

Thainess Curriculum for the Western Central Region in the Trend of Digital Transformation

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ABSTRACT

Research on “Developing a Thainess Curriculum for the Central Western Region” has three objectives and was presented at an international academic conference earlier this year. In this presentation, the remaining two research objectives will be presented: 1) to study the trial of the Thainess curriculum for the central western region and 2) to study satisfaction from using the Thainess curriculum for the western central region. 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. The research results found that Receive 1 Thainess course for the central western region, which is a short course. Based on the standards of the Basic Education Core Curriculum 2008 (revised 2017), social studies, religion and culture, civic duties. From the experiment, it was found that the sample group that participated in the research responded that they had increased knowledge, understanding, and awareness of the roles and duties of Thai citizenship and were able to apply it in real life. Including satisfaction with using the curriculum this time at the highest level in 4 areas: 1) Content and knowledge about Thailand's main institutions are complete and clear. 2) have knowledge of the importance of Thailand's main institutions; 3) the meaning of the word "role" is clear; and 4) the meaning of the word "duty" is clear. And it is at a high level in 2 areas: 1) having awareness of the importance of the role of Thai citizenship and 2) having awareness of the importance of the duty of being a Thai citizen.

Keywords: Thainess Curriculum, Western Central Region, Roles, Duties, Digital Age

I. INTRODUCTION

Amidst the trend of change in the digital age, there is a large amount of information available for receivers to consume widely. One thing that the receiver must be aware of and be aware of is that such information is factual information, or comments, or the feelings of the messenger. Thailand is one country that has declared equal marriage. (2024. <https://policywatch.thaipbs.or.th/article/legal-10>) It is the first country in Southeast Asia. (2024. <https://www.thairath.co.th/news/foreign/2794300>) Passed the resolution of the Senate of Thailand on June 18, 2024. It is just a small starting point that Thai people demand regarding the roles and duties of Thai citizenship. Without citing gender as a restriction on one's existence as a Thai citizen When this happens, it will affect learning about roles, duties, and the main institutions of Thailand. Today's youth will be tomorrow's adults. to develop Thailand in the direction it should be learning about the main institutions of the country. The role and duties of Thai citizenship are therefore necessary and extremely important amidst the changes in society in the digital age like this.

II. BACKGROUND

As mentioned in the introduction section, it can be seen that Thailand has begun to adjust, change, and add various things related to Thai people into the law to keep it up to date all the time. These things will inevitably affect the

country's learning curriculum. Especially the Basic Education Core Curriculum 2008 (revised 2017) in the social studies, religion and culture subject group. In this learning group, there will be 5 sub-contents, namely, Content 1: Religion, Morality, Ethics. Substance 2: Civic, culture and living. 3: Economics. 4: History and 5: Geography. Which changes in the state of the country, economy, law, including arts and culture. It will have the greatest impact on the second subject, civic, culture and living.

The impact is evident from Thailand's passage of the equal marriage law. (2024. <http://think.moveforwardparty.org/article/economy/2817/>) For example, acceptance of same-sex marriage registration. Better physical health is to reduce the risk that comes from sexually transmitted diseases access to the right to medical care having social security and better mental health as well. This allows people of diverse sexualities to be able to express their feelings freely. This results in higher efficiency and productivity. However, one must look at all aspects to see that when there is a change in the equal marriage law. It will affect the learning curriculum regarding the roles and duties of Thai citizenship. Including learning about the country's main institutions that are the foundation of stability growth of the country.

For research on Economic impact on the adoption of laws regarding marriage registration. In conclusion, from an economic point of view, having a law for same-sex partnerships has a positive effect on the overall economy. In micro terms, it can be viewed through Gray Becker's Theory of Marriage. In conclusion, the main reason for marrying two people is the belief that marriage will increase utility. For the macro aspect there is statistical evidence that the inclusion of LGBTQ+ individuals is directly linked to economic performance. The study's results are consistent with research from the World Bank in 2004 that found that, at a macro level, discrimination against LGBTQ+ people in India costs the country's economy as much as \$32 billion per year. From loss of economic output. This is from a research study on the legal problems with marriage registration of alternative gender. In conclusion, marriage is used as an official document confirming the relationship and as evidence used to confirm the various rights that arise between husband and wife. This issue reflects that it has a great impact on learning about the roles and duties of Thai citizenship. Therefore, developing a Thainess curriculum for the western central region is a good case study. that will be piloted for other areas in Thailand to be adapted to be as consistent with the current conditions as possible.

III. RESEARCH GOALS

1. Receive a Thainess course for the western central region. That consists of knowledge about the main institutions of Thailand

Roles and duties of Thai citizenship that can actually be used in all 5 provinces in the central western region.

2. There was an evaluation of satisfaction with the curriculum developed this time. To be an example of a short course that will

promote and support the development of school curriculums at the basic education level in various learning subjects to be

up-to-date with the changes in the learning society in the digital age.

IV. OBJECTIVE

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

V. METHOD

1. Scope of content:

1.1 Main institutions of Thailand

1.2 Role of Thai citizenship

1.3 Duties of Thai citizenship

2. 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.

3. Scope of experts in curriculum criticism, totaling 5 people, have the following qualifications:

3.1 Hold a doctoral degree in Curriculum and Instruction, or have an academic position at the associate professor level or higher in the field of curriculum and instruction, or related fields.

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

3.3 Have experience in criticizing the curriculum.

4. Research tools

4.1 Curriculum Criticism Evaluation Form by bringing the developed curriculum to experts to critique the curriculum.

4.2 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?

4.3 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

Then take the satisfaction assessment form to find the IOC value. (Pornnapha Tiasakul and other. 2018). Checking the content validity using 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 instruction or related fields.

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

VI. HOW TO CONDUCT RESEARCH

This presentation will present only the remaining two objectives, but will be written to demonstrate every step of the research process in its entirety. Which is R&D (Research and Development) research as follows:

R1 Surveys the need for developing a Thainess curriculum for the Central Coast region. Western region consisting

of 5 provinces.

D1 Takes the survey results from R1 back and develops them 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.
- R4 Trial the course and evaluate satisfaction from using the course.
- D4 Write a report on the trial results and evaluation results of satisfaction from using the course.

VII. RESEARCH RESULTS

1. Results of research objective number 1. Data analysis from the curriculum critique will consider 3 issues, consisting of:

- 1) The curriculum structure consists of
 - 1.1 Number of credits
 - 1.2 Organizing the scope of the curriculum structure
 - 1.3 Organizing the sequence of the curriculum structure
 - 1.4 Organizing the scope of content in the curriculum
 - 1.5 Organizing the Sequence of content in the curriculum
 - 1.6 Organizing the overall curriculum structure
 - 1.7 Organizing the overall scope and sequence of the curriculum structure
- 2) Content consists of
 - 2.1 Description of content appearing in the course
 - 2.2 Explanation of the words roles, duties, and Thai citizenship
 - 2.3 Useful to students and relevant
 - 2.4 Can be used in accordance with the context of learners and society
- 3) Language use includes
 - 3.1 The language used is easy to read and understand
 - 3.2 The language used is appropriate to the age of the learners

In developing the Thainess curriculum for the western central region this time. It has been developed in the form of a short course. Using the standards for the Basic Education Core Curriculum 2008 (revised 2017) as a concept, it resulted in a total of 60 hours or 1.5 credits, divided into 3 subjects that must be studied:

1. Main institutions of Thailand Consisting of nations 20 hours, religions and monarchies, hours (0.5 credits)
2. Role of Thai citizenship, 20 hours (0.5 credits)
3. Duties of Thai citizenship, 20 hours (0.5 credits)

The course description is

“Skilled in explaining and designing learning activities, demonstrating knowledge of Thailand's main institutions. Roles and duties of Thai citizenship practice exercises that can reflect your understanding of Thailand's main institutions. Roles and duties of Thai citizenship”

The results of the trial revealed that 100 percent of the sample group showed that the curriculum developed this time could be actually used and was beneficial to learning about the main institutions of Thailand. Roles and duties of Thai citizenship. It is divided into 2 issues to clearly indicate the results of this trial:

1) 66.67 percent agreed that content and knowledge about main institutions of Thailand Knowledge of the importance of Thailand's main institutions the meaning of the word "role" and the meaning of the word "duty" are clear and practical to the greatest extent possible.

2) 33.33 percent agreed that being aware of the importance of the role of Thai citizenship and awareness of the duties of Thai citizenship. It is clear and can be practically applied to a large extent.

2. For the research results of objective number 2, they are summarized in the following table.

The sample group that collected data was obtained by simple random sampling (Nachmias and Nachmias, 1993: 177-185). They came from 1 school in each province, totaling 5 schools, with 10 students in each, for a total of 50 students as follows:

Table

Gender / Age (years)	Number (people)	Satisfaction level	Usage	Percentage
Male / 16	3	Most satisfied	Most satisfied	6.00
Male / 17	3	Most satisfied	Most satisfied	6.00
Male / 18	4	Most satisfied	Most satisfied	8.00
Male / 19	1	Most satisfied	Most satisfied	2.00
Male / 20	2	Very satisfied	Very satisfied	4.00
Male / 21	7	Most satisfied	Most satisfied	14.00
Female / 16	5	Most satisfied	Most satisfied	10.00
Female / 17	1	Most satisfied	Most satisfied	2.00
Female / 18	5	Most satisfied	Most satisfied	10.00
Female / 19	5	Most satisfied	Most satisfied	10.00
Female / 20	5	Very satisfied	Very satisfied	10.00
Female / 21	9	Most satisfied	Most satisfied	18.00
Total 20 male				40.00
Total 30 female				60.00
Total 50 peoples				100.00

From the table, it can be found that 86 percent of the sample had the highest level of satisfaction. Its use at the highest level as well. And coincidentally, from collecting research results, a sample of males and females aged 20 years will have a high level of satisfaction and use.

There are also suggestions from the sample group, which can be summarized as follows:

1. The curriculum developed this time can be used as a guideline for education at the elementary to middle school level.

2. There are two methods for organizing teaching in this short course for high school students: 1) the activity participation method and 2) the normal teaching method. And with both methods, teachers are able to design learning management independently. Various and fun learning activities occurred. Make students want to study.
3. It is a curriculum that is relevant to the current situation and can actually be used.

VIII. DISCUSS THE RESULTS

1. Surveying the needs for developing a Thainess curriculum for the western central region. It was found that the results of this research were the sample group wanted to develop this curriculum, which further commented that it was a curriculum that would make Thai youth know, understand, and be able to behave correctly according to the democratic regime with the King as Head of State. Consistent with research on “Development of the educational curriculum of Wat Chandrawat School (Suk Prasarn Rat).” (Avasaya Saengthong, 2021). It was found that this research had a process of surveying needs for curriculum development. It consists of 3 approaches: 1) surveying the needs of the community and students, 2) holding a meeting of the school committee, and 3) setting up a working group and developing personnel to have knowledge. This is from the research on “Necessary needs in developing the academic work of the school and expanding educational opportunities Under the jurisdiction of the Khon Kaen Primary Educational Service Area Office, Area 5.” (Narumon Rattanong and Arkom Ungpuang, 2021). In conclusion, when a school develops a curriculum including academic work, it must begin with a preliminary survey of needs from users. He also summarized the issues arising from the survey that he wanted to develop research to improve the quality of education in educational institutions. In terms of teaching and learning management in educational institutions educational supervision development and use of educational technology media and in the area of measurement, evaluation and transfer of academic results.

2. Developing a Thainess curriculum for the western central region. The research results found that receive a short course with a specified number of hours (credits) of 60 hours (1.5 credits). Based on the structure of the Basic Education Core Curriculum 2008 (revised 2017). And used in the Social, Religion and Culture, Civic duties, Culture and life in society, 60 hours (1.5 credits). It is consistent with the research on “A paradigm for developing a creative knowledge curriculum in the subject Social studies of high school students to support the corridor project Eastern Economic Corridor (EEC)”. (Tharapong Karnkratok, 2022). In conclusion, there is a process of researching and developing a curriculum for use by students at the high school level. It can be a short course or you can organize regular teaching. And is also consistent with research on “Development of a short-course special education curriculum for teachers early childhood and primary school level in the central region Under the Kru Rak Thin Project.” (Krittagan Charlie Dhoppupa, 2022). In conclusion, the short course development this time used an R&D process and used the IOC method to evaluate the course from 5 experts and it was also found that the number of credits for the short course was 60 credits, which is close to the main development. The short-term formula of the researchers this time.

3. Curriculum trial to assess satisfaction with the Thainess curriculum for the central western region. From the research it was found that over all there was the highest level of satisfaction with the curriculum developed this time. Consistent with research on “A study of academic achievement and Satisfaction with the social studies subjects of Mathayom 5 students learned by multimedia lessons.” (Anchaliporn Saetang and Oranuch Limsiri, 2022). It was found that the results of the questionnaire about student satisfaction with their studies were at the highest level. In addition, there is also research that is consistent with “Satisfaction of high school students at the school. Sukhum Nawaphan Uppatham for providing educational services.” (Suphansa Buasuk, 2017). The results of the research found that the sample group was divided according to gender to survey satisfaction. This confirms that this survey of satisfaction with the Thainess curriculum for the central western region has results that truly meet the needs of the target group.

In addition, it was found that research on “A study of student satisfaction with the education curriculum.” (Kansiwakorn Khamwisetthanatorn, 2021). In conclusion, this research surveys student satisfaction with the Master of Education program in Curriculum and Instruction. Maha Sarakham Rajabhat University, it was found that students were satisfied with the curriculum at a high level and there was an additional suggestion that more emphasis should be placed on practice.

IX. CONCLUSION

The development of the Thainess curriculum for the central western region this time. It may be a matter that seems to be far away from the students. But it is actually something that Thai youth and every Thai person must know and understand. Because it is the basis or root of the Thai nation that will survive or collapse. The roles and duties of Thai citizenship are therefore very important to be cultivated and learned from childhood until throughout life. No matter how much the world has changed, if Thai people are still aware of these stories, we will definitely believe that Thailand will still stand tall in this world, with beauty and elegance worthy of the word. "Thailand has never become a colony or lost its independence to any single nation in Southeast Asia."

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