

The Journal of Behavioral Science (TJBS)

Qualitative Article

Development of E-Learning Media for Cross-Cultural Learning and Reducing Youth Violence in Thailand: A Hermeneutic Phenomenology Study

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Abstract

Background/ problem: Youth violence in three southern border provinces of Thailand, driven by cultural misunderstandings, has persisted for over two decades. This study aimed to apply behavioral science knowledge to explore community recommendations for develop e-learning media aimed at promoting cross cultural understanding, reshaping attitudes, and fostering conflict free interactions.

Objective/ purpose: This research aimed to explore community recommendations for developing e-learning media designed to foster cross cultural learning and reducing youth violence in three southern border provinces of Thailand.

Design and Methodology: This qualitative research used hermeneutic phenomenology approach. Data were collected through in-depth interviews, focus group discussions, and brainstorming with 203 participants. These included, youth council members from 3 provinces (n = 30), child and family welfare center heads (n = 3), government social development leaders (n = 3), youth representatives (n = 24), religious leaders (n = 8), university scholars (n = 5), and general youth participants (n = 130). Verbatim transcription were employed, with data credibility verified through triangulation.

Findings: Eight key recommendations emerged for the development of e-learning media: understanding cultural diversity, teaching adaptation skills, emphasizing communication, promoting respect for differences, fostering collaboration, applying conflict resolution techniques, connecting content to real life experiences, and using thought provoking questions.

Conclusion and Implications: These findings suggest effective approaches for developing e-learning media should be based on community recommendations. Aligning media with local needs enhances community engagement and improves the effectiveness of violence prevention, leading to sustainable peace in communities.

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Article Information

Received: 4.3.25
Revised: 18.3.25
Accepted for Review: 19.3.25

Keywords

Cross-cultural learning, e-learning, southern border provinces of Thailand, youth violence

The issues of conflict and violence have been going on for more than two decades in three southern border provinces of Thailand (Jitpiromsri et al., 2024). Despite the region’s cultural and religious diversity, these factors have become sources of misunderstanding and a lack of communication among different groups, leading to social tension and violence (Hossain, 2023). Tensions continue, and separatist movements have quietly spread to this day (Tang, 2025). There have been ongoing complaints about government discrimination against Thai Muslims (Yong, 2024). This is particularly evident among the youth, who are the key to the future but have often been overlooked in learning processes aimed at promoting understanding and peaceful coexistence. Importantly, relevant organizations must develop strategies to promote mental wellbeing and enhance social responsibility by actively reducing prejudice and eliminating stigma in diverse societies (Poedloknimit et al., 2025). However, if youth are continuously exposed to violence, it will increase the risk of developing behavioral problems in the future (Sutthi & Sukontamarn, 2024).

Youth in the southern border provinces of Thailand are more likely to become involved in political struggles as compared to other groups (Panjor, 2024). There are limited opportunities to learn about living in a culturally diverse society due to cultural constraints and a predominantly religious education system. The area still lacks security measures that help instil confidence in people to live normal lives without psychological impacts resulting from having once been perceived as a security threat (Buranajaroenkij & Hayes, 2024). The lack of tools to promote cross cultural understanding has become a significant obstacle, preventing local youth from effectively adapting to society. In reality, they have a foundation that reflects harmonious coexistence by living within the boundaries of faith and culture while embracing Malay artistic and cultural traditions (Jaisuda, 2024).

Moreover, the predominantly Muslim population in the area speaks the local Malay language daily, which has become a significant issue since the language is not officially recognized (Wanaeloh et al., 2024). Students are required to study in Thai, leading to the lowest academic performance in the country. This implies that many students struggle to fully understand lessons and express themselves academically, as Thai is not their first language. Consequently, the language barrier significantly hinders their ability to learn effectively and perform well in school. Furthermore, parents and communities lack confidence in state schools, with some fearing that education may be used to erode their ethnic identity (Premsrirat & Burarungrot, 2022). As a result, communities perceive themselves as victims of cultural rights violations by the government, which has led to increased antimulticultural sentiment. They also believe that these policies have undermined the preservation of religious and cultural identities and have contributed to a rise in violence and conflicts between groups (Uloth & Zulkifli, 2024).

To address these issues, developing accessible and modern e-learning media for youth is a viable and effective solution. It supports the view that increased experience enables students to reflect more. In the context of e-learning, this experience is enriched through interactive media that encourage active engagement such as simulations, real life scenarios, and self-assessment tools. By completing pre and post learning evaluations, learners can observe their own progress, compare initial understanding with outcomes after exposure to new content, and critically analyze changes in their perspectives. This reflective process, stimulated by media driven experiences, helps students internalize knowledge, become more self-aware, and develop deeper cross-cultural understanding (Ait Baha et al., 2024; Gray & Dunn, 2024). This reflection enhances their learning and development of moral knowledge, emotions, and behavior (Hidayat & Balakrishnan, 2024). E-learning media is a learning tool and a bridge to connect youth from different cultural backgrounds, while simultaneously serving as a vital component of 21st century competencies (Chen et al., 2024). This digital learning approach will enable youth to adapt and communicate with others from diverse cultural backgrounds, providing a convenient and continuous learning experience from anywhere.

This study aimed to explore recommendations from the community in the three southern border provinces regarding the development of e-learning media to promote cross-cultural learning and reduce youth violence. Specifically, the insights from this research will help design e-learning content and formats that meet local needs and reflect the actual situation. At the same time, creating a supportive environment is essential for youth holistic development, enabling them to reach their full potential across social, emotional, and cognitive domains (Eso et al., 2024). In addition, this approach will help youth better understand and appreciate cultural diversity (Alzaaqui et al., 2025). Ultimately, this approach may lead to a decrease in youth violence. As a result, this could be helpful in fostering peaceful coexistence and encouraging adaptation in a multicultural society.

Literature Review

Theoretical Background

This study is grounded in five key theoretical background concepts that inform the development of e-learning media for cross cultural learning and the reduction of youth violence in the southern border provinces of Thailand. These concepts offer important insights into how youth can develop nonviolent

behaviors, appreciate cultural diversity, and foster peaceful coexistence in multicultural settings. Detailed explanations of each theory are provided below.

Social Learning Theory

Bandura (1977) proposed that social learning theory emphasizes that learning occurs through observing and imitating the behavior of others, particularly through modeling and learning from the environment. In this study, e-learning tools can promote cross cultural understanding by showcasing positive behavioral examples, such as peaceful conflict resolution. When youth observe nonviolent behaviors, they are encouraged to replicate these actions in real life situations, fostering peaceful interactions within their communities.

Sociocultural Theory

Developed by Vygotsky (1978), the sociocultural theory emphasizes the significance of social interaction and cultural tools in the learning process. Vygotsky argued that learning is deeply embedded within the social and cultural contexts in which it takes place. In this study, the development of e-learning tools that incorporate the local culture and values of the southern border provinces aims to help youth gain a deeper understanding of cultural diversity. These tools promote greater understanding between different ethnic groups, each with distinct cultural identity, fostering respect and knowledge across cultures.

Social Identity Theory

Developed by Tajfel and Turner (1986), the social identity theory focuses on how individuals derive their identity from the groups to which they belong. Differences between groups can sometimes lead to conflict, but fostering a shared identity across groups can reduce tension. In this study, creating a shared identity that encompasses all ethnic groups in the southern border provinces will help youth understand and appreciate cultural diversity. Encouraging pride in one's identity while respecting others' identities can reduce intergroup tensions and conflict. In this study, the researcher applied this concept by designing e-learning media that encourages youth to explore and express their cultural identity while also learning about and appreciating the identities of others. The media includes stories, visuals, and activities that reflect various local ethnic groups, aiming to build mutual respect and reduce intergroup tensions through shared learning experiences.

Conflict Resolution Theory

Galtung (1969) proposed the conflict resolution theory, which emphasizes the use of nonviolent strategies such as dialogue, negotiation, reconciliation, and peaceful resistance to resolve disputes and promote peace to address disputes and promote peacebuilding. This theory underscores the importance of resolving conflicts through constructive dialogue and structural approaches rather than through violence. In this study, the researcher applied this theory by designing e-learning media that integrates cultural representations and stories from various ethnic groups in the southern border provinces. The media highlights shared values, collective experiences, and mutual respect, aiming to foster understanding across cultural divides. This approach reflects the local context and supports the development of peaceful coexistence among youth in a multicultural society.

Digital Learning Concept

Kernighan (2021) explores the digital learning concept, noting that digital technology enhances learning in various ways. E-learning tools, in particular, allow for accessible, flexible learning at any time and in any place, which is essential in conflict areas like the southern border provinces. E-learning can teach youth valuable skills such as conflict management and foster an understanding of diverse perspectives. It also ensures that personal data is securely managed in online systems, which helps build trust in the learning process. (Janyam, 2024; Gray & Dunn, 2024; Ait Baha et al., 2024)

These theories were integrated in this research to provide valuable insights into how e-learning tools can be applied to influence youth behavior, reduce violence, and promote cross cultural understanding in

multicultural regions. In areas such as the southern border provinces of Thailand, where tensions exist between religious and ethnic groups, e-learning can serve as a powerful tool for fostering cultural awareness, building shared identity, and resolving conflicts through nonviolent means.

Main Concepts in the Research

E-learning media refers to the use of digital platforms and content to facilitate learning (Modlinger, 2024). In this study, e-learning media refers to online tools, videos, modules, and interactive content designed to educate youth on cultural understanding, peaceful coexistence, and conflict resolution.

Cross cultural learning refers to the process of understanding, respecting, and learning from the cultural differences between groups (Vallis et al., 2024). This research focuses on promoting empathy, awareness, and the skills necessary to navigate diverse cultural settings.

Youth violence refers to acts of aggression or hostility among young individuals that result in harm, either physical or psychological (Tepsing et al., 2025). In this study, youth violence refers specifically to the conflicts and aggression arising from cultural misunderstandings or differences in the southern border provinces.

Community recommendations refers to suggestions, ideas, and guidance provided by local residents, leaders, and stakeholders (Ahmed et al., 2024). focusing on the development of media that aligns with local cultural values and addresses the issue of youth violence in the region.

Research Objectives

This research aimed to explore community recommendations for the development of e-learning media that integrates local cultural identities, enhances cross cultural adaptation, fosters collaboration, and promotes peaceful conflict resolution among youth in the southern border provinces of Thailand.

Method

Design

This qualitative study employed the approach of hermeneutic phenomenology (Heidegger, 1927/1962) to incorporate and explore community recommendations as a core objective in the development of e-learning media aimed at promoting cross cultural learning and reducing youth violence in the southern border provinces of Thailand. Hermeneutic phenomenology focuses on interpreting the lived experiences of individuals to uncover the deeper meanings and values behind their actions and perspectives (Heidegger, 1927/1962). In this context, the study sought to understand how community members perceived and experienced their involvement in the development process of e-learning media, ensuring that their insights informed and guided the creation of culturally relevant content. By interpreting these lived experiences, the study highlighted the importance of community perspectives in addressing cross cultural learning and youth violence reduction.

Participants

The study involved a total of 203 participants through in-depth interviews, focus group discussions, and brainstorming sessions. Among them were 30 members of the children and youth council, 22 males and 8 females, all serving as youth leaders from the three southern border provinces of Thailand. Additionally, three directors of child and family care homes participated, consisting of one male and two females. Three female heads of social development and human security agencies were also in-depth interviewed. Group discussions were conducted with 37 participants, including 24 youth representatives mostly male, with eight females who were actively involved in youth related activities; eight male religious leaders; and five university scholars with expertise and research experience in local higher education institutions. Furthermore, 130 youth who had previously participated in development programs took part in brainstorming sessions. These youth participants, aged between 16 and 24 years, were from the three

southern border provinces and were students ranging from upper secondary school to third year university level. For the presentation of the research findings, pseudonyms have been utilized to ensure the protection of the participants' rights.

Sampling Procedures

Data were collected through in-depth interviews, focus group discussions, and brainstorming sessions with 203 participants. A purposive sampling method was used to ensure the inclusion of individuals with direct experience and expertise in youth leadership and community expectations in the region.

Inclusion and Exclusion Criteria

The inclusion criteria for this study comprised two main target groups: community leaders and youth participants. Community leaders were required to (1) actively engage in youth development; (2) serve as local representatives in the southern border provinces of Thailand; and (3) have at least 10 years of professional experience working in the region. Youth participants were required to (1) be between 16 and 24 years old; (2) hold leadership positions in their educational institutions; and (3) have participated in youth development programs within the southern border provinces. The exclusion criteria for both groups included: (1) those who had no collaboration with youth related organizations; and (2) individuals unable to fully participate in the research study.

Interview Questions/ Tools

Semi structured interview guidelines were developed, focusing on topics such as youth leadership characteristics, community expectations, nonviolent behavior, and conflict resolution strategies. These tools were reviewed by experts to ensure clarity and relevance. The content was evaluated by three experts selected for their expertise in behavioral sciences, learning processes, and multicultural society who assessed its alignment with the scope of the study. The tools used in this study to facilitate the interview process included voice recorders for capturing audio data and notebooks for taking real time notes. Additionally, transcription software was employed to convert audio recordings into text for more efficient analysis.

Data Analysis

Data were analyzed using verbatim transcription, which involves converting audio recordings into exact written text, capturing participants responses word for word. Following transcription, content analysis was conducted to systematically code and categorize the text to identify key themes and patterns relevant to the research question (Halcomb & Davidson, 2006). the findings were organized into themes reflecting community recommendations for the development of e-learning media aimed at promoting cross cultural learning and reducing youth violence.

Data Rigor

The data was verified through a process of triangulation, involving cross checking information (Kawar et al., 2024) during brainstorming sessions with the informants and the researchers with research assistants, to compare the accuracy and consistency of the recorded data. If discrepancies were found, the researchers would revalidate the data through group meetings. The findings were then cross checked with theoretical frameworks after content analysis, examining how they align with or differ from the theoretical concepts using data triangulation. This involved reinterviewing individuals at different times and locations and asking the same questions to multiple participants. The data was then analyzed to generate conclusions, presented in a descriptive analysis report. To ensure the appropriateness of the findings, the content was reviewed by three experts: 1) a behavioral science expert, 2) a youth expert, and 3) an expert on the southern border provinces. The experts assessed the content using a three-level evaluation, and the consistency index was calculated at 0.98. Finally, the content was revised based on the experts' suggestions, including adjustments to the language used to suit the target youth audience.

Results

This section presents the findings of the study in two parts. First, the demographic data of the participants are summarized. Next, the main themes emerging from the qualitative data are reported in accordance with the research questions, supported by relevant tables and figures.

Demographic Data

The data summarize the characteristics of the 203 participants involved in the study, including youth leaders, government officials, religious leaders, scholars, and youth participants from the three southern border provinces of Thailand. The demographic characteristics of the participants are shown in Table 1.

Table 1

Demographic Characteristics of the Participants

Research Tool	Participant	Number	Participant Description
In-depth Interviews	Members of the Children and Youth Council	30	22 males and 8 females, youth leaders aged 16–24 years from the three southern border provinces of Thailand
	Directors of Child and Family Care Homes	3	1 male and 2 females, directors with more than 10 years of experience working with youth in the region
	Heads of social development and human security agencies	3	All female, senior leaders with extensive experience (more than 10 years) in youth related government agencies
Focus Group Discussions	Youth Representatives	24	Majority male (16 males, 8 females), aged 16–24 years, actively involved in youth leadership and development activities
	Religious Leaders	8	All male, representing religious communities, with at least 10 years of involvement in youth/community development
	University Scholars	5	Academics experienced in research related to community and youth development in three southern border provinces of Thailand
Brainstorming Sessions	Youth participants from previous development programs	130	Aged 16–24 years, students from upper secondary school to third year university, previously engaged in development programs
Total		203	

Emerging Themes

The findings of this study are based directly on the perspectives of participants from the three southern border provinces. Through interviews, focus groups, and brainstorming sessions, they shared what they consider most important for fostering peace and cross-cultural understanding. Their insights have been categorized into eight major themes, each providing suggestions on how e-learning media can positively impact youth and promote peaceful coexistence in a multicultural society.

Theme 1: Understanding Cultural Diversity

Participants emphasized the importance of understanding cultural diversity as a foundation for peaceful coexistence. Youth and teachers agreed that respecting each culture's values and traditions was crucial for avoiding conflicts. This underscores the need for e-learning content that highlights the importance of cultural diversity and the benefits it brings, such as increased creativity and social harmony.

Subtheme 1.1: Respecting Cultural Differences to Reduce Conflict

Youth participants shared their perspectives on how understanding cultural diversity fosters respect and prevents conflicts. For example, Sayid (pseudonym, youth, interviewed on June 5, 2024) noted, “understanding different cultures helps us build respect for each other and avoid conflicts”. Similarly, May (pseudonym, interviewed on June 6, 2024) added, “when we understand each other’s culture, we can live together peacefully”. These reflections emphasize the critical role of cultural awareness in promoting harmonious relationships among diverse groups.

Subtheme 1.2: Designing E-Learning to Promote Cultural Awareness

During brainstorming and focus group discussions sessions, participants suggested that e-learning media should include engaging content such as stories, animations, and role-playing scenarios that reflect cultural diversity in daily life. They emphasized the importance of interactive and relatable materials to help learners empathize with different cultures, reduce prejudice, and build pride in their own heritage while respecting others. This approach aims to foster peaceful coexistence through enhanced cultural understanding.

Theme 2: Teaching Adaptation Skills

Another significant recommendation is to teach youth how to adapt to new cultural environments. Interviewees discussed how empathy, open mindedness, and patience are essential when interacting with others. The findings suggest that e-learning media should incorporate practical examples of cultural adaptation, such as learning basic greetings or understanding cultural norms in various social settings.

Subtheme 2.1: The Importance of Empathy and Open-mindedness

A student shared, ‘adapting to new cultures is a challenge, but it’s necessary if we want to live in harmony’ (Amin (pseudonym), student, interviewed on June 6, 2024). Masad (pseudonym, student, interviewed on June 6, 2024) added, ‘the more we open our minds, the easier it is to adjust to different cultures’. These insights highlight the need for youth to develop empathy, open-mindedness, and patience to successfully navigate cultural differences.

Subtheme 2.2: Practical Cultural Adaptation in E-Learning

During brainstorming and focus group discussions, participants recommended that e-learning content include practical examples, such as basic greetings and understanding cultural norms in different social settings. This approach aims to provide youth with hands on skills to adapt smoothly and respectfully within diverse cultural contexts.

Theme 3: Explain the Importance of Communication

Effective communication was emphasized as essential for overcoming misunderstandings and preventing conflicts. Both verbal and nonverbal communication play crucial roles in interactions across cultures. This highlights the necessity for e-learning content to include communication strategies that promote clear and respectful exchanges, ultimately reducing tension and fostering understanding in multicultural settings.

Subtheme 3.1: Clear Communication to Prevent Misunderstandings

Youth participants shared their views on how clear communication helps to avoid conflicts. For example, one participant said, “when we communicate clearly, we can avoid many misunderstandings and conflicts’ (Ali, youth, interviewed on June 5, 2024). Similarly, Sayid (pseudonym) added, ‘Clear communication helps us understand each other better and reduces tension’ (youth, interviewed on June 7, 2024). These statements underline the importance of teaching communication skills to promote peace.

Subtheme 3.2: Incorporating Communication Strategies in E-Learning

During brainstorming, participants suggested that e-learning media should include interactive lessons on verbal and nonverbal communication skills. Roleplaying exercises, videos, and scenarios demonstrating

effective communication in diverse cultural contexts were recommended to help learners develop skills to manage conflicts and misunderstandings proactively.

Theme 4: Encourage Respect for Differences

Respect for cultural differences was recognized as a fundamental cornerstone for peaceful societies. Participants highlighted that fostering respect helps people understand each other better and work together despite their differences. This attitude promotes social unity and community growth. Such insights suggest that e-learning content should focus on encouraging respect among youth by helping them appreciate cultural diversity. While it is not necessary to agree with every viewpoint, recognizing the value in different perspectives is essential.

Subtheme 4.1: The Role of Respect in Collaboration

Maya (pseudonym) emphasized, ‘respecting differences is key to understanding and working together’ (teacher, interviewed June 6, 2024). Similarly, Sayid (pseudonym) stated, ‘respect makes it easier for us to collaborate and grow as a community’ (youth, interviewed June 7, 2024). These statements highlight the critical importance of respect in fostering cooperation and community development.

Subtheme 4.2: Designing E-learning to Build Attitudes

During brainstorming and focus group discussions sessions, participants suggested incorporating interactive activities and roleplay scenarios in e-learning media to teach respect for cultural differences. They recommended exercises that encourage youth to actively listen, appreciate diverse viewpoints, and practice empathy. These approaches aim to cultivate respectful attitudes that serve as the foundation for peaceful coexistence.

Theme 5: Foster Collaboration

Collaboration across cultures was regarded as an essential tool for mutual understanding. Participants highlighted that working together allows people to recognize the strengths of each culture and use them effectively. This approach promotes unity and helps solve common problems by combining diverse perspectives. These insights suggest the importance of designing e-learning media that encourages collaborative activities to build teamwork and cross-cultural understanding.

Subtheme 5.1: Benefits of Cross-Cultural Collaboration

Ali (pseudonym) explained, ‘working together helps us see the strengths in each culture and use them to our advantage’ (youth, interviewed on June 5, 2024). Mani (pseudonym), a member of the children and youth council interviewed, added, ‘collaborating with people from different cultures teaches me new ways to solve problems’ (interviewed on June 6, 2024). These reflections highlight how collaboration fosters problem solving and mutual respect.

Subtheme 5.2: Collaborative Activities in E-Learning

During brainstorming and focus group discussions sessions, participants recommended including group projects and interactive teamwork exercises in e-learning content. These activities should encourage youth from diverse cultural backgrounds to work together towards shared goals, thereby enhancing communication, cooperation, and cultural understanding.

Theme 6: Apply Conflict Resolution Techniques

Participants emphasized the importance of conflict resolution skills, especially in situations where cultural misunderstandings might lead to conflicts. Developing the ability to listen carefully and understand differing perspectives was seen as key to finding peaceful solutions. This highlights the necessity for e-learning media to include basic conflict resolution techniques that can help reduce violence and promote harmony.

Subtheme 6.1: Conflict Resolution through Listening and Understanding

Youth participants shared their views on how conflict resolution skills can prevent escalation. For example, Kamarudeen (pseudonym) stated, ‘in a conflict, listening to both sides and understanding the

problem can help find a peaceful solution’ (youth, interviewed on June 7, 2024). Similarly, Alina (pseudonym) noted, ‘when we talk and listen carefully, we can resolve almost any disagreement’ (youth, interviewed on June 5, 2024). These insights stress the importance of communication and empathy in resolving disputes.

Subtheme 6.2: Integrating Conflict Resolution Strategies into E-Learning

During brainstorming sessions, participants suggested including practical conflict resolution methods such as active listening, mediation exercises, and role-playing scenarios in e-learning content. These interactive approaches aim to equip youth with skills to manage and resolve conflicts peacefully, reducing the likelihood of violence in culturally diverse settings.

Theme 7: Connect Content with Real life Experiences

Participants emphasized that incorporating real life case studies make learning content more relatable and practical. Using real examples helps learners better understand and apply cultural knowledge in their everyday lives, which is crucial for effective e-learning development.

Subtheme 7.1: Youth and Expert Perspectives on Real life Learning

Da (pseudonym), a youth participant, noted, ‘seeing real life case studies make me feel that this topic is very close to me and can be applied in real situations’ (youth, interviewed on June 7, 2024). A cultural expert, Qalbi (pseudonym), commented, ‘hearing about experiences from real communities helps me think about how I would handle similar situations’ (cultural expert, interviewed on June 10, 2024). Abdulbaree (pseudonym), director of child and family care homes, added, ‘real life case studies help us realize the importance of understanding and adapting to different cultures’ (interviewed on June 7, 2024). These insights highlight the importance of integrating real life examples into e-learning media to help youth connect theory with practice.

Subtheme 7.2: Suggestions for Incorporating Real life Examples into E-learning

During brainstorming and focus group discussions sessions, participants suggested that e-learning media should include real life stories, case studies, and community experiences presented through videos, interviews, and interactive scenarios. They emphasized that such content helps learners better relate to cultural concepts and understand how to apply them in daily life. Incorporating practical examples encourages critical thinking and problem-solving skills in cross cultural situations, making the learning experience more engaging and effective.

Theme 8: Use Thought Provoking Questions

Participants emphasized that incorporating thought provoking questions in e-learning media is essential to engage youth and deepen their understanding. Such questions encourage learners to reflect critically and connect learning with their own experiences, making the content more meaningful and impactful.

Subtheme 8.1: Perspectives from Youth and Religious Leaders on Reflective Questions

Alif (pseudonym), a religious leader shared, “thought provoking questions made me reflect and helped me see new perspectives that I hadn’t thought of before” (interviewed on June 12, 2024). Faisal (pseudonym), a youth participant, commented, “asking good questions makes us think deeply and helps us understand the story more thoroughly” (interviewed on June 12, 2024). Aiman (pseudonym), another religious leader, added, “questions that make us think and reflect help us apply what we’ve learned to real life” (interviewed on June 12, 2024). These insights show the importance of using reflective questions to foster critical thinking and deeper learning.

Subtheme 8.2: Recommendations for Including Thought Provoking Questions in E-learning

During brainstorming and focus group discussions sessions, participants suggested that e-learning media should integrate engaging, reflective questions throughout the content to prompt learners to think

critically and relate lessons to real life contexts. These questions can enhance learner engagement, encourage discussion, and reinforce the application of knowledge beyond the virtual classroom.

Discussion and Conclusion

Discussion of Main Results

This study aimed to explore community recommendations for the development of e-learning media to promote cross cultural learning and reduce youth violence in the southern border provinces of Thailand. The research findings suggest that e-learning platforms have significant potential to act as tools for peacebuilding by promoting understanding, empathy, and cooperation among youth from different cultural backgrounds. Through interviews with community members, educators, and students, eight key recommendations emerged for designing culturally responsive and conflict sensitive e-learning media. These recommendations reflect the real needs and insights of people living in diverse and sometimes tense multicultural settings, and they provide a foundation for creating learning tools that are both relevant and transformative. In the following discussion, each recommendation is examined in relation to the research findings and supported by theoretical frameworks.

The study highlights the importance of integrating the diverse cultural identities of the three southern border provinces into the e-learning content. As the findings suggest, understanding cultural diversity is essential in regions with multiple ethnic and religious communities. Culturally responsive e-learning content can help youth understand the richness of different cultures and the common values shared by these communities. This recommendation is supported by theory of Vygotsky (1978), which emphasizes that learning occurs in a social context where cultural differences play a critical role in shaping one's understanding of the world. By providing learners with the tools to explore cultural diversity, e-learning media can help reduce prejudices and stereotypes, fostering acceptance and mutual respect.

Another crucial recommendation is teaching youth to adapt to cultural differences. The community strongly advocates for e-learning content that facilitates adaptation to diverse cultures. In the context of southern Thailand, where intergroup tensions can arise from cultural misunderstandings, fostering adaptability becomes key in conflict prevention. As the findings suggest, using culturally relevant stories and real-life examples, such as language, food, clothing, and traditions, will help youth build the skills necessary to navigate and thrive in a multicultural society. This approach is in line with the social identity theory (Tajfel & Turner, 2004), which emphasizes that understanding and adapting to differences can reduce intergroup conflicts and enhance social cohesion.

Effective communication is a fundamental aspect of cross-cultural learning and conflict resolution. The community recommends that e-learning media should emphasize communication skills, particularly those that enhance dialogue between youth from different backgrounds. E-learning can introduce techniques such as active listening, empathy, and nonverbal communication to help youth better understand others' perspectives. This recommendation aligns with the social learning theory (Bandura, 1977), which asserts that communication skills can be learned through observation and practice. By showcasing positive role models in e-learning content, youth can learn how to communicate effectively and peacefully resolve conflicts.

Promoting respect for differences, promoting respect for cultural and religious differences, is another key recommendation from the community. The findings indicate that e-learning content should help youth recognize and appreciate the diversity around them. This approach aligns with Vygotsky (1978) theory on cultural learning and with the conflict resolution theory of Galtung (1969), which suggests that nonviolent conflict resolution is grounded in mutual respect and understanding. By promoting respect for others' cultures, e-learning media can create an environment where diverse groups coexist peacefully, and youth are less likely to engage in violent behavior based on cultural differences.

Fostering collaboration, the community's desire for content that fosters collaboration speaks to the importance of teamwork in resolving conflicts and building a peaceful society. By creating opportunities for youth to collaborate on projects that address real world issues, such as cultural exchange, local traditions,

or conflict resolution, e-learning can teach skills that are crucial for peacebuilding. The social identity theory (Tajfel & Turner, 2004) also suggests that shared group activities that focus on common goals can strengthen relationships between different cultural groups. Thus, fostering collaboration through e-learning will improve interpersonal relationships and build a sense of shared identity, reducing conflict and promoting social cohesion.

Another essential recommendation is embedding conflict resolution techniques into e-learning content. The findings show that incorporating methods of peaceful conflict resolution will teach youth how to handle disputes constructively. The conflict resolution theory (Galtung, 1969) underlines the importance of training youth in nonviolent approaches to dealing with disagreements. By equipping learners with the tools to resolve conflicts peacefully and respectfully, e-learning media can help prevent violence and promote harmony in multicultural communities.

The importance of real-life experiences in learning are a central theme in the study. Community members emphasized the need for e-learning content to be relatable and grounded in the daily lives of youth. The inclusion of examples from everyday life, such as local traditions, food, language, and clothing, will make the content more engaging and accessible. This approach is strongly aligned with behavioral science, as it draws upon the concept of experiential learning, which suggests that individuals learn best when they can connect new information to their own lived experiences. Freire (1970) philosophized that education should be rooted in real world contexts support this idea, highlighting how contextual learning can foster deeper understanding. By integrating familiar experiences into e-learning, learners are more likely to engage actively, retain information, and develop behaviors that reflect the cultural context they are part of. Thus, making learning relatable and grounded in everyday life enhances cognitive engagement and encourages the development of positive social behaviors rooted in the community's culture.

The use of thought-provoking questions in e-learning content is crucial for encouraging critical thinking and deeper engagement with the material. These questions should challenge youth to reflect on their cultural identities, values, and attitudes towards others. The community believes that incorporating such questions into e-learning media will help youth develop a more open-minded attitude and a deeper understanding of cultural diversity. This approach aligns with behavioral science principles, particularly the role of self-reflection and cognitive dissonance in promoting attitude and behavior change. By encouraging learners to confront and question their assumptions, e-learning content can initiate internal cognitive shifts that lead to more inclusive behaviors. This recommendation also resonates with Kernighan (2021), who emphasized on fostering critical thinking in digital learning environments. By posing questions that provoke reflection, e-learning can influence the way youth perceive cultural differences, reduce prejudices, and ultimately shape more tolerant and socially responsible behavior.

Based on the findings above, it can be said that the people in the three southern border provinces of Thailand desire e-learning content that aligns with the lifestyle and culture of the area. The content should reflect the values and cultural identities that are diverse, while promoting pride in their culture and acceptance of others' differences. The participants suggested that the content should use stories and real-life experiences that reflect the importance of mutual understanding. Examples from daily life, such as language, clothing, food, and local traditions, should be presented in a way that is easy to understand and relatable to youth, to create meaningful and valuable learning experiences. Additionally, involving religious leaders, community leaders, and youth in the development of the content will help enhance the credibility of the media and strengthen the connection between the content and the learners. This involvement will encourage youth to feel engaged, open minded, and more willing to learn.

Designing e-learning media that reflects the values and cultural identity of the three southern border provinces will help foster pride in one's cultural roots, which has been supported by several studies, such as Bustomi et al. (2025) research, which emphasizes the use of local culture to create learning media that more effectively connects with learners' real-life experiences. Culturally responsive teaching goes beyond being just a learning approach; it represents a commitment to equity and inclusivity, with profound impacts on both youth and society as a whole, and Laeheem (2024) study, which highlights the importance of using the culture and way of life of people in the southern border region to enhance understanding among youth

and foster pride in their cultural identity. This aligns with the needs of the local people, who want media content that reflects the diverse cultural values and identities.

Moreover, promoting the acceptance of cultural differences is another critical issue in developing e-learning content. This concept is in line with Vygotsky (1978) theory, which emphasizes learning through social interaction. Understanding cultural differences will help learners adapt and coexist more effectively in a diverse society. Learning to listen openly to others' perspectives and ways of life will encourage youth to adopt a more open-minded attitude and accept cultural diversity, thus reducing conflicts that might arise from misunderstandings.

The use of storytelling and real-life experiences in creating e-learning media is also crucial for making content meaningful and accessible to learners. This aligns with Kernighan (2021) and Freire (1970) work, which advocates for using learners' real-life experiences in education. This approach enables learners to relate the content to their lives and personal experiences. In the case of youth in the three southern border provinces, using daily life stories such as language, clothing, food, and local traditions will help youth understand the importance of mutual understanding and apply these lessons in real life.

The involvement of religious leaders, community leaders, and youth in the development of e-learning content is vital for increasing the credibility and connection with learners. This idea aligns with Laeheem (2024), who emphasized using technology in learning that is connected to real life experiences. Involving community leaders fosters trust between learners and e-learning content, while youth participation in content design enhances engagement and learning effectiveness (Thomas, 2025). Future research should explore cultural bullying in cyberspace to better understand potential conflicts arising from online cultural exchanges (Sripa et al., 2024).

Religious and community leaders are often highly respected and influential in their communities. They play a crucial role in creating a deep understanding of cultural and religious values in the area and can promote mutual understanding between different groups (Semple et al., 2024). When these leaders help develop e-learning content, the learning becomes more credible and relevant to youth, reflecting local traditions and values (Ping et al., 2024). Several studies emphasize the importance of community leaders' involvement in developing learning materials to enhance the effectiveness of learning in rural and culturally diverse communities. Research by Laeheem (2024) and Qureshi et al. (2024) found that when community leaders participate in defining or developing educational content, the learning process becomes more effective because real life experiences from the community are integrated into teaching. This allows youth to better understand and apply what they learn in their daily lives.

For future research, it is recommended to also measure cultural dimensions at the individual level. Based on the studies mentioned above, the researcher believes that addressing the issue of violence in the three southern border provinces of Thailand must prioritize the continuous development of youth, grounded in their identity and aligned with the community's expectations. This perspective aligns with the work of Lalitha (2023), emphasizing the crucial role of youth in achieving the United Nations' SDGs. This perspective, along with the findings above, supports the classic theory presented by Tajfel and Turner (2004), which emphasizes that fostering pride in one's own identity while respecting the identity of others helps reduce tensions and conflicts between groups.

In summary, this study advances behavioral science by illustrating the effective application of key principles such as observational learning, social reinforcement, and culturally grounded education in e-learning within multicultural conflict contexts. Integrating cultural relevance and reflective practices in digital content enhances not only knowledge transfer but also positively influences youth attitudes and behaviors. Future interventions should incorporate behavioral science frameworks to promote sustainable change, intercultural understanding, and peacebuilding in divided societies.

Limitations

While the study provides valuable insights into the needs and preferences of the community, there are some limitations. The sample primarily included youth involved in community programs, which may

not fully represent the entire youth population. Additionally, the study focused on the perspectives of key informants, which may have led to some bias in the recommendations. Future studies could involve a broader range of youth participants to capture a more diverse set of opinions.

Implications for Behavioral Science

This study provides valuable insights into how culturally relevant e-learning content can influence youth behavior, particularly in the context of cross-cultural understanding and the reduction of youth violence. From a behavioral science perspective, the integration of local cultural elements and active community involvement creates a learning environment that fosters cultural pride and encourages behaviors aligned with peaceful coexistence and mutual respect. The study's findings are consistent with key behavioral theories, such as sociocultural theory by Vygotsky (1978), and the social learning theory of Bandura (1977), which highlights the role of modeling and reinforcement in behavior change. By utilizing digital technology as a medium for learning, this study suggests that e-learning platforms can be powerful tools for behavior modification, particularly in promoting positive social behaviors among youth. Digital content's interactivity enables real time engagement and feedback, reinforcing desired behaviors and modeling social interactions (Aly, 2025). This study underscores the need for culturally tailored behavioral interventions, as universal approaches often fail in multicultural contexts. Integrating local norms and values helps educational programs connect meaningfully with participants, promoting lasting behavioral change. This approach aligns with the behavioral science principle that behavior is context dependent, and interventions must be adapted to the unique cultural and social contexts of the target population (Janyam, 2024). The findings of this study contribute to the growing body of research on behavioral change in youth, particularly in multicultural contexts. Future studies could explore the long-term effects of such interventions, as well as the potential for scaling these strategies across different cultural settings.

Conclusion

The development and design of e-learning media that reflect the lifestyle and local culture in the three southern border provinces based on community recommendations, including understanding cultural diversity, teaching adaptation skills, emphasizing communication, promoting respect for differences, fostering collaboration, applying conflict resolution techniques, connecting content to real life experiences, and using thought provoking questions. This is crucial for fostering an understanding of cultural identity and promoting acceptance of cultural differences among the youth in the area. Using local culture in designing learning content connects with the learners' real-life experiences and enhances pride in cultural identity and promotes coexistence in a diverse society. The involvement of religious and community leaders in the development of e-learning content is essential for ensuring that learning is credible and applicable in real life. Promoting skills in adaptation and understanding cultural differences could help reduce conflicts and contribute to a peaceful and sustainable society in the long term.

Declarations

Funding: This research article was supported by the National Research Council of Thailand (NRCT) for the fiscal year 2024

Conflicts of Interest: The authors declare no conflicts of interest.

Ethical Approval Statement: The research was approved by the Human Research Ethics Committee of the Faculty of Nursing, Prince of Songkla University, Pattani Campus (NUR.PN-062/2024, April 26, 2024)

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