
Pedagogies for Developing ASEAN Identity for Thai Learners in Higher Education

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Abstract

One goal of Kasetsart University is to prepare their students to be able to successfully live in the ASEAN community. One approach to achieve this goal is through the promotion of ASEAN identity. This study examined the classroom pedagogies for promoting a sense of ASEAN belongingness and identity for students in higher education. Social identity process and Bloom's Taxonomy were used as frameworks to design learning activities. Random sampling determined twenty students, currently studying at Kasetsart University, as participants of this study. The researcher conducted student interviews in order to explore the students' sense of ASEAN belongingness and identity before and after the delivery of the learning activity lessons. The results showed that all students had developed their sense of ASEAN belongingness and identity. Group discussion was the key for promoting senses of ASEAN belongingness and identity. Recommendations for practice and research in the development of ASEAN belongingness and identity were forward.

Keywords:

ASEAN Identity, Bloom's Taxonomy, Pedagogy, Sense of ASEAN Belongingness

Introduction

Education is the key in building a strong and successful ASEAN community because it establishes skills that ASEAN people need for better future across the region ("ASEAN sourcebook", 2009). The results of the 11th meeting of ASEAN Education Ministers in 2005 concluded that strengthening ASEAN identity is one of the four major priorities that educational institutions should instill to learners in order to create successful ASEAN cooperation and community in the future. ASEAN identity can be defined as the feeling of ASEAN connection in which individuals need to express themselves and be able to recognize their roles in the ASEAN environment.

In Thailand, the 2011-2015 ASEAN 5-Year Working Plan on Education (WPE) indicates three significant strategies for promoting the sense of ASEAN for Higher Education Institution students and instructors. First, institutions need to support professional development such as sharing best practices and creating trainings on ASEAN cooperation to students in order to enhance their sense of ASEAN belongingness. The second strategy is to provide opportunities for students to experience various ASEAN cultures such as joining ASEAN conferences or developing collaborative activities with ASEAN institutions in order to increase their ASEAN cultural diversity that will help them accept and understand the differences among ASEAN cultures. The last strategy

is to integrate and promote ASEAN knowledge into the course for both the undergraduate and the graduate programs. WPE suggests that institutions should support faculties to integrate ASEAN knowledge into their instructions in order to prepare students to have better understanding of ASEAN in various contents and also help them to recognize ways of living and efficiently working within ASEAN community (“ASEAN 5-Year Plan on Education 2011-2015”, 2002).

In Thailand, Kasetsart University is one of the Thai public universities responsible for preparing people and new learner generations to be able to live and successfully work in the ASEAN community. The university follows the WPE plan in preparing to encourage instructors to integrate ASEAN knowledge into the courses and curricula to provide funds for students and instructors in developing collaborative projects or activities that relate with ASEAN. In addition, during the past few years, the university has developed academic agreements with several ASEAN institutions such as Philippines, Indonesia, and Malaysia with the major aim of further increasing opportunities for students, staffs, and instructors to have valuable experiences and develop their academic connections with ASEAN institutions such as participating in International conferences or exchange programs with ASEAN institutions.

However, although those students had learned ASEAN knowledge from several courses or gained experiences from participating in activities that are related to ASEAN, most of them seemed to lack sense of ASEAN belongingness. There were many students who stated that they did not feel connected or being part of the ASEAN, even if they knew significant information such as goals and advantages of ASEAN. They stated that they did not know their roles or what they were supposed to do in order to live fruitfully in an ASEAN environment.

Even though those strategies such as integrating ASEAN knowledge, supporting collaborative ASEAN projects, or increasing ASEAN experiences are effective ways in building strong ASEAN background knowledge, but they are not the effective in promoting

senses of ASEAN belongingness and ASEAN identity of students, which are important aspects in strengthening ASEAN community. Therefore, the study was conducted with the aim to explore effective pedagogical ways to promote the sense of ASEAN belongingness and identity of higher education students. The results of the study would provide helpful information to the development of guidelines or strategies in preparing students or individuals to live and work in the ASEAN community, which then strengthens ASEAN community in the future as well. The research questions of study were the following:

1. How does the sense of ASEAN belongingness of Thai students in higher education change after they participated in the study?
2. How does ASEAN identity of Thai students in higher education change after they participated in the study?
3. What are the pedagogical ways for promoting sense of ASEAN belongingness and ASEAN identity of Thai students in higher education?

Framework of the Study

Education is the key for building successful ASEAN community because it provides people with the needed skills to live in the ASEAN environment (“ASEAN sourcebook”, 2009). Strengthening ASEAN identity is one of the four major priorities that educational institutions in the ASEAN should instill to learners in order to create successful ASEAN cooperation and community in the future. Social identity is one framework that can be used in promoting ASEAN identity. Accordingly, Simon (2004) defined identity as an expression for social psychological processes that relate to self-definition or self-interpretation. It also refers to self-concept as a group member (Abrams & Hogg, 1990) that includes a sense of belongingness towards a group that includes people who have a common social identification (Hogg, 2001). Oyserman, Elmore, and Smith (2012) defined identity as social relations that

define what one is and it becomes a significant aspect in controlling the individual to have specific behaviors that fits the group. The authors stated that knowing the ASEAN identity helps people to live successfully in a community because it encourages them to recognize who they used to be, what they are really now, and what expectations or future that they wish to become.

Social Identity Process. Social identity process becomes paths for helping people to be able to view themselves as a member of the group that includes people in same social category (Stets & Burke, 2000). It is defined as the process that supports individuals who are members of the group in sharing meaning in order to increase their sense of group belongingness (Cornelissen, Haslam, & Balmer, 2007). Abrams and Hogg (1998) even stated that the process of social identity focuses on two significant aspects, which are self-categorization and social comparison. Self-categorization is a cognitive process that increases the sense of identification with the social group. It produces a collection of behaviors of individuals that associate with group membership. Perceptions of similarities between self and in-group members and differences between self and out-group members are the keys for developing social-categorization.

The second aspect is social comparison. As Stets and Burke (2014) explained, social comparison helps people to evaluate and compare themselves with others in terms of attitude, belief, and ability in order to reduce their ambiguity and then support people to know how to define and identify themselves. Thus, it is clear that the recognition of differences and similarities between the self and the group members are important elements of social identity process. Moreover, analysis and evaluation are significant skills that help people to recognize similarities and differences that bring them to discover their identity.

Bloom's Taxonomy of Cognitive Learning Outcomes. Since analysis and evaluation are the keys to develop both the sense of belongingness and identity, the next suitable framework that is related to these keys is Bloom's Taxonomy of cognitive learning outcomes. It is the framework that demonstrates ways to promote individuals to have higher learning

levels, especially analyzing and evaluating, which are the important aspects of identity development. The framework includes six levels of learning that ranges from lower to higher-order levels. Anderson and Krathwohl (2001) even identified the six levels of learnings as: remembering, understanding, applying, analyzing, evaluating, and creating.

The first level, remembering, refers to recalling knowledge or previous information from memory. Learners who achieve this level can remember information that they just learn and can connect it with the new information. The next level is understanding, which is an upper learning level and it involves the ability of the learners to interpret and comprehend information. Learners who achieve this level need to remember and connect all information in order to be able to demonstrate, summarize, or explain the meaning of information that they have learned in their own words. The third learning level of Bloom's Taxonomy is applying in which learners can use or apply information that they have learned into different or new situations. The next upper level is analyzing. Learners in this level can separate and divide information, knowledge, or concepts into parts and then determine how each element relates to each other. In addition, learners can see the overall structure and recognize relationship among elements within information. Evaluating is the next level in which learners can make judgment about the value of concepts or knowledge based on criteria and standards. This level can enhance the learners to achieve "creativity", which is the highest level of Bloom's Taxonomy cognitive process. As the highest level of learning outcome, creating means that the learners in this level can build new meanings, structures, or patterns from connecting diverse elements. Learners can also generate, plan, and produce by putting elements of information into a new pattern or structure that would create new knowledge or products.

Thus, both social identity process and Bloom's Taxonomy of learning outcomes are appropriate frameworks that can be used in this study as guides for developing pedagogical ways that are effective in supporting students in higher education to create their sense of ASEAN belongingness and identity.

Methodology

The study was conducted as action research study in which the participants included 20 students who studied in one of the departments of the Faculty of the Education in Kasetsart University in Thailand. The group consisted of five males and 15 females enrolled in graduate weekend program. The participants were within the 22-25 years old range and they worked as teachers in schools, staffs, and designers of educational media companies.

Instruments

There were three instruments used in this study: group discussion, ASEAN presentations, and interviews.

Group Discussions

There were two group discussion activities in this study. The first discussion is small group discussion in which all participants were assigned to exchange opinions about ASEAN within a first small group of 4-5 people. The objective of this activity was to expand perspective and also increase the general knowledge of participants in ASEAN community to participants such as characteristics and cultures of ASEAN. The activity relates with “remembering” and “understanding” learning levels of Bloom’s Taxonomy. Sample questions for the small group discussion were the following;

- *What are characteristics of ASEAN community in your opinion and why?*
- *What are possible approaches in living and working within ASEAN community successfully in your opinion and why?*
- *What are differences and similarities between living and studying in Thailand and ASEAN community that you see and why?*

The second group discussion was the class discussion. The researcher assigned each small groups of participants to share their ideas and exchanged feedback with all people in the class. Then, the

researcher gave questions to the whole class in order to summarize the ideas of the ASEAN community to participants. This class discussion aimed to encourage all participants to recognize similarities and differences of their ideas with other groups that would help them have a clear picture of the ASEAN community and it was the first step to enhancing the feeling of connection with ASEAN. Sample questions for class discussion were the following;

- Please share with us what ASEAN community and people like in each group?
- What are similarities and differences between Thai and ASEAN communities?
- What are the things that we all should doing order to be a part of ASEAN?

ASEAN presentation

The activity aimed to support each participant to have the opportunity to create their presentation that demonstrated their identity and sense of belongingness into the ASEAN community. The activity supported the participants to analyze and evaluate information that they gathered from group discussion to develop their own identity. This activity is related to “analyzing” and “evaluating” learning levels of Bloom’s Taxonomy and also “self-categorization” aspect of social identity process.

Interviews

The researcher conducted two interviews with the participants before and after the study was completed. The results from both interviews were compared in order to explore the changes and development of ASEAN identity and sense of belongingness of participants before and after they participated in the study. The first interview was conducted before the study started and it focused on initial senses of ASEAN belongingness and identity of participants. Sample questions were;

- Please tell me what you know about ASEAN?

- Do you think you are in the part of ASEAN currently? And why?
- Please share with me about what ASEAN people look like in your opinion?

The second interview was conducted after the study implementation in order to explore the participants' senses of ASEAN belongingness. Sample questions were;

- *Please tell me about your ASEAN knowledge. For example, what did you know more about ASEAN after you participated all activities in this study?*
- *Please tell me about your attitudes toward being a part of ASEAN? Did your attitude change after you participated in all activities?*
- *What are activities from this study that helpful for you in developing ASEAN identity and sense of belongings?*

Data Collection

Each participant was asked to come for a 10-minute interview with the researcher in a private room before the study started. All information from the interviews was kept in the safe place and only the researcher could assess the interview results. Before the interview started, the researcher explained the goals and procedures of data collection to the participants in order to make the participants feel safe and that the participants will recognize that there are no risks associated with study participation. During the interview, the participants were asked not to provide any personal information and they were also free to stop the interview at anytime.

After the first interviews, the researcher started teaching ASEAN basic lesson that provided general ASEAN knowledge to participants such as history, cultures, and lifestyles of people in ASEAN community in the following week. The objectives of this activity were to increase ASEAN knowledge of participants

and recall their ASEAN background information that helped them to “remember” information and “understand” ASEAN community.

After the conduct of the lesson, the researcher grouped the participants into small units and assigned them to discuss and share their opinions on ASEAN community. The participants were also encouraged to use ASEAN websites and other resources during their discussion. The activity took 40 minutes to complete. The researcher then started class discussion activity where in the participants in each group had to share and exchange their opinions on ASEAN community with the whole class. The activity took 60 minutes to complete.

Then, the researcher assigned each participant to create a “Sense of ASEAN” presentation that demonstrated their opinions regarding the characteristics of ASEAN community and how they viewed themselves in that community such as their lifestyles and their jobs. Also, in their presentations, they needed to compare the differences and similarities between their current lifestyles and lifestyle in ASEAN community. All participants had one week to complete their presentations.

In the following week, each participant had to share their presentation to the class. Feedback and comments from their classmates were encouraged during participants' presentations in order to enhance the participants' recognition of differences and similarities between their opinions about their identity in living and working between the Thai and ASEAN communities. After the presentations were completed, all participants had one week to edit their presentations and submit their presentations to the researcher. In final part, the researcher conducted the second interview with each participant. The researcher spent two months to analyze the data and wrote the report of this study. Thematic analysis was used to analyze the data in order to explore their attitudes toward development of their ASEAN belongingness and identity before and after they participated in the study.

Table 1. Senses of ASEAN Belongingness

Themes of Participants 'attitudes in the first interviews		
	Numbers of participants (20)	Percentage (%)
- Participants recognized basic information about ASEAN	20	100%
- Participants had positive attitudes toward being a part of ASEAN community.	20	100%
- Participants lacked of senses of ASEAN belongingness	14	70%
- Participants did not see the differences between living in Thai and ASEAN environments.	14	70%
- Participants stated that the only thing that they had to change was to use English in their everyday life.	8	40 %
- Participants were not sure that whether they were in ASEAN community.	7	35%
Themes of Participants 'attitudes in the second interviews		
- Participants recognized further ASEAN information about ASEAN and it made them connected with ASEAN.	20	100%
- Participants had positive attitudes in being a part of ASEAN community.	20	100%
- Participants agreed that group discussion was the effective way in enhancing senses of ASEAN belongingness.	20	100%
- Participants agreed that sharing ideas and providing feedback helped them to see a clear picture of ASEAN community.	20	100%
- Participants agreed that activities made them to connect with ASEAN community more.	16	80%
- Participants agreed that positive attitude was significant aspect for promoting senses of belonging.	9	45%

Note. N=20

Results and Discussion

Kasetsart University is one of the Thai public universities responsible for building quality ASEAN members in order to strengthen ASEAN community. During the past few years, the university has provided funding, developed curricula, and established academic agreements with several ASEAN institutions with the major aim to increasing of opportunities for students to have valuable experiences and to develop their academic connections with ASEAN institutions. However, although those students had recognized ASEAN knowledge but they seemed to still lack the sense of ASEAN belongingness and identity which are important aspects in strengthening the ASEAN community. Therefore, the aim of the study was to explore effective pedagogical ways to promote the sense of ASEAN belongingness and identity of

students in higher education to help them become effective and prepare them to be quality students for ASEAN community in the future.

Senses of ASEAN Belongingness

Regarding the senses of ASEAN belongingness, the data showed that all students had developed their senses of belongingness after they participated in this study. According to the data from the first interview, there are two important themes of data regarding senses of ASEAN belongingness from participants (See Table 1.).

1. Increasing sense of ASEAN knowledge and belongingness.

Before the students participated in this study, all participants showed that they already recognized basic information about ASEAN. For example, they could

list ASEAN country members, distinguish cultures in ASEAN country members, and identify goals of ASEAN correctly. After the study was completed, all participants agreed that knowing more information about ASEAN made them felt more connected with the ASEAN community. Sample participants' statements were showed below.

"ASEAN is the organization that contains countries from Southeast Asia"

"The goal of ASEAN is to improve the better quality of living of people in ASEAN"

"Knowing more ASEAN information made me realize that I am in ASEAN now"

"More information about ASEAN that I have learned, make me feel that ASEAN is all around me"

In terms of senses of ASEAN belongingness, the data showed that there were seven participants who were not sure whether they were already in the ASEAN community before they participated in the study. Many of them did not recognize the differences between living in Thai and ASEAN environment they still use Thai language to communicate with people in their community and they did not have the chance to meet or work with people from other ASEAN countries. These reasons were the causes of their disconnection with the ASEAN environment. Samples of participants' statements were the following;

"I am not sure that Thailand already in the part of ASEAN because I still use Thai language in my everyday" "All people around me are Thais and I still use Thai to communicate with them as I usually do"

"I know that I have to use English more, but I still do not have sufficient chance to use it as much as I expect"

However, participants had developed their senses of ASEAN belongingness after the study was completed. They indicated that group discussion was the effective way of developing their feeling of connection with the ASEAN community. They stated that sharing of ideas with other participants could

not only make them know more about ASEAN, but may expand their perspectives, may recognize a clear picture of ASEAN community, and may also increase the feeling of ASEAN connection to them as well. Sample of their statements were showed below:

"Discuss with friends helped me to see the picture of ASEAN community clearly"

"I saw ASEAN community in the way that I never thought and seen before"

"Sharing ideas with others made me feel that some of my parts already involve in ASEAN community"

2. Positive Attitudes in Being a Part of ASEAN.

All participants still had positive attitudes in becoming part of the ASEAN before and after the study completion. Before the study started, participants indicated that ASEAN would increase job opportunities for them, especially international job that allowed them to work in different countries. Samples of their statements were showed below.

"ASEAN will allow me to have a chance to work outside Thailand, I believe."

"I think I would have more chance to teach in international schools or work with foreigners when Thailand becomes a part of ASEAN."

After completing the study, all participants still believed that ASEAN would give them challenged working opportunities and they also believed that they could work in ASEAN efficiently. Sample participants' attitudes were following;

"I still believe that I would have more chance to work in another country"

"ASEAN will give me the job that is very challenging, especially using English for working"

"I think I can live in ASEAN environment, it is not that very hard for me to do it"

ASEAN Identity

The data from the first interviews showed that all participants did not seem to realize the importance of ASEAN identity and most of them did not really know what ASEAN identity was. However, they could have expressed their ASEAN identity and realized the importance of that ASEAN identity after they participated in the study (See Table 2.). There were three themes of data regarding ASEAN identity were showed below.

Identifying ASEAN identity

Before the study started, several participants did not know what ASEAN identity was and many of them had misconception about ASEAN identity. They thought that ASEAN identity was defined as characteristics of individuals who live in ASEAN community that could speak English as a second language. Samples of their attitudes from the first interviews were as follows:

“ASEAN identity is the person who live in ASEAN, maybe.”

“I think ASEAN identity was the person who live in ASEAN country and they can use English very well.”

“I am not sure what it is.”

Nevertheless, after they participated in the study, participants could express their ASEAN identity through their presentations. Most of them defined ASEAN identity as ASEAN unity, which means that members of ASEAN should be people who are proud to be ASEAN, accepted and connected with people who came from diverse ASEAN cultures, and be able to adapt those differences into their lives. Moreover, they realized that ASEAN identity was an important aspect that impacted their living and working within ASEAN community. Sample participants’ statements were showed below:

“ASEAN identity is about people of ASEAN, not only people who live in ASEAN countries.”

“People who have ASEAN identity will not see the differences between people from Thailand and other countries. They are all the same”

“ASEAN identity helped you know what you should do in order to be able to live in ASEAN successfully.”

Table 2. ASEAN Identity

Themes of participants ‘attitudes in the first interviews		
	Numbers of participants	Percentage (%)
- Participants did not seem to realize importance of ASEAN identity that impacted their lives in ASEAN community.	20	100%
- Participants did not know what ASEAN identity was.	13	65%
- Participants thought that ASEAN identity was the members of ASEAN community.	7	35%
Themes of participants ‘attitudes in the second interviews		
- ASEAN identity was clearly presented and explained through the works of participants.	20	100%
- ASEAN identity helped participants to know what roles they should perform in order to live and work in ASEAN community successfully.	16	80%
- A group discussion helped participants to develop ASEAN identity.	17	85%
- Feedback helped participants to recognize what their ASEAN identity was.	19	95%
- Both ASEAN belonging and identity still needed more time to develop.	7	35%
- Positive attitude was significant aspect for promoting ASEAN identity.	9	45%

Note. N=20

Factors for Development of ASEAN Identity

After conducting the study, most of the participants commented that the process of promoting ASEAN identity was the long process and it really needed take more time to develop. All participants pointed out that sharing of ideas or getting feedback from others was the factor in promoting their ASEAN identity because it helped them compare and recognize the differences and similarities between themselves and other people who were in ASEAN community, which leads them to be able to easily label themselves as ASEAN member. Sample statements of participants were the following;

“Feedback from friends helped me to see that I have some parts that similar and different from other.

“Sharing ideas made me to see what I have and what I need to have in order to associate with the group”

“Feedback from friends helped me have a clear picture of what I should be and have to do.”

Participants believed that positive attitude was another important factor that impacted the requisite development of senses of ASEAN belongingness and identity. Samples of participants' statements were shown below:

“I think I developed my senses of ASEAN belongingness but I think it still needs to take time to make sure that my sense is developed”

“I believe that attitude of people is the important factor that makes people whether they feel that they are a part of ASEAN”

“I think positive attitudes encourages people to develop their sense of ASEAN belongingness and identity”

Pedagogical Ways for Promoting Sense of ASEAN Belongingness and Identity

All the results of this study clearly show that senses of ASEAN belongingness and identity of participants changed when they had recognized more information about ASEAN, shared ideas with others about ASEAN community, and also had a chance to express their thoughts about ASEAN in which these activities are relying on both the learning level of Bloom's Taxonomy and social process. Therefore, three possible pedagogical ways to promote sense of ASEAN belongingness and identity includes providing sufficient knowledge, increasing communication and interaction, and allowing opportunities for expression.

Providing Sufficient Knowledge

It is the first step in preparing students to develop their ASEAN connection. In this step, instructors should provide useful and sufficient ASEAN information to students in order to motivate them to be connected to the community. As the results of study show that when the participants had sufficient information about ASEAN, it brought them to feel that they have further connection with ASEAN community. In addition, sufficient knowledge about ASEAN that individuals recognize will be also a resource that will help them see a clear picture of ASEAN community, which relates “self-comparison” of social identity process and “remember” and “understand” learning levels of Bloom's Taxonomy, which are important skills for developing sense of ASEAN belongingness and identity.

Increasing Communication and Interaction

The next approach is to support individuals to have further communication and interaction with people within the ASEAN community in order to build and strengthen their feeling of ASEAN connections and identity. Data from the participants show that sharing of ideas and exchanging feedback with others were effective interaction and communication that help the participants recognize the characteristics of ASEAN community and also their roles in living and within ASEAN community clearly. This is consistent with “self-categorized” of social identity process,

which is an important aspect of enhancing people to define themselves (Stets & Burke, 2014). Moreover, this step will allow individuals to “analyze” and “evaluate” themselves in order to see differences and similarities between their current roles and others in the ASEAN communities. This clearly relates to “analyzing” and “evaluating” learning levels of Bloom’s Taxonomy as well.

Allowing Opportunity for Expression

The last approach is to provide opportunity for individuals to express their senses of ASEAN belongingness and identity. It means that instructors should provide a chance for individuals to share and express their senses of belongingness and identity with a group or community. The approach will help individuals to have a chance to compare and recalibrate themselves in order to make sure that they will come up with the collection of right behaviors and characteristics that associate with group membership. This approach will support individuals to achieve self-categorized of social identity process (Hogg & Abrams, 1998) and also the highest learning level, “creating”, of Bloom’s Taxonomy.

Conclusion

Since sense of ASEAN belongingness and identity are the important aspects that not only help individuals to be able to live and work in the community successfully, but it is the key for strengthen ASEAN community as well. In Thailand, Kasetsart University is higher educational institution that has followed WPE plan in supporting their students to be able to live and work in the ASEAN community successfully. Therefore, during the past few years, the university had supported instructors to integrate ASEAN knowledge into courses in order to strengthen ASEAN knowledge for students, increased further opportunities for students to experience ASEAN cultures, and provided funds for developing collaboration among ASEAN institutions. However, even if those approaches are helpful in preparing students to have solid ASEAN background and better understanding diverse ASEAN cultures, but

most of them seemed to lack of senses of ASEAN belongingness that they did not feel connecting with ASEAN and could not identify their roles within the ASEAN community. Therefore, the objective of this study was to explore the effective ways of promoting both senses of ASEAN belongingness and identity for students in higher education in which the results would become helpful ways to prepare students to be able to live and work in ASEAN community successfully, which directly impacts strengthening the ASEAN community in the future as well.

The results clearly show that those students had developed their senses of ASEAN belongingness and identity after they participated in this study. They felt further connecting with ASEAN and also recognized their roles within the ASEAN community. The results clearly demonstrated three effective pedagogical ways for developing sense of ASEAN belongingness and identity of students. The first way is to provide sufficient ASEAN knowledge in order to help students have better understanding of the ASEAN community. This an important step in enhancing students to start developing the feeling of ASEAN connections. The next pedagogical way is to further increase communication and interaction such as sharing and exchanging opinions with other ASEAN members. The goal is to support students to analyze and recognize their similarities and differences between themselves and others in ASEAN community, which is a step in helping them to start categorizing themselves as a part of ASEAN community. The last approach is to give opportunity to students to express their feeling of belongingness and identity in which it becomes the last step in allowing them to fully develop their senses of belongingness and recognize their identity in ASEAN community clearly.

All those pedagogical ways are associated with both the learning levels of Bloom’s Taxonomy and social identity process. In order to develop senses of ASEAN belongingness and identity successfully, at first, it is important that individuals need to understand and accept diverse ASEAN cultures at first in order to make them have positive attitudes and prepare them to be motivated to be a part of ASEAN community. This is related with “remember” and “understand”

learning levels of Bloom's Taxonomy. The next approach is to enhance interaction, especially sharing ideas, among members of community. The goal is to expand individuals' perspective and also recognize the characteristics of ASEAN community clearly. This allows them to analyze and compare themselves with members of ASEAN community in order to lead them to be able to identify their roles within that community. This step is clearly consistent with "self-categorized" of social identity process (Stets & Burke, 2014), and it requires abilities of individuals in "analyzing" and "evaluating" of Bloom's Taxonomy as well. The last approach is to provide opportunity for individuals to express their senses of belongingness and identity with a group or community in order to allow them to compare and revise themselves again in making sure that they will come up with collection of right behaviors and characteristics that associate with group membership. This approach is related with "self-categorized" of social identity process (Abrams & Hogg, 1998) and also the highest learning level, "creating", of Bloom's Taxonomy.

In conclusion, keys to promoting both sense of ASEAN belongingness and identity obviously requires individuals to have abilities to understand, analyze, and evaluate information in order to allow them to recognize differences and similarities between themselves and others within the community which then lead them to be able to create feeling of group belongingness and identify their identity.

Recommendations

Since the study did not focus on examining the impact of attitude toward the improvement of senses of the ASEAN belongingness and identity, therefore, the first recommendation is to examine how attitudes of participants impact towards their development of sense of ASEAN belonging and identity. As well as exploring other factors that may impact toward sense of ASEAN belonging and identity of students in higher education. Another recommendation is that the future study can apply these pedagogical ways into students who study in different learning environment, especially online environment in order

to see how these pedagogical ways are effective toward development senses of ASEAN belonging and identity of online learners.

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