. Education plays a vital role in supporting the mission of ASEAN to achieve the goals and principles of ASEAN towards the ASEAN Community, both in the political and economic stability, and social and cultural aspect. Integration into ASEAN facilitated educational manpower and students' movement resulting in the transfer of knowledge.

From the study and focus group found that in 2003 in Bali, ASEAN leaders agreed to establish the ASEAN Economic Community (AEC) in 2020. Four years later, the aim was reaffirmed at a meeting in 2007 with an accelerated timeframe of 2015.

The picture of institutes to prepare the ASEAN community:

The pictures of institute to prepare for ASEAN community were the components of Campaign: Ready to change, Teacher and students, Cultural diversity, The competency for ASEAN community, The skill for ASEAN community, Activities to promote

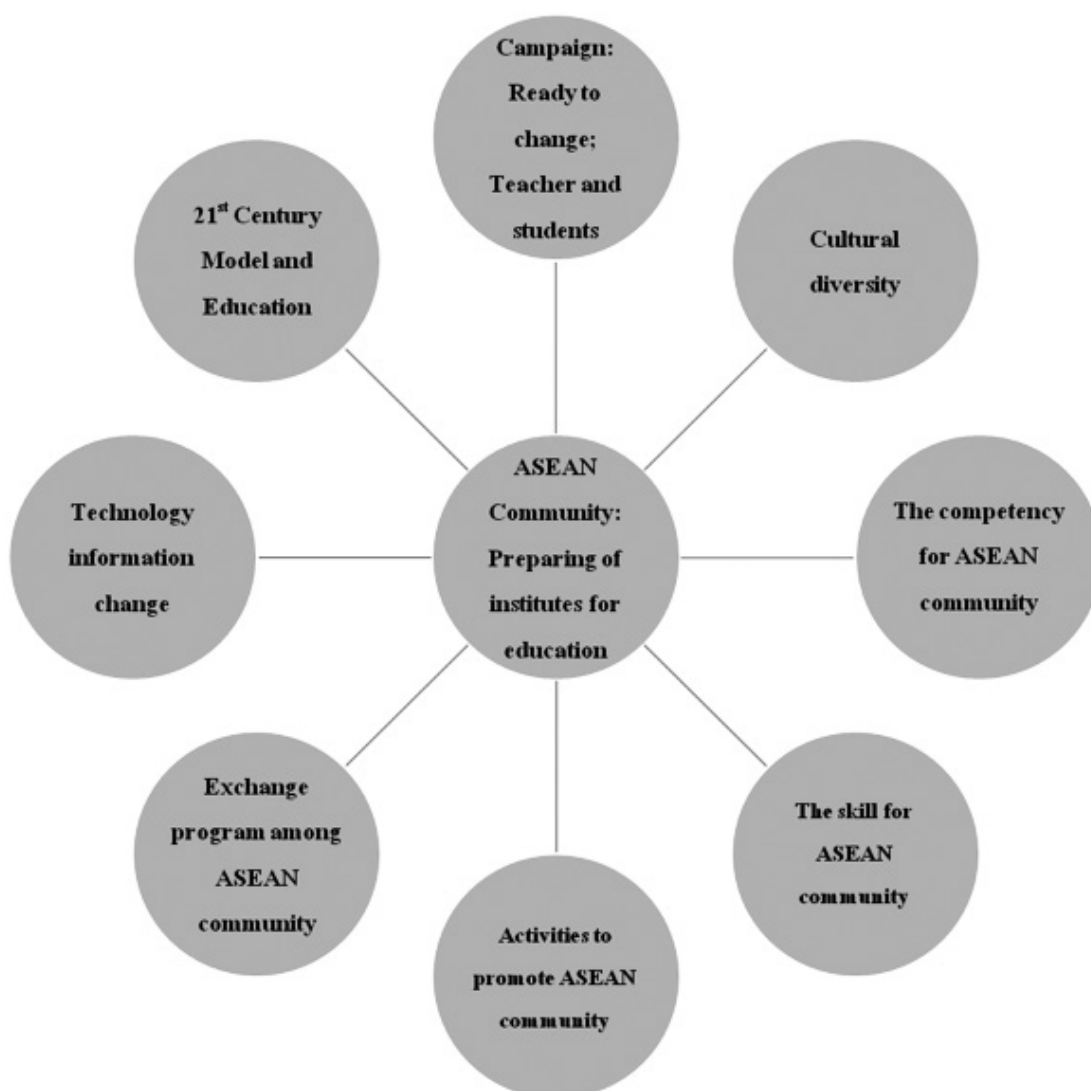
Table 1 The preparation of institute for ASEAN community

Items	Institute	
Knowledge about the different rules and regulations within ASEAN member countries	- Cultural study to increase awareness about different cultures in ASEAN - Develop networks with ASEAN countries	- Teach in the class in the subject of ASEAN study - Set the ASEAN community through the exchange program activities, Cultural diversity of activity on special day of the college.
Development of skill	- Cultural awareness - Knowledge of ASEAN - Entrepreneurship - Balance between knowledge and attitude of individual - Increase the ability to compete in the globalization era - Being an open minded individual - Inter professional collaboration - Continuing education - Technology - Obey policy and rules	- Skill in English conversation in diary life - Increase the subjects that can teach in English - Exchange program - English camp - Foreignpeople interviewing for the activity in study - Activities in the study
Network of ASEAN community that want to create	- Local wisdom should be incorporated in every network - Sport or art competition - Increasing the use of teleconference in developing network - Establishing joint conference - Connecting with WHO regional - Sharing information about job opportunity in every country	- Exchange cultural study - Travel trip for school holiday - Working in ASEAN community during school break - Collaboration among ASEAN community and others.

ASEAN community, Exchange program among ASEAN community to have credit transfer system, Technology information change.

Discussion : Preparing for the ASEAN Community in terms of skills in linguistic skills, Knowledge in 21 st century model should focus on creativity, critical thinking, communication and collaboration. These were also vital to prepare students for the future. Education about ASEAN and ASEAN Member Countries⁶ mentioned about activities to promote ASEAN community should cover vocational skills based on ASEAN and international standards, negotiation skills in the international arena, exchange program among ASEAN community,

technology information change, thinking beyond national interest, positive attitude towards the ASEAN Community/Member States, working as a team with other countries/ cross cultural experiences in working environment. The ability to work according to international standards (professionalism) in order to be an important work force of the ASEAN Community. Moreover, Knowledge about the different rules and regulations within ASEAN member countries. Emphasis on the development of skilled labor according to international standards, networking among educational institutions within ASEAN. Establishing to have credit transfer system, ASEAN study centers in universities, activities should



promote ASEAN connectivity by using an integrated approach to raise ASEAN awareness in the civil service through the organization of activities and using of the Medias. Finally, it should have building an ASEAN identity and how to live with each other in peace, democratic principles and human rights.

Knowledge about the different rules and regulations within ASEAN member countries of STIKES Bali found that cultural study to increase awareness about different cultures in ASEAN and develop networks with ASEAN countries. The similar to SLC that mention about teach in the class of the subject of ASEAN study. Set the ASEAN community through the exchange program activities, Cultural diversity of activity on special day of the college. This result was congruent with the study of Yan Liang^{7,8} found that the region are developing strategies to increase awareness and prepare their populations to embrace this new phase of economic regionalization. This paper is the outcome of a larger research project aimed at gaining insights into the extent to which tertiary students are prepared to embrace the upcoming changes heralded by the implementation the AEC.

Development of skill: strengthen in cultural awareness, knowledge of ASEAN, entrepreneurship, balance between knowledge and attitude of individual, increase the ability to compete in the globalization era, being an open minded individual, inter professional collaboration, continuing education, technology ,obey policy and rules. In the result of SLC found that in the term of the skill in English conversation in diary life, increase the subjects that can teach in English, exchange program, English camp, activities in the study, foreign people interviewing for the activity in the study. This study was congruent with the study^{9,10} found that the student nurses' perceptions regarding the role of the nurse in health promotion revolve primarily around the concept of changing individual health behavior. While there are

some indications that nursing students were exposed to the idea of health promotion as a socio-ecological approach that incorporates economic, policy, organizational and environmental changes, the majority of student nurses did not see faculty or nurses role-modeling a socio-ecological approach, nor did the students see themselves as participating in a more socio-ecological approach. For nurses to be recognized as health promoters, collaborate with health promotion leaders, and effectively teach nursing education, changes need to be made in the nursing curriculum to reflect appropriate and accurate health promotion concepts.

Networks of ASEAN community that want to create: STIKES Bali found that composed of local wisdom should be incorporated in every network, sport or art competition, increasing the use of teleconference in developing networks, establishing joint conference, connecting with WHO regional, sharing information about job opportunity in every country. At SLC the result found that exchange cultural study, travel trip for school holiday, working in ASEAN community during school break, collaboration among ASEAN community and others were set to create networking of ASEAN community.

From the challenges to create the competencies composed of skills in preparing for the ASEAN community in terms of skills in linguistic skills, knowledge in 21st century model and education about ASEAN and ASEAN Member Countries¹¹. Activities to promote ASEAN community consisted of vocational skills based on ASEAN and international standards, negotiation skills for the international arena. Exchange program among ASEAN community to have credit transfer system, technology information change, and positive attitude towards the ASEAN Community/Member States, working as a team with other countries/ cross cultural experiences in working. Environment is the key success factors¹². The ability

to work according to international standards (professionalism) in order to be an important work force of the ASEAN Community is also concerns. Knowledge about the different rules and regulations within ASEAN member countries. Emphasis on the development of skilled labor according to international standards should be concerns^{13,14,15}. Networking among educational institutions within ASEAN. Establishing ASEAN studies centers in universities, activities to promote ASEAN connectivity, using an integrated approach to raise ASEAN awareness in the civil service through the organization of activities and use of the media should be considerations.¹⁶

Recommendations of the study are as follows:

1. Recommendation for nursing institute

The opportunity for research in nursing education benefits not only the students, but also teachers. Without research, nursing education would not be based on concrete evidence. So this study will be a guide to learn more in the next step in developing institutes to ASEAN community. Promote learning in preparation for the free flow of services among countries. Prepare for other ASEAN Member States' investment in educational institutions (emphasize course strengths, investment in skilled teachers, networking at the national level). Network with leading educational institutions within ASEAN, Revise international courses (emphasize teaching and learning in English). Provide scholarships for students in other ASEAN Member States in order to gain recognition for Thailand's educational institutions.

2. Recommendation for further research

ASEAN communities are the huge areas and there are many aspects of ASEAN history and learn more to understand and to work together because of the borderless. The further research should focus on how to improve the educational system in ASEAN

community and how to learn more in cultural diversity to develop quality among ASEAN countries.

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