

# Development Of Curriculum For People Of Three Ages In The Identity Tourism Area To Improve The Main And Second Occupation In Khuan Kreng Swamp Community, Cha-Uat District, Nakhon Si Thammarat Province

**Kanata Thatthong<sup>1</sup> , Apinan Amiroh<sup>2</sup>**

<sup>1</sup>*Faculty of Education Nakhon Si Thanmarat Rajabhat University. Nakhon Si Thanmarat Rajabhat University, Email: somnuk\_that@yahoo.com*

<sup>2</sup>*Faculty of Education Nakhon Si Thanmarat Rajabhat University., Nakhon Si Thanmarat Rajabhat University, Email: apinan.am@ku.th*

## **Abstract**

The purposes of this research were 1) to study the identity of Khuan Kreng Peat Swamp Community, 2) to survey the needs for improvement of occupation and service skills on tourism in Khuan Kreng Swamp Community, 3) to create a curriculum for improvement of occupation and service skills on tourism in Khuan Kreng Swamp Community. This research is Mix Method both Quantitative Research and Qualitative Research that aims to acquire finding regarding identity, problems and needs of Khuan Kreng Swamp Community to create local curriculum, which consists of 7 steps, namely 1) survey community area and study the needs, 2) select community researchers, 3) orientation and training community researchers, 4) study and assess situation, 5) visit area to study community preliminary information, 6) draft local curriculum, 7) criticize and improve curriculum. This research used research instrument consists of form of community survey and needs study, form of participation observation, form of group discussion and form of in-depth interviews with specific target groups whom are stakeholders and involved include representatives of community leaders, parents, teachers, students, school administrators, committee members, religion leaders, and local intellectuals. The results showed that

1. Khuan Kreng Swamp Community has a peat swamp forest that has a clear identity in regard to be a source of complete natural resources, being a food source, especially Krajoed that can be processed into products to generate income. In addition, the people in the community are good people, smart people, have patience, contain wisdom and being local intellectuals who use social dimensions to solve problems as well as teaching children to learn from real practice.

2. Khuan Kreng Swamp Community is ready to provide accommodation to tourists, children are interested in inheriting and learning to Krajoed basketry to help parents sell online, including bringing natural resources to cook food for tourists. The community has a need for a local curriculum that can improve occupation and service skills on tourism in Khuan Kreng Peat Swamp Community, amounting to 4 curriculums, classified into 3 ages as follows:

2.1 Curriculum for childhood includes curriculum for improvement of occupation of Krajoed basketry in Khuan Kreng Swamp Community and curriculum for online media usage to promote occupation in Khuan Kreng Peat Swamp Community.

2.2 Curriculum for middle-aged includes curriculum for improvement of occupation of adding value to local food in Khuan Kreng Swamp Community.

2.3 Curriculum for adulthood includes a curriculum for homestay and services in order to promote identity tourism in Khuan Kreng Swamp Community.

3. Important components of a curriculum for people of three ages in identity tourism area to improve the main and second occupation in Khuan Kreng Swamp Community, Cha-uat District, Nakhon Si Thammarat Province are as follows:

3.1 The purpose of a curriculum for improvement of occupation of Krajoed Basketry in Khuan Kreng Swamp Community is to

3.2 The purpose of curriculum for online media usage to promote occupation in Khuan Kreng Swamp Community is to expand network selling and increase product sales of people in the community, by the content regarding online selling, online selling techniques, website creation, product reviews and promotion.

3.3 The purpose of a curriculum for improvement of occupation of adding value to local food in Khuan Kreng Swamp Community in order is to study, collect, analyze data, problems and obstacles in the selection of raw materials from natural resources of the community in each season, by the content regarding nutrition value knowledge, practice in selecting to use raw materials, food processing, seasoning and containers for adding value to food that will lead to identity creation for local food in Khuan Kreng Swamp Community.

3.4 The purpose of a curriculum for homestay and services in order to promote identity tourism in Khuan Kreng eat Swamp Community is to promote people in the community to learn about home management in order to create occupation, generate income, create sustainable love and harmony, by the content regarding principles of hosting/service, management of peat swamp, ecotourism and homestay services.

**Keywords:** local curriculum, Krajoed, local food, online selling, homestay

## Introduction

**Peat swamp forest** are tropical moist forests in the lowland area, caused by waterlogged for a long time and accumulate soil organic matter until becoming a soil organic with a flexible appearance that like a sponge that has a low density but can hold a lot of water. The ground below is a swamp with waterlogged all year round. The water will be green or dark brown caused by long-term fermentation of plant remains and animal carcasses and is more acidic than normal water (pH below 7).

Khuan Kreng Peat Swamp has an area of 29,949.00 rai, covering 3 Provinces, 8 Districts, namely Nakhon Si Thammarat Province (6 Districts: Hua Sai District, Chian Yai District, Cha-uat District, Chaloem Phra Kiat District, Ron Phibun District, Chulabhorn District), Phatthalung Province (Khuan Khanun District) and Songkhla Province (Ranot District). From area survey, researchers found that inside of peat area will contain perennial plant that disrupted and stay apart, and in some areas found many types of palms. Next to the edge of peat will be water land and plain which found annuals plants that disrupted throughout and dense. As for outside of peat edge, will find melaleuca that disrupted throughout and found other type of plants the melaleuca forest such as Krajoed and small Lipao.

Krajoed is a large number of plants that disrupted in Khuan Kreng Peat Swamp area which people in the community can use for benefit almost all year round by bringing Krajoed through the process of mixing with the mud to make it softer then make a small bundle preparing for sale as fresh Krajoed or bringing it to dry preparing for weaving as a product for further sale. Once the researchers surveyed the needs in Khuan Kreng Swamp Community found that it still a lack of occupation promotion in other aspects, although Khuan Kreng Community shall have both strengths and readiness to provide accommodation to tourists, lack of knowledge on online selling to help parents sell products including bringing natural resources for cooking to serve tourists. Therefore, the researchers are interested in studying the improvement of occupation and service skills on tourism in Khuan Kreng Swamp Community, Cha-uat District, Nakhon Si Thammarat Province.

## Purposes

1. To study the identity of Khuan Kreng Peat Swamp Community;
2. To survey the needs for improvement of occupation and service skills on tourism in Khuan Kreng Swamp Community;
3. To create a curriculum for improvement of occupation and service skills on tourism in Khuan Kreng Swamp Community.

## Research methods

This research is Mix Method both Quantitative Research and Qualitative Research. This research used research instrument consists of 1) form of community survey and needs study, 2) for of participation observation, 3) form of group discussion, and 4) form of in-depth interviews.

This research used purposive sampling in the amounting of 214 people, consists of 44 community leaders, 64 student parents, 12 teachers, 64 students, 3 school administrators, 12 school committees, 3 religion leaders, and 12 local intellectuals with 7 steps as follows:

1. Survey community area and study the needs; The researcher studied documents and research that related to improvement of occupation and service skills on tourism by community and information of Khuan Kreng Swamp Community then recorded information in a form.

After that holding meeting for community leaders, student parents, teachers, students, school administrators, school committees, religion leaders, local intellectuals to allow the community to participate in their opinions, share their problems and needs, analyze strengths, weaknesses, opportunities and obstacles that led to formulate research framework on improvement of occupation and service skills on tourism in Khuan Kreng Swamp Community, Cha-uat District, Nakhon Si Thammarat Province.

2. Select community researchers; The researchers held a meeting to specify the qualifications, knowledge, and abilities of community researchers and students then open for applying and selected 4 community researchers as follows:

2.1 Ms. Jutharat Kamanta, position of assistant teacher, Ban Bang Noi School, Village No. 4, Tha Samet Subdistrict.

2.2 Ms. Haruedee Dechsathit, position of teacher, Ban Bang Noi School, Village No. 4, Tha Samet Subdistrict.

2.3 Ms. Natnicha Chankong, position of teacher, Ban Bang Noi School, Village No. 4, Tha Samet Subdistrict.

2.4 Mr. Phokai Kerdphoka, position of teacher, Chauatkrengthamwittaya School, Village No. 9, Krang Sub-district.

3. Orientation and training community researchers as well as clarifying to understand the research process by participation and to coordinate understanding of the operation and develop instruments/skills in the community-scale research process in the manner of on the job training to create participatory learning process (PLP) in the community.

4. Study and assess situation; Researchers, community researchers and students visit area to survey the community, observe culture of the community and behavior of people in the community then record data in form of participation observation.

5. Visit area to study community preliminary information; by holding a focus group discussion and an in-dept interview then record data in form of group discussion and in-depth interview.

6. Draft local curriculum; Researchers hold a meeting by inviting community researchers, students, experts, experts, research project advisors and curriculum developers to synthesize needs then draft local curriculum and its essences.

7. Criticize and improve curriculum; Researchers hold a meeting by inviting experts in curriculum development to criticize the local curriculum framework and its essence after that community researchers, students, experts, experts, research project advisors. and course developers will make improvements, corrections and preparation document of local curriculum.

## Research results

1. Identity of Khuan Kreng Swamp Community.

1.1 Resources: Khuan Kreng Swamp Community has a peat swamp forest where is a complete natural resource, being a food source, especially Krajoed that can be processed into products to generate income.

1.2 People: People are good people, smart people, have patience.

1.3 Local wisdom and local intellectuals: Khuan Kreng Swamp Community

has local wisdom and local intellectuals who use social dimensions to solve the problem as well as teaching children to learn from real practice.

1.4 Occupation: People do an occupation in cutting Krajoed and Krajoed basketry to generate income and children are interested in expanding both in terms of inheriting wisdom, developing craftsmanship, designing, processing and online selling.

1.5 Providing accommodation for tourists: Khuan Kreng Swamp Community has readiness to provide accommodation to tourists and has the ability on processing local food.

1.6 Social and Cultural: Khuan Kreng P Swamp Community is a community with a long history, being peaceful society, without crime problems, using social dimensions to solve problems together.

2. The community has a need for a local curriculum that can improve occupation and service skills on tourism in Khuan Kreng Swamp Community, amounting to 4 curriculums, classified into 3 ages as follows:

2.1 Curriculum for childhood includes curriculum for improvement of occupation of Krajoed basketry in Khuan Kreng Swamp Community and curriculum for online media usage to promote occupation in Khuan Kreng Swamp Community.

2.2 Curriculum for middle-aged includes curriculum for improvement of occupation of adding value to local food in Khuan Kreng Swamp Community.

2.3 Curriculum for adulthood includes a curriculum for homestay and services in order to promote identity tourism in Khuan Kreng Swamp Community.

3. Important components of a curriculum for people of three ages in identity tourism area to improve the main and second occupation in Khuan Kreng Swamp Community, Cha-uat District, Nakhon Si Thammarat Province are as follows:

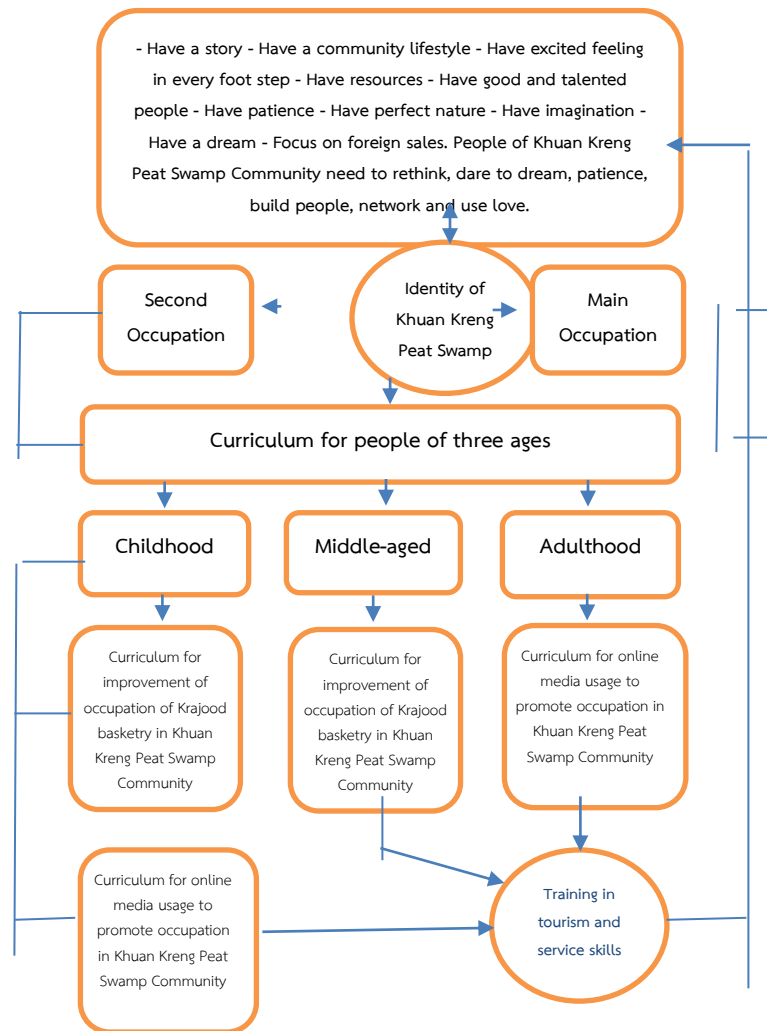


Figure 1 development of curriculum for people of three ages in the identity tourism area to improve the main and second occupation in Khuan Kreng Swamp Community, Cha-uat District, Nakhon Si Thammarat Province

3.1 The purpose of a curriculum for improvement of occupation of Krajoed basketry in Khuan Kreng Swamp Community is to provide knowledge, understand of Krajoed, able to weave Krajoed according to specified patterns, willing to learn and commit to work, by the content regarding environment and landscape of Khuan Kreng Swamp, Krajoed is miraculous plant, Krajoed processing step, Krajoed braiding, making souvenirs from Krajoed braid, making fish keychains and product decoration from Krajoed.

3.2 The purpose of curriculum for online media usage to promote occupation in Khuan Kreng Swamp Community is to expand network selling and increase product sales of people in

the community, by the content regarding online selling, online selling techniques, website creation, product reviews and promotion.

3.3 The purpose of a curriculum for improvement of occupation of adding value to local food in Khuan Kreng Swamp Community in order is to study, collect, analyze data, problems and obstacles in the selection of raw materials from natural resources of the community in each season, by the content regarding nutrition value knowledge, practice in selecting to use raw materials, food processing, seasoning and containers for adding value to food that will lead to identity creation for local food in Khuan Kreng Swamp Community.

3.4 The purpose of a curriculum for homestay and services in order to promote identity tourism in Khuan Kreng Swamp Community is to promote people in the community to learn about home management in order to create occupation, generate income, create sustainable love and harmony, by the content regarding principles of hosting/service, management of peat swamp, ecotourism and homestay services.

In order for the preparation of local curriculum documents for people of three ages, all 4 curriculums are in the same direction, therefore, has brought information from criticizing along with recommendation of curriculum development experts to define 25 topics as follows:

1. Name of curriculum (in Thai)
2. Name of curriculum (in English)
3. Curriculum responsible person/expertise and achievements
4. Target groups and qualifications of trainees
5. Keywords
6. Principle and rationale
7. Curriculum objectives (knowledge/practical skills/desirable characteristics)
8. Goals, results and impacts
9. Curriculum conceptual framework
10. Curriculum content (1. Knowledge/2. Skills)
11. Activity schedule
12. Activity plan
13. Instruction resources
14. Follow-up activities or work with teachers after development
15. Development process
16. Duration
17. Training venue
18. Name of speaker
19. Methods for measuring and evaluating training.
20. Details of budget
21. Preparation of participants
22. Good practice
23. Additional information
24. Curriculum coordinator
25. Appendix (Knowledge sheet/evaluation instruments/list of working groups, etc.)

## Discussion

1. From finding, found that identity of Khuan Kreng Swamp Community has both resources, people, wisdom and local intellectuals, occupations, providing accommodation to tourists and society and culture which is consistent with what Mr. Sawai Thongkam, Chief Executive of the Kreng Subdistrict Administrative Organization, said that restoration and conservation of Khuan Kreng must first start with raising the awareness of people in Khuan Kreng Swamp. As for local government agencies, whether it be all Subdistrict Administrative Organization, subdistrict headman, village headman, community developer, district developer, school, public health, have provided fully support because they are considered people of Khuan Kreng Swamp as well. Meanwhile, other agencies also realize the importance of Khuan Kreng Swamp Community, therefore, many organizations have come to promote whether it be Community Organizations Development Institute (CODI), Political Development Council, Nakhon Si Thammarat Community Media Association, project for the development potential of the community, Crown Property Bureau Foundation as message said that "Conservation of Khuan Kreng Swamp must be main responsibility of local people to create awareness in everyone's hearts. Therefore, the consultative democratic process occurred through connection of Subdistrict Community Organization Council in Cha-uat District.

Together with community-based tourism "Viewing, Eating, Travelling all in one place" or activities to promote local food wisdom, in which is an activity occurred by the community democracy forum, it is just a small strategy that requires working in order to extend results continuously and to create a local spirit with the people of Khuan Kreng Swamp as the core, also contain various development partners both local and outside organizations as supporter, work along with media usage and allow the villagers as a spokesperson and a driving force, therefore, the "Khuan Kreng Swamp Democracy Forum" is a hope that can be hoped.

2. The needs for improvement of occupation and service skills on tourism in

Khuan Kreng Swamp Community; the community needs 4 local curriculums, classified into 3 ages, namely the curriculum for childhood, curriculum for middle-aged and curriculum for adulthood which can be seen that;

#### 2.1 Curriculum for improvement of occupation of Krajoood basketry in Khuan

Kreng Swamp Community consistent with the Protected Area Regional Office (19, 2003) said that in the inner peatlands of Peat swamp forest found perennial plant and annuals plants that disrupted throughout and dense. As for outside of peat edge will find melaleuca that disrupted throughout and found other type of plants the melaleuca forest such as Krajoood and small Lipao.

It is also consistent with what Mr. Surachat said that the development of occupation for personnel, is important and brings benefits to the organization in many respects as follows:

##### 2.1.1 To ensure that talented personnel will stay with an organization

in further. Talented and experienced personnel are in demand at any organization and they are able to find new jobs quickly and easily, if they feel that they did not receive care and any policies or measures from an organization to help promote their occupation. This increases the likelihood that they will quit their job, so the development of occupation project will help prevent these talented personnel resigning from an organization.

##### 2.1.2 Help an organization to attract more highly talented personnel

to work. Highly talented personnel are more likely to consider working with organizations that prioritize the future and advancement of its personnel, therefore, if any organization has development of occupation project, then would have an advantage in attracting those personnel to work with themselves, helping to create a good image for an organization. An organization who prioritizes and attends to the future and advancement of its personnel will make both personnel inside and out an organization have a

good feeling which will help promote the image and reputation of an organization as well.

2.1.3 Help personnel to develop themselves and reduce obsolescence. Working in one position, may cause personnel to obsolete to various changes, so development of occupation will help personnel develop themselves all the time, this is because they need to gain the necessary knowledge and abilities before they can advance to other positions.

2.2 Curriculum for online media usage to promote occupation in Khuan Kreng Swamp Community corresponds to the importance of online selling, that is, be able to trade anywhere, create convenience for buyers and sellers and it is also the main factor that helps business to grow very quickly, being a new channel for creating opportunities to expand trading channels for entrepreneurs even more and being a great way to make your brand better - known.

In addition, online selling costs less than opening an actual shop, have a large number of customer groups, be able to open a shop daily, increase sales channel, take less time, be able to be a second occupation.

Also, Khuan Kreng Swamp Community has products that meet the trend, such as healthy food, Krajoood basketry which is a fashion product for tourist, home decoration products that are in line with the hot trend.

2.3 Curriculum for middle-aged includes curriculum for improvement of occupation by adding value to local food in Khuan Kreng Swamp Community which corresponds to occupation development and applying local wisdom. At present, occupation development is important matter for manufacturers because having a large number of manufacturers producing the same product at the same time, causing choices in product's consumption. This is good for consumers but not good for manufacturers because it will cause more market share, therefore, manufacturers must have creative initiatives to develop the original products to be different and attractive to consumers. Wisdom refers to knowledge, ability, intelligence, skills and techniques derived from knowledge through the process of inheritance,

selection, improvement, development, job creation with the accumulated experience for a long time appropriately in line with the era. Occupation development by applying wisdom is connecting wisdom to the former occupation, therefore, is necessary to study, analyze strengths and weaknesses. Although already have strengths but it must analyze what should be further developed. Especially weaknesses, shall be more carefully analyzed in order to be better than former, such as today it commonly used antiques, may be applied to occupation development, e.g., if already do occupation of selling coffee, may apply the ancient method of brewing coffee to be a selling point and to preserve the original.

2.4 Curriculum for adulthood includes a curriculum for homestay and services in order to promote identity tourism in Khuan Kreng Swamp Community which corresponds to the World Tourism Organization: WTO (Goeldner and Ritchie, 2006) that classifies tourists according to the nature of travel or routes into 4 types, namely 1. Foreign tourists 2. Inbound tourists 3. Domestic tourist 4. Outbound tourist. Tourism management in Thailand is based on economic management principles by finding tourist attractions that contain natural and cultural as selling point to support tourists. If any tourist attractions deteriorate, then will turn to find new tourist attractions continually, reflecting tourism management model that regardless of impact on society, environment, art and culture, local tradition. If appropriate tourism managements are made, it will be a real distributing income to the local area and will also make local people aware of the value of itself local resources and culture. In addition, the participation of local community to manage tourism in its locality own place, it is consistent with the current government's policy that focuses on the grassroots economy development, encourage people in the community to be strong which is the foundation of national's sustainable development which is a guarantee that the national's development will go in the right direction and going as the needs of local people and current situation that the government has systematically promoted tourism and focus on local, causing communities have power and

participate to manage natural resources and environment in order to decentralize power to local so the local can be self-reliant.

Chalida Rinprom and et al. (2007) have discussed the management model to

build the potential of homestay, which can explain steps of the management as follows:

2.4.1 Homestay management is to operate homestay tourism

activities with the management principles that consist of participation of local communities, responsible committees, local leaders and agencies from public and private sectors that help promote and support to improve the potential of homestay tourism to be effective.

2.4.2 Participation of people in the community means people in the

community, community leaders, local administrative organization and people involved in tourism to take a part in promoting the homestay tourism management.

2.4.3 Tourist satisfaction standard is service standard of homestay in

all 8 aspects, namely accommodation, food, safety, management, environment, tourism activities, value, marketing promotion that tourists are satisfied with the standard of homestay as well as participating in participating in various tourism activities managed with people in the community.

3. From finding, the key component of curriculum for people of three ages in the identity tourism area to improve the main and second occupation in Khuan Kreng Swamp Community in all 4 curriculums has defined 25 components in a curriculum document which was consistent with principles, concepts and theories of curriculum development as follows:

3.1 Jaitip Chuaratanaphong (1996: 9) accepts that the curriculum must have main components such as objectives, content, experience management plan, experience that learners will gain and educational activities that will organize for learners.



3.2 The main components of curriculum are

3.1.3 Objectives are determination of education management direction, instruction management to develop learners in various manners of desirable and beneficial.

3.2.2 Content is the essence that is clearly defined in curriculum which aims to provide learners with a learning experience to develop towards the purpose of curriculum.

3.3.3 Good curriculum is a curriculum developed from the careful study of basic

information in various fields, have agility, being instruments that will help instruction to achieve the intended purpose. Curriculum should obtain preparation and development by a multi-disciplinary team to meet its objectives, provide activities, processes and the content of the subject to be taught completely and sufficient, provide clear guidelines for teaching materials, media use, measurements and assessments, respond the needs and interests of students, communities and society as well as promoting the learner's growth in all aspects, being a curriculum that emphasizes learner-centered, content and activities must be appropriate to nature of learners in accordance with living conditions in the community and can be used in daily life.

### Suggestions

1. Comprehensive curriculum research and development must have both curriculum creation, application and assessment which is a systematic cycle but the researcher received the budget only for curriculum creation and development, therefore, what has been obtained from the research was curriculum document for people of three ages and 3 curriculums.

2. Should allocate budget to support curriculum trial to assess, improve and disseminate for benefit of the national in a concrete and sustainable in further.

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