

Experiential Learning Behavior for Adaptation ASEAN Economic and Social Changes after the COVID-19 Crisis

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Abstract

This article describes the importance of ASEAN socio-economic transformation after the COVID-19 crisis. It was pointed to the direct impact on the educational system transforming to online learning and was to study the learning style that is appropriate to the current situation to accommodate future changes using experiential learning theory as the study basis, which is a learning style suitable for adaptation of learners and presents a guideline for the joint development of ASEAN. The application model of Kolb's experiential learning cycle based on the Constructivist Theory concept for adaptation to ASEAN socio-economic changes after the COVID-19 crisis. In this paper, it serves as a universal model that can be applied to education at all levels and cultures as saying that education is a measure of the country's development. Therefore, the study of the model to support experiential learning behavior in the future in order to support that change is the foundation for the joint economic and social development of the ASEAN Community. It creates a competitive advantage and defines the role of the region on the global stage.

Keyword: Experiential Learning Behavior, ASEAN Economy, Society COVID-19

Introduction

The coronavirus disease (COVID-19) crisis is spreading around the world. From the statistics from December 2019 to May 2020, some ASEAN member countries began to have lower rates of infection. The rate of cured cases rose by 37.7 percent from the total number of cases in the ASEAN member countries of 71,042. As a result, the overall situation of the epidemic situation within ASEAN tends to improve (Lattaka Netat. 19 ASEAN Response Fund (Fund)), which serves as a pool of financial resources to support ASEAN member countries in controlling and providing the necessary medical supplies to prevent the spread of COVID-19. Funds are also provided to support research and development cooperation related to COVID-19, including research in virology, immunology, and related studies (The Association of Southeast Asian Nations, 2020). In addition to dealing with public health, ASEAN member countries also have to be ready to deal with the inevitable impact of the coronavirus disease (Covid-19) crisis that affects the economy and society. In the middle of 2021, the new coronavirus mutation caused the global economy to slow down. ASEAN is also being affected.

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The World Bank expected that the GDP of ASEAN countries is projected to grow at 3.4% this year, down from the April estimation of 4.8% (BBC News, 2021). In addition, there are the impacts on the society and the living conditions of vulnerable groups in ASEAN countries with lower rates of access to social security and medical care, putting them at higher risk of infection and transmission. The repeated epidemic of the virus and lockdown measures cause income problems and no savings, including a lack of access to social measures designed to compensate for lost income (OECD, 2021). This leads to striving for survival and causing social problems in various forms, such as crime problems, suicide problems, family problems, and problems in learning management of the new educational system. Therefore, it can be seen that the Covid-19 crisis does not only has a severe impact on the public health system but it also affects the entire social system. This is based on Ludwig Von Bertalanffy's concept of System Theory (1968), which discusses the interconnection of systems in an interdependent society. It can occur either in natural or man-made forms. All systems are limited by space and time by being influenced by the environment. Therefore, when a part of the system changes, it may affect other parts of the whole system. It is able to predict these changes in patterns of learning and adaptive behavior, whose degree of adaptation depends on how well the system interacts with its environment. From the above information, it can be seen that the most severely affected problem is the learning management in the education system. The researcher therefore determines the scope of this study in relation to the changes in the economic and social systems after the COVID-19 crisis that only affects the education system.

ASEAN Economic and Social Changes after the COVID-19 Crisis

Although the number of new cases from the spread of the COVID-19 virus among ASEAN countries has declined, the measures have gradually eased restrictions such as community quarantines and travel restrictions, but the economic and social impacts remain. The disruption of the economic system in the past global context directly affected ASEAN. Large, medium, and small businesses, including the services and tourism sectors, are most affected by lockdowns and quarantines. In 2020, the World Bank forecast that the ASEAN economy would decline between 3.5- 4.7%. (FAO, UNICEF, WFP, GRC, ASEAN, and ECHO, 2021). The ASEAN region has contributed to global industrial production. Therefore, when consumer demand decreases, so does work in global supply chains. This affects approximately 83 million workers in the global supply chain for production bases in 8 ASEAN countries. (International Labor Organization, 2021). Therefore, when considering the fundamental economy, the income per household of the vast majority of workers in ASEAN countries declined by more than half to between 26-50%, partly due to migrant workers in the service and tourism and clothing, who have been unemployed. Approximately 10 million migrant workers in ASEAN are unable to find work during the coronavirus pandemic crisis. Moreover, more than 300,000 of those who have returned to their countries of origin are expected to have been repatriated by the end of 2020 (Morgan & Trinh, 2021). The pressure from recession, isolation, and falling incomes have severely had an impact on the social ecosystem of vulnerable groups, such as the poor, children, the elderly, the handicapped, women and marginalized people, etc. These groups will have reduced access to medical services. There is a high risk of harassment and exploitation from human trafficking. For social problems caused by the impact of economic problems, in addition to increasing poverty and increasing social distance, another serious problem is the education system where children in poor families are unable to access online education as well as economically affluent children of better families.

The impact of the COVID-19 crisis on the economic and social systems mentioned above caused the ASEAN community to take measures to prevent and solve problems continuously so that people can adapt to such critical conditions. The 10 ASEAN countries have enhanced social protection by defining consumption policies and dealing with economic

slowdowns, social security measures, special grants, and grants, such as remittances to low-income households accounted for the largest proportion (20.3 percent) and labor protection (15.8 percent). There is an income protection policy in some countries such as Malaysia, Thailand, and Singapore. There is also support for creating employment in many ASEAN countries to help the labor force. At the International Labor Conference in June 2021, member states of international labor organizations and representatives from 10 ASEAN countries endorsed a comprehensive and sustainable Global Call to Action for a Human-centred Recovery from the COVID-19 Crisis (International Labor Organization, 2021) commitment, which is comprehensive and sustainable to assist workers under the principles of economic growth and employment Universal social protection and social dialogue by emphasizing the importance of ASEAN to leave no one behind. In addition to the economic recovery policy, ASEAN also looks at the overall of its connection with social problems. The Greater Mekong Subregion (MSR) project is a model subregional development initiative with high economic growth and rapid poverty alleviation through international cooperation. It has a clear policy: upgrading the industrial structure and promoting people's welfare by tackling the issues of equal development, connection, and international coordination to bridge the development gap by strengthening connectivity across industries, human beings, inclusive and sustainable welfare for all ASEAN countries (Kimura, 2020). Analysis of the problem of the impact of the COVID-19 outbreak that affects the economic and social changes of ASEAN, including the policies that the ASEAN Community has drawn up for the livelihood of the people, making it possible to summarize the issues of economic and social adaptation of ASEAN after the COVID-19 pandemic as follows. ASEAN began to see the overview of various systems. Public health, politics, economy, and society are linked in more collaborative development of member countries. No one country will lead the way but focus on sustainable development together. In this regard, people in ASEAN also need to learn to develop themselves to have an international body of knowledge, be knowledgeable and be ready to accept new things all the time to support the change of labor market cooperation that will come out in the form of the ASEAN network in the future.

ASEAN's Education System Adaptation and Learning Behavior after the COVID-19 Crisis

The crisis clearly shows the disparities in the education system due to the COVID-19 pandemic spreading quickly worldwide, including 10 ASEAN member states, which have taken steps to contain the epidemic by issuing measures to close all educational institutions at all levels. To avoid the spread of the disease among students, more than 1.5 billion learners (Heng, 2021) have to go online learning. This affects the learners and teachers in adjusting the content preparation of online teaching styles that are suitable. The hardest-hit groups are disadvantaged and vulnerable children who lose learning opportunities due to barriers to access to the infrastructure needed for education, such as electricity, the Internet, and computers which are absolutely necessary for online learning, including a suitable environment. ASEAN countries are well aware of the problems of educational management that affect this very well. Therefore, a meeting on the topic "Transforming Education the ASEAN Way: Forging Partnerships in the Age of Global Disruptions", in which the meeting focused on exchanging experiences in managing education systems of each member country in response to the coronavirus outbreak that has affected the sudden change in educational style that may cause problems for learners and teachers to adjust. Dato Lim Jock Hoi, Secretary-General of ASEAN, said in a statement: "Despite this crisis but education can't wait. Education can't be stopped. This is especially true for learners from disadvantaged backgrounds who may be even more lagging". This underscores the importance of the education system and its severe impact on

disadvantaged groups. But Isidro S. Lapeña, The Director-General of the Philippines' Technical Education and Skills Development Authority, believes the pandemic is the driving force behind the catalyst for digital transformation and building a strong education system that is ready for the future (The Association of Southeast Asian Nations, 2020). The ASEAN Member States (AMS) has planned a program for future education in which schools will begin teaching with guidelines in line with the COVID-19 Health and Safety Plan to support the welfare of students, teachers, and communities. Psychosocial programs are provided to students to manage their mental health and well-being. And if in a situation where the school is still closed, teaching will take the form of online and offline education, including e-learning, open educational resources, radio, and television. The ASEAN Member States (AMS) provides food subsidies and subsidies to low-income families to give students more access to the internet and digital devices as well as to develop the potential of teachers in the field of distance education in which teachers are the leaders of the educational system that will lead students to learn effectively. Daniel (2020) highlights how important it is for teachers to focus on teaching and learning to orient students' learning towards the curriculum in the classroom, encouraging students to participate in learning activities and authentic assessment. It must also be able to attract students' attention to learning by assigning various assignments following the current situation and the global context. Teachers can use the many high-quality learning materials available online. For the learners with the adaptation to the online learning system, Paudel's research (2021) studying students at the higher education level was found that learners found online education to be very helpful in promoting online research, connecting with communities around the world, acquiring a large number of knowledge resources via the internet and make them more self-disciplined. From the information mentioned above, it can be concluded that the Education model of the future world after the COVID-19 crisis Education systems around the world will be interconnected with technology that will become even more modern as the stimulation of the crisis situation arises. Learners and tutors will learn together with information based on the same accessible online system. Learning styles are not confined solely to the education system. Informal learning is equally effective with an online learning platform that is free to all. Therefore, it is considered to support learning behaviors from experiences gained from self-research of the world community.

Experiential Learning Behaviors for Economic Adaptation and Society of ASEAN after the COVID-19 Crisis

Experiential learning is an educational cognitive philosophy based on the idea that education and work experiences play a crucial role in learning and understanding new knowledge of an individual. It is a continuous learning process to understand and interpret new things (Bartle, 2015). Learning from experience has its roots in the past. It is a trial-and-error learning method that evaluates the survival of human beings. The best learning outcomes are selected as models for learning in that subject for further application. It is a learning process that involves the creation of knowledge, skills, and attitudes by bringing the learners' previous experiences together to create new learning. It is in line with Kolb's theory of experiential learning cycle theory (McLeod, 2013), which states that experiential learning is an individual's practice of learning and adapting from emerging experiences. There is a learning cycle that consists of the process of learning and adaptation of a person student participation, understanding the meaning of experiences, reasoning, and applying the knowledge to real practice. From the role of experiential learning, this makes the experiential learning behavior model particularly suitable for teaching and learning in the midst of the epidemic crisis the world is facing right now. Online teaching that separates students from social learning groups. Thus, learners have to adapt to learn by themselves through research and trial and error until

they come up with a learning approach that is suitable for them. Therefore, experiential learning behaviors should be encouraged for learners in the online learning system by applying Kolb's experiential learning theory in 4 steps as follows:

Step 1 Concrete Experience The first component of the concrete experiential learning cycle involves everyday experiences, whether at an individual or educational level, which can use online teaching that focuses on engaging learners and gaining experiences by assigning them to search for information about the lesson by themselves before the teacher starts class.

Step 2 Reflective Observation The second component of the experiential learning cycle is an observation that reflects what happens naturally after a new experience. Learners seek to understand the meaning of the experiences obtained through careful observation for reflection. The model to promote this learning behavior is to allow learners in the online system to arrange to exchange information from their research with their peers in the study group. If the classmates are unable to achieve the goals of the task, the learners will be able to reflect on previous approaches and develop strategies to help the group become successful next time.

Step 3 Abstract Conceptualization This third component focuses on the use of reasoning and conceptualization to consolidate the principles of learners through continuous interaction with learners that develop different theories. Learners can interact more effectively with others and increase their learning potential. Therefore, learners should be encouraged to do group activities online in a specific group room without teachers participating in that specific subgroup by increasing privacy, allowing learners to be more courageous to express their opinions and be able to draw conclusions which are made among the group members.

Step 4 Active Experimentation The fourth component of experiential learning involves a process of testing existing concepts in which learners put into practice the understanding concluded in Step 3 to test whether it is correct or not. This step focuses on application. Therefore, students should be encouraged to make hypotheses and do practical projects that have been used in daily life based on the theory they have learned.

A critical analysis of Kolb's experiential learning cycle, as illustrated in the perspective of Constructivist Theory. It can be seen that the creation of knowledge through experience does not depend only on the learner, but there are also other perspectives that act as a driving force for students. Kolb's Critical Analysis of the Learning Cycle (1984) states that alternative learning concepts proposed by Fenwick (2001 cited in Mughal & Zafar, 2011) can be used to guide the observation of deficiencies in the simulated experiential learning cycle theory. This can be described as Psychodynamic Circle, Situative Circle, Critical Cultural Circle, and Enactivist Circle, which may be divided into two environments, internal and external environments. It is a stimulus to the experiential learning cycle and the learner that initiates the learning process (Mughal & Zafar, 2011: 33-34). Therefore, the creation of experiential learning behaviors not only encourages learners to develop such learning behaviors through teaching and learning activities but also requires supporting elements from the internal and external environment. The internal environment is to create good mental health for students by reducing anxiety related to the spread of COVID-19, educating themselves on self-care, providing accurate information about the epidemic, and encouraging learners to be patient and wait for the situation to resolve. For the external environment, they are the knowledge and ability of teachers to create activities and encourage learners to ask self-learning questions and provide a place to support focused learning within the residence, availability of communication tools necessary for online learning, and access to the Internet system with high potential (Figure 1).

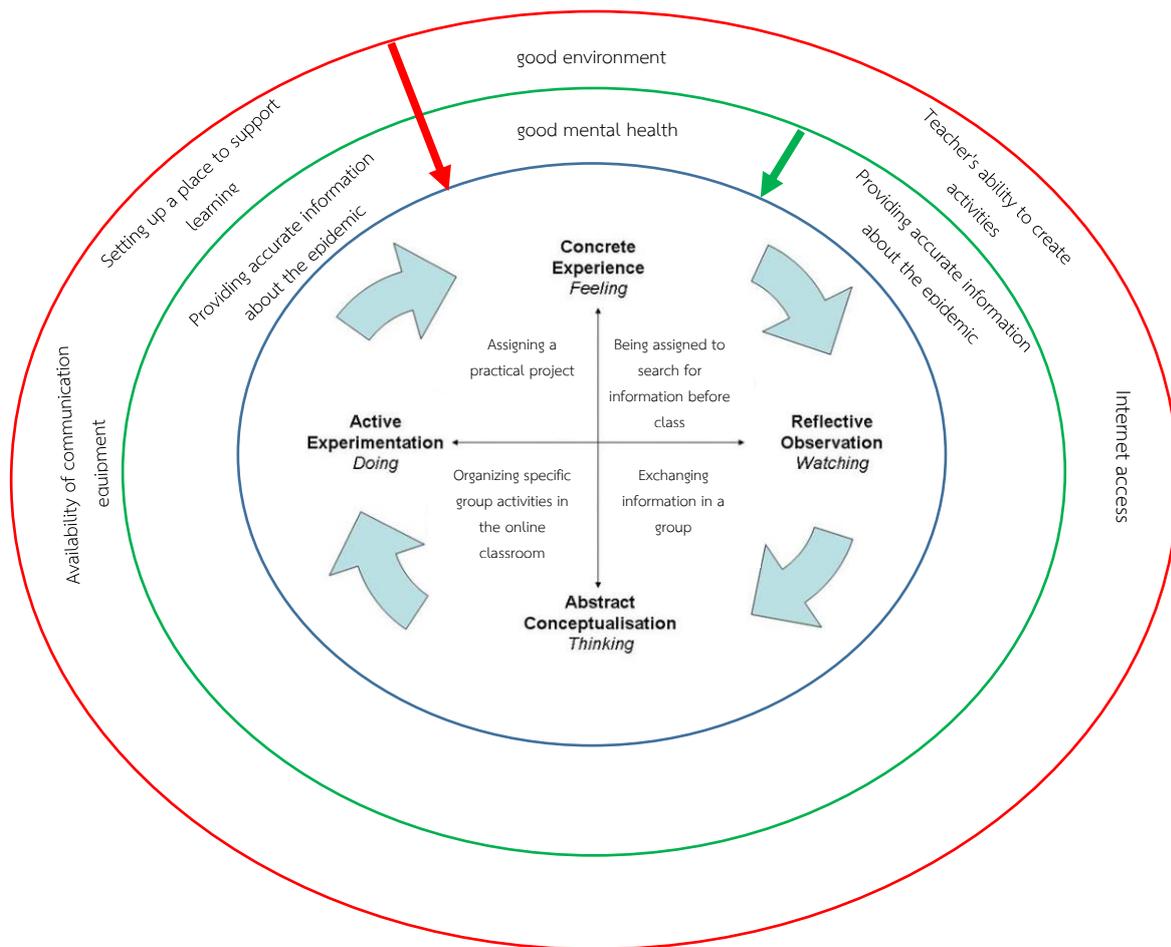


Figure 1 Application of Kolb’s experiential learning cycle based on the Constructivist Theory for ASEAN socio-economic adaptation after the COVID-19 Crisis

Conclusion

The education system is the driving force in building and developing the world’s population. The impact of the education system has been greatly affected by the socio-economic change situation resulting from the epidemic coronavirus outbreak around the world. This caused the international community to come out and formulate policies to solve problems and ways to adjust themselves to be able to get through this crisis. The key issue in the education adaptation of the ASEAN Community and the international community must focus on the educational model that encourages learners to learn on their own through experiences. The educational system has only the function of arranging the elements to be suitable for learning, namely the external environment by promoting the training of teachers to have knowledge and ability to create activities and use new technology from around the world, encouraging learners to ask self-learning questions, educating learners and parents in setting up a place that promotes focused learning within the residence, and supporting research and development of communication technology to modernize and cover all educational areas. Moreover, the internal environment must also be taken into account by creating good mental

health for learners to be confident in the safety of their health if they strictly follow the instructions and find ways to relax from stressful situations that they have to be separated from society by adding communication channels in the virtual world with Metaverse technology for education. This approach will enable the ASEAN Community to go through this transformation gracefully and be a catalyst in transforming the education system into the future.

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