



**The development of cultural learning resource models by using community participation:
Nakha Sub-District, Wapipathum District, Maha Sarakham Province ***

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Abstract

The aims of this research are 1) to study background, and 2) to study development models of cultural learning resources by suitable community participation. This was the research and development (R&D), which adopted the Action Learning (AL) and Participatory Action Research (PAR). Research instruments for collecting data were observation, interview, focus group discussion, before action review (BAR), after action review (AAR), workshop, and activity report. Research areas were: Bann Dongyang Village Moo 3, and Bann Namuang Village Moo 14, Nakha sub-district, Wapipathum district, Maha Sarakham province. Researching duration started from Jun 2012 to Jun 2014. Document analysis studied from involving document and field studied, and using the Analytic induction method. Purposive sampling method was used for sampling collecting, which was 70 people so that number included 20 people of key informants, 30 people of casual informants, and 20 people of general informants. The research results found were as the following:

1. The background and base area found that it had a long history, lifestyle the same as ordinary northeast people (Isan people), and the main occupation is doing rice farming. The development of cultural learning resource confederated with diversity groups of community participation. Encouragement and development were from all incessantly segments. As a consequence, the study center of Sufficiency Economy was established and rose to ten groups. The research areas has got interested in the cultural learning resource, because it brought the local wisdom to drive community activities.

2. The development models of cultural learning resource by community participation, so that created the development model by using a tentative conceptual model, also applied five processes of Action Learning (AL), and six processes of Participatory Action Research (PAR). Those two approaches could create fourteen events of action learning activities, after that experimentation with the research areas. As a result of those activities, a new group: a cotton-weaving group was established as one more group from an original target group at Bann Namuang Village. Furthermore, fourteen of practical learning activities are increased to seventeen activities, which were a budget seeking activity and supporting sector, the activity of making a knowledge brochures, and creating a network of cultural activities.

Keywords: Development, cultural learning resource, participation, community, models.

* Research Article from thesis for the Doctor of Cultural Science, Mahasarakham University, Thailand, 2015

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Introduction

Development of cultural learning resource is developing by community's strengthening process in cultural dimension which using action learning and participation of all social sections that encourage to occur the development, which is identity and sustainability.

The areas, where have not been done well the development models, knowledge, and activities, in the fact those areas have got a diversity of cultural cost, which it could be influence factors that create occupations, knowledge sharing, and learning community. Accordingly, important and motivation of those sections that inspire researcher to studied the models of cultural learning resource development by community participation of Nakha sub-district, Wapipathum district, MahaSarakhm province. The research was used the main idea that was an action learning and participatory action research, also those approaches aligned cultural learning activities in the communities. As a consequence, a strength initiation that focuses on people participation for the creation of community shield, group members can be self-reliant; also products of the community can compete with an external market that contributes the cultural value, pride in themselves, and solve a poverty problem of local people in the future.

Research Objective

1. To study background of cultural leaning resource development by community participation at Nakha sub-district, Wapipathum district, MahaSarakhm province.
2. To study the development models of cultural leaning resource by community participation at Nakha sub-district, Wapipathum district, MahaSarakhm province that suitable to local

Theoretical Framework

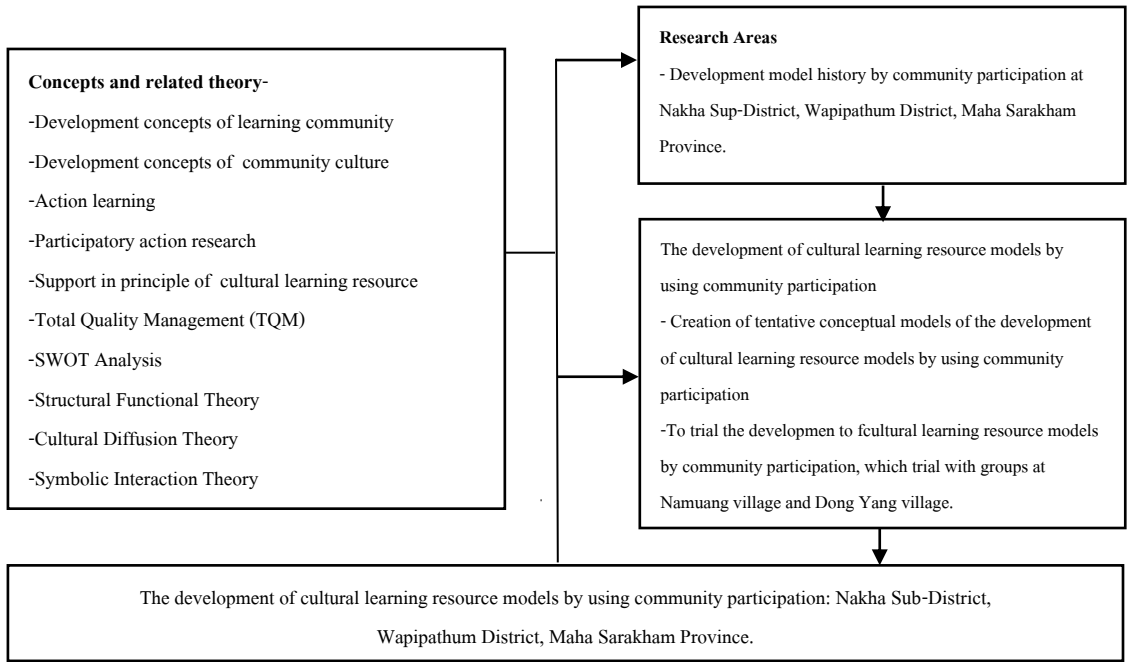


Figure 1: Theoretical Framework

Research Methodology

This was categorized as research and development (R&D). Data was analyzed from documents and field studies. The study also applied the action learning (AL) of Chalard Chantarasombat (2008, pp.19 –195) and the participatory action research (PAR) of Chalard Chantarasombat (2007, pp.147-160), also Chanawut Pratumchad (2010: 198-215) and ChanidaLooepunya (2012, pp.109-122)

Population: The studies area was 16 villages in Na Kha sub-district to voluntarily participate in the activities, Na Kha sub-district, Wappato district, MahaSarakham province.

Samples: The purposive samplings by asking there was two village volunteered to participate, which was Bann Dongyang Village Moo 3, and Bann Namuang Village Moo 14. Purposive sampling method was used for sampling collecting, which was 70 people so that number were included 20 people of key informants, 30 people of casual informants, and 20 people of general informants.



Research instruments: Research instruments for collecting data were observation, interview, focus group discussion, before action review (BAR), after action review (AAR), workshop, and activity report.

Data Collection: Research was separated into three phases, which were the first phase was document study, related research, and defined research framework, the second phase was selection of village target, the third phase was creation of the model's cultural learning resource development by the tentative conceptual model, after that brought to tested with research target area.

Data Analysis: Data was analyzed from documents and field studies, with the methodological triangulation (Chantavanich, 2011) in an aspect of how the data was collected by Analytic induction, typological analysis and was analyzed according to the set purposes. The study presented its results in descriptive analysis.

Research Conclusion

1. Background of development models' cultural learning resource by community participation at Nakha Sub-District, Wapipathum District, Maha Sarakham Province.

Upon learning the historical background in development models of cultural learning resource by community participation at Nakha sub-district, Wapipathum district, MahaSarakhampovince. The results demonstrated that community's cultural activities had got an agricultural lifestyle. Also, most of the people careered rice farm. Areas, where were grouped people together for doing activities about tradition, culture, economy, agriculture. Those were separated into two sections.

1) The basic information of historical background about research area, people at Nakha sub-district, Wapipathum district, MahaSarakhampovincenamely; BannNakha Village Moo 1, Bann Kohtao Village Moo 2, Bann Dongyang Village Moo3, Bann WangchanVillage Moo4, Bann KohsoongVillage Moo5, Bann NongsiawVillage Moo6, Bann NongkeeVillage Moo7, Bann NamkiangVillage Moo8, Bann Dondang Village Moo9, Bann LomkomVillage Moo10, Bann WeangchaiVillage Moo11, Bann PrachapitukVillage Moo12, Bann WangmaiVillage Moo13, BannNamung Village Moo 14, Bann Nassau Village Moo 15, Bann Wangnuang Village Moo 16. The total population of those villages is 8,782 people. There are 4,347 males, 4,435 females, and 2,176 families (Nakhasubdistrict administrative organization. 2013), four elementary schools, one elementary-secondary school and one high school. Economic and agricultural production found that rice farmer was the main occupation of Nakha people, and everyone has



got secondary occupation, such as basket making, straw mushroom seeding farm, and fruit orchard, animal husbandry, mixed Agriculture (mulberry plantation and Silkworm farm), vegetable farm, cassava plantation, silk weaving, reed mat weaving. Those lifestyles inherited from their predecessors.

2) The historical background was found that various sub-districts were grouped together that were collaboration in sub-district level. For example, silk weaving group at Nakha, Prachapituk, Namung, oath saving group for Dong Yang's production, Boon-kaw-jee cultural group, product transformation group that make from Nam kliang's mulberry at WeangChaiVillage, Wangchan Silk group, etc. Those groups rely on local people participation that encourages and develop from all sections. Especially, continuous encouragement from lecturers of Mahasarakham University, and MahaSarakham community, so that continued since 1996 in consequence of Act on Nakha council status, which changed its status to the sub-district administrative organization in that year. In addition, there was an election for a new local leader that was Nakha sub-district headman. According to leader changing that caused conflicts in village level and sub-district level. Therefore, Nakhasub-district administrative organization was created participation about participation working that was in the activities of sub-district development plan. As a result of activities, there was a door or channel of village operation in sub-district. The activities that operated together were Boon-kaw-jee cultural activity, which aims to create conscious mind's community. Consequently, harmoniousness was initiated in the communities. Those activities are created in February every year, and there were activities that affect to increase another activity in sub-district level. During 1997-2014, Nakha sub-district was continue developed by Associate Professor Sharad Chansombat, Ph.D., who work at the faculty of education, Mahasarakham University. He was a lecturer and coordinated the activity operations that were cultural activities. He used those activities to stimulated the community, which they could reconsider their abilities, and to initiated the changing participation in the levels of the individual person, organization, village, sub -district and country. Those activities aim to lead local people, to learn from doing activities. In addition, participation processes were used to develop and solve problems, and they could self-reliance. Therefore, Study Centre of Sufficiency Economy was initiated at Sowsamwang area. Including, Bann WangchanVillage Moo4, Bann WangmaiVillage Moo13, Bann Wan Guang Village Moo 16. In addition, Na Kha sub-district 10 places that are: 1) fish farming and integrated farming 2) rice seeding and integrated farming 3) herbal and integrated farming 4) rubber trees and integrated farming 5) Having two rai is not poor and integrated farming 6) treebank and integrated farming 7) cow husbandry and integrated



farming 8) dairy cattle 9) Kit pattern weaving and traditional weaving 10) bio-fertilizer and integrated farming.

After extension the result to the external community, at Nokia sub-district there are leaders and people of Bann Dongyang Village Moo3, BannNamung Village Moo 14. Those communities brought cultural activities were driven development, as a consequence of culture are importance to peoples' lifestyle. Consequently, those places have got cultural costs. For example, weaving, basket making, reed mat making and integrated farming, strength leader. In addition, the city pillar shrine is located at BannNamung Village, where people believes that is a sanctuary, and to protect local people. However, the places were not developed about models, knowledge, and activities, which were not efficiency. Therefore, those undeveloped places should be stimulated, encourage, and developed by processes of community participation and action learning.

2. Study of the development of cultural learning resource models by using community participation at Nakha sub-district, Wapipathum District, MahaSarakhm Province. The study results were separated into two stages, which were: 1) creation of cultural learning resource models by tentative conceptual model and 2) leading to cultural learning resource models by the trial of community participation, which descript as the following:

1) Creation of cultural learning resource models by tentative conceptual model.

There was study the document and related research. After that created the model of cultural learning resource by tentative conceptual model, which followed the activity planning that concerned action is learning. Those were five stages that were: 1) Target assignment 2) Participatory planning 3) Doing 4) Reflecting 5) In addition, sharing participatory action research was separated into 6 stages, that were: 1) To study current problems, and assessment of development issue 2) Team creation and development of potential team 3) Participatory planning 4) Doing, improvement, development 5) Assessment and conclusion 6) Knowledge sharing. There were action learning activities and participatory learning, which were separated into fourteen activities that were: 1) To study and analyze current problems with community 2) selecting the learning resource to develop 3) Creation of participatory research team, according to their interests 4) To broadcast the concept of action learning and participatory action research, also to select the development issues of cultural learning resource 5) To develop the team ability 6) Participation to develop the cultural learning resource 7) Participation



to do activity plans of cultural learning resource 8) Participation to specify the key performance indicator of cultural learning resource 9) Participation to do activities by concerning activity plans of cultural learning resource 10) to trial the cultural learning resource, improvement and development 11) Participation to check and evaluate activities 12) Participation to receive benefit from activities results 13) Participation to present the activities results, in order to knowledge sharing 14) Positive encouragement by broadcast knowledge on website.

2) Bringing to trial the models of cultural learning resource by community participation.

Results of using the cultural learning resource models were found new events. The first event was an emerging group, which was a cotton-weaving group at BannNamuang Village. The second event was an increasing of action learning activities and participation learning. There was increased from fourteen activities to seventeen activities. The increase activities were: 1) Finding of cost and supporting section, those were used for operation and project 2) Participation to do brochures, which using for broadcast the model of cultural learning resource that before trial the models of cultural learning resource, and 3) Cultural network creation that made to connected between a group of people, who involved with activities: such as, community, university, private organization, and government organization, in order to made the knowledge sharing, public relation of cultural learning resource, and Marketing promotion. The operation of those activities was adapted and improved to be suitable to each

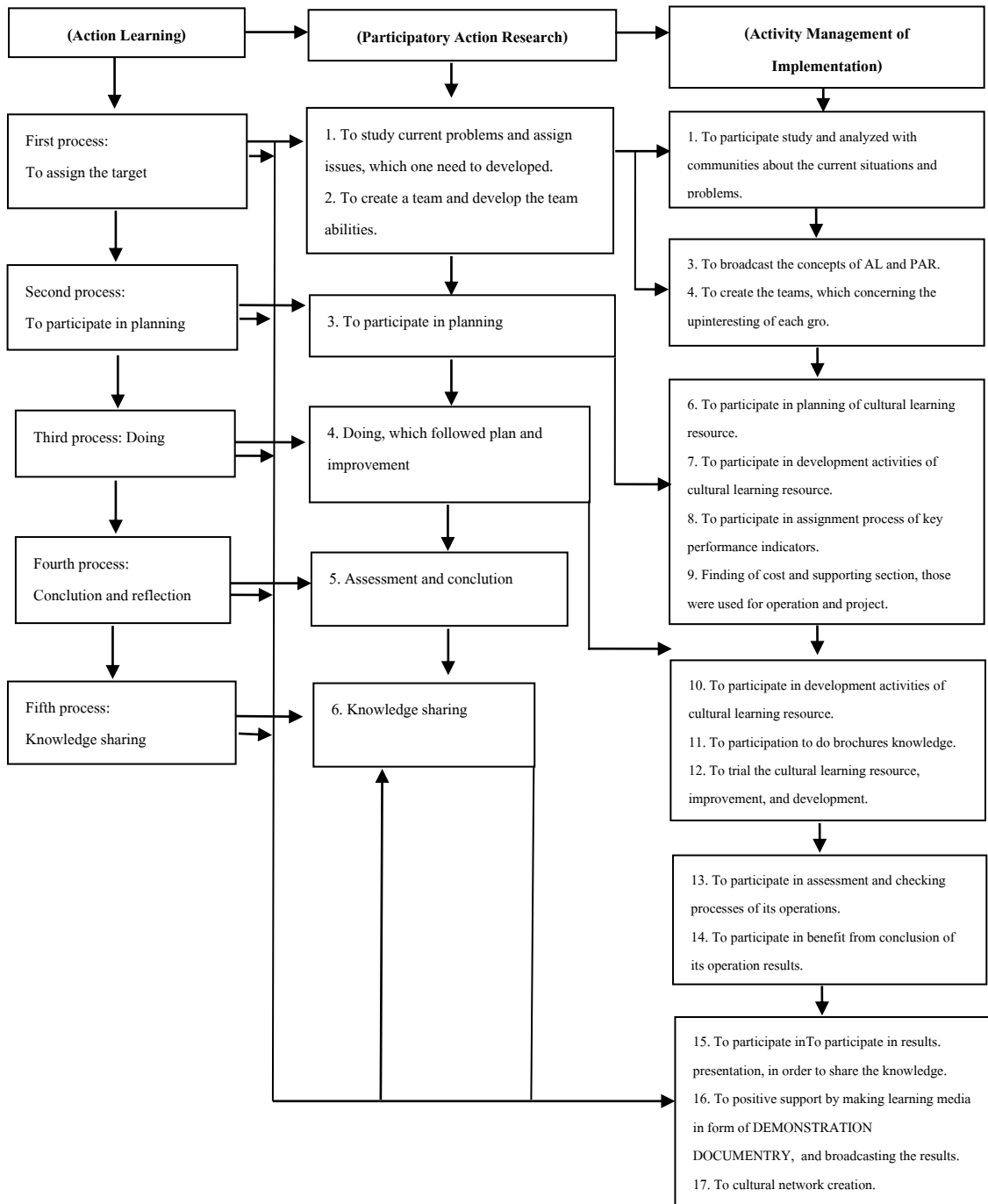


Figure 2: The development of cultural learning resource models by using community participation



Discussion

1. The historical background of cultural learning resource at Nakha sub-district, Wapipathum district, MahaSarakhm province. There was separated into two sections, such as 1) basic Information of historical background about research area, people at Nakha sub-district, Wapipathum district, MahaSarakhm province 2) development history of cultural learning resource at Nakha sub-district, Wapipathum district, MahaSarakhm province. The second section was separated into three parts.

The first part was people aggregation, which made the community strong and participation in the society. The community was included with various groups of local people, in order to solve a social and culture problems in the community. Moreover, local people occurred groups, and they have got supporting from the government and private organization. Those two organizations supported groups such as organization management, public health, public utility, social welfare, life quality development, occupation fund, Non-formal education (NFE), females, and youth so that all supporting was started from 1973 until now.

The second part was supporting activity and development of learning center at Nakha sub-district. There was continuing development in all sections. Thus, new groups occurred in the various type of group. New products were produced by local wisdom that created their occupation and income to community members. However, some groups failed, some groups still operated. Some groups were developed and achieved, also became centers to broadcast knowledge to another person's, who lived in the same communities and external communities. There are ten sustainable learning centers. After groups had extended the results to the external community, leaders, and people of Ban Dongyang Village Moo3, Ban Namung Village Moo 14; they were interested in operating its activities for their communities. Therefore, some groups became centers or learning resource. Those groups could rely on themselves, according to the sufficient economy and another people could learn with their centers.

The third part was background and importance of cultural learning resource development. According to interested in the operation of development activities, this was the developing beginning of cultural learning resource by the participation of Bann Dongyang Village Moo3, and Ban Samsung Village Moo 14, Nakhon sub-district. Those villages brought the cultural activities to driving development. Consequently, culture is involved with the lifestyle of local people. Nonetheless, those areas had not developed in style, content, knowledge, and activities were not good enough, even though those areas have got the cultural cost. For example weaving, basket making, reed mat weaving, and integrated farming.



Leaders have a strengthened, and city pillar shrine was located in the area, which local people believed that the city pillar shrine could protect all community members, so that consistent with The eleventh national economic and social development plan (2012-2016), Master plan of national culture 2007-2016.

Research's inspective that the study of historical background is importance to research. Because of it could motivate communities to review their historical background and record the developing history in the community. Therefore, it helps to know evolution in this recent year, and know what should they develop next. Moreover, they could bring the basic document to plan next activities.

Those activities consistent with the eleventh national economic and social development plan 2012-2016 (2012, pp.1-18). There is a strategy to develop people to a social of sustainable long life learning. According to concerning the development of Thai people quality to have protection for changing. Furthermore, the development plan is focused on a human by learning the process, which supports a supportive culture, skill development to make people learn continuously throughout their lifetime. Moreover, the building of social trends on the responsibility to learn and read since they were young until being an adult, besides supporting the participation learning between generations, in conjunction with supporting the organization, groups, person, people, and all media to become a creative learning resource, communicated by easy languages to understand. Furthermore, supporting of alternative education, which consists with student needs and to create quality learning social. In addition, supporting the factors, which build long life learning and create social value to make Thai people take pride in Thai culture and accept the differentiation of various culture. Those activities and sections could decrease conflict problems, also to create community unity and cultural, social network. There are supporting of understanding between people about learning of cultural background and sharing of documentary and learning.

2. The cultural learning resource model by community participation of Nakha sub-district, Wapipathum district, MahaSarakham province that is suitable for the local area. Those activities separated into two stages. There are shows as following:

1) Model creation of cultural learning resource development by tentative conceptual model. There was a model study from papers, relevant research. After that create the models of cultural learning resource by tentative conceptual model. In order to concern activity plans by action learning (AL). Those activities could separate into five stages and six participatory action types of research (PAR), so that manage activities from action learning and fourteen participatory learning, then bring to trial.



2) One more group, a group of handmade cotton, took place due to cultural learning resources model by the community participation in BannNamuang village. There were learning activities from action learning and participation. As a consequence, increasing activity number that increased from fourteen activities to seventeen activities. That were: (1) budget seeking and supporting sections, this two activities to operated the activities and projects (2) to participated in making of brochures that were documented papers for the public relation of learning resource. That recent activity was done before using the trial of the cultural learning resource, and (3) creation of cultural networks to connected relevance persons or organization in the activity operation such as local people, university, a private organization, and government organization. Therefore, various activities were occurred, such as knowledge sharing, the public relation of cultural learning resource and market promotion to sell their products. The activity operations were assessed and improved, which suitable for each place.

Research's perspective that was in the development of cultural learning resource, used models were importance and must suitable to each local place. Moreover, ability development of knowledge management on the part of a community culture that depends on suitable to each local place, in order to develop processes have quality and make sure that people do action learning. Thus, people could remember and bring those models to use in operation of group's activity development or community. In addition, using of all media that are another tools to share important knowledge, because of all those activities are a process of storage knowledge in the community.

From above information, it consists with PrawadWasee (2002, p.21), who said that learning of a particular person is not enough to succeed in activities. Because of the organization, institutes, and other relevance people, so that those sections were not learned. It was only action learning could make activities succeed.

Moreover, it consists with ChalardChantarasombat (2007: 266), who said that learning occurs in tandem with action, which knowledge resource was occurred from problems, questions. Furthermore, problem-solving by practical action and that results could become a suitable knowledge or learning center, which drove people to each group to met and sharing the knowledge. In addition, information systems and communication were supporting to storage knowledge.

Furthermore, it consists of research results of ChalardChantarasombat (2010, pp.66–69), who researched about Developing a Knowledge Management Model for Self-reliant Communities, is make



practical using of research and develops, and participatory action research. The results demonstrated that group of community organization satisfied at the high level with the operation of community knowledge management. Success factors of community knowledge management model that included 1) people were eager to learn 2) leadership using of researcher and co-researcher 3) performance ability of research team 4) to permit the co-researcher to participate in the first phase 5) working environment was participation in the group 7) Having a driving tool that was knowledge management center. In conclusion, knowledge management models of the community organization that used and trialed. The results demonstrated that those models are suitable for community organization. Moreover, community organizations have driving systems of knowledge management to support the community development. In addition, community members could learn, understand, and confident to effectively operate the knowledge management.

Moreover, it consists of the cultural diffusion theory, which said that culture could broadcast from one place to another place by activities through various agents. For example savant, poet, journalist, radio, television or another various formal sharing. Moreover, Niyapun Wansiri (1997, p.93) presented the basic cultural diffusion, which it could spread from one place to another place, these process needs to stick with culture are concept and behavior (concept result), this idea sticks with a particular person. Ergo, if a person arrives at any places, cultural also arrives at that place. Therefore, cultural diffusion is occurred by various factors that show as following:

1. Geography, which should have no barrier such as have no High Mountain, broad sea, snow, desert, and dense forest set center. Consequently, those are barriers to people traveling, which they have a culture within.

2. Economy, most of the people traveling occurs, because of economic problems, commercial contacts, or finding a better opportunity of the economy, also they need to find a new attractive place. Having said that money is necessary for traveling, so wealthy people have a chance to bring their culture spread to another culture.

3. Social factor such as: purposely to share method, new behavior, and knowledge, etcetera. To study at another place, this is a direct cultural diffusion. Moreover, meeting, knowing, or married with foreigners, also being a part of religious ceremonies. Furthermore, immigration escapes such as war, combat. In addition, a natural disaster such as aridity, flooding. It can be seen those all factors affected to cultural diffusion.



4. The good communication is supporting factor of cultural diffusion. For example, a good road, vehicles and short distant traveling, all these factors could raise a better cultural diffusion.

Suggestions

1. Suggestions for using the research results.

1.1 There are bringing the principle of 'Sufficiency Economy' to manage local wisdom and lifestyle, also to develop the cultural learning resource at the individual level to have the ability, participation planning skill. Moreover, there is prudence in diversity activities, learning series that passed action learning, which transfers to another people, also having morals and ethics to themselves and another people.

1.2 Community participation in every development processes with models of a cultural learning resource that to jointly plan the local development plans and activity plans, which rely on the real community needs.

2. Suggestion to next research.

2.1 There should be research and development on leaders, in the development field of next cultural learning resource. Especially, academic knowledge, that lacking of leaders, who practice in knowledge management and knowledge recording.

2.2 There should be research and development on leaders, in the development field of cultural learning resource by using the participatory action research in the way of academic leader network or key informants that could develop as local scholars at the next opportunity.

2.3 There should extend research results to nearby villages, where interested in using the models of cultural learning resource by community participation in their communities, which helping to share knowledge and develop the communities to be further strengthened.

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