Research Article

Effects of Collaborative Learning Model Guidance Activities Package to Enhance Peace Culture for Youth Leaders of Suankularb Wittayalai School in Nonthaburi Province, Thailand

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ABSTRACT

The purposes of this research were to: 1) study the level of peace culture of the youth leaders of Suankularb Wittayalai School in Nonthaburi Province; 2) compare the level of peace culture of the youth leaders before and after participating in collaborative learning guidance activities and; 3) study the satisfaction of the youth leaders, participating in collaborative learning guidance activities to promote a peace culture. The study employed a one-group pretest-posttest research design. The sample consisted of 81 youth leaders selected based on voluntary participation. The intervention included six structured collaborative learning activities targeting key aspects of peace culture: mutual respect, empathy, non-violence, social responsibility, and forgiveness. Content validity was checked by 3 experts with a value of .67 to 1.00. Data were collected using pre- and posttests and a participant satisfaction survey of a behavioral measurement form consisting of five dimensions with the reliability coefficient of .89. Quantitative data were analyzed using mean, standard deviation and paired t-tests. The research results showed that: 1) a significant improvement in the peace culture of youth leaders after participating in the activities across all measured dimensions; 2) participants demonstrated enhanced mutual respect, empathy, and conflict resolution skills and; 3) the overall satisfaction with the activities was high, indicating the effectiveness of the collaborative learning approach in peace education. The study suggested integrating similar collaborative learning models into educational curricula to promote peace culture among youth leaders further. Future research should explore long-term impacts and expand the study to diverse educational contexts.

Keywords: Collaborative Learning Model, Guidance Activities Package, Peace Culture, Youth Leaders

Introduction

In today's society, conflict and violence are common problems, especially among youth, which affect their quality of life and overall social development (Waiwannajit, S., 2017). Therefore, promoting a peace culture is an important approach to solving such problems, especially among youth leaders who play an important role in influencing their peers. Peace Culture is a concept that emphasizes creating a society that promotes peaceful coexistence, resolving conflicts through non-violent methods, and developing values, attitudes, and behaviors that lead to sustainable peace. (Boulding, E. 2000; Galtung, J. 1990) The study of Wattanasap, W. (2010) indicates that promoting a peace culture should start from educational institutions, which are sources of nurturing youth skills and values. However, traditional teaching methods may not be sufficient to effectively instill peace cultural concepts and skills

Collaborative learning guidance activities are one potential method for developing learners' skills and attitudes. Students still lack skills in working with others, lack confidence in expressing their opinions, communication, and pursue ineffective collaborative problem solving. Learning emphasizes competition more than cooperation. These studies support collaborative learning by emphasizing the development of social skills, creating a supportive learning environment, and increasing the effectiveness of guidance services through working together in organizing guidance activities. (Boulding, E. 2000; Galtung, J., 1990; Sabaiying W. (2021). Learning through direct experiences can promote deeper learning and real-life application better than rote learning, while using practical activities to promote social and emotional skills in youth resulted in positive changes in understanding of oneself and others is an important foundation of peace culture. (Thitsana Khaemmani, 2016)

However, there are still few studies that focus on the use of collaborative learning guidance activities to directly enhance peace culture, especially among youth leaders, who are a group with the potential to create widespread changes.

Gokhale (2000) conducted a study on collaborative learning and its impact on the development of critical thinking skills. The findings revealed that there was no statistically significant difference in the exercise performance between students who learned individually and those who engaged in collaborative learning. However, when it came to critical thinking skills, a statistically significant difference was observed between the two groups at the 0.01 level. The study concluded that collaborative learning contributes significantly to the development of critical thinking.

Students participated in learning activities that emphasized collaborative learning through teamwork in small, heterogeneous groups. They engaged in learning with a shared responsibility for the group's success, focusing on active participation, cooperation, mutual interaction, and acceptance of individual roles and responsibilities. The process encouraged thoughtful, reflective, and deliberate problem-solving, aligning with the findings of Jaijan et al. (2017, pp. 194–207), which highlighted the effectiveness of such collaborative approaches in enhancing learning outcomes.

Therefore, this research on "Effects of Collaborative Learning Model Guidance Activities to Enhance Peace Culture for Youth Leaders of Suankularb Wittayalai School in Nonthaburi Province" is to explore innovative approaches to enhance peace culture among youth leaders. The results of this research will be useful for improving current curriculum and activities to instill peace culture in educational institutions.

Research Objective

1. To study the level of peace culture of the youth leaders of Suankularb Wittayalai School, Nonthaburi Province.

2. To compare the level of peace culture of the youth leaders before and after participating in collaborative learning guidance activities.

3. To study the satisfaction of the youth leaders, participating in collaborative learning guidance activities to promote a peace culture.

Literature Review

1. Research on promoting peace culture in educational institutions

A study by Johnson and Johnson (2019) on "Promoting Peace Culture in Schools: A Comprehensive Approach" found that promoting peace culture in schools through various activities such as collaborative learning, peer mediation, and peace camps can significantly reduce aggressive behavior and increase students' conflict resolution skills.

In addition, Ramírez-Barat and Duthie (2022) conducted a research on "Peace Education in Post-Conflict Societies: Challenges and Opportunities", which pointed out that peace education in post-conflict societies must take into account the social and cultural context, emphasizing intergroup understanding and the development of creative problem-solving skills.

In terms of promoting a culture of peace, Wichai Wongyai (2018) proposed four components: awareness raising, skills development, practical implementation, and evaluation. This is consistent with the research of (Makkun, t. and Sabaiying, w. 2023) The youth leadership development collaborative learning helps strengthen leadership skills in 5 main areas: respect, non-violence, social responsibility and forgiveness.

In terms of promoting a culture of peace proposed four components are: awareness raising, skills development, practical implementation, and evaluation. This is consistent with conflict management through peaceful means, which requires the participation of all parties and uses negotiation and mediation as an important tool.

In terms of youth leadership development, youth leadership development through group activities has been confirmed to be effective. However, Good Communication is the best approach that requires appropriate communication channels with adequate space and time. It is essential to keep pace with information technology by utilizing social media as a communication channel with young people. Good communication constitutes non-violent methods including dialogue, negotiation, and mediation. Building Good Relationships with

mutual listening requires establishing fundamental principles of mutual respect, leading to empathy and understanding between parties. Managing Differences involves identifying and recognizing differences in both substantive conflicts (such as economic, lifestyle, cultural, social and political, environmental issues, etc.) and root causes. Then collaboratively addressing these differences through creative thinking and approaches. (Makkun, t. and Sabaiying, w. 2023)

Espiritu's (2019) study, "Youth Leadership for Peace: A Participatory Action Research," used a participatory action research method to develop youth peace leaders. The results found that involving youth in the design and implementation of community peace projects strengthened their leadership skills and commitment to peace building.

A study conducted in Thailand developed a collaborative learning model based on Buddhist principles to enhance citizenship among high school students. The model included activities such as situational discussions, group planning, and critical reflection, fostering respect, responsibility, and community engagement. Integrating cultural values into collaborative learning can deepen youth leaders' commitment to peace and social harmony (Kitipa Sota, 2020)

Alomair (2016) explores the intersection of peace leadership and youth leadership, highlighting how young leaders can engage in peace processes through practices such as nonviolence, dialogue, and conflict resolution. The study underscores the importance of equipping youth with leadership skills that are aligned with peacebuilding objectives.

Schellhammer (2016) explores the integration of a culture of peace into leadership education. The study argues that leadership should be informed by the values of a culture of peace, necessitating that leadership education imparts mindsets, values, and competencies aligned with peace building. This perspective is vital for preparing youth to become effective peace leaders in an increasingly complex world.

From the above literature review, it can be seen that promoting peace culture through collaborative learning guidance activities tends to be an effective method for developing youth leaders. However, there is still a gap in the study on the use of collaborative learning guidance activities to enhance peace culture, especially in the context of Thai society. This research helps fill in the knowledge on this issue.

**2. Research on collaborative learning activities**.

In terms of collaborative learning activities, collaborative guidance activities have an effect on learners' development in many ways. Sumalee Chaijaroen (2017) found that collaborative learning helps develop both academic achievement and social skills. This is consistent with the research of Wachara Laoriandee (2020) who found that collaborative guidance activities help develop skills in working with others effectively. In addition, group guidance activities help develop life skills, especially in communication and working with others.

Research Methodology

    1. Research Design

        This research used one-group pretest-posttest design. There was no control group as the investigator only needs to examine the differences as a result of the intervention in this school.

Figure 1 One-Group Pretest-Posttest Design
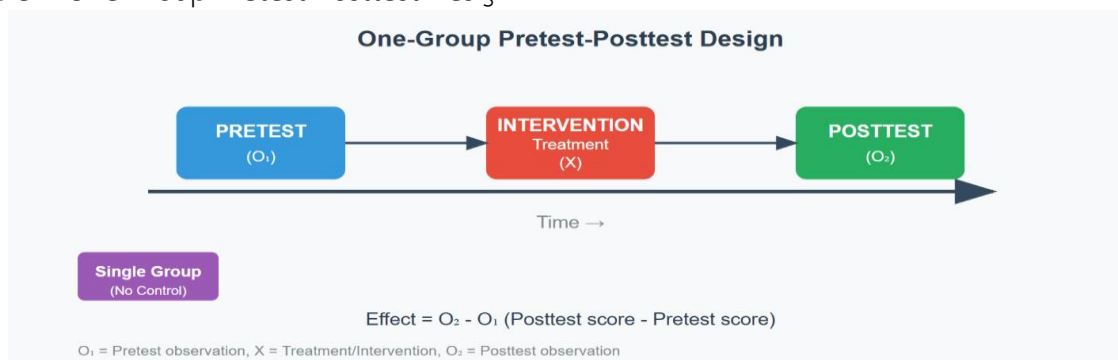
    2. Population and Sample

        Population: Students who are youth leaders at Suankularb Wittayalai School, Nonthaburi Province

        Sample: Random sampling method was by Voluntary Participation criteria such as being a student committee member, class leader, or club leader, resulting in 81 youth leaders were selected.

    3. Instruments used in the research

        3.1 Plans for collaborative learning activities to strengthen peace culture, consisting 6 plans as:

Table 1 Plans for collaborative learning activities to strengthen peace culture, consisting 6 plans

Activity name	Important concepts	Duration (Day/hours)
Listening attentively: Respect for each other (Respect)	Respecting and accepting the abilities of others; using polite language; being humble; showing empathy for others; expressing no selfishness; always considering others; showing appropriate respect; listening to others' opinions without prejudice; not making others lose face; putting yourself in other people's shoes; adjusting your own attitude to be correct; always building self-confidence; thinking positively no matter who you dislike; respecting the differences of your friends or people around you; and respecting others through your speech and actions.	(1/1)
Finding Identity: Respecting Differences (Empathy)	Being happy and respecting yourself, feeling connected to the humanity of others, even though they may or may not receive the same thing in return, but they will feel the value of being human in themselves; understanding the needs of others; supporting others without regard to their shortcomings; doing what others want without expecting anything in return; giving others the opportunity to do things equal to others; being aware of the opinions of the group; and understanding the opinions of the group.	(1/1)

Table 1 Plans for collaborative learning activities to strengthen peace culture, consisting 6 plans (continued)

Activity name	Important concepts	Duration (Day/hours)
Listening to a story from the past: Forgiveness	Forgiving those who have done wrong; not to hold grudges or resentments; and not to seek revenge. Forgiveness not only makes others feel better, but also makes everything smoother. More importantly, it solves the problem directly, and makes us feel relieved that everything ended well and we understand each other better. Forgiveness is not easy. We must be determined and know the benefits/disadvantages of forgiveness and who deserves forgiveness. We must understand the feelings of those who are suffering and have made mistakes and forgive them. We can face the painful feelings that arise, see the benefits of forgiveness for ourselves, let go of the anger in our own minds, learn from the stories that have happened, and use them to live a better life.	(1/1)
Drawing yourself and tell your friends how you feel: Mutual Respect and honor each other	Respecting and accepting the abilities of others; using polite language; being humble; showing empathy for others; showing no selfishness; always considering others; showing appropriate respect; listening to others' opinions without prejudice; not making others lose face, putting yourself in other people's shoes; being considerate of those around you, both in times of suffering and happiness; being sincere to others; and treating others with respect.	(1/1)
Student Leader Declaration: Social Responsibility	Assignment of responsibility for the impact of its decisions and activities on society and the environment, which are conducted transparently and ethically, are environmentally responsible; having transparency in decision-making; helping promote ethical behavior; be respectful of the interests and needs of others, as well as respecting the laws and regulations of society.	(1/1)
Warm Classroom: Non-violence	A classroom that is warm, clean, tidy, pleasant, to facilitate learning and teaching as for teachers, to promote self-discipline and social discipline in students, to develop in all aspects, to respond to conflict situations without using force, to express arguments in a way that is mutually beneficial, to not want to use violence, to use patience, to be able to control oneself, to understand and show love for fellow human beings.	(1/1)

3.2 Behavioral measurement form, consisting of 5 dimensions, 25 questions

3.3 Questionnaire on satisfaction with participation in activities

Instrument construction and quality assurance: Study of documents, theories, and related research. Instrument construction was based on operational definition. Content validity was checked by 3 experts with a value of .67 to 1.00, which was considered usable. Trial was conducted with a group of 30 youth leaders who were not in the experimental group and the reliability was .89.

4. Data collection

1) Pretested with a knowledge, skills, and attitude test

2) Conducted the experiment by organizing 6 collaborative learning guidance activities

3) Post tested with the same test

4) Evaluated satisfaction with the participation in the activities

5. Data Analysis

1) Analyzed quantitative data using basic statistics, including mean and standard deviation.

2) Compared the results before and after the experiment using a paired t-test.

6. Research Ethics

1) Requested permission to conduct the research from the school director.

2) Explained the objectives and research procedures to the participants.

3) Requested consent from the parents of the minor participants.

4) Maintained the confidentiality and privacy of the participants.

5) Presented the research results in general without identifying individuals.

Results

The following table presents the general demographic and academic characteristics of the participants in this study. It includes information on gender, age, school level, grade point average (GPA), and extracurricular involvement. A total of 81 students participated in the survey. The data are presented as both the number of respondents and the corresponding percentages to provide a clear overview of the sample composition.

Table 2 Number and percentage of general information

General information		Number	Percentage
Gender:	Male	13	16.05
	Female	68	83.95
Age (years):	12	1	1.23
	13	17	20.99
	14	3	3.70
	15	1	1.23
	16	50	61.73
	17	9	11.11
School Levels:	Secondary school year 1 – 3	21	25.93
	Secondary school year 4 – 6	60	74.07
Grade point average:	2.00 - 2.49	1	1.23
	2.50 - 2.99	4	4.94
	3.00 and above	76	93.83
Students' participation in clubs: *SanfanPlaifan*		42	51.85
	As Student Committee members	16	19.75
	To be Number One	15	18.52
	Music lovers/Cheer leaders	8	9.88
Total		81	100.00

The project participants were: 13 males, 16.05 percent; 68 females, 83.95 percent; 50 aged 16 years, 61.73 percent; 17 aged 13 years, 20.99 percent; 9 aged 17 years, 11.11 percent; and as for educational level: Secondary school year 1-3, 21 students, or 25.93 percent; Secondary school year 4-6, 60 students, or 74.07 percent; Grade point average of 3.00 and above, 76

students, or 93.83 percent; Grade 2.50-2.99, 4 students, or 4.94 percent; 42 students participated in the *SanfanPlaifan* club, or 51.85 percent; 16 Student Committee members, or 19.75 percent; To be Number One project, 15 people, or 18.52 percent.

1. The level of peace culture of the youth leaders of Suankularb Wittayalai School, Nonthaburi Province

Table 3 The level of peace culture of the youth leaders in 5 aspects of Suankularb Wittayalai School, Nonthaburi Province

Aspects	Means (M)	SD.	Level of conformity
Mutual respect			
1. Adjust my attitude to be right.	4.22	.61	High
2. Always build self-confidence.	3.93	.85	High
3. Think positively no matter who doesn't like me.	4.01	.80	High
4. Respect the differences of my friends or people around me.	4.60	.66	Highest
5. Respect others through my words and actions.	4.69	.56	Highest
Sub-Total	**4.26**	**.51**	**Highest**
Empathy			
1. Understand the needs of others.	4.41	.69	High
2. Encourage others regardless of their shortcomings.	4.25	.80	High
3. Do what others want without expecting anything in return.	4.22	.72	High
4. Give others the opportunity to do what is equal to others.	4.56	.61	Highest
5. Be aware of the opinions of the group and understand their opinions.	4.54	.65	Highest
Sub-Total	**4.40**	**.53**	**Highest**
Peaceful means			
1. Respond to conflict situations in a non-violent manner.	4.47	.71	High
2. Express myself in a respectful and mutually beneficial manner.	4.26	.82	High
3. Do not wish to use violence.	4.58	.69	Highest
4. Use patience and self-control.	4.32	.72	High
5. Understand and show love for my fellow human beings.	4.46	.69	High
Sub-Total	**4.41**	**.52**	**Highest**
Social Responsibility			
1. Be environmentally responsible.	4.49	.63	High
2. Be transparent in my decisions.	4.42	.67	High
3. Help promote ethical practices.	4.49	.63	High
4. Respect the interests and needs of others.	4.53	.76	Highest
5. Respect the laws and regulations of society.	4.59	.69	Highest
Sub-Total	**4.51**	**.49**	**Highest**
Forgiveness			
1. Understand the pain that people feel when they make mistakes and forgive them.	4.57	.63	Highest
2. Can face the pain that comes along.	4.10	.80	High
3. See the benefits of forgiveness for me.	4.27	.77	High
4. Can let go of the anger that is within me.	4.14	.88	High
5. Can learn from what happened and use it to improve my life.	4.42	.79	High
Sub-Total	**4.37**	**.40**	**High**
Overall	**4.37**	**.40**	**High**

From Table 2, it was found that the results of the comparison of the development of youth leaders in strengthening the peace culture of students, separated by aspects as mutual respect, compassion, peace, social responsibility, and forgiveness and overall, classified by educational level, had an overall mean value at a high level (M = 4.37, SD. = .40).

Mutual respect: By "Respect others in my speech and actions" was at the highest level (M = 4.69, SD. = .56), "Respect the differences of my friends or people around me" was at the highest level (M = 4.60, SD. = .66), "Adjust my attitude to the right way" was at a high level (M = 4.22, SD. = .61), "Think positively of anyone even if they don't like me" was at a high level (M = 4.01, SD. = .80), and "Always build self-confidence" was at a high level (M = 3.93, SD. = .85).

Empathy: By "Give others a chance to do things that are equal to others" was at the highest level (M = 4.56, SD. = .61, "Be aware of the group's opinions and understand the group's opinions" was at the highest level (M = 4.54 , SD. = .65) "Encourage others regardless of their shortcomings" was at a high level (M = 4.25, SD. = .80) "Do what others want without expecting anything in return" was at a high level (M = 4.22, SD. = .72), and "Understand the needs of others" was at a high level (M = 4.41, SD. = .69).

Peaceful means: By "Do not want to use violence" was at the highest level (M = 4.58, SD. = .69), "Respond to conflict situations in a non-violent manner" was at a high level (M = 4.47, SD. = .71), "Understand and show love for fellow human beings" was at a high level (M = 4.46, SD. = .69), "Use patience and self-control" was at a high level (M = 4.32, SD. = .72), and "Express myself in a respectful and mutually beneficial manner" was at a high level (M = 4.26, S.D. = .82).

Social responsibility: By "Respect the laws and regulations of society" was at the highest level (M = 4.59, SD. = .69), "Respect the interests and needs of others" was at the highest level (M = 4.53, SD. = .76), "Be environmentally responsible" was at a high level (M = 4.49, SD. = .63), "Help promote ethical practices" was at a high level (M = 4.49, SD. = .63), and "Be transparent in my decision-making" was at a high level (M = 4.42, SD. = .67).

Forgiveness: By "Understand the feelings of those who are suffering and have made mistakes and forgive them" was at the highest level (M = 4.57, SD. = .63), "Can learn from what happened and use it to improve my life" was at a high level (M = 4.42, SD. = .79), "See the benefits of forgiveness for myself" was at a high level (M = 4.27, SD. = .77), "Can let go of the anger that is within me" was at a high level (M = 4.14, SD. = .88), and "Can face the pain that comes along" was at a high level (M = 4.10, SD. = .80).

The overall level of peace culture of the youth leaders of Suankularb Wittayalai School, Nonthaburi Province was at a high level (M = 4.37, SD. = .40).

2. The comparison of levels of peace culture of the youth leaders before and after participating in collaborative learning guidance activities.

Table 4 Comparative results of youth leadership development in promoting peace culture before and after the experiment, in each aspect and overall.

Side	Phase	n	Means (M)	S.D.	df	t	p
Mutual respect	Before	81	3.99	.52	160.00	3.33	.00*
	After	81	4.26	.51	159.84		
Empathy	Before	81	4.18	.51	160.00	2.63	.00*
	After	81	4.40	.53	159.89		
Peaceful means	Before	81	4.11	.61	160.00	3.34	.00*
	After	81	4.41	.52	156.16		
Social responsibility	Before	81	4.27	.56	160.00	2.83	.00*
	After	81	4.51	.49	157.29		
Forgiveness	Before	81	4.06	.57	160.00	2.73	.00*
	After	81	4.30	.54	159.64		
Peace culture	Before	81	4.12	.44	160.00	3.77	.00*
	After	81	4.37	.40	158.60		

From Table 3, it was found that the development of youth leaders in promoting peace culture after organizing the hands-on activities was significantly higher than before the experiment at a statistical level of .05. When considering each aspect, namely mutual respect, empathy, peace, social responsibility, and forgiveness. Overall, all 5 aspects had higher scores after the experiment than before the experiment at a statistical level of .05.

Figure 2 Pre-Post Comparison of Youth Leadership Development in Promoting Peace Culture
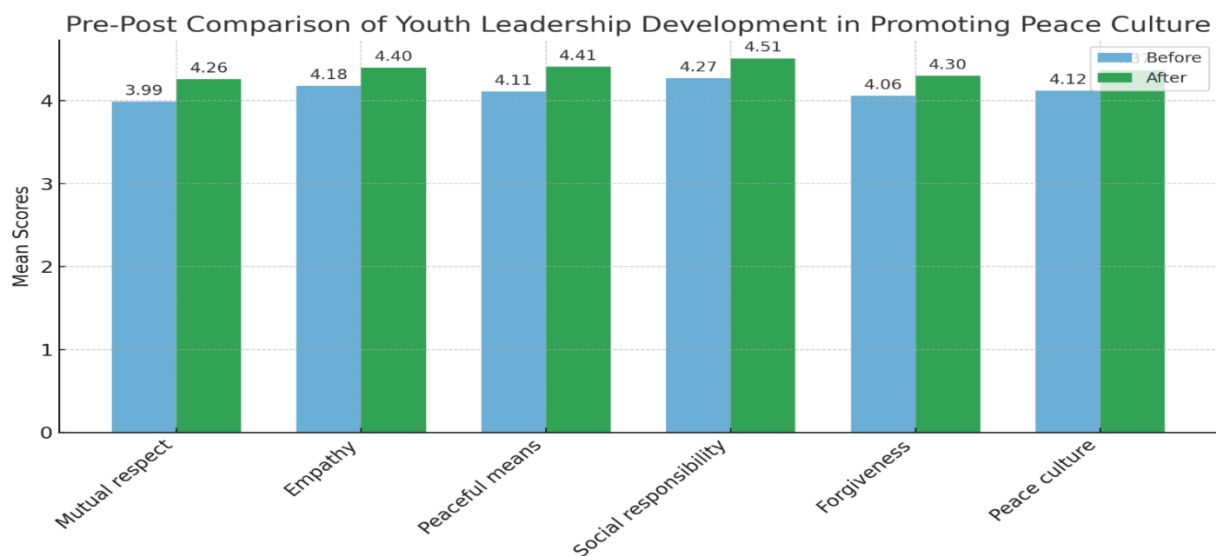
3. The satisfaction of the youth leaders, participating in collaborative learning guidance activities to promote a peace culture.

Table 5 Assessment of project participants' satisfaction.

Aspect	Means (M)	S.D.	Level of conformity
1. This activity was beneficial to me	4.13	.75	High
2. Level of participation in the activity.	4.43	.82	High
3. Knowledge/benefits received from participating in the activity that could be applicable.	4.39	.72	High
4. Appropriateness of the format/topic of the activity.	4.37	.64	High
5. Appropriateness of the duration of the activity.	4.20	.80	High
6. The publicity of the activity.	4.06	.85	High
7. Appropriateness of the location of the activity.	4.72	.53	Highest
8. Favor of the particular activity at a learning base.	4.41	.68	High
9. Level of the benefit of the activity.	4.35	.65	High
Total	4.34	.52	High

From Table 4, it was found that the participants of the youth leadership development activity in strengthening peace culture, expressed that "the activity location was appropriate" was at a high level (M = 4.72, SD. = .53); "Level of participation in the activity" was at a high level (M = 4.43, SD. = .82); "Favor of the particular activity at a learning base" was at a high level (M = 4.41, SD. = .68); "Knowledge/benefits received from participating in the activity that could be applicable" was at a high level (M = 4.39, SD. = .72); "Appropriateness of the format/topic of the activity" was at a high level (M = 4.37, SD. = .64); "Level of the benefit of the activity" was at a high level (M = 4.35, SD. = .65); "Appropriateness of the duration of the activity" was at a high level (M = 4.20, SD. = .80); "This activity was beneficial to me" was at a high level (M = 4.13, SD. = .75); and "The publicity of the activity" was at a high level (M = 4.06, SD. = .85).

The overall satisfaction with organizing this activity was at a high level (M = 4.34, SD. = .52).

Conclusion and Discussion

The results of this research show that collaborative learning activities are effective in developing youth leaders to strengthen the culture of peace. It was found that the post-experiment scores were significantly higher than the pre-experiment scores in all areas studied, namely mutual respect, empathy, peaceful means, social responsibility, and forgiveness. This result is consistent with the concept of experiential learning by Kolb (1984), which emphasizes that effective learning comes from action and reflection. Collaborative learning activities help youth learn through direct experiences, which results in the development of skills and attitudes necessary for building a culture of peace better than learning through listening to lectures alone.

The significant development in mutual respect and empathy may result from activities that promote collaboration and understanding of others' perspectives. This is consistent with the

research of Johnson and Johnson (2009) who found that collaborative learning significantly improved the social skills and mutual understanding of learners in peaceful means, which may result from activities that incorporate skills training in conflict resolution creatively. This is consistent with the concept of Galtung (1996) who emphasized the importance of learning how to manage conflicts without violence. The development in social responsibility may result from activities that allow youth to participate in solving community or social problems, which is consistent with the research of Sabaiying W. (2021) who found that participation in social service activities helps develop social awareness and responsibility in youth. The development in forgiveness may result from activities that promote understanding of others' perspectives and practicing peaceful communication skills. This is consistent with the research of Enright et al. (2007) who found that practicing forgiveness reduces conflict and promotes positive relationships. However, this research may have some limitations, such as the follow-up period may not be long enough to assess the sustainability of the change, or other external factors that may affect youth development. Therefore, future research may consider long-term follow-up and controlling for additional confounding factors.

The results of the research found that the satisfaction of the participants in the youth leadership development project in promoting peace culture was at a high level (M = 4.39, SD. = .66). The important issues can be discussed as follows:

In terms of location and activity organization, the participants were mostly satisfied with the activity location (M = 4.72, SD. = .53), reflecting that the selection of the location was appropriate and conducive to learning, consistent with the research of Sabaiying W. (2021) who found that the physical environment affects the learning efficiency of youth.

In terms of participation and learning, the participants' satisfaction with their participation in the activities (M = 4.43, SD. = .82) and their liking for the learning-based activities (M = 4.41, SD. = .68) were at a high level, indicating that the activity format effectively promoted Active Learning, which was consistent with the concept of Panich, Wicharn (2011) who emphasized learning through practice.

In terms of usefulness and application, participants assessed that they received knowledge and benefits to apply at a high level (M = 4.39, SD. = .72), reflecting the design of activities that are linked to real-life applications, consistent with the research of Sabaiying W. (2021) who found that learning that is linked to real life increases the effectiveness of youth development. Although public relations received the lowest satisfaction score (M = 4.06, SD. = .85), it was still at a high level. The duration of the activity was assessed at a high level (M = 4.20, SD. = .80), indicating that project management was effective and good management is an important factor in the success of youth development.

The results of this research reflect that the organization of youth leadership development activities to promote cultural peace was successful in creating satisfaction for participants, especially in terms of venue, participation, and benefits received. However, there are still opportunities to develop public relations and time management to be more effective.

In conclusion, the results of this research show the effectiveness of collaborative learning activities to develop youth leaders to promote cultural peace, which can be applied to design youth development programs to create a peaceful society.

Recommendations

1. Suggestions for applying the research results

In expanding to educational institutions, educational institutions should apply the hands-on activity model to develop youth leaders. It should be integrated into the curriculum or student development activities. Teachers and personnel should be trained to understand the guidelines for organizing activities.

For further development, a detailed activity manual should be developed. A network of youth leaders should be created to expand the results. Long-term follow-up should be conducted.

For policy support, relevant agencies should set a policy to promote peace culture. A budget should be allocated to support the implementation of activities. Cooperation between agencies should be fostered.

2. Suggestions for future research

The scope of the research should be expanded with a larger and more diverse sample groups, in different contexts, and increased in the duration of the experiment.

Additional variables should be included such as factors that affect the success of the development.

Study the impact in other dimensions such as leadership skills, teamwork, and the sustainability of the change.

Research instruments should include the development of a variety of measurement instruments, more qualitative research, and the development of clear indicators for each aspect.

Research design should be participatory action research.

Compare different development methods, and conduct long-term research to follow up on the results.

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