

## Editorial

### Advancing Interdisciplinary Insights: Education, Cultural Identity, and Social Development

The third issue of Journal of Exploration in Interdisciplinary Methodologies (JEIM) continues to expand the dialogue on the transformative power of interdisciplinary research in addressing contemporary challenges in education, social sciences, and cultural studies. This volume presents a diverse array of research articles that explore strategic learning models, cultural identity, global competitiveness, teacher development, and the evolving role of Buddhism in society. The contributions in this issue emphasize the importance of integrating historical, educational, and sociological perspectives to foster inclusive and adaptive learning environments.

The first article, *Empowering Youth Through Cultural and Citizenship Education: A Strategic Learning Model to Combat Alcohol Consumption in Khon Kaen Province*, by [Smithinun Thairoongrojana](#), introduces an innovative framework that leverages cultural and civic education to influence youth behavior. The study explores how integrating local traditions with responsible citizenship principles can effectively address public health challenges, particularly among adolescents, by fostering critical awareness and community involvement.

Next, *The Role of Won Buddhism in Korean Society: Spirituality, Education, and Social Engagement*, by [Phrasuthiratanabundit, Jin Young and colleagues](#), examines the evolution of Won Buddhism as a religious and educational force in Korea. The paper discusses how this modern Buddhist movement integrates spiritual practices with educational initiatives and social welfare programs, offering a model for religious engagement in contemporary society.

In *Challenges and Opportunities: Reforming the Thai Education System for Global Competitiveness*, [Taweasilp Sarasean](#) provides a critical analysis of Thailand's education system. The research identifies key areas for reform, including curriculum modernization, teacher training, digital literacy, and equitable access to education. The study also examines lessons from successful educational models in neighboring countries, highlighting strategies that Thailand can adopt to enhance its global educational standing.

The fourth article, *Teacher Professional Development in Thailand: Enhancing Pedagogical Skills for 21st-Century Learners*, by [Phra Worrasarn Worrathammo and Smithinun Thairoongrojana](#), explores the challenges and opportunities in professional development for Thai educators. The study discusses the role of digital tools, blended learning, and international collaboration in equipping teachers with essential skills for contemporary education.

Finally, *Cultural Narratives and Identity Formation in Contemporary Thai Literature: A Humanities Perspective*, by [Kanokwan Prachantasen](#), investigates how literature serves as a medium for shaping national and individual identity. The research examines how contemporary Thai writers navigate themes of modernity, tradition, and globalization, reflecting the ongoing evolution of Thai cultural identity through storytelling.

The studies presented in this issue contribute significantly to the growing **body of**

**knowledge** in interdisciplinary research by addressing key societal and educational concerns. The research on cultural and citizenship education highlights the potential of interdisciplinary approaches in shaping youth behavior and public health interventions. The examination of Won Buddhism offers insights into the intersection of religion, education, and social engagement. Studies on education reform and teacher development provide actionable recommendations for improving Thailand's global competitiveness in education. Finally, the exploration of cultural narratives in Thai literature underscores the dynamic relationship between tradition and modernity in identity formation.

Collectively, these contributions reinforce the necessity of cross-disciplinary collaboration in tackling modern challenges. The **originality** of this issue (Vol.1 No.3, September 2024) lies in its synthesis of educational strategies, religious studies, policy analysis, and cultural discourse to propose holistic and contextually relevant solutions.

As we move forward, we encourage scholars, educators, and policymakers to continue exploring interdisciplinary perspectives in their research. By fostering academic collaborations across diverse fields, we can create innovative solutions that enhance education, cultural understanding, and societal development.

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