

***The Development of the Participatory Community Way of Life Local Curriculum  
Integrated with Royal Initiative Project***

Kittawan Khomsom, UdonThani Rajabhat University, Thailand  
Chanchira Choomponla, UdonThani Rajabhat University, Thailand  
Kanisorn Tonseenon, UdonThani Rajabhat University, Thailand

The Southeast Asian Conference on Education 2020  
Official Conference Proceedings

**Abstract**

The purposes of this study were to: 1) develop and validate educational quality of the participatory community way of life local curriculum integrated with Royal Initiative Project and requirement according to school and community context; 2) study learning outcomes by using local curriculum that development: knowledge, process, and attitude toward learning activities of the local curriculum; and 3) enable students' learning and recognition of the importance of Royal Initiative Project and sufficiency economy that affect the community pathway. The steps of the study were as follows: 1) develop and validate educational quality of the community way of life local curriculum integrated with Royal Initiative Project; and 2) implement the curriculum developed. The findings were as follows: 1) the community way of life local curriculum integrated with Royal Initiative Project could be categorized into five groups, students learning out of class time based on the developed local curriculum employed high educational quality ( $\bar{X}$ = 4.53); 2) the learning outcomes of students on exposing to instruction utilizing the local curriculum were found positive: 2.1) knowledge learning outcomes of students were at the "good" level ( $\bar{X}$ = 4.13) which was no less than the criteria of 75 %; 2.2) process learning outcomes of students were at the "high" level ( $\bar{X}$ = 2.53) which was no less than the criteria of 75%; and 2.3) attitude toward activity learning by local curriculum of the students were at the "good" level ( $\bar{X}$ = 4.27) which was no less than the criteria of 75%.

Keywords: Local Curriculum, Royal Initiative Project, Sufficiency Economy

**iafor**

The International Academic Forum

[www.iafor.org](http://www.iafor.org)

## Introduction

A local curriculum refers to experiences provided to local learners. Such experiences are adapted from the environment, community, resources, including personnel and interests. It is especially designed to empower learners with knowledge, abilities, skills, attitudes, and quality living by using local resources and local wisdom. Students can learn based on their own life experiences, in the classroom and outside of the classroom with regards to their economic, social, and cultural backgrounds as well as encourage participation in solving various problems of the country (Hunsaad, P. 2010). A local curriculum is a curriculum that focuses on learners and teachers to organize learning and teaching by using local content or wisdom to improve, add, or adapt to suit the core curriculum which will lead to love and pride of their locality. In addition, it encourages students to have direct experience in life, career, economy and society, and achieve the goal of education management (Ongkulana, S. 2004). This can allow students to experience the nature or culture in the community. A local curriculum is also important because they meet the needs of the community and solve the problems of education with the community as one. It also allows educational institutions to be administrators and teachers who are curriculum users to develop the curriculum together with people in the community which strengthen the relationship between students and people in the community (Khamboonmee, P. 2002).

Pid Thong Lang Phra Foundation Under Royal initiatives and the Institute for the Promotion and Development of Pid Pid Thong Lang Phra Foundation Under Royal Initiatives Activities are agencies responsible for knowledge management and development promotion according to the royal initiatives of the late His Majesty the King Rama 9 as a model to develop at the village level and seize knowledge based on the 6 dimensions initiative, namely water, soil, agriculture, forestry, renewable energy, and environment in consistence with the geopolitical society with international knowledge and the local wisdom as a framework and work reform by creating a development system based on the area. Focus on community level and change the way of thinking in working based on opinions, needs, and potentials of the villagers. In accordance with the royal initiative to understand, access, and develop. (<http://www.pidthong.org/main.php>) Ban Khok Laam and Ban Saeng Aram, Kut Mak Fai Subdistrict, Nong Wua So District, Udon Thani Province is an area chosen by Pid Thong Lang Phra Foundation to be the development model for the mentioned development. The operation led to collaborations among many sectors. In addition, it is able to efficiently manage water in Huai Khlai Reservoir under the Royal Initiative. It results in people in the village can do agriculture during the dry season and enable more agricultural activities including self-development activities together in the community resulting in a harmonious community where duties are allocated and network coordination with good and effective planning including the ability to mobilize resources for ongoing activities causing the villagers to have a better quality of life (Kaewmahawong, T. 1989). The development by applying the royal initiatives appropriately in the said area makes the community aware of the application of what they have learned and used them to solve problems and tackle various problems in the community and allow villagers to set directions together, form group within the village using the available social capital which strengthens the community in a short time (Chanthra, A. B.E. 2543) As a result of co-operation, the village increased water storage during the rainy season and used water for cultivation during the dry season or after farming. It also promotes agriculture by raising animals and growing vegetables

and fruits (Integrated agriculture). Currently, there are nine funds and two groups established. The funds include: 1) Fertilizer Fund; 2) Rice Seed Fund; 3) Vegetable Seed Fund; 4) Swine Fund; 5) Animal Medicine and Pharmaceutical Fund; 6) Water User Fund; 7) Marketing Fund; 8) Duck Fund; and 9) Study Visit Reception Fund (Housewife Fund). Two groups established are: 1) water pump treatment group and 2) biogas group. From the development by creating mutual understanding among the people in the community, creating unity and cooperation and have the patience to succeed in addition to increasing the income of the villagers, it also helps the villagers to have enough food and interestingly, from inquiring the villagers that family members who worked in other countries have returned to live and work here once again and this brings the family warmth back.

From the above mentioned, the researchers were interested in developing a local curriculum integrated with community development on the basis of participation, needs in line with the school and local context by focusing on the study of the results of utilizing local curriculum, integrated with community development in three areas: royal knowledge, skills, processes, as well as attitude towards learning activities according to the curriculum and for learners to be aware of the importance of projects under royal initiatives, sufficiency economy philosophy, and local wisdoms that affects daily life and the way of life of the community.

### **Research objectives**

1. To develop and validate educational quality of the community way of life local curriculum integrated with Royal Initiative Project and requirement according to school and community context.
2. To study learning outcomes by using local curriculum developed: knowledge, process, and attitude toward learning activities of the local curriculum.
3. To enable students' learning and recognition of the importance of Royal Initiative Project and sufficiency economy that affect the community pathway.

### **Research Methodology**

This research was conducted in 2 steps as follows:

#### **Step 1: Develop and validate educational quality of the participatory community way of life local curriculum integrated with Royal Initiative Project.**

1.1 Study the readiness and needs of communities and schools under the Royal Initiative Project "Pid Thong Lang Phra" at Ban Khok Laam and Ban Saeng Aram, Kut Mak Fai District, Nong Wua So District, Udon Thani Province.

1.2 Study the information about the Royal Initiative Project "Pid Thong Lang Phra" at Nong Wua So Udon Thani Province, Philosophy of the Sufficiency Economy, local wisdom, and the core curriculum for basic education, 2008.

1.3 Develop the community way of life local curriculum integrated with the Royal Initiative Projects that is consistent with the context of Ban Khok Lam School by dividing the learning content into five bases according to the activities "Reduce school time, increase learning" of the school, which are: 1) the life library base; 2) the Chewi Mee Suk's career base; 3) the school bank base; 4) the sufficient agriculture

base; and 5) the virtue base and public mind. The curriculum was drafted, assessed by specialists and improved.

## **Step 2: Implement community way of life local curriculum integrated with the Royal Initiative Projects.**

2.1 The curriculum developed was administered to the target group consisting of 30 Prathom Suksa 4-6 students at Ban Khok Lam School, Kud Makfai Sub-district, Nong Wua So District, Udon Thani Province who enrolled in the 2017 academic year.

2.1.1 The independent variable is the learning activities management according to the local curriculum, the way of life of the community, the integration of the Royal Initiative Project.

2.1.2 The dependent variables are: 1) Knowledge learning outcomes, 2) Process skills learning outcomes, and 3) Attitude towards curriculum learning activities.

2.2 The content researched were obtained from the development of the community way of life local curriculum integrated with Royal Initiatives which is in line with the school context, dividing the learning content into five bases which are: 1) the life library base; 2) the Chewi Mee Suk's career base; 3) the school bank base; 4) the sufficient agriculture base; and 5) the virtue base and public mind.

2.3 The implementation was done in the school's "Reduce school time, increase learning" periods in the form of learning activity bases throughout the academic year 2017 with the total time of 45 hours.

2.4 Research design: This research has the One Group Pretest - Posttest Design (John & James, 2005).

| Pretest | Treatment | Posttest |
|---------|-----------|----------|
| T1      | X         | T2       |

T1 refers to the test before studying (Pretest)

X refers to learning management according the community way of life local curriculum integrated with Royal Initiatives

T2 refers to the test after the implementation (Posttest)

2.5 Instruments used in assessing learning management according to the community way of life local curriculum integrated with Royal Initiatives were as follows:

2.5.1 Learning outcome evaluation form for knowledge

2.5.2 Learning outcome evaluation form for process skills

2.5.3 Questionnaire on students' attitude towards curriculum activities

## **Data collection**

The study implementation and data collection were done following these steps:

1. An orientation was conducted before the implementation to explain the purposes of the activity arrangement for the target student group, and organize ice-breaking activities to get to know each other before conducting the implementation in which the researchers conducted the data collection by themselves.

2. Conduct experimental teachings by using the community way of life local curriculum integrated with Royal Initiatives developed by organizing five activity bases in the school's "Reduce school time, increase learning" periods, which are: 1)

the life library base; 2) the Chewi Mee Suk's career base; 3) the school bank base; 4) the sufficient agriculture base; and 5) the virtue base and public mind. The implementation consisted of 45 hours of experimental teachings. During the activity, the researchers and the research assistants closely advised students on how to do the activities, observed the process skill behaviors of each student by using the process skill evaluation form and bringing scores to analyze for the learning outcome scores on process skills. After each activity, each student was to create a concept map to summarize the knowledge gained to be used as an analysis score for learning outcomes on the knowledge aspect.

3. After the teaching, students were to complete the questionnaires on students' attitude towards curriculum activities in order to analyze for the attitude towards the learning activities of the curriculum.

4. The scores from the concept map, the process skill assessment, and the results of the questionnaire on students' attitude towards curriculum activities were statistical analyzed.

### **Data Analysis**

The researchers conducted the data analysis as follows:

1. Analyze the quality of the community way of life local curriculum integrated with Royal Initiative Project according to the average score criteria of 5 levels which are:

Mean 4.21 - 5.00 means the quality evaluation result is very good.

Mean 3.41 - 4.20 means the quality evaluation result is good

Mean 2.61 - 3.40 means the quality evaluation results are at a medium level.

Mean 1.81 - 2.60 means the quality assessment results are at a fair level.

Mean 1.00 - 1.80 means quality evaluation results are in a level of improvement.

2. Analyze the learning outcome scores on the aspects of knowledge, process skills and attitudes towards curriculum activities after carrying out the learning management activities according to the curriculum using calculating arithmetic mean ( $\bar{X}$ ) standard deviation (S.D) and percentage by comparing with the preset criterion score which should not be less than 75 percent by t-test one group sample.

### **Conclusions**

#### **Part 1: Development and quality of the community way of life local curriculum integrated with Royal Initiative Project.**

The community and school survey results of the development of the community way of life local curriculum integrated with Royal Initiative Project by studying the readiness and needs of communities and schools under the Royal Initiative Project "Pid Thong Lang Phra" at Ban Khok Lam and Ban Saeng Aram, Kud Makfai Sub-district, Nong Wua So District, Udon Thani Province reveal that the community and the schools require a curriculum that employs content regarding the philosophy of sufficiency economy, knowledge that can be used in daily life, volunteer spirit, local pride, how to use and preserve local natural resources, and most importantly, application of the curriculum in other schools based on the philosophy of the sufficiency economy and the way life of the community by dividing the learning

content into five bases in the school's "Reduce school time, increase learning" periods, which are:

Learning Base 1 Life Library: Sufficiency Economy Philosophy

Learning Base 2 Chiwee Mee Suk's Career Base: Products from remnants of cloth

2.1 Pencil bags

2.2 Shoulder bags

2.3 Slipknot bags

2.4 Cute Key chains

2.5 Aprons

Learning base 3, School banks: Discipline of finance

3.1 Piggy Banks

3.2 Monthly income and expense accounts

3.3 Expense Plan

Learning Base 4, Sufficiency Agriculture: Natural Balance

4.1 Forestry Art

4.2 Water for life

4.3 Resource balance

Learning Base 5 Virtues: Public Mind

5.1 Unity

5.2 Patriotism

5.3 Public mind

The drafted curriculum was improved, and assessed the quality by specialists. The results of the evaluation on quality and appropriateness of the curriculum reveal the Sufficiency Agriculture Learning Base had the highest score ( $\bar{X}= 4.73$ ), followed by the Chiwee Mee Suk's Career Base, the School Banks, the Virtues, and the Life Library ( $\bar{X} = 4.65, 4.60, 4.41, \text{ and } 4.28$ ). The overall quality evaluation results of the curriculum are of very good quality ( $\bar{X}= 4.53$ ).

## **Part 2: The implementation of community way of life local curriculum integrated with Royal Initiative Project.**

2.1 Considering the learning outcomes on the knowledge aspect of students after learning using the community way of life local curriculum integrated with Royal Initiative Project by creating a concept map, it was found that the learning outcomes of students in the learning base 1) Life Library, 2) Chiwee Mee Suk's Career Base, 3) School Banks, and 5) Virtues are at a good level ( $\bar{X}= 4.10, 3.93, 4.20, 4.17$  respectively). The students' learning outcomes were at a very good level ( $\bar{X}= 4.27$ ) on the Learning Base 4, Sufficiency Agriculture. The overall learning outcomes were in a good level ( $\bar{X}= 4.13$ ). When comparing the mean score after studying with criteria score, it is not less than 75 percent in all learning bases and overall that is the students had an average score of 75 percent no less than the criteria.

2.2 When consider the learning outcomes on the process skill aspect of students after studying using the community way of life local curriculum integrated with Royal Initiative Project by observing students' behaviors according to the three-point rating scale assessment form to evaluate three aspects, namely, 1) activity skills, 2) data management skills, and 3) data interpretation skills, it was found that students have the highest score on data management skills scores ( $\bar{X}= 2.61$ ) followed by activity

skills and data interpretation skills ( $\bar{X}$ = 2.55, and 2.39 respectively). When comparing the mean score after studying with criteria score, it was found that the students had the mean scores of overall process skills ( $\bar{X}$ = 2.53) higher than 75 percent criteria.

2.3 On student attitudes towards learning activities in accordance with community way of life local curriculum integrated with Royal Initiative Project obtained by having students complete the questionnaire on learning management activities of the curriculum in each learning base, it was found that students' attitude towards learning activities is at a very good level ( $\bar{X}$ = 4.45) and attitude on perceiving benefits of the curriculum is at a good level ( $\bar{X}$ = 4.05). The overall attitude towards the learning activities is at the students had a very good level ( $\bar{X}$ = 4.27). When comparing the students' attitudes towards the activities of the curriculum with no less than 75 percent of the criteria, it was found that the students attitudes towards the activities of the curriculum in both aspects and overall were above the 75 percent criteria.

### **Acknowledgements**

The authors wish to thank 1) Dr.Supatra Wanpen who kindness to verify my document, 2) Faculty of Education and Rajabhat Udon Thani University that support about travel and registration, and 3) My family and my friend who give encouragement in this work.

## Reference

Chanthra, A. (B.E. 2543) *Social Capital to Establish a Strong Community*. Chiang Mai: Graduate School, Chiang Mai University

Hunsadee, P. (2010). *The development of a local curriculum for prathom sukka five students*. A Master thesis, Chonburi: Burapha University.

John, W. Best & James, V. Kahn, (2005). *Research in Education. 9th Edition*, India: Rahul Graphic Arts.

Kaewmahawong, T. (1989). *The development of a local curriculum on products from banana for prathom sukka six students*. A Master thesis of Education Program in Curriculum and Instruction, Ubonratchanani Rajabhat University

Khamboonmee, P. (2002). *The Development of Local Curriculum on the Topic of Banana's Food Products for Prathom Sukka VI*. A Master thesis in Educational. Rajabhat Institute Ubon Ratchathani.

Ministry of Education. (2009). *Guidelines for the supervision of sufficiency economy philosophy in education institutions*. Office of the Permanent Secretary.

Ministry of Education. (2007). *Strategies for driving sufficiency economy philosophy towards education institutions (2007-2011)*. Office of the Permanent Secretary.

Ongkulana, S. (2004). *The Application of Indigenous Knowledge in Local Curriculum Development of the Primary Schools in Pichai District Uttaradit*. A Master thesis in Educational Administration. Uttaradit Rajabhat University

Pid Thong Lang Phra Foundation.(2010). from <http://www.pidthong.org/main.php>

Thongpakde, N. (2005). *Thailand's Economic Development and the Philosophy of Sufficiency Economy*. Unpublished.

Sufficiency economy philosophy project and new agricultural theory. (n.d.). Retrieved from <http://xn--12cmc4a2ea2ac8bl2czera7lj.net/>