

# Development of a Thainess Curriculum for the West Central Region

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**Abstract:-** The objectives of this research are 1) to develop a Thainess curriculum for the central western region, 2) to test the use of a Thainess curriculum for the central western region, and 3) to find satisfaction from using the Thainess curriculum for Central west area. The western central region is divided into 5 provinces: Kanchanaburi, Ratchaburi, Nakhon Pathom, Phetchaburi and Prachuap Khiri Khan. Using the method of taking the names of schools that offer high school education from all 5 provinces, putting them in 5 boxes, then doing simple random sampling, 1 school in each province, resulting in a total of 5 schools. From the first phase of data collection, it was found that More than 80 percent of high school students, including teachers in social studies, religion, and culture, still cannot answer what the main institutions of Thailand consist of. And how is it? What roles and duties came first? Which comes last? And how are roles and duties different? It is considered a challenge in doing this research to see what the results will be. Because these stories will be included in the curriculum. So that schools can actually use it.

**Keywords:** Curriculum Development, Thainess Curriculum, West Central Region.

## 1. Introduction

As Muban Chombueng Rajabhat University is a university for local people. and has an area of responsibility in the central western region consisting of the provinces of Kanchanaburi, Ratchaburi, Nakhon Pathom, Phetchaburi and Prachuap Khiri Khan. Including the upper central region, namely Suphan Buri and Uthai Thani and the eastern region, including Chonburi. This resulted in an opportunity from the Educational Equality Fund (EEF) which was selected as an university to produce teaching students through a closed system called the "Kru-Rak-Thin Project". Since 2020, it consists of the Early Childhood Education Program, Class 1 - 3, and the Primary Education Program, Class 4, which is operated by the Faculty of Education.

The basic qualifications of applicants as determined by the Equitable Education Commission are: 1) Must be a student currently studying at the high school level. 2) Must have poor family status Have an average monthly household income not exceeding 3,000 baht 3) Have an academic record of not less than 2.50 and 4) The area that will participate in the project will be determined by the EEF.

When applicants meet the specified criteria, they must go to the area to interview the applicants. There are questions covering 3 issues, consisting of academics, vocational aspects, and life subjects that are general knowledge. It was found that one of the questions was Do you understand what the main institutions of Thailand consist of and how? More than 90 percent of applicants cannot answer this question. Therefore, it is puzzling and observable why this is so despite the fact that there is teaching in social studies, religion and culture, as well as additional content on civic duties.

For this reason, the researcher is interested in conducting research on Developing a Thainess curriculum for the western central region. The curriculum will contain 1) knowledge about Thailand's main institutions and the importance of Thailand's main institutions, 2) the role of Thai citizenship, and 3) the duties of Thai citizenship. These three aspects are able to make Mathayom 6 students have knowledge, understanding, and the ability to think analytically and creatively. can even be applied in real life.

## 2. Background

Continuing from the Kru-Rak-Tin Project Operated by the Educational Equality Fund (EEF), which has been in operation until the 4th generation, there are a total of 11 universities that have been selected by the EEF. And Muban Chombueng Rajabhat University is one of the 11 such places that have been selected to participate in the Kru-Rak-Thin Project for 4 generations (2023. eef.or.th). In addition, going to the area to interview applicants in the target areas as specified by the Equitable Education Fund. It is a remote and remote area. In addition, in the process of interviewing applicants who are Mathayom 6 students, there are questions that are set by the universities that have been selected to participate in this project in the interview examination in terms of academic knowledge, vocational knowledge, and Life subjects. At the beginning of December 2022, Muban Chom Bueng Rajabhat University which assigned the Faculty of Education to carry out various activities, went to the area to interview applicants. One thing that was interesting was the question: "Do you know what the main institutions of Thailand consist of?" Almost 100% of applicants were unable to answer this question. Makes you reflect and think that why can't these students answer this question? And what will the future of Thailand be like? This group of youth will grow up to be a main force in the development of the nation.

In addition, the Basic Education Core Curriculum 2008 (revised 2017) found that there were only adjustments in the geography subject, while other parts remained the same. As shown in the 2008 Basic Education Core Curriculum, page 2, specified in Content 2: Civic duties, culture, and living in society, there are 2 standards that students must learn.

S2.1 Understand and perform the duties of being a good citizen. Have good values and maintain Thai traditions and culture Live together in Thai society and world society in peace.

S2.2 Understand the political and administrative system in today's society. Adhere to, believe in, and maintain the democratic regime of government with the King as Head of State.

From this learning standard, it leads to determining the quality of learners upon graduation from Mathayom 6 as follows (Basic Education Core Curriculum 2008: 5)

1. Have broader and deeper knowledge about the world.
2. Be a good citizen with morals and ethics and follow the principles of the religion you believe in. Have desirable values Able to live happily with others and live in society. Including having the potential to continue higher education as desired.
3. Have knowledge of Thai wisdom Proud to be Thai History of the Thai nation Adhere to a way of life and democratic government with the King as Head of State.
4. Have good consumption habits. Choose and make appropriate consumption decisions. Have awareness and participate in preserving Thai cultural traditions and the environment. Have love for the local area and the country. Focus on making benefits and creating good things for society.
5. Have knowledge and ability to manage your own learning. able to direct oneself and be able to seek knowledge from various learning sources in society throughout their life.

The 2008 Basic Education Core Curriculum (page 23) has established a framework for class time structure in the social studies, religion, and culture learning subjects. Each school can use this as a guideline for organizing learning time. In addition, it is possible to add knowledge to students in the form of additional courses/activities organized by the educational institution according to readiness and focus, not less than 1,600 hours. The study found that each school has organized additional civic duties subjects in accordance with government policy. OBEC has designed guidelines for organizing additional civic duties subjects. And every school has already included this additional information in the curriculum.

From the study, it was also found that there are many studies that study additional teaching of civic duties subjects, such as from the subject article Guidelines for operating the teaching of additional subjects in civic duties at the lower secondary level of schools under the Office of the Basic Education Commission (Nataya Kaewmeak and

other. 2021). It was found that the sample group used in the research was 1,731 teachers of additional subjects in civic duties at the junior high school level. They responded to the research results in 3 ways:

- 1) The main problem in teaching and learning is teacher preparation. Organizing teaching and learning activities Selecting media and learning resources for teaching and learning and measurement and evaluation of learning outcomes.
- 2) Desired characteristics of students According to the teacher's perception and students on issues of patriotism, religion, and the king The students saw that they had this characteristic at the highest level.
- 3) Guidelines for solving problems in teaching and learning in additional subjects in civic duties will be consistent with the results of item 1).

Moreover, from a research article on the study of A study of problem solving abilities of Mathayom 3 students through learning management. Using problem-based learning with cooperative learning using the Learning Together (LT) technique in the civic duties subject Culture and life in society (Naritsara Raowsa and Ninmanee Pitark. 2017). It was found that the academic achievement of a sample of 40 people passed the criteria by 31.

For another research matter, A study of academic achievement in civic duties and morality using video media of first-year Vocational Certificate (Vocational Certificate) students Atthawit Commercial Technology College. (Sompon Suwan. 2023). It was found that after using video media, students had higher academic achievement. Developing a set of civic duties activities Using cooperative learning LT techniques for Mathayom 6 students (Chananphat Wanvijit. 2023). It was found that the sample group had higher academic achievement.

It can be seen from the study of research related to the additional civic duties course that Most of them study research on various teaching techniques. There are very few studies on academic achievement in terms of knowledge and understanding of the essence of civic duty.

Therefore, developing a Thainess curriculum for the western central region is very necessary to make Mathayom 6 students have knowledge of the main institutions of Thailand. Truly understand Thai citizenship, duties, and roles.

### **3. Research Goals**

1. Receive a Thainess course for the western central region. that consists of the main institutions of Thailand Roles and duties of Thai citizenship That can actually be used in all 5 provinces: Kanchanaburi, Ratchaburi, Nakhon Pathom, Phetchaburi and Prachuap Khiri Khan.
2. Affects the development of curriculum and teaching and learning at the basic education level. It is necessary to go back and review the curriculum and what is currently being taught to students. How much should it be developed?

### **4. Objective**

1. To develop a Thainess curriculum for the western central region.
2. To test the Thainess curriculum for the western central region.
3. To find satisfaction from using the Thainess curriculum for the western central region.

### **5. Methods**

#### **1. Scope of content:** consists of

- 1.1 Main institutions of Thailand
- 1.2 Role of Thai citizenship
- 1.3 Duties of Thai citizenship

**2. Scope of time:** Research takes 1 academic year after receiving research funding.

**3. Area scope:** The western central region is divided into 5 provinces: 1) Kanchanaburi 2) Ratchaburi 3) Nakhon Pathom 4) Phetchaburi and 5) Prachuap Khiri Khan.

**4. Scope of experts** in criticizing the curriculum, totaling 5 persons:

4.1 Hold a doctoral degree in the field of curriculum and teaching. or have an academic position at the associate professor level or higher in the field of curriculum and teaching. or related fields

4.2 Have academic work in the field of curriculum and teaching. or related fields, at least 2 subjects within the past 5 years after graduation with a doctoral degree and it is evident

4.3 Have experience in criticizing the curriculum

#### **5. Research tools**

5.1 Survey of needs in developing a Thainess curriculum for the western central region, consisting of:

Part 1: Basic information of the survey respondents, including gender, age, education level. Educational qualifications It has the characteristics of a check list survey and fills in the blanks by specifying the message of the survey respondent.

Part 2 open-ended questions that consists of:

1) You want to develop a Thainess curriculum for the western central region.or not? How?

2) Do you know what the main institutions of Thailand are? And how is it?

3) Do you know what the roles of Thai citizenship are and how?

4) Do you know what the duties of Thai citizenship are and how?

5.2 Curriculum Criticism Evaluation Form By bringing the developed curriculum to experts to critique the curriculum.

5.3 Course trial test It consists of the following questions:

1) Do you know what the main institutions in Thailand are?

2) From question 1), do you think that these main institutions are important to Thailand or not and how?

3) Do you know what the roles of Thai citizenship are?

4) From question number

3), is the role of Thai citizenship important or not, and how?

5) Do you know what the duties of Thai citizenship are?

6) From question number 5) Are the duties of Thai citizenship important or not and how?

5.4 Satisfaction assessment form from using the curriculum Use a 5-level rating model (Rating Scale)

Most satisfied, assigned 5 points

Very satisfied, assigned 4 points

Moderately satisfied, assigned 3 points

Less satisfied, assigned 2 points

Least satisfied, assigned 1 point

After that, take the satisfaction assessment form to find the IOC value (Ponnappa Tiasutthikul et al., 2018) to check the content validity. with the Index of Congruence=IOC. By taking the questionnaire to 5 experts to consider and

rate the content validity of each item, each item must have an IOC value between 0.50-1.0. Then use the results of checking each item to find the content validity value of the entire questionnaire which must have an IOC value of 0.50 or more.

Qualifications of an expert in determining IOC values include:

A. Hold a master's degree or higher in the field of educational evaluation educational research Curriculum and teaching or related fields

B. Has academic work in at least 2 related sciences within the past 5 years and is accepted.

## 6. How To Conduct Research

It is R&D (Research and Development) research with the following steps:

R1 surveys the need for developing a Thainess curriculum for the Central Coast region.

Western region consisting of 5 provinces: Kanchanaburi, Ratchaburi, Nakhon Pathom, Phetchaburi and Prachuap Khiri Khan.

D1 takes the survey results from R1 back to develop into a curriculum.

R2 takes the developed curriculum to 5 experts to critique the curriculum.

D2 takes the results from R2's critique and improves according to the suggestions of experts.

R3 takes the results from D2 back to the same set of experts to critique again for completeness.

D3 takes the results from R3 and improves them again and then tests them with a sample group to evaluate using the curriculum and satisfaction from using the curriculum.

Surveying the needs for developing a Thainess curriculum for the western central region. The target area has been set for 5 provinces, namely Kanchanaburi, Ratchaburi, Nakhon Pathom, Phetchaburi and Prachuap Khiri Khan. These 5 provinces will be sampled through multi-stage sampling (Multi-stage Random Sampling) with the following steps:

Step 1: Define the western central region, divided into 5 provinces: 1) Kanchanaburi, 2) Ratchaburi, 3) Phetchaburi, 4) Prachuap Khiri Khan, and 5) Nakhon Pathom.

Step 2: Set the population to be Mathayom 6 students.

Step 3; Randomly select schools from each province. with simple randomization Number of schools: 1 school per province, totaling 5 schools.

Step 4: Randomize 1 school using simple random sampling. that were obtained from randomization in step 2 to be used as a sample in the trial of the curriculum.

## 7. Basic Agreement

1. This IOC evaluation is to confirm and support the results of the IOC determination from real experts.
2. Focus Group data collection involves collecting data from truly knowledgeable people in the area, making the data reliable.
3. Processing from finding IOC and Focus Group values confirms reliable information.
4. All experts which are in different areas and are evaluated through that document It does not affect the evaluation in any way.

## 8. Research Results

This research article the researcher has collected data to survey the needs for developing a Thainess curriculum for the western central region consisting of 5 provinces:

- 1) Kanchanaburi includes Udom Sittisuksa School .
- 2) Ratchaburi includes Dan Thap Tako Rat Uppatham School.
- 3) Nakhon Pathom includes Wat Huai Chorakhe Witthayakhom School .
- 4) Phetchaburi includes Phrommanusorn School.
- 5) Prachuap Khiri Khan includes Hua Hin School.

Including preliminary discussions to find out whether high school students have knowledge and understanding of the country's main institutions, their roles and responsibilities or not. It was found that:

1. From collecting data on the need to develop a Thainess curriculum for the central western region, all 5 schools wanted to develop such a curriculum. But it must not increase the burden on teachers and students. Including for the development of the curriculum in social studies, religion and culture as well as educational quality assurance.
2. Results from talking with students to explore knowledge and understanding of Thailand's main institutions, roles and duties of Thai citizenship. Initially it was found that: out of 5 schools, only 1 school can tell you what the main institutions in Thailand are. What are the roles and responsibilities? The other 4 schools were unable to reflect their knowledge and understanding of these matters.
3. All schools are willing to be part of this research area. and are willing to come back to try out the course and evaluate satisfaction after the course has been developed.

Therefore, it can be seen that the researchers collected R1 data to explore the needs for developing a Thainess curriculum for the central western region consisting of 5 provinces: Kanchanaburi, Ratchaburi, Nakhon Pathom, Phetchaburi and Prachuap Khiri Khan. This allows researchers to obtain sufficient information for further curriculum development. and allowed researchers to see the conditions of teaching and learning in the social studies, religion, and culture subjects, especially the additional subjects of civic duties. There are 2 methods of organizing teaching and learning:

- 1) Methods for Participating in Activities: Most schools use methods for students to participate in various activities related to civic duties. which is determined by the school as a criterion for evaluation in order to achieve academic results And most academic results will not be lower than B.
2. Normal teaching methods: There are only some schools that still hold normal teaching methods, that is, teaching knowledge in the classroom and practicing together. And there are tests to evaluate and measure academic performance in this subject. There will not be much difference in academic results. and most will have grades of B or higher.

These two methods are clearly different. And the results from talking with the instructor found that the second method can give students a clearer understanding of Thailand's main institutions, roles and responsibilities as a Thai citizen than the first method. But students will feel more bored than the first method. Therefore, if the two teaching methods are integrated or mixed together, it will be best.

## **9. Summary of Research Results**

As previously mentioned, the results of this research are Operation R1, which is to explore the needs for developing a Thainess curriculum for the western central region consisting of 5 provinces: Kanchanaburi, Ratchaburi, Nakhon Pathom, Phetchaburi and Prachuap Khiri Khan. By collecting data from the survey together with going on the ground to talk with all 5 sample schools, the answer was that every school wanted to develop a Thainess curriculum for the central western region. And obtained additional conclusions: There are 2 methods for teaching additional subjects about civic duties at the high school level: 1) the activity participation method and 2) the normal teaching method.

## 10. Discussion of Research Results

From the preliminary research results, the research results can be discussed as follows:

1. Results of a survey of the needs for developing a Thainess curriculum for the western central region. A sample of schools obtained from simple random sampling in all 5 provinces has a desire to develop such a curriculum to benefit students. for social studies, religion and culture subject groups and schools. In line with the research of Detchakun Mantavanukon (2017). Development of the local curriculum, social studies, religion and culture learning group, on the topic of the cemetery of Wat Pa A Chiang technicians. Surin Province For Mathayom 2 students, Surin Primary Educational Service Area Office 2 and research of Nataya Kaewmeak and other (2021). The Curriculum Development on Custom and Tradition of Thaisongdum Learning Area of Social Studies Religion and Culture for Fifth Grade Student in Suphanburi Province. Both of these research reflect that the development of the curriculum in this subject is still very necessary and is still desired by educational institutions because it is a direct learning of the stories of Thai society and has an effect on the way of student life.

And is also consistent with the research of Tarapong Kankratork (2022). A paradigm for developing knowledge-creating curricula in social studies of high school students to support Eastern Economic Corridor Project. From this research, it can be concluded that the development of the social studies curriculum is important for student development as times change. Various pieces of knowledge will change as well. The education system should also be developed to be aware of the changes in society in each period when the EEC came to the eastern region. The social studies curriculum at the high school level must be developed to accommodate these as well. Therefore, the development of a Thainess curriculum for the central western region is necessary in accordance with the research results mentioned above in order to achieve academic success and lead to further use in real life.

2. Knowledge and understanding of Thailand's main institutions Roles and duties of Thai citizenship The results of the research found that out of students from all 5 schools, only 1 school was able to reflect that they had knowledge and understanding of this issue. But the other four schools were unable to reflect their knowledge in this matter. That means that organizing additional learning about civic duties has not been as successful as it should be. There still needs to be a normal teaching arrangement. Teach in class and insert learning activities periodically. In line with the research of Jaruwan Yingyong (2016). The Development of Democratic Citizenship Characteristics of Mathayomsuksa 1 Students Using Group Investigation Model and Napacharon Panluek and Teerarat Thipjarasmetga (2020). The Development of Achievements on about Good Citizenship through Democratic of Mathayomsuksa 2/1 Students using Cooperative Learning with Problem - based Learning (PBL). In conclusion, organizing learning in this subject still requires using normal teaching methods, that is, teaching in the classroom. By inserting various activities for students to learn and create understanding by themselves.

## 11. Conclusion

Developing a Thainess curriculum for the western central region It is a challenge in the rapidly changing social trends. Especially using technological media called digital world Makes the stories in this world narrower Everyone can access it without borders. If consumers are aware of the media Use intelligence to analyze, synthesize, and consider various information that appears on social media. It also recognizes the roots of citizenship, that is, Thai nationhood, which consists of three main institutions: the nation, religion, and the monarchy. As well as knowing their roles and responsibilities, various problems that will occur in society will definitely be reduced and developed and progressed in time with the world in the next century. This is therefore a matter for every society. Every country places importance on and focuses on developing human resources to know who they are. And how should one live in the society in which they live in a manner worthy of being a citizen of that society with grace and pride?

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