



# บันทึกข้อความ

ส่วนงาน คณะวิทยาการจัดการ มหาวิทยาลัยศิลปากร วิทยาเขตสารสนเทศเพชรบุรี โทร. 312022

ที่ อว 8618.1/-

วันที่ 24 มิถุนายน 2564

เรื่อง การสนับสนุนเงินรางวัลบทความวิจัยหรือบทความปริทัศน์ที่ได้รับการตีพิมพ์ในวารสารระดับนานาชาติที่ปรากฏในฐานข้อมูล Scopus โดยวารสารนั้นถูกจัดอยู่ในควอไทล์ที่ 1 หรือ 2 (Q1 หรือ Q2) ในปีปัจจุบัน

เรียน รองคณบดีฝ่ายวิจัย

ตามที่ประชุมคณะกรรมการประจำคณะวิทยาการจัดการ ครั้งที่ 11/2564 เมื่อวันที่พฤหัสบดีที่ 24 มิถุนายน 2564 ได้พิจารณา เรื่อง การสนับสนุนเงินรางวัลบทความวิจัยหรือบทความปริทัศน์ที่ได้รับการตีพิมพ์ในวารสารระดับนานาชาติที่ปรากฏในฐานข้อมูล Scopus โดยวารสารนั้นถูกจัดอยู่ในควอไทล์ที่ 1 หรือ 2 (Q1 หรือ Q2) ในปีปัจจุบัน ของ รองศาสตราจารย์ ดร.ธงพล พรหมสาขา ณ สกลนคร จำนวน 1 บทความ ได้แก่

1. Kasetchai Laeheem, Punya Tepsing, Thongphon Promsaka Na Sakolnakorn, Hasbullah Azizskul (2021). The effects of a group study activities program on islamic learning promotion among elderly muslims in yarang district, Pattani Province, Thailand. Kasetsart Journal of Social Sciences, 2021, 42(1), pp. 171-176.

ทั้งนี้ คณะกรรมการฯ พิจารณาแล้วมีมติเห็นชอบสนับสนุนเงินรางวัลบทความวิจัยหรือบทความปริทัศน์ที่ได้รับการตีพิมพ์ในวารสารระดับนานาชาติที่ปรากฏในฐานข้อมูล Scopus โดยวารสารนั้นถูกจัดอยู่ในควอไทล์ที่ 1 หรือ 2 (Q1 หรือ Q2) ในปีปัจจุบัน ราย รองศาสตราจารย์ ดร.ธงพล พรหมสาขา ณ สกลนคร จำนวน 1 บทความ ในอัตราบทความละ 80,000.00 บาท เป็นจำนวนเงิน 80,000.00 บาท (แปดหมื่นบาทถ้วน) จากเงินกองทุนสนับสนุนการวิจัย นวัตกรรมและการสร้างสรรค์ คณะวิทยาการจัดการ ตามประกาศคณะวิทยาการจัดการ มหาวิทยาลัยศิลปากร เรื่อง แนวทางการสนับสนุนค่าใช้จ่ายจากเงินกองทุนสนับสนุนการวิจัย นวัตกรรมและการสร้างสรรค์ คณะวิทยาการจัดการ ลงวันที่ 28 กันยายน 2561 ข้อ 9.2 ให้การสนับสนุนเงินรางวัลบทความวิจัยหรือบทความปริทัศน์ที่ได้รับการตีพิมพ์ในวารสารระดับนานาชาติที่ปรากฏในฐานข้อมูล Scopus โดยวารสารนั้นถูกจัดอยู่ในควอไทล์ที่ 1 หรือ 2 (Q1 หรือ Q2) ในปีปัจจุบัน ในอัตราบทความละ 80,000.00 บาท และประกาศมหาวิทยาลัยศิลปากร เรื่อง หลักเกณฑ์ อัตราค่าใช้จ่าย และวิธีการเบิกจ่ายเงิน กองทุนสนับสนุนการวิจัย นวัตกรรมและการสร้างสรรค์ ลงวันที่ 21 ตุลาคม 2563 ข้อ 14.1.2

จึงเรียนมาเพื่อโปรดทราบ และพิจารณาดำเนินการต่อไป จักขอบคุณยิ่ง

① เรียน รองคณบดีฝ่ายวิจัย

๑) เพื่อโปรดทราบ

๒) เพื่อโปรดพิจารณา, พิจารณารหัส

ให้ส่งมอบให้ศูนย์บริการฯ และ เสนอขอทุนสนับสนุน

คณบดีคณะวิทยาการจัดการ

เอกพันธ์

24 มิ.ย. 64

25/06/64

(นายเอกพันธ์ หวานใจ)

นักวิชาการอุดมศึกษา

25/06/64



บันทึกข้อความ

|                    |
|--------------------|
| คณะวิทยาการจัดการ  |
| เลขที่รับ 898      |
| วันที่ 30 เม.ย. 64 |
| เวลา 16.30 น.      |

ส่วนงาน คณะวิทยาการจัดการ มหาวิทยาลัยศิลปากร วิทยาเขตสารสนเทศเพชรบุรี โทรภายใน  
ที่ อว 8618.1/ วันที่ 16 เมษายน 2564

เรื่อง ขออนุมัติเงินรางวัลการเผยแพร่ผลงานวิจัย นวัตกรรมและการสร้างสรรค์

0101  
200421  
50  
625  
20/4/64

1) เรียน คณบดีคณะวิทยาการจัดการ

ด้วยข้าพเจ้า รศ.ดร.จิ๋วพล พนมมณีราช ๗ ๕๐๖๖๐๖ มีความประสงค์ขออนุมัติ  
เงินรางวัลการเผยแพร่ผลงานวิจัย นวัตกรรมและการสร้างสรรค์ ตามประกาศคณะวิทยาการจัดการ มหาวิทยาลัยศิลปากร เรื่อง  
แนวทางการสนับสนุนค่าใช้จ่ายจากเงินกองทุนสนับสนุนการวิจัย นวัตกรรมและการสร้างสรรค์ คณะวิทยาการจัดการ ฉบับลงวันที่  
28 กันยายน 2561 ข้อ 9.2 จำนวน 1 เรื่อง รวม 80,000.- บาท ตามเอกสารที่แนบท้าย  
ทั้งนี้ ข้าพเจ้าขอรับรองว่าบทความวิจัย/บทความปริทัศน์ ไม่มีความซ้ำซ้อนเกินร้อยละ 50 ของบทความวิจัย/  
บทความปริทัศน์ที่เคยได้รับการสนับสนุนมาแล้ว และไม่เป็นส่วนหนึ่งของวิทยานิพนธ์

จึงเรียนมาเพื่อโปรดพิจารณาอนุมัติ จักขอบพระคุณยิ่ง ทั้งนี้ ได้แนบเอกสารการเข้าร่วมประชุม/บทความ  
วิจัย/บทความปริทัศน์ที่ตีพิมพ์/หลักฐานแสดงให้เห็นว่าผลงานวิจัยผลงานวิชาการนั้น เป็นไปตามหลักเกณฑ์ใดตามประกาศ มาเพื่อ  
ประกอบการพิจารณาด้วยแล้ว

ลงชื่อ.....  
(รศ.ดร.จิ๋วพล พนมมณีราช ๗ ๕๐๖๖๐๖)

2) ความเห็นหัวหน้าสาขาวิชา

ไม่ติดภาระทางงบประมาณ

ลงชื่อ.....  
(อ.พร. ธีระวงค์)

3) ตรวจสอบคุณสมบัติ

ครบ ตามประกาศข้อ

ไม่ครบ เนื่องจาก

9.2 ข้อว่าเรื่องลิขสิทธิ์ได้รับตีพิมพ์หรือเผยแพร่แล้วแต่ยังไม่  
ดำเนินการขอรับสิทธิบัตรแล้วจึงขอขออนุมัติ โดยแนบเอกสารการขอ  
ดำเนินการขอรับสิทธิบัตรมาด้วย

1) <sup>พท</sup> ~~ตรวจสอบ~~ ตรวจสอบ scopus index แล้วลงชื่อลงในแบบฟอร์ม

2) ประกาศเกณฑ์อ้างอิงใน ปี 62  
เกณฑ์มาตรฐานใหม่ที่ใช้อ้างอิงประกาศ 64.

มี 63 ล่วง

ลงชื่อ.....  
(พ.ดร.กมลวิทย์ ดาวัลร์วิจิตร)

วทศ.

|                  |                |
|------------------|----------------|
| รหัสบัญชี        | 3350000        |
| รหัสศูนย์เงินทุน | 2250100        |
| ขอบเขตตามหน้าที่ | 64551058000000 |
| โปรแกรมเงินทุน   | 6402007        |
| บัญชี            | -              |
| รวมประมาณจำนวน   | 80,000.- บาท   |

ฉันทนา



# บันทึกข้อความ

คณะวิทยาการจัดการ  
 เลขที่รับ..... 828  
 วันที่..... 20 เม.ย. 64  
 เวลา..... 16.30 น

ส่วนงาน คณะวิทยาการจัดการ มหาวิทยาลัยศิลปากร วิทยาเขตสารสนเทศเพชรบุรี โทรภายใน.....

ที่ อว 8618.1/

วันที่ 16 เมษายน 2564

เรื่อง ขออนุมัติเงินรางวัลการเผยแพร่ผลงานวิจัย นวัตกรรมและการสร้างสรรค์

ออก  
 20/4/21  
 50  
 65  
 20/4/64

## 1 เรียน คณบดีคณะวิทยาการจัดการ

ด้วยข้าพเจ้า รศ.ดร.ศิวพล พงษ์มณีวงษา นช สกนชดว มีความประสงค์ขออนุมัติเงินรางวัลการเผยแพร่ผลงานวิจัย นวัตกรรมและการสร้างสรรค์ ตามประกาศคณะวิทยาการจัดการ มหาวิทยาลัยศิลปากร เรื่องแนวทางการสนับสนุนค่าใช้จ่ายจากเงินกองทุนสนับสนุนการวิจัย นวัตกรรมและการสร้างสรรค์ คณะวิทยาการจัดการ ฉบับลงวันที่ 28 กันยายน 2561 ข้อ 9.2 จำนวน 1 เรื่อง รวม 80,000.- บาท ตามเอกสารที่แนบท้าย ทั้งนี้ ข้าพเจ้าขอรับรองว่าบทความวิจัย/บทความปริทัศน์ ไม่มีความซ้ำซ้อนเกินร้อยละ 50 ของบทความวิจัย/บทความปริทัศน์ที่เคยได้รับการสนับสนุนมาแล้ว และไม่เป็นส่วนหนึ่งของวิทยานิพนธ์

จึงเรียนมาเพื่อโปรดพิจารณาอนุมัติ จักขอบพระคุณยิ่ง ทั้งนี้ ได้แนบเอกสารการเข้าร่วมประชุม/บทความวิจัย/บทความปริทัศน์ที่ตีพิมพ์/หลักฐานแสดงให้เห็นว่าผลงานวิจัยผลงานวิชาการนั้น เป็นไปตามหลักเกณฑ์ใดตามประกาศ มาเพื่อประกอบการพิจารณาด้วยแล้ว

ลงชื่อ.....  
 ( รศ.ดร.ศิวพล พงษ์มณีวงษา นช สกนชดว )

## 2 ความเห็นหัวหน้าสาขาวิชา

โปรดพิจารณาตามระเบียบ

ลงชื่อ.....  
 ( อ.ทพ. ธีรพงษ์ ดน )

## 3 ตรวจสอบคุณสมบัติ

ครบ ตามประกาศข้อ.....

ไม่ครบ เนื่องจาก.....

ลงชื่อ.....  
 (.....)

## 4 การพิจารณาของคณบดีคณะวิทยาการจัดการ

ลงชื่อ.....  
 (.....)



ข้อ 9.2 บทความวิจัย หรือ บทความปริทัศน์ที่ได้รับการตีพิมพ์ในวารสารระดับนานาชาติที่ปรากฏในฐานข้อมูล Scopus โดยวารสารนั้นถูกจัดอยู่ในคอไอทีที่ 1 หรือ 2

(Q1 หรือ Q2) ในปีปัจจุบัน บทความละ 80,000.- บาท

| ที่       | ชื่อผู้วิจัย / ผู้ร่วมวิจัย | ชื่อผลงานวิจัย   | ชื่อเอกสารที่ตีพิมพ์เผยแพร่         | วัน / เดือน / ปี<br>ที่เผยแพร่ | หมายเลขหน้า<br>ตีพิมพ์เผยแพร่ | จำนวนเงิน<br>(บาท) |
|-----------|-----------------------------|--|-------------------------------------|--------------------------------|-------------------------------|--------------------|
| 1         | - Kasetchai Laeheem         | "The effects of a group study activities program on Islamic learning promotion among elderly Muslims in Yarang district, Pattani province, Thailand" | Kasetart Journal of Social Sciences | ปี 2021                        | 171-176                       | 80,000.-           |
|           | - Punya Tepsing             |  |                                     | Vol.42                         |                               |                    |
|           | - Thongphon Fronsaka        |  |                                     | No.4                           |                               |                    |
|           | Na Sakolmakorn              |  |                                     | (Jan-March)                    |                               |                    |
|           | - Hasbullah Azizkul         |  |                                     |                                |                               |                    |
|           |                             |  |                                     |                                |                               |                    |
|           |                             |  |                                     |                                |                               |                    |
|           |                             |  |                                     |                                |                               |                    |
|           |                             |  |                                     |                                |                               |                    |
|           |                             |  |                                     |                                |                               |                    |
|           |                             |  |                                     |                                |                               |                    |
|           |                             |  |                                     |                                |                               |                    |
|           |                             |  |                                     |                                |                               |                    |
|           |                             |  |                                     |                                |                               |                    |
|           |                             |  |                                     |                                |                               |                    |
| รวม (บาท) |                             |  |                                     |                                |                               | 80,000.-           |



การตรวจสอบข้อมูลการขอสนับสนุนเงินรางวัลบทความวิจัยหรือบทความปริทัศน์ที่ได้รับการตีพิมพ์ในวารสาร  
ระดับนานาชาติที่ปรากฏในฐานข้อมูล Scopus

Kasetchai Laeheem, Punya Tepsing, Thongphon Promsaka Na Sakolnakorn, Hasbullah Azizkul (2021). The effects of a group study activities program on islamic learning promotion among elderly muslims in yarang district, Pattani Province, Thailand. Kasetsart Journal of Social Sciences, 42(1), pp. 171–176.

ผลการตรวจสอบ

1. สืบค้นข้อมูลบทความวิจัยจากเว็บไซต์ <https://www.scopus.com> ด้วย Author index พบบทความวิจัย



This author profile is generated by Scopus Learn more

# Promsaka Na Sakolnakorn, Thongphon

Silpakorn University, Nakhon Pathom, Thailand

Connect to ORCID

Edit profile

Set alert

Potential author matches

Export to SciVal

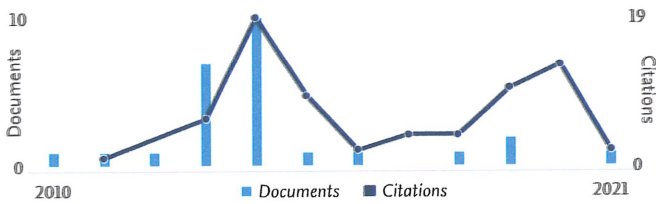
## Metrics overview

26 Documents by author

70 Citations by 52 documents

5 h-index:

## Document & citation trends



## Most contributed Topics 2015–2019

Education For Sustainability; Higher Education Institutions; Sustainability Science and Engineering

1 document

Migrants Remittance; Dutch Disease; Emigration and Immigration

1 document

Patani; Islam; Upbringing

1 document

View all Topics

26 Documents   Cited by 52 Documents   0 Preprints   24 Co-Authors   <sup>New</sup> Topics

### Note:

Scopus Preview users can only view an author's last 10 documents, while most other features are disabled. Do you have access through your institution? Check your institution's access to view all documents and features.

Export all   Add all to list

Sort by: Date (newest)

Article • Open Access

**The effects of a group study activities program on islamic learning promotion among elderly muslims in yarang district, Pattani Province, Thailand**

0

Cited by

Laeheem, K., Tepsing, P., Sakolnakorn, T.P.N., Azizskul, H.  
*Kasetsart Journal of Social Sciences*, 2021, 42(1), pp. 171–176

View abstract   Related documents

Article • Open Access

**Guidelines for operation development of government agencies focused on the problems of young Thai Muslims in the three southern border provinces of Thailand**

0

Cited by

Sakolnakorn, T.P.N.  
*Kasetsart Journal of Social Sciences*, 2019, 40(3), pp. 711–717

> View list in search results format

> View references

Set document alert

[View abstract](#)   [Related documents](#)

Article • [Open Access](#)

## Problems, obstacles, challenges, and government policy guidelines for Thai migrant workers in Singapore and Malaysia

0

Cited by

Sakolnakorn, T.P.N.

*Kasetsart Journal of Social Sciences*, 2019, 40(1), pp. 98–104

[View abstract](#)   [Related documents](#)

Article

## Moving from policy to the implementation and management of government organizations for clean and green city concepts in Malaysia

0

Cited by

Promsaka Na Sakolnakorn, T.

*International Journal of Sustainability Policy and Practice*, 2018, 14(3-4), pp. 17–32

[View abstract](#)   [Related documents](#)

Article

## Strategic management of community enterprises in the upper northeast region of Thailand

3

Cited by

Naipinit, A., Promsaka Na Sakolnakorn, T., Kroeksakul, P.

*Journal of Enterprising Communities*, 2016, 10(4), pp. 346–362

[View abstract](#)   [Related documents](#)

Article • [Open Access](#)

## Tourist transportation problems and guidelines for developing the tourism industry in Khon Kaen, Thailand

2

Cited by

Kantawateera, K., Naipinit, A., Sakolnakorn, T.P.N., Kroeksakul, P.

*Asian Social Science*, 2015, 11(2), pp. 89–95

[View abstract](#)   [Related documents](#)

Article • [Open Access](#)

## The situations of sole proprietorship, e-commerce entrepreneurs and trends in their e-commerce: A case study in Thailand

2

Cited by

Permwanchagun, P., Kaenmanee, S., Naipinit, A., Sakolnakorn, T.P.N.

*Asian Social Science*, 2014, 10(21), pp. 80–88

[View abstract](#)   [Related documents](#)

Article • [Open Access](#)

## The management strategy of cultural tourism: A case study of Sakon Nakhon Province, Thailand

4

Cited by

Panich, W., Maneenetr, T., Kunarucks, T., Sakolnakorn, T.P.N.

*Asian Social Science*, 2014, 10(15), pp. 48–54

[View abstract](#)   [Related documents](#)

Article • [Open Access](#)

## The characteristics of buddhist communities in violent situations in the lower South of Thailand: A short case study

0

Cited by

Sakolnakorn, T.P.N., Chandaeng, A.

*Asian Social Science*, 2014, 10(13), pp. 184–190

[View abstract](#)   [Related documents](#)

Article • [Open Access](#)

## Needs assessment for the development of entrepreneurship curriculum for a Master's Degree Program

1

Cited by

Naipinit, A., Promsaka Na Sakolnakorn, T., Kroeksakul, P.

*Asian Social Science*, 2014, 10(14), pp. 179–185

[View abstract](#)   [Related documents](#)



## About Scopus

[What is Scopus](#)  
[Content coverage](#)  
[Scopus blog](#)  
[Scopus API](#)  
[Privacy matters](#)

## Language

[日本語に切り替える](#)  
[切换到简体中文](#)  
[切换到繁體中文](#)  
[Русский язык](#)

## Customer Service

[Help](#)  
[Contact us](#)

---

**ELSEVIER**

[Terms and conditions ↗](#) [Privacy policy ↗](#)

Copyright © Elsevier B.V. All rights reserved. Scopus® is a registered trademark of Elsevier B.V.

We use cookies to help provide and enhance our service and tailor content. By continuing, you agree to the use of cookies.

 RELX

# Source details

## Kasetsart Journal - Social Sciences

Scopus coverage years: from 2006 to Present

Publisher: Mahawitthayalai Kasetsat

ISSN: 0125-8370

Subject area: Social Sciences: General Social Sciences

Source type: Journal

CiteScore 2019  
1.5

SJR 2019  
0.297

SNIP 2019  
1.149

[View all documents >](#) [Set document alert](#) [Save to source list](#)

### Improved CiteScore methodology

CiteScore value counts the citations received in the last 4 years to articles, reviews, conference papers, book chapters and data papers published in the last 4 years, and divides this by the number of publications published in the last 4 years.

Current source has not enough data to display citescore value. [Learn more >](#)



=

[View CiteScore methodology >](#) [CiteScore FAQ >](#)

### About Scopus

- [What is Scopus](#)
- [Content coverage](#)
- [Scopus blog](#)
- [Scopus API](#)
- [Privacy matters](#)

### Language

- [日本語に切り替える](#)
- [切换到简体中文](#)
- [切换到繁體中文](#)
- [Русский язык](#)

### Customer Service

- [Help](#)
- [Contact us](#)

ELSEVIER

[Terms and conditions >](#) [Privacy policy >](#)

Copyright © Elsevier B.V. All rights reserved. Scopus® is a registered trademark of Elsevier B.V.

We use cookies to help provide and enhance our service and tailor content. By continuing, you agree to the use of cookies.

RELX



Scimago Journal & Country Rank

Enter Journal Title, ISSN or Publisher Name

- Home
- Journal Rankings
- Country Rankings
- Viz Tools
- Help
- About Us

Ads by Google

Send feedback Why this ad?

# Kasetsart Journal - Social Sciences

COUNTRY

Thailand



SUBJECT AREA AND CATEGORY

Social Sciences  
↳ Social Sciences (miscellaneous)

PUBLISHER

Kasetsart University



H-INDEX

10




Ads by Google  
Send feedback Why this ad?

| PUBLICATION TYPE | ISSN     | COVERAGE  | INFORMATION  |
|------------------|----------|-----------|--|
| Journals         | 01258370 | 2006-2019 | Homepage<br>How to publish in this journal<br>kiss@ku.th |

Ads by Google  
Send feedback  
Why this ad?

SCOPE

serve the interests of both Thai and international social scientists and researchers. The aim is to publish high quality research papers in various areas of social sciences, such as social and development studies, humanities, education and economics. Contributions to the journal can be made as either a research article or a review article. The journal is published as a periodical, with three issues annually in January, May and September, and is distributed both within Thailand and overseas. Kasetsart Journal of Social Sciences is produced and hosted by Kasetsart University Research and Development Institute(KURDI) on behalf of Kasetsart University. The following areas are covered in the Journal: Agricultural Development, Business, Economics, Education, Humanities, Human and Community Resource Development, Political Sciences, Other areas in Social Sciences

 Join the conversation about this journal

Ads by Google

Send feedback Why this ad?

Quartiles

FIND SIMILAR JOURNALS

Ads by Google

Send feedback Why this ad?

International Journal of Business and Society

36%

similarity

Pertanika Journal of Social Science and Humanities

34%

similarity

Cogent Business and Management

34%

similarity

Management Science Letters

33%

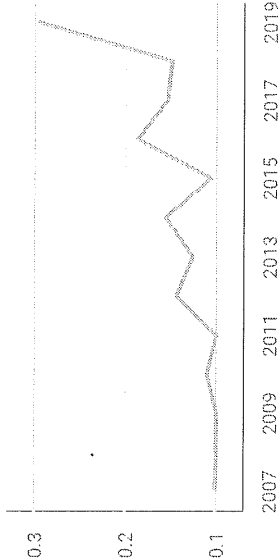
similarity

SAGE Open

32%

similarity

SJR



Total Cites



Self-Cites



Citations per document

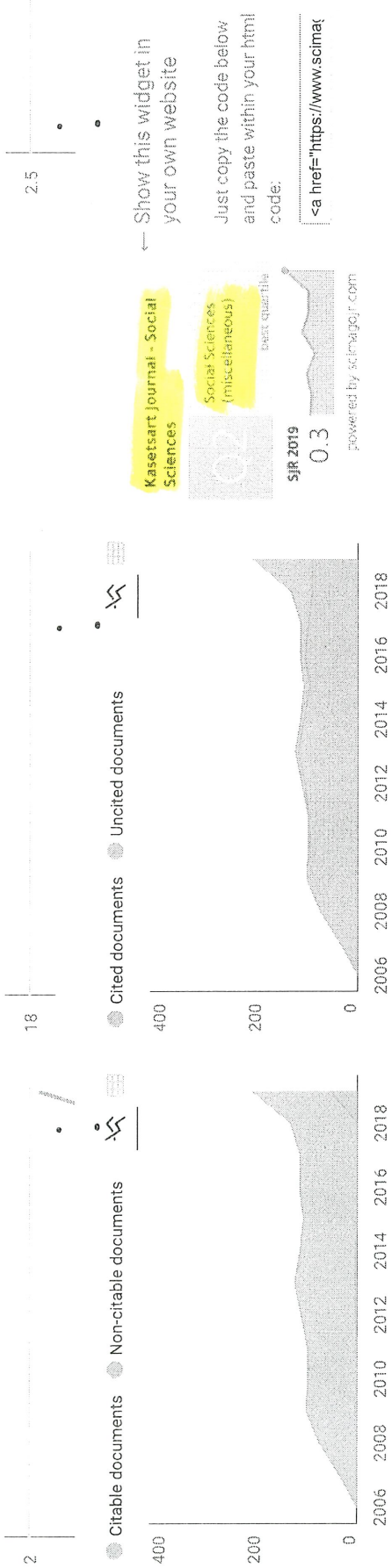


External Cites per Doc

Cites per Doc

% International Collaboration





←  
 Ads by Google  
 Send feedback Why this ad?

Metrics based on Scopus® data as of April 2020



**Azizul Kholis** 9 months ago

Hello , my name Azizul Kholis from Universitas Negeri Medan, North Sumatra Province, Indonesia actually I would like to submit my article to Kasetsart Journal of Social Science but unfortunately I didnt read that latest issued are 2019.

so my question, is the journal still continued published and indexing by scopus for 2020 year, because the publisher didnt issued?

Regard

Azizul Kholis

reply



## The effects of a group study activities program on Islamic learning promotion among elderly Muslims in Yarang district, Pattani province, Thailand

Kasetchai Laeheim<sup>a,\*</sup>, Punya Tepsing<sup>a</sup>, Thongphon Promsaka Na Sakolnakorn<sup>b</sup>, Hasbullah Azizkul<sup>c</sup>

<sup>a</sup> Faculty of Liberal Arts, Prince of Songkla University, Hat Yai, Songkhla 90110, Thailand

<sup>b</sup> Faculty Management Science, Silpakorn University, Cha-am, Petchaburi 76120, Thailand

<sup>c</sup> Faculty of Liberal Arts and Social Sciences, Fathoni University, Yarang, Pattani 94150, Thailand

### Article Info

#### Article history:

Received 13 August 2019

Revised 2 January 2020

Accepted 14 January 2020

Available online 22 February 2021

#### Keywords:

elderly,  
group study activities,  
Islamic learning,  
Muslims,  
Pattani province

### Abstract

The objective of this study was to explore effects of group study activities program on Islamic learning promotion among elderly Muslims in Yarang District, Pattani Province. Data were collected from a target group of 54 informants selected through purposive sampling from those with low scores on Islamic learning evaluation. The data were analyzed using one-way ANOVA and paired sample t-test. The study found that before participation in the practical experiment, the scores on Islamic learning promotion evaluation of all four groups of elderly Muslims were not different on the three aspects: having Islamic behavior, teaching and training their children and grandchildren, and being a good role model for their children and grandchildren. However, after the practical experiment, their scores on all the three aspects were significantly higher at the level .001. After the practical experiment, all four groups of elderly Muslims had similar results for their Islamic learning evaluation in all three aspects.

© 2021 Kasetsart University.

### Introduction

Islam designates the life system with specific characteristics for Muslims to strictly adhere to as appear in the Quran and the role model Prophet Muhammad. Muslims learn to acquire these characteristics through various forms of teaching, training and institutions. However, technological advances have affected the Muslim way of life; some Muslims do not receive religious education in Islamic private schools, Ethics and Islamic Training Centre of Masjid, or through self-learning at the Masjid. In particular they lack learning from their parents through teaching and training as well as lack of learning from Islamic school. Religious leaders neglect reinforcement of religious knowledge which causes Muslims to deviate from the correct way of life and instead give importance to a way of life

which is against Islamic principles. For example, women do not wear Hijab or wear it but dress in a way that reveals their body shape. Some do not pray, do not pay Zakat, and do not fast. Others commit sins and break taboos openly resulting in repeated problems in a vicious cycle (Baka & Laeheim, 2007). Besides, living the Islamic way is only an alternative for these Muslims because most of them give more importance to continuous technological advancement. They neglect Islamic learning so much that they lack knowledge and understanding of religious practice, preventing them from living their lives the Islamic way (Laeheim, 2018a; Laeheim, 2018b).

However, for the purpose of physical and mental wellbeing in this world and the afterlife, all Muslims must stringently behave according to Islamic principles physically, mentally, and verbally. Kaypan (2012) stated that all Muslims must conduct themselves according to the Islamic way, following the example of the Prophet Mohammed with the hope of receiving mercy from Allah. Bungatayong (2009) noted that faithfully following the Islamic way is sublime; it is the main goal and the ultimate foundation that Islam uses as principle in

\* Corresponding author.

E-mail address: [lkasetchai@yahoo.com](mailto:lkasetchai@yahoo.com) (K. Laeheim).

arranging the Islamic way of life and measuring being a Muslim. Having good behavior according to the Islamic way will make religious practice complete for the person and will make them happy and succeed in this world and the afterlife. Rimpeng (2008) found that Muslims are urged to adhere to and practice Islamic ways in their everyday life to the best of their ability. Muslims must submit themselves to Allah's protection, which protects from all frightening events, sins, and taboos, because He set all the principles for Muslims to have faith in and to perform religious practice accordingly with sincerity, consistency, gratitude, and love for each other.

The abovementioned problems also exist among elderly Muslims in the three southern border provinces. Many of them lack knowledge and understanding of Islamic principles, especially the principles of faith, religious law, and ethics, which are the principles that all Muslims must learn and seek to understand for use in daily religious practice and their way of life. As a result, these elderly Muslims cannot perform their religious practice correctly, cannot be good role models for their children and grandchildren, and do not have the body of knowledge to teach, train and socialize their children and grandchildren to behave in accordance with Islam. One important cause of this is that during their childhood, these elderly Muslims did not pay attention to studying Islam, neglected religious practice, and behaved in contradiction to Islamic principles (Laeheem & Baka, 2010). The study found that 69.3 percent of Thai Muslim youth of three southern provinces had a low level of knowledge about Islam, never participated in Islamic religious activities, and never had any training on Islam. A subsequent study found that 51.3 percent of female and 48.7 percent of male Muslims' behavior was not in congruence with Islam (Laeheem, 2012). Some factors that cause Muslims to behave against Islamic principles include Muslims who have a low level of knowledge of Islamic principles, who had a low level of Islamic upbringing, participated in only some Islamic activities and attended only some Islamic training (Laeheem, 2013a; Laeheem, 2014). According to Laeheem (2017), the risk group of youth whose behavior is not in congruence with the Islamic way of life was those who were not brought up the Islamic way, did not participate in Islamic religious activities, and those who were not looked after by religious leaders and their parents, 50.9 percent of whom were females and 49.1% were males.

Studies to find out solutions to these problems are therefore needed with importance given to promotion for more elderly Muslims to learn about Islam through three methods of learning to be perfect Muslims. While during childhood they did not pay attention to studying Islam, these elderly Muslims do want to perform their religious practice correctly and stringently behave according to the Islamic principles with a purpose to be happy in this and the next world. The three methods are socialization of the mind to make individuals socially desirable, transfer of religious and worldly knowledge, and ethics training. They are the Islamic lifelong learning processes that develop human's mind, soul, intelligence, body, as well as society, to fulfil the objective of creating humans to be Allah's servants. (Mahama, 2009). This corresponds to the results of a study by Laeheem & Baka (2010) which found that instilling Islamic learning in Muslims by providing training on Islamic principles regularly and for all groups of people made looking after Muslims to behave the Islamic way a successful goal achievement. Learning Islam reflects the truth of life and can take Muslims to true happiness

based on Islamic ethics (Khagphong, 2004). Levels of religious knowledge, Islamic upbringing, participation in Islamic activities, and participation in Islamic training can all affect Islamic behavior (Laeheem, 2012; Laeheem, 2013a). Promotion of Islamic learning is an Islamic socialization process that develops the personality and habits of Muslims in line with Islamic teachings and promotes Muslims to have ethics and morals so that they can live peacefully and happily in society and safely in the next world (Mahama, 2009). Promotion of Islamic learning helps instill in Muslims awareness in living the Islamic way following Prophet Muhammad's role model (Baka & Laeheem, 2010; Laeheem, 2013b).

Therefore, one way to solve the problem of elderly Muslims not having paid attention to studying Islam during their childhood is to promote Islamic learning among elderly Muslims concretely, continuously and practically. This is in line with Thai government policy which has given importance to the promotion of lifelong learning for elderly people's self-development and self-dependence to keep pace with social change in the digital age (Ministry of Education, 2010). If elderly people adopt lifelong learning, they will have knowledge, skills, and experience they need; and their self-development will make society more advanced (Rattana-ubon, Pathumcharoenwathana, Pathumcharoenwathana, Kimpi, & Satchasophon, 2011). Islam encourages all Muslims to always keep learning, especially learning that is useful for living with balance, continuity and emphasis on self-conduct according to Islamic principles. Prophet Muhammad proclaimed that "Seeking knowledge is necessary for all Muslims" and "Seek knowledge from the cradle to the grave." (Wonglekha, 2014).

The purpose of this study was to study and compare the effects of a group study activities program on Islamic learning promotion among four groups of elderly Muslims in Yarang District, Pattani Province, Thailand. The results of this study will be useful for policymaking concerning the problem of elderly Muslims not having acquired knowledge during their childhood and having a low level of Islamic learning, and concerning the promotion of elderly Muslims obtaining more knowledge and a better understanding of Islam.

## Methodology

### Research Area

Yarang District, Pattani Province was selected for this case study because of continuous research having been conducted there, being the most ready area to promote Islamic learning, and being close to Islamic learning resources such as Fathoni University, which has many Islamic studies teachers and was ready to cooperate in promoting Islamic learning for elderly Muslims.

### Target Group

The target group of this research were 54 early elderly Muslims (60–69 years old) divided into 4 groups: 15 elderly females from Khao Tum Sub-district, 12 elderly males from Khao Tum Sub-district, 15 elderly females from Yarang Sub-district, and 12 elderly males from Yarang Sub-district. To compare the findings between the urban area (Yarang Sub-district) and rural area (Khao Tum Sub-district), and according to Islamic principles, the activities had to be organized separately between males and females. The participant selection criteria for the practical experiment were: (1) early elderly



Muslims selected by religious leaders and key informants with emphasis on elderly Muslims whose Islamic learning evaluation results were low (An average score below 2.00): (2) early elderly Muslims (60–69 years old) who lived with their children and grandchildren and had not been diagnosed with dementia in their own Thai Mental State Examination; (3) early elderly Muslims with opportunity and ability to take the body of knowledge to be a role model and transfer it to their children and grandchildren, as evaluated by a Muslim leader; and (4) early elderly Muslims who were willing to participate in the operation continuously according to the research plan.

### Research Instruments

Two types of research instrument were employed.

1. An Islamic learning evaluation form for elderly Muslims developed by the research team for surveying the results of elderly Muslims' Islamic learning. This evaluation form was tested by five experts for its content validity and coverage, its Index of Item-Objective Congruence (IOC) was analyzed, before indicators with an IOC index of .50 and above were selected as this indicated that a particular indicator was in congruence with the objectives and content to be measured. The result was that the IOC indexes were between 0.60 and 1.00. The reliability of the entire evaluation form was tested by collecting data from 45 subjects, then measuring the internal consistency, and analyzing Cronbach's alpha coefficients which had to be .70 or greater. The result was that the reliability was .875.

2. The group study activities program which was used for promoting elderly Muslims who were the target group to have more knowledge and understanding of Islamic principles and subsequently be able to perform religious practices correctly, be good role models and able to teach and train their children and grandchildren. The group study activities program was used in a practical experiment that lasted 14 weeks, with activities organized once a week lasting 2 hours each time. The activities were developed through brainstorming meetings and improved from group activities developed by Laeheim (2013a) and Laeheim (2013b). After that, a critique meeting was held to assess and consider the characteristics, types, and content of the group study activities in order for them to be clear and integrated with Islamic principles and concepts, and to ensure that they were appropriate and corresponded to the context of the areas and the target groups in addition to corresponding to elderly Muslims' needs and ability to operate concretely and efficiently.

### Data Collection

Data were collected in the following stages. (1) Evaluation before the practical experiment—Evaluation of results of Islamic learning evaluation form of elderly Muslims in the operational area to obtain basic data and select target groups for the practical experiment; (2) Practical experiment with the target groups selected in Stage 1 and the action research was conducted as jointly planned; and (3) Evaluation after the practical experiment—Evaluation was conducted using the Islamic learning evaluation form with the target groups participating in the operations, which was part of action research according to Mills' concept (2003) entitled "*Dialectic Action Research Spiral*".

### Data Analysis

Data from the pre-test and post-test of the practical experiment in which the Islamic learning evaluation form was used were analyzed with the R program to compare the results of Islamic learning of the target groups before and after the practical experiment; a paired sample *t*-test was performed. The results of Islamic learning of the four target groups of the two areas of different contexts were compared using one way ANOVA.

### Result and Discussion

1. Elderly male and female Muslims in the target groups from Khao Tum Sub-district and Yarang Sub-district did not differ in the results of their Islamic learning evaluation before the practical experiment in all three aspects: having Islamic behavior, teaching and training their children and grandchildren, and being a good role model for their children and grandchildren. This showed that before the practical experiment with the group study activities program for Islamic learning promotion the four groups of elderly Muslims practiced similar Islamic learning of all the three aspects in their daily life as shown in Table 1.

2. All of the target groups had significantly better results at the level .001 for their Islamic learning evaluation after the practical experiment. The differences were 1.35, 1.37, 1.40, and 1.42, which showed that after the practical experiment with the group study activities program for Islamic learning promotion, the four groups of elderly Muslims had better Islamic behavior, as shown in Table 2.

3. All of the target groups had a significantly higher level of teaching and training their children and grandchildren after participating in the practical experiment at the level .001. The differences were 1.42, 1.49, 1.52, and 1.55, which showed that after the practical experiment with the group study activities program for Islamic learning promotion, the four groups of elderly Muslims showed improvement in teaching and training their children and grandchildren, as shown in Table 3.

4. All of the target groups had a significantly higher level of being a good role model after participating in the practical experiment at the level .001. The differences were 1.39, 1.40, 1.42, and 1.43, which showed that after the practical experiment with the group study activities program for Islamic learning promotion, the four groups of elderly Muslims had improvement in their being a good role model, as shown in Table 4.

5. All of the target groups had similar results for their Islamic learning evaluation after the practical experiment in all the three aspects: having Islamic behavior, teaching and training their children and grandchildren, and being a good role model for their children and grandchildren. This showed that after the practical experiment administering the group study activities program for Islamic learning promotion, the four groups of elderly Muslims showed similar effects of Islamic learning for all the three aspects in their daily life as shown in Table 5.

After the practical experiment on Islamic learning promotion for elderly Muslims using the group study activities program for Islamic learning promotion, all the four groups had significantly better evaluation results at the level .001 for Islamic learning in all three aspects of having Islamic behavior, teaching and training their children and grandchildren, and being a good role model for their children and grandchildren. This indicates that the use of the group study activities program for Islamic learning promotion could promote elderly Muslims to enhance Islamic behavior, to teach and train their children and grandchildren, and to be a good role model for their children and grandchildren.

behavior and behavior expected by Muslim society by giving importance to building knowledge and understanding, reinforcing good attitudes, and continuous and regular religious practice are important factors that enable elderly Muslims who have participated in the group study activities program to apply the content of the activities for self-development and behavior change to be better and desirable to society (Lacheem, 2013a; Lacheem, 2013b). Conducting activities with emphasis on attitude and knowledge and understanding of religious principles can have influence on social adaptation, as well as habit and personality change, and compliance with social regulations and social norms (Khagphong, 2004; Touthern, 2010). Moreover, activities providing knowledge of Islamic principles and promoting good attitude can help prevent elderly Muslims from being lost socially and help them to behave in the Islamic way, understand the religious principles, perform religious practices strictly, and to be instilled with Islamic ethics and morals (Baka & Lacheem, 2010; Lacheem, 2013a).

In addition, the group study activities program attaches importance to good relationship, familiarity, trust, good attitude, value, and benefits of doing activities together. This is in congruence with an Islamic saying that familiarity is of great importance to the feeling of brotherhood among Muslims (Touthern, 2010). This type of activity enables participants to understand that they are loved and looked after and, as a result, they are ready to embrace correct knowledge and understanding of Islamic principles, which is the foundation of conducting the activities to jointly solve Muslims' behavioral problems of lack Islamic learning for happily living together in this world and the next, which is a significant factor making the activities successful (Lacheem, 2013b). Supporting the target groups who participated in the activities to have knowledge for life is what Islam gives importance to, especially when the participants seek knowledge with sincerity, respect, and expectations of returns in this world and the next. This is because knowledge seeking is an important foundation of making humans complete in faith and religious practice (Bungatayong, 2009; Wonglekha, 2014). Behavior change is a mission of followers to do for Allah, especially changing oneself to be a perfect Muslim by changing behavior concerning the Islamic principles of faith, practice, and ethics and morals that one had previously neglected; thus one had to return to the body of knowledge, attitude, and correct practice towards correct truth corresponding to Islam (Karee, 2012; Usman, 2007).

Furthermore, the activities encourage participants to learn the values and regulations according to Islamic principles focusing on Islamic behavior and social norms which are learning about the roles, regulations, and skills necessary for living in society. It is said that socialization of the mind is a process used for learning, and accepting values and regulations as guidelines for practice and development of personality as needed according to one's role and society's needs (Popenoe, 1993; Theodorson & Theodorson, 1990). Socialization of the mind is a process useful to designating behavioral patterns, practice guidelines, creating inspirations, ideologies, and beliefs in social members for them to have knowledge and skills needed for life and to play their roles according to time and situation (Cohen & Orbuch, 1990). The study of Islamic principles to nurture intelligence, body, and soul to be Muslims with strong faith is important in creating activity participants who have ethics and morals with good discipline and who are good servants of Allah. (Mahama, 2009; Narongraksakhet,

1997). Instilling and promoting behavior change in accordance with Islam by providing correct knowledge about, understanding of, and attitude to Islam is good motivation that can encourage and support activity participants to develop better practice and behavior (Khagphong, 2004; Touthern, 2010). Moreover, promoting program participants to change their behavior according to the Islamic way by training them to understand Islamic principles correctly is to encourage them to be more successful to meet the target that has been set by themselves (Bungatayong, 2009).

All of the target groups had similar results for their Islamic learning after the practical experiment in all three aspects. This is because all Muslims must learn and seek knowledge and understanding of the same Islamic principles, and had the same goal for use in daily religious practice and their way of life. According to some studies, one important cause of similar improvement for Islamic learning of Muslims was the same learning and having the same goal; they must conduct themselves according to the Islamic way strictly (Kaypan, 2012). Muslims must faithfully follow the Islamic way, which is the main goal and the ultimate foundation of Islam (Bungatayong, 2009). Muslims are urged to adhere to and practice Islamic ways in their everyday life to the best of their ability (Rimpeng, 2008). Having good behavior according to the Islamic way will make religious practice complete for the Muslims and will make them happy and succeed in this world and the afterlife (Bungatayong, 2009).

## Conclusion and Recommendation

Therefore, as can be seen, elderly Muslims who participated in the group study activities program to promote Islamic learning could acquire truly Islamic behavior, teach and train their children and grandchildren, and be a good role model for their children and grandchildren. The results of this study can help individuals and organizations responsible for elderly people in the target areas, as well as other areas, in developing appropriate policies and concrete strategies for the promotion and support for elderly Muslims to have knowledge and understanding of Islamic principles to be able to perform religious practices correctly, which in turn, will lead them to having Islamic behavior. Moreover, promotion and support for elderly Muslims to use the body of knowledge gained from participation in the group study activities program to teach and train children and grandchildren, as well as being good role models, instill knowledge and understanding in children of correct religious practice, which they will then continue to practice until they grow to be adults and eventually elderly people. This forms a cycle of knowledge and practice transfer from generation to generation.

## Conflict of Interest

There is no conflict of interest.

## Acknowledgments

This research was financially supported by the Thailand Research Fund, according to contract No. RDG 6140042. We are grateful to administrators of Division 4: Community and Social Development Division and the Thailand Research Fund for approving the research grant. We would like to thank the Rural and Social Management Institute for their helpful advice and facilitation of this study.

## References

- Baka, D., & Laeheim, K. (2007). *A study of the Thai Muslim youth's way of life to maintaining peace in the three southern border provinces of Thailand*. Pattani, Thailand: College of Islamic Studies, Prince of Songkla University. [in Thai]
- Baka, D., & Laeheim, K. (2010). The role of Muslim leaders in educational development of Muslim society in the southern border provinces of Thailand. *Songklanakarinn Journal of Social Sciences and Humanities*, 16(1), 39-51. [in Thai]
- Bungatayong, M. (2009). *Activities for inculcating Islamic ethics in secondary students at Islamic private school in the Educational Area 1, Yala* (Unpublished master's thesis). Prince of Songkla University, Pattani, Thailand. [in Thai]
- Cohen, J., & Orbach, T. (1990). *Introduction to sociology*. Singapore: McGraw Hill
- Karee, A. (2012). *The thinkers and rehabilitation of Islam*. Yala, Thailand: Yala Islamic University. [in Thai]
- Kaypan, A. (2012). *States of problems and inculcation of Islamic ethics and morals in students at secondary school in Satun province* (Unpublished master's thesis). Prince of Songkla University, Pattani, Thailand. [in Thai]
- Khagphong, P. (2004). *Islamic faith on behavior of child breeding of Thai Muslim family in Bangkok* (Unpublished master's thesis). Prince of Songkla University, Pattani, Thailand. [in Thai]
- Laeheim, K. (2012). Youth supervision based on Islamic belief of Muslim leaders in the communities of 3 southern provinces. *Kasetsart Journal of Social Sciences*, 33(3), 454-463.
- Laeheim, K. (2013a). The effects of group study activities on the reduction of bullying behaviors among Islamic private school students in Songkhla province. *Asian Social Science*, 9(11), 308-315. doi: 10.5539/ass.v9n11p308
- Laeheim, K. (2013b). Guidelines for solving bullying behaviors among Islamic private school students in Songkhla province. *Asian Social Science*, 9(11), 83-89. doi: 10.5539/ass.v9n11p83
- Laeheim, K. (2014). Factors associated with Islamic behavior among Thai Muslim youth in the three southern border provinces, Thailand. *Kasetsart Journal of Social Sciences*, 35(2), 356-367.
- Laeheim, K. (2017). Islamic background of Thai Muslim youth with Islamic ethical behaviour: A study of Muslim youth in three southern border provinces of Thailand. *Pertanika Journal of Social Sciences and Humanities*, 25(4), 1625-1640. Retrieved from [http://www.pertanika.upm.edu.my/Pertanika%20PAPERS/JSSH%20Vol.%2025%20\(4\)%20Dec.%202017/10%20JSSH-1539-2016-4thProof.pdf](http://www.pertanika.upm.edu.my/Pertanika%20PAPERS/JSSH%20Vol.%2025%20(4)%20Dec.%202017/10%20JSSH-1539-2016-4thProof.pdf)
- Laeheim, K. (2018a). Problems in promoting Islamic ethics in adherence to the faith among Thai Muslim youth of Ban Kha Ling, Phithen sub-district, Thung Yang Daeng district, Pattani province. *Kasetsart Journal of Social Sciences*, 39(3), 526-533. doi: 10.1016/j.kjss.2018.07.004
- Laeheim, K. (2018b). Factors related with un-Islamic behaviours of Muslim youths in the risky groups in the three southern border provinces of Thailand. *Pertanika Journal of Social Sciences and Humanities*, 26(3), 1253-1263.
- Laeheim, K., & Baka, D. (2010). A study of the Thai Muslim youth's way of life to maintaining peace in the three southern border provinces of Thailand. *Songklanakarinn Journal of Social Sciences and Humanities*, 16(6), 973-988. [in Thai]
- Laeheim, K., & Madreh, A. (2014). Youth supervision based on Islam provided by Muslim leaders in southern Thailand. *Kasetsart Journal of Social Sciences*, 35(1), 92-102.
- Mahama, M. (2009). *Islam: Way of life*. Songkhla, Thailand: Po-bard. [in Thai]
- Mills, G. (2003). *Action research: A guide for the teacher researcher*. Upper Saddle River, NJ: Pearson Education, Inc.
- Ministry of Education. (2010). *National education strategic plan (2011-2030)*. Bangkok, Thailand: Office of the Education Council. [in Thai]
- Narongraksakhet, I. (1997). *History of Islamic education*. Pattani, Thailand: Prince of Songkla University. [in Thai]
- Popenoe, D. (1993). *Sociology*. Englewood Cliffs, NJ: Prentice-Hall.
- Rattana-ubon, A., Pathumcharoenwattana, W., Pathumcharoenwattana, W., Kimpi, P., & Satchasophon, R. (2011). *Education and lifelong learning of Thai senior citizens*. Bangkok, Thailand: Chulalongkorn University. [in Thai]
- Rimpeng, L. (2008). *Ethical factors of Muslim students in higher educational institute* (Unpublished master's thesis). Prince of Songkla University, Pattani, Thailand. [in Thai]
- Theodorson, A., & Theodorson, G. (1990). *A modern dictionary of sociology*. New York, NY: Barnes and Noble Books.
- Touthern, M. (2010). *States, problems, and inculcation of Akhlaq into Islamic private schools's students under private education office, Pattani province* (Unpublished master's thesis). Prince of Songkla University, Pattani, Thailand. [in Thai]
- Usman, S. (2007). *Muslim and education*. Bangkok, Thailand: Islam House. [in Thai]
- Wonglekha, P. (2014). *Way of Muslims life and lifelong learning*. Retrieved from <https://sites.google.com/site/krumouymp/article/withichiwitmuslimkabkarreynrutlxdcchiwit>