

Innovative of Cultural Education Learning Management through Traditional Invention of Lanterns to Promote Sustainability Citizenship of Secondary School Students in Cultural World Heritage Area, Hoi an, Viet Nam

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Abstract

The objectives of this research were to: 1) study the cultural identity of the traditional invention of lanterns of Hoi An, Vietnam; 2) design and develop guidelines for cultural education learning management through traditional invention of lanterns to promote sustainability citizenship of high school students in world cultural heritage areas and 3) study the results of using the guidelines for cultural education learning management through traditional invention of lanterns to promote sustainability citizenship of high school students in world cultural heritage areas. The research was a participatory action research. Samples in the research included 1) a group of 25 people providing information about the cultural identity of the traditional invention of lanterns, 2) a group of 9 cultural education experts, and 3) an experimental group using the guidelines for learning management, namely high school students in the World Cultural Heritage Area of Hoi An, Vietnam, accounting for 150 people using purposive sampling, totaling 184 people. The research tools used were unstructured interviews, quality assessment forms of the learning management guidelines, sustainability citizenship assessment forms, and focus group discussion recording forms. The research results revealed that:

1) From studying the cultural identity of the traditional invention of lanterns in Hoi An, Vietnam, it was found that the cultural identity of the traditional invention of lanterns in Hoi An, Vietnam is associated with the way of life connected to nature and social values passed down from ancestors. This is one of the important identities that drive the culture and the economy of the people in Hoi An, which is a world cultural heritage city that shows its relationship with the context of being a world cultural heritage city and the way of life that is attached with the nature and the simple way of life that has been passed down from ancestors.

2) From designing and developing the guidelines for cultural education learning management through the traditional invention of lanterns to promote sustainability citizenship of high school students in the world cultural heritage area, it was found that the researcher had designed and developed the guidelines for cultural education learning management through the cultural identity of the traditional invention to promote sustainability citizenship called the cultural education learning process of the IOAR model consisting of 1) creating inspiration (Inspirations), 2) Creating options (Options), 3) Practice (Action) and 4) Reflections and the overall suitability evaluation results were at a high level.

3) Studying the results of using the guidelines for cultural education learning management through the traditional invention of lanterns to promote sustainability citizenship of high school students in the world cultural heritage areas revealed that the high school students had the overall sustainability citizenship at the highest level.

Keywords: cultural identity, cultural education, traditional invention of lanterns, sustainability citizenship, Cultural

World Heritage

1. Introduction

The world has been changing rapidly, both positively and negatively. Humanity should raise awareness of how to behave and understand the changing conditions of the outside world. The concept of sustainable development has begun to play a role in the development of world society. Goal 4 for Sustainable Development (SDGs) is to ensure that everyone has inclusive and equitable quality education and promote lifelong learning opportunities for all.

Covering access to quality education for boys and girls at all levels, starting from early childhood, primary and secondary levels access to affordable and quality technical, vocational, higher and university education for all men and women. In an overall picture, all youth and most adults can read, write, and do calculations. Emphasis is placed on eliminating gender inequality in education and access to education for people with disabilities, indigenous peoples, and vulnerable groups. Moreover, this goal also promotes increasing the number of people with technical and vocational skills for employment and entrepreneurship and emphasizes that everyone will gain the knowledge and skills necessary to promote sustainable development as well. In terms of policy, this goal will emphasize the upgrading of equipment that is necessary for education to be sensitive to children, people with disabilities, and people of diverse genders and create an environment free from violence against these groups. Scholarship and training opportunities both domestically and internationally are expanded and the number of qualified teachers through international cooperation (United Nations, 2020) is increased. One of the key approaches to achieving sustainable development goals is to develop people from a quality education system, learning about cultural roots, and being aware of one's role as a good citizen in a global society. This comes from laying the foundation for education at the micro level and stimulating the awareness of people and society to see the value of joint education among all sectors.

Educational management in Vietnam is decentralized. Each province is responsible for organizing its education. There are two systems of education in Vietnam: formal education and non-formal education. As for formal education, education is organized from kindergarten to university. The academic life of Vietnamese children begins to change when they finish middle school because they must take an entrance exam to enter schools or high school classes throughout the country. However, the exam is organized by the regional education districts in each province. Students who pass the exam will be selected for admission to provincial high schools and continue to study at university. As for non-formal education, it is the provision of education for those who are unable or do not have the opportunity to enter formal education to have an education in the form of lifelong education. There is a continuing education center to teach from the literacy level to the secondary level, recreation, and short-term careers for those who are already working while studying at night. And in colleges and universities. In general, non-formal education is provided to those who work and study outside of regular school hours. In addition, the private sector is encouraged to invest in education according to the government curriculum. And international schools. Other foreign languages are taught in addition to English, German, French, Chinese, Japanese, and Korean, and language centers, especially Vietnamese, evaluate schools based on high school entrance exams and assessment of the quality of the Vietnamese, language Vietnamese Literature, English, and Mathematics (Kohtbantau, 2015).

Hoi An has a history dating back to the 15th century. It was registered as a UNESCO World Heritage Site in 1999 for its beauty and unique architecture. The location of the city with a river flowing through it and having arts and culture that have been passed down to the present day have made Hoi An a city filled with the charm of a traditional way of life combined with unique and beautiful architecture. (Chonchoetsin, 2000). For the architectural aspect, there are places to pay respect to the Chinese ancestors with a shrine to pay respect for safety in maritime business navigation. Hoi An style houses which are a combination of ideas and beliefs from China and Vietnam, houses that combine European, Vietnamese, Chinese, and Japanese architecture, and a Japanese bridge that connects the sites of the Japanese and Chinese merchant guilds have an identity that reflects antiquity and being a UNESCO World Heritage Sites, which are regarded as a highlight of Hoi An and important attractions that make foreign tourists want to visit these places. In addition, another prominent point is the lantern decoration in the Hoi An city walkway. This is a result of cooperation between various shop owners in the area to create a highlight for tourists. It is a cooperation between people in the community, between store operators, including local agencies (Viphathumiprathes, Haemtong, and Srithongtham, 2018). The culture of the traditional invention of lanterns of Hoi An can be considered unique and valuable and helps promote a great deal of economic value.

The culture of the traditional invention of lanterns of Hoi An is a long-standing traditional handicraft product in Hoi An. It appeared in the early 16th century as a source of cultural exchange and integration. It is a lively cultural

organization related to Hoi An which involves the process of development through ancient architecture in Hoi An Quang Nam (Tran Van An. 2008). In 1644, the Minh Huong people were chosen by the Nguyen nobles to settle in the trading port of Hoi An. Immigrants from Fujian, Chaizhou, and Guangdong hung lanterns in front of their homes to relieve their homesickness (Tran Van An. 2008). Since then, the lanterns have been brought about, existed, and influenced the material and spiritual life of local people. They have also created a cultural identity and become a work of art that can present the reuse of traditional elements relevant to Hoi An's current economy, culture, and society in the context of the World Cultural Heritage City. After Hoi An was recognized by UNESCO as a World Cultural Heritage Site in 1999 (UNESCO, 1999), there was a change of lanterns to the festival's practical activity "Full Moon Night of the Ancient City" which aims to bring elements of the cultural identity and creativity of the lanterns clearly expressed through the festival into the cultural, social, and economic life of the local people. Confirming the value of traditional lanterns in culture, beliefs, and applied arts of cultural identity is an existing treasure and a legacy that has existed for a long time. It is the common property of the local community. It is a fragile item that needs to be protected and preserved so as not to disappear (Jensen, Arnett & McKenzie, 2011). The culture of the traditional invention of lanterns of Hoi An also expresses a simple way of life that was passed down from the ancestors and shows the Hoi An people's gratitude for their historical roots as well.

Cultural identity is a local characteristic that creates prosperity for society and communities. It can create a feeling of belonging among the people in the area until it becomes a common characteristic of the community whether it is race, religion, language, local culture, etc. that has shown itself to outsiders to know and understand. Identity is both a distinctive feature and a selling point and a symbol used to show the way we identify with certain people. and distinguish us from other groups of people or other societies It is something that has been done systematically, accumulated, and passed down from one generation to the next until it becomes valuable, and we accept it with a sense of pride in that cultural identity (Wanida Trisawat, 2012). Identity is a matter of the relationship between the individual and society. It explains that in the frontier of sociology's knowledge about the issue of dualisms in sociological theory (Dualisms in Sociology), which mainly appears in the study of concepts of the individual and society (Individual-Society), Action-Structure (Agency - Structure) and the micro-macro level (Micro-Macro) especially for micro-level analysis that places particular emphasis on the immediate and personal aspects of everyday social interactions or a face-to-face study. The macro-level analysis places great emphasis on general characteristics or the overall picture of society, possibly including structural phenomena. In this regard, various aspects of society, both micro and macro, are interrelated (Kongmeng, 2019).

Cultural education is the study of culture that aims to investigate the issues of education as cultural practices that are multidisciplinary with broad coverage across disciplines to understand the complex patterns and processes of culture in the relevant socio-political context (Panyakaew, 2017). Cultural education examines both high culture or accepted culture and Popular Culture and examines texts as discursive practices and signifying practices (Easthope, 1991). Cultural education should not examine parts of culture but should examine all cultural productions whether being texts in literary studies, traditional styles, populist culture, or mass culture such as newspapers, magazines, television, popular songs, and so on. Learning management to promote a shared sense of cultural identity, which leads to identity formation and standing proudly in one's identity, is an important way to promote sustainability citizenship, which is an important characteristic of citizens. The next century will be surrounded by enormous changes. And directly affects the production of citizens in the future society.

Sustainability citizenship is the idea of creating citizenship for citizens. It is something that almost every country in the world has always tried to push to occur and places importance on. This is because people are aware of the necessity and value of citizenship as a tool for leading the country to survive and overcome various crises, including if when people are quality citizens, it will affect the creation of a quality society and lead to the development of the foundation of a strong society. It is truly sustainable development. A lot of developed countries are aware of this matter and therefore place importance on the human development process from the youth level and drive education to create citizenship (civic/citizenship education) to enter the education system, especially for compulsory education in which many countries, both Europe and Asia, can provide education until it is successful and accepted (Michele, Dietlind & Daniel, 2012). Characteristics of sustainability citizenship are related to sustainable development that occurs by managing education for sustainable development, which will help students to have sustainable ideas for global society. Sustainability citizenship will contribute to sustainable development along the lines of sustainable education. This will enable learners to live in a society that is constantly changing whereby there will be development in terms of knowledge, skills, attitudes, and values that are sustainable through learning that covers economics, politics, society, and the environment that occurs.

Therefore, it is very necessary to study the cultural identity of the traditional invention of lanterns of Hoi An,

Vietnam. to use the knowledge learned to design and develop learning management guidelines that enhance knowledge and understanding of cultural identity in the World Cultural Heritage area of Hoi An, Vietnam and to enhance sustainability citizenship skills for learners. There is awareness of creating a cultural identity that leads to the development of a sustainable society.

2. Methodology

2.1 Step 1 Research Form

The research was conducted in the form of Participation Action Research by using quantitative data and qualitative data in analysis and description of the research results.

2.2 Step 2 Population and Samples in the Research

The research Samples used in the research were: 1) a group of 25 people providing information about the cultural identity of the traditional invention of lanterns; 2) a group of 9 cultural education experts; and 3) an experimental group using the guidelines for cultural education, namely high school students in the World Cultural Heritage area of Hoi An, Vietnam, accounting for 150 people using purposive sampling.

2.3 Step 3 the Instruments Used in the Study

The instruments used for data collection consisted of:

- Unstructured interview forms
- Quality assessment forms of the guideline for learning management
- Assessment forms for sustainability citizenship
- Focus group discussion recording forms

2.4 Step 4 Data Collection

A Documentary Study was conducted by collecting information from documents, books, and academic articles for theories, concepts, and related research work to use the obtained data to determine the research framework and for data analysis.

Field studies were conducted by interviewing community scholars, community leaders, villagers, and agency representatives of the government sector and the civil society to collect data regarding the cultural identity of the traditional invention of lanterns in Hoi An, Vietnam whereby the tool used was the unstructured interview form on the cultural identity of traditional invention of lanterns of the city of Hoi An.

Design and Development was collecting quantitative data by designing and developing the learning management guidelines for cultural education through the traditional invention of lanterns through the traditional invention of lanterns to promote sustainability citizenship of high school students in world cultural heritage areas. After that, assessing the quality was conducted by experts of cultural education whereby the tool used was the quality assessment form for the learning management guidelines.

Evaluation was to take the learning management guidelines for cultural education through the traditional invention of lanterns to promote sustainability citizenship of high school students in world cultural heritage areas to do some experiments with the students. After that, students were allowed to evaluate the level of sustainability citizenship, and the focus group discussion was conducted together with the students to enquire about opinions on the learning management guidelines whereby the tools used were the sustainability citizenship assessment form and the focus group discussion recording forms.

2.5 Data Analysis

For qualitative data, the researcher analyzed the data according to the study goal using the data analysis method based on interpretation which was obtained from document analysis and interview forms to summarize issues according to data groups and analyze data relationships.

For quantitative data, the researcher took the data obtained from the assessment form to conduct data analysis with a statistical package that can be used for data analysis suitably. The analysis was based on descriptive statistics by showing the results of statistical analysis as the average and standard deviation.

3. Results

For the research at this time, the research team classified the data obtained from the study and presented research results according to the determined objective. The study results can be summarized as follows:

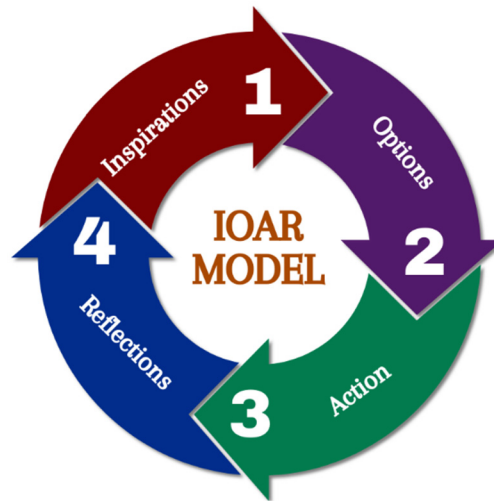
From Studying the Cultural Identity of the Traditional Invention of Lanterns in Hoi An, Vietnam, It was Found that, the Traditional Invention of Lanterns in Hoi An, Vietnam is a Story Associated with the Change of Social and Cultural Background with the Transition from Generation to Generation. The Hoi An people and Hoi An society have had a way of life and ties with lanterns in Hoi An since the time of their ancestors. This gives a perspective on the historical development of Hoi An ancient city. Hoi An's traditional lanterns are worth paying attention to due to the traditional invention of lanterns is a process that combines art and culture. There are unique decorative patterns and lamps in various styles such as hexagonal wooden lamps wrapped in multi-colored silk and decorated with embroidered images, the invention of traditional lantern elements, and the traditional stories of lanterns with designs and colors of which the style is unique and different from one another. Tourists can fold lanterns as gifts to be given to relatives and friends in different sizes and styles. They are extraordinary cultural values whereby the uniqueness of the traditional invention of lanterns helps promote tourism in Hoi An very well. There is also lantern releasing activities on the Hoi An River, boating tours of the old town, culinary culture, shops, and a lot of ancient architecture areas to admire. This traditional cultural feature is worth preserving as a legacy to be passed on further.

From Designing and Developing the Guidelines for Cultural Education Learning Management through Traditional Invention of Lanterns to Promote Sustainability Citizenship of High School Students in the World Cultural Heritage Area. It was found that the researcher had synthesized the guidelines for cultural education learning management through the cultural identity of traditional invention to promote sustainability citizenship of high school students called the cultural education learning process of the IOAR model consisting of 1) creating inspiration (Inspirations), 2) Creating options (Options), 3) Practice (Action) and 4) Reflections with the following details (Hansapiromchoke, 2015; Mangkhang, 2021; kaewpa, Mangkhang and Kaewpanya, 2023)

Table 1. Details of the Cultural Education Learning Process in the Form of the IOAR Model

IOAR model process	Roles of students	Roles of teachers
Inspirations: I	Have a desire to learn with commitment to education, be ready for changes in the classroom and various situations around them, try to understand the learning process established by the teacher and linking learning experiences with daily life for learning that is consistent with real life.	Be an inspirational source and plan preparation for students so that students can learn happily and achieve maximum efficiency. The teacher uses questions to start the learning process, focuses on using investigative questions and stimulates the systematic thinking process.
Options: O	Choose the learning method that suits them or want to learn to meet the learning objectives without limiting the scope of one's own learning within the framework but try to lead themselves to new learning experiences around them.	Be the one who offers learning options to students with a variety of teaching methods to suit the context of the students
Actions: A	Be a good listener and follower along with participating in learning and creatively suggest information about learning content, be a good practitioner of the learning process that they have chosen and are interested in learning, drive learning with a desire to learn and seek new experiences.	Facilitate learning for learners by using innovative media and effective technology to adapt to the learning style of the students.
Reflections: R	Present perspectives, reflect thoughts and feelings from what has been learned, including offering guidelines for cultural management. or traditions that they have learned creatively.	Is the person who summarizes knowledge from all content learned and discuss with students the issues received from teaching and learning together with students

Source: Researcher (2023)



Picture 1. The Cultural Education Learning Process in the Form of the IOAR Model

Source: Researcher (2023)

After that, the researcher had the learning management guidelines assessed on qualities and appropriateness by experts of cultural education. The assessment results appear as follows:

Table 2. Results of Assessing the Appropriateness of the Learning Management Guidelines for the Cultural Identity Which Promotes Sustainability Citizenship of Secondary School Students (n=9)

No.	Assessment item	Level of appropriateness		
		\bar{x}	SD	Interpretation
1	The guidelines for organizing learning promote the cultural identity of the students.	4.29	0.49	High
2	The learning management guideline presents learning steps and methods that are appropriate for developing knowledge about the cultural identity of the students.	4.57	0.53	Highest
3	The learning management guideline has a learning process that encourages the students to take pride in their cultural identity.	4.29	0.95	High
4	The learning management guideline has a learning process through hands-on practices.	4.43	0.79	High
5	The learning management guideline has a learning process that is consistent with the students' area-based context.	4.14	0.69	High
6	The learning management guideline has a process to prepare the students for changes in the future global society.	4.43	0.79	High
7	The guidelines for learning management promote creative ideas.	5.00	0.00	Highest
8	The learning management guidelines use digital technology to make teaching and learning management become more efficient.	4.29	0.95	High
9	The learning management guidelines have a clear process and can be used in teaching and learning management.	4.14	0.90	High
10	The learning management guidelines are measured and assessed in accordance with the diverse learning styles of the students.	4.71	0.49	Highest
Overall picture		4.43	0.66	High

Source: Researcher (2023)

From Table 2, it is found that the guidelines for managing cultural education through the traditional invention of lanterns to promote sustainability citizenship of high school students in World Cultural Heritage areas had overall appropriateness at a high level ($\bar{x} = 4.43$, $SD = 0.66$) When considering each item, it was found that the top 3 highest evaluation items were: 1) Guidelines for learning management to promote creative ideas ($\bar{x} = 5.00$, $SD = 0.00$); 2) Learning management guidelines are measured and assessed by the diverse learning styles of the students ($\bar{x} = 4.71$, $SD = 0.49$) and 3) Learning management guidelines are presented steps and methods that are appropriate for developing knowledge about the cultural identity of the students ($\bar{x} = 4.57$, $SD = 0.53$) respectively This shows that the guidelines for learning management about cultural education through the traditional invention of lanterns to promote sustainability citizenship of high school students in world cultural heritage areas is effective in application.

After that, the researcher then used the guidelines for cultural education learning management through the traditional invention of lanterns to promote sustainability citizenship of high school students in the World Cultural Heritage Area to design a learning management plan on the cultural identity of the traditional invention of lanterns of Hoi An. The number of learning hours is 12, with content consisting of

Table 3. Details of the Learning Management Plan on the Cultural Identity of Traditional Invention of Lanterns of the Hoi An City

No.	Learning content	Hours of learning
1	Landscape of the World Heritage City of Hoi An	3 hours
2	Cultural heritage of traditional invention of lanterns	3 hours
3	Traditional invention of lanterns	3 hours
4	Preserving cultural identity of traditional lanterns on the full moon night	3 hours

Source: Researcher (2023)

From Studying the Results of Using the Guidelines for Cultural Education Learning Management through the Traditional Invention of Lanterns to Promote Sustainability Citizenship of High School Students in the World Cultural Heritage Area. It was found that the researcher used the learning management plan on the cultural identity of traditional invention of lantern of Hoi An to do some experiments in the classroom. After that, the researcher then asked the students to evaluate their own level of sustainability citizenship. The evaluation results appear as follows.

Table 4. Mean, Standard Deviation, and the Level of Sustainability Citizenship of the Students ($n=150$)

No.	Assessment item	\bar{x}	SD	Interpretation
1	Students have a positive attitude towards preserving culture in the context around them.	4.80	0.45	Highest
2	Students cooperate with the community	4.60	0.55	Highest
3	Students play a role in enabling the community to develop into a model community.	4.40	0.89	High
4	Students are responsible for their own roles and responsibilities.	4.80	0.45	Highest
5	Students are aware of the importance of learning sustainability citizenship.	4.60	0.89	Highest
6	Students behave according to the legal structure.	4.80	0.45	Highest
7	Students must think critically.	4.20	1.10	High
8	Students will be able to manage their available resources in a cost-effective and maximum benefit manner.	4.80	0.45	Highest
9	Students are well-versed and up to date with world situations.	4.60	0.89	Highest
10	Students can adapt in disruptive situations.	4.40	0.55	High
Combined mean		4.60	0.67	Highest

Source: Researcher (2023)

From Table 4, it shows that the students had the overall level of sustainability citizenship at the highest level ($\bar{x} = 4.60$, $SD = 0.67$). When each item was considered, it was found that there were 7 important areas with the highest level of evaluation results, consisting of 1) Students have a positive attitude in preserving culture in the context

around them, 2) Students are responsible for their own roles and responsibilities, 3) Students behave according to legal structures, 4) Students are able to manage available resources in a cost-effective and maximum benefit manner, 5) Students cooperate with the community, 6) Students are aware of the importance of learning sustainability citizenship, and 7) students are knowledgeable and up to date with world situations. This shows that the guidelines for cultural education learning management through traditional invention of lanterns effectively promotes sustainability citizenship of high school students in the World Cultural Heritage Area.

4. Discussion

Studying the Cultural Identity of the Traditional Invention of Lanterns in Hoi An, Vietnam Revealed that the Cultural Identity of the Traditional Invention of Lanterns of Hoi An city, Vietnam is Associated with a Way of Life Connected to Nature and Social Values Passed down from Ancestors. This is one of the important characteristics that drive the culture and economy of the people of Hoi An, which is a world cultural heritage city that shows its relationship with the context of being a world cultural heritage city and the way of life that is attached with the nature and the simple way of life that has been passed down from our ancestors. This corresponds to (Viphathumiprathes, Haemtong, and Srithongtham, 2018) who have presented the concept regarding experiencing and appreciating the identity and beauty of culture, historical values, the way of life of other groups that are culturally different from one's own such as art, architecture, ancient sites, antiques, stories and historical values, way of life, language, dress, consumption, beliefs/religion. Various traditions and customs. (Pama & Haocharoen, 2019) also suggest that the identity of a community is its activities and way of life, including natural elements and a complete landscape, resulting in cultural diversity. It represents the existence of activity within the physical characteristics of the architecture. In conserving a community, it is essential to preserve the quality of people's activities and lifestyles at the same time. Therefore, external development such as tourism should be a factor supporting the existence of the social system to pass on the community way of life that is still practiced. Conservation should, therefore, balance the changes so that the changes still maintain the overall quality of the place.

From Designing and Developing the Guidelines for Cultural Education Learning Management through the Traditional Invention of Lanterns to Promote Sustainability Citizenship of High School Students in the World Cultural Heritage Area. It was found that the researcher has designed and developed the guidelines for cultural education learning management through the traditional invention of lanterns to promote sustainability citizenship called the IOAR model process consisting of 1) creating inspiration (Inspirations), 2) Creating options (Options), 3) Action (Action), 4) Reflections and the overall suitability evaluation results were at a high level. This is consistent with Wanida Trisawat (2012) who has suggested that the study of cultural identity is a local characteristic that creates prosperity for society and communities. It can create a feeling of belonging among people in the area until it becomes a common characteristic of the community whether it is race, religion, language, local culture, etc. that has shown itself to outsiders to know and understand. Identity is a distinctive feature, a selling point, and a symbol used to show the way we identify with certain people. And distinguish us from other groups of people or other societies. At the same time, Berger, and Luckman (2016) stated that cultural identity is created through social processes. There may be constancy, changes, or changes in the form depending mainly on social relationships. A city is like a living thing that is constantly growing. It expands and changes according to time and circumstances. The physicality of the city we see today is the result of changes that took place in the past, which is sometimes an inappropriate change. There have been encroachments on important historical areas that have altered the original structure of the city. This is in the same direction as Oliver (2014) who suggested that cultural studies should not be conducted for parts of culture but should be conducted for all cultural production whether being texts in literary studies, traditional styles, populist culture, or mass culture such as newspapers, magazines, television, popular songs, and so on.

From Studying the Results of Using the Guidelines for Cultural Education Learning Management through the Traditional Invention of Lanterns to Promote Sustainability Citizenship among High School Students in World Cultural Heritage Areas. It was found that high school students had the overall level of sustainability citizenship at the highest level. The evaluation results show that the learning management guidelines that have been developed help promote knowledge for students to have an understanding and awareness of diversity and cultural differences in local wisdom, recognize and understand the context of one's own cultural identity, accept diversity in culture and local wisdom, have knowledge and understanding about their roles in studying information about their own local culture, takes pride in developing a cultural identity and have creative ideas from local wisdom that appears in the cultural identity. This is consistent with the work of (kaewpa, Mangkhang and Kaewpanya, 2023) who suggested that preparation for sustainability citizenship Learners must be prepared and have the qualities of a sustainable citizen that cover all dimensions, including personal, business, economic, social, and natural environments and have a basic

understanding of local cultural wisdom that helps create knowledge to become a community heritage, able to live diligently on the middle path with wisdom and moderation amidst changes in world trends in which teachers must integrate knowledge extracted from local wisdom to connect with various learning sciences and adjust teaching and learning as well as a learning process that is appropriate for students. (Michele, Dietlind & Daniel, 2012) also suggested that the idea of creating citizenship for citizens is something that almost every country in the world has always tried to push for and given importance to because they are aware of the necessity and values of sustainability citizenship as a tool to lead the country to survive and overcome various crises very well. This also includes when people are quality citizens, it will affect the creation of a quality society and lead to the development of the foundation of a strong society which is truly sustainable development. At the same time, (Carolyn & Mundo, 2019) proposed that sustainability citizenship is a theory and developing empirical research and taking advantage of public practices, especially politics reflect the existence and importance of the world's increasingly sustainable consumer choice manufacturing industries to varying degrees to alleviate complex human rights and environmental issues, historical relationships, volumes of goods. General consumer goods continue to increase whereby sustainability citizenship is a social practice such as the area-based relationship between words and actions of the experiences which recognize relatively stable behavioral patterns, in familiar ways. Although the word "action" usually describes special behavior, practices emphasize the regularity of human behavior.

5. Conclusion

Studying the cultural identity of the traditional invention of lanterns of Hoi An, Vietnam. to use the knowledge learned to design and develop learning management guidelines that enhance knowledge and understanding of cultural identity in the World Cultural Heritage area of Hoi An. Vietnam and to enhance sustainability citizenship skills for learners. There is awareness of creating a cultural identity that leads to the development of a sustainable society.

6. Suggestions

6.1 Suggestions for Implementing Research Results

- Preparing documents to be learning medias on the local culture identity in the community should be promoted to bring about the database and learning resources for students at every educational level.
- School administrators, teachers and community leaders should promote for cooperation among schools and the community in organizing periods of local culture identity study together with the community to reinforce sustainability citizenship of students.

6.2 Suggestions for Doing the Next Research

Integration of learning materials with various learning disciplines should be developed to promote students' diverse cultural perspectives.

Students' needs should be analyzed to be used as a guideline for developing learning management in subjects that link cultural identity and local history.

The use of digital technology to participate in cultural education learning management should be studied to enhance economic value for local communities.

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Nuengruethai Chantharakhami were correspondence and responsible for study design and revising. Supachai Singyabuth, Nguyen Thi Thanh Thao and Le Thi Hoai Thuong responsible for data collection. Prof. Wantanee Nachaingern and Cao Thi Hong Vandrafted the manuscript and Prof.

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