

The Development Models of Cultural Learning Resource 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 current situations and problems, and 2) to study development models of cultural learning resources by suitable community participation to local. This was the Research and Development (R&D), which adapted the Action Learning (AL) and Participatory Action Research (PAR). Research was separated into three periods, which were the first phase was document study, related research, and defined research framework, the second phase was selection of village target, and the third phase was creation of the model's cultural resource learning development by the tentative conceptual model, after that brought to test with research target area. 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. Purposive sampling method was used for sampling collecting, which was 70 people,

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so that number were included 20 people of key informants, 30 people of casual informants, and 20 people of general informants. Researching duration started from September 2012 to September 2014. Document analysis, there studied from involving document and field studied, and using the analytic induction method. The research result found as the following:

1. Current problem issues were found that the research sites have got a temples being as a community center, beliefs were inherited from their ancestors, and important culture that related to Buddhism. There are events all the year, which call "Heat Sipsong Kong Sipsee". In addition, there were five groups, which involved with the development of cultural learning resource. Those were Bann Dongyang village such as a group of reed mat weaving, and a group of agricultural professionals, also Bann Namuang village such as a silk weaving group, a basket - weaving group, and a group of agricultural professionals. However, they did not concomitant uses the development models of cultural learning resource with their developing.

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

In conclusion, development models of cultural learning resource need to rely on learning process, which from action learning and community participation for doing activities, so that consistent with wisdom, lifestyle, and public needs of people in that area. In order to changing an actual condition area that appropriately appropriateness to bring the country's development, which are equilibrium, consistency, and further sustainability.

Keywords : Development Models; Cultural Learning Resource; Participation; Community

Introduction

Development by doing cultural processes that is a social value creation which suitable for social. In addition, good social norms are used as a system of behavior controlling and social practice. There was traditional social value resurrecting and a new value creation, including using of religion and arts to do as a live role. Accordingly, those are the most important ways to recovery Thai social, which having diversity costs of resources, religion, which having a development dimension of the human person. Moreover, social costs that its have seen in everywhere in the country. Furthermore, mercy costs, generosity and a group living costs. Those are troubleshooting guidelines that its use a main idea about social peace creation, which are followed a sufficiency economy philosophy by the stand out of a major development to get into 'Thammapiwat social', so that it could living with globalization social. Moreover, those are should emphasized the local culture by people participation or communities, whom own the culture and have a role of revival, conservation, culture by themselves (Ministry of Culture, 2009)

Development of cultural leaning 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 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, Maha Sarakham 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 focus on people participation for creation of community shield, group members can be self-reliant; also products of community can compete with external market that contributes the cultural value, pride in themselves, and solve a poverty problem of local people in the future.

Research Aims

1. To study current situation and cultural problem resource learning developed by community participation at Nakha sub-district, Wapipathum district, Maha Sarakham province.
2. To study the developing models of cultural resource learning by community participation at Nakha sub-district, Wapipathum district, Maha Sarakham province that suitable to local.

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 Chantarasombat, C. (Chantarasombat, C., 2008) and the Participatory Action Research (PAR) of Chantarasombat, C. (Chantarasombat, C., 2007), also Pratumchad, C. (Pratumchad, C., 2010) Luepanya, C. (Luepanya, C., 2012) Research was separated into three periods, which were the first phase was document study, related research, and defined research framework, the second phase was selection of village target, and the third phase was creation of the model's cultural resource learning development by the tentative conceptual model, after that brought to test with research target area. 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. 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. Researching duration started from September 2012 to September 2014.

Research results

1. Current situation of the cultural learning resource development by community participation at Nakha sub-district, Wapipathum district, Maha Sarakham province.

The study illustrated that current situation of Nakha sub-district and Bann Namuang village, where located the city pillar shrine. Nakha people worship the lace,

and Nakha sub-district has got important culture, which related to religion and believes from predecessor to the present. 'Heat Sibsong Kong Sibsee' is called for a group of activities that Esan people do all the year. Including, Boon Koon Lan, Boon Kgawhie, Boon Mahachat (Boon Phawade), Boon Songkran, Boon Bang Fai, Boon Berk Bann, Buddhist Lent Day, Boon Kgawpradabdin, Boon Kgawsak, End of The Buddhist Lent Day, Boon Kathin, also another important cultural activities. For example, Onson-kongyaw-chaw-wapee, Krathong Day, New year day, Children day, Mother day, Father day, New year's eve, the day of important religious, Magha Puja Day, Visakha Puja Day, Asalha Puja Day. There are five groups that involve with development of cultural resources and need to develop their ability, showing five groups as follow:

There are current situation problem of Bann Dongyang village Moo 3, Nakha sub-district, Wapipathum district, Maha Sarakham province, as follow:

1) Reed mat making group at Bann Dongyang Village, Mrs.Banyen Inthanin is the group leader. The important problems were design, development, and product transformation. Those approaches could not made products to be unique. Especially, group should develop about standard controlling of producers' skills, tint, coating, protection of moth and fungus, marketing, and distribution.

2) A group of agricultural occupation at Bann Dongyang village, Mr.Luechai Pama is group leader. The important problems were administrative knowledge of group management, technique and farming methods, especially when they had various problems, and leading of goods to sell and made some more income.

There are three groups of Bann Namuang Village Moo14, Nakha sub-district, Wapipathum district, Maha Sarakham province.

1) Silk weaving's group is administrated by Miss.Kumphan Phannorath, who is a group leader. The important problems were: leaked of descendants, who are new generation, secondly, there was no market for selling goods, thirdly, production was high costs.

2) A group of bamboo basket making. Mr.Chu Koomtong is a group leader, and administrated the group. The important problems were: there was no descendant to inherit the bamboo basket making, secondly, there was no market for selling goods, thirdly, leaking of knowledge about anti-fungus and coloring.

3) A group of agricultural occupation at Bann Namuang village, Mr.Tongcome Inthamon is a group leader and administrated the group. The activities were: frog farming, fish farming, and vegetable implantation. Problems in the phase were: leaking of knowledge management, and water resources for agriculture and farming.

2. Study of development models of cultural learning resource by community participation at Nakha sub-district, Wapipathum district, Maha Sarakham 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 of cultural learning resource models by trial of community participation, which described 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 learning. Those were five stages that were: 1) Target assignment 2) Participatory planning 3) Doing 4) Reflecting 5) Sharing In addition, 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) Participate to develop the cultural learning resource 7) Participate to do activity plans of cultural learning resource 8) Participate 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) Participate 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 cotton-weaving group at Bann Namuang 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 from those activities were adapted and improved to be suitable to each area.

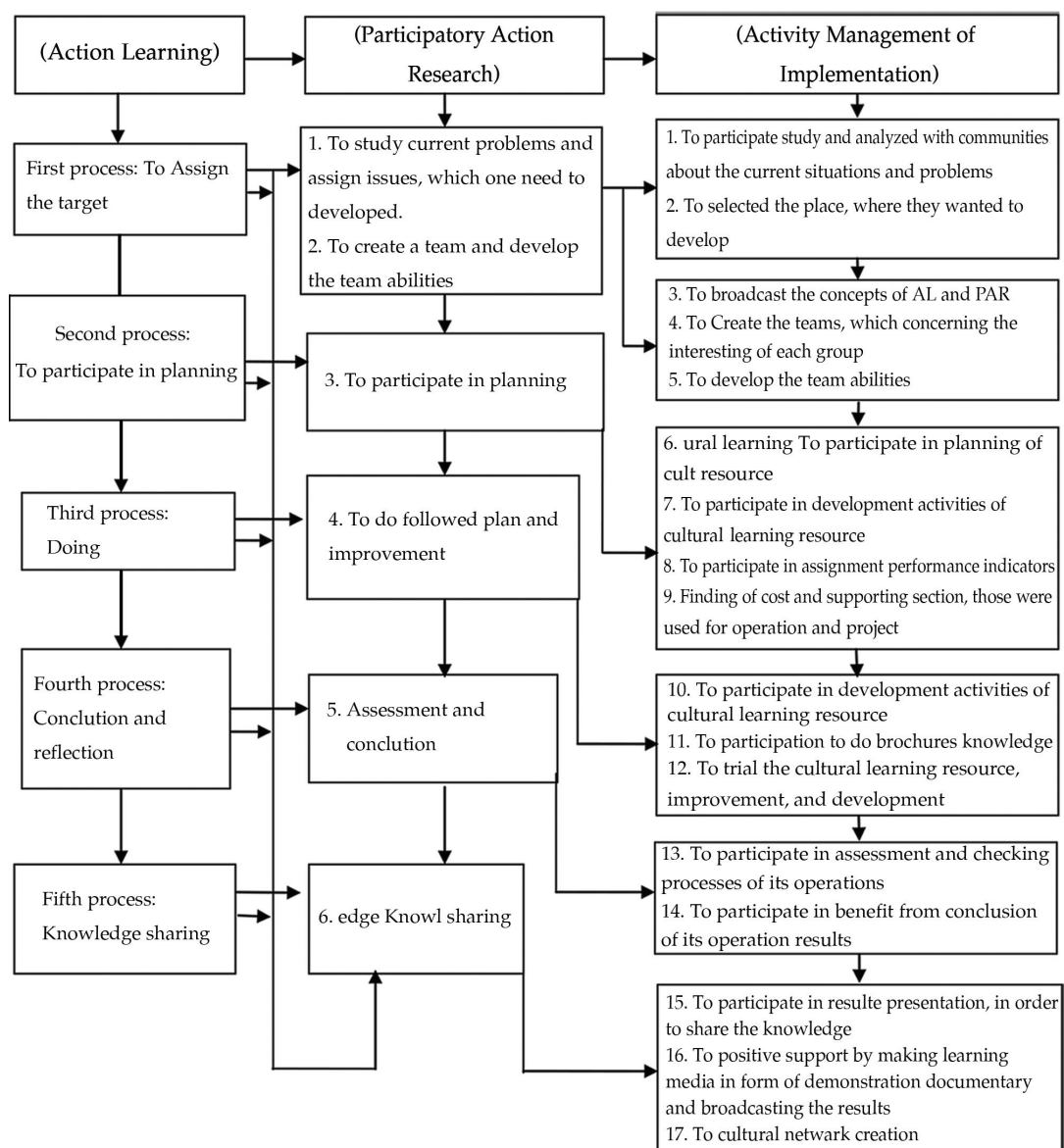


Figure 1 The development models of cultural learning resource by using community participation

The Analysis Results of Success Factors

1. Research success factors

1.1 Leadership of researcher and research participants, even though researcher had to learned, taught, also being an external manager, and supporting, encouragement, motivation. In order to created the participation work and continue, especially, the characteristics of cultural and wisdom ownership.

1.2 Opportunity for local people to participated at the first stage, which included brainstorming, decision - making, planning, doing, assessment, responsibility, and taking the research benefit. Those were important factors that made participants felt to be an activity ownership, and having initiative that participation. Continuous administration and emotional bonding that researcher had to finished the project.

1.3 Action Learning (AL), from approach of Participatory Action Research (PAR) affected to local people participation that they could pull out their deep knowledge, and then mixed with external knowledge. After that managed knowledge to do, improved, and developed in their owned works. As results, all sections were interaction, loving, appreciation, and helpfulness to each other. Those were integrated knowledge management and Interdisciplinary research.

2. Sustainability

2.1 The villages, where were in the research target area. There were keen on to leaned activities of their knowledge by action learning, and knowledge sharing between each resource that was in a village level and external community.

2.2 Sub-district administrative organization at target villages that organization gave supporting budget for some activities by concerning plans and projects, in order to expanded research results to another villages.

Conclusion and Discussion

1. Current problem of model's cultural learning resource by community participation of Nakha sub-district, Wapipathum district, Maha Sarakham province. They believe that temples are community center. Besides, local people at Nakha sub-district respect city pillar, so it show that belief, which they inherit from their ancestors and still believe in it until now. There are important cultures, which relate to religion. As a consequence, activities are occurred by religion, tradition, and culture. Those activities called 'Heat Sibsong Kong Sibsee' that included other important

tradition and culture. There are five groups, which involved with development of cultural learning resource and they wanted to develop a group performance. For example, group of reed mat weaving at Bann Dongyang village, group of agriculture occupation at Bann Dongyang, group of silk weaving at Bann Namuang village, group of bamboo weaving at Bann Namuang village, and group of agriculture occupation at Bann Namuang village. Nevertheless, people from those areas have not been developed in knowledge, form, substance, and activities have no enough quality that its should be done.

Research's perspective that there are a lot of cultural cost, but it have not been developed in knowledge, form, substance, and activities have no enough quality that its should be done, also areas need to participate in development activities, so that are important factors to participation development, in order to create community of sustainable learning.

Those are accordance with the structural functional theory of Malinowski, who presented main concept, which emphasis on cultural in responsibility that meet individual demand. Therefore, they are condensed to become the community or group by concerning basic needs. For example, food, residence, medicine, wearing apparel, survival, and even growth and reproduction (Sudsanguan, N., 1992)

2. The cultural learning resource model by community participation of Nakha sub-district, Wapipathum district, Maha Sarakham province that are suitable to 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 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 researches, so that manage activities from action learning and fourteen participatory learning, then bring to trial.

2) Leading of cultural learning resource model by community participation to trial. One more group was occurred that was group of handmade cottons at Bann Namuang 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 document papers for public relation of learning resource. That recent activity was done before using 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, private organization, and government organization. Therefore, various activities were occurred, such as knowledge sharing, public relation of cultural learning resource and market promotion to sell their products. The activity operations were assessed and improved, which suitable to each places.

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 in the part of 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 process of storage knowledge in the community.

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

Moreover, it consists with Chantarasombat, C. (Chantarasombat, C., 2007), 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 became a suitable knowledge or learning center, which were drive people in each group to met and sharing the knowledge. In addition, information systems and communication were supporting to storage knowledge.

Furthermore, it consists with research results of Chantarasombat, C. (Chantarasombat, C. et al., 2010), 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 in the high level with 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 at the first phase 5) working environment was participation in the group 6) 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 to 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 with 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, Wansiri, N. (Wansiri, N., 1997) presented the basic cultural diffusion, which it could spread from one place to another places, these process needs to stick with culture are concept and behavior (concept result), this idea stick with particular person. Ergo, if person arrives to any places, cultural also arrives to that place. Therefore, cultural diffusion are occurred by various factors that show as following:

1. Geography, which should has no barrier such as have no high mountain, broad sea, snow, desert, and dense forest set cetera. Consequently, those are barriers to people travelling, which they have culture within.

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

3. Social factor such as: purposely to share method, new behavior, and knowledge, et cetera. 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 or escape such as war, combat. In addition, 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 travelling, all this factors could raise a better cultural diffusion.

Suggestions

1. Suggestions to 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 leaning resource in the

individual level to have ability, participation planning skill. Moreover, there is prudence in diversity activities, learning series that passed action learning, which transfer to another people, also having morals and ethics to themselves and another people.

1.2 Community participation in every development processes with models of cultural leaning 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 to use 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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