Application of the MACRO Model Approach to the Interpretation Management of Creative Tourism in the form of Coffee in Khao Kho Sub-district Phetchabun Province

Thitikarn Kaeowiset

Faculty of Education, Phetchabun Rajabhat University, Thailand

Email: thitikarn.kae@pcru.ac.th

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Abstract

The goal of this study was to spread information about interpretative management of creative coffee tourism using the MACRO model approach and to create new strategies for promoting coffee-based creative tourism in Khao Kho Subdistrict, Khao Kho District, and Phetchabun Province. The 40 people who are interested in taking part in the project of utilizing the MACRO model approach to transmit Khao Kho Arabica Coffee tour guides from beginning to finish and the 40 people who are coffee growers in the Khao Kho Sub-district of Phetchabun Province are the target demographics. The tools used in this research are; 1) a creative guide utilizing the MACRO model method to promote coffee-based community creative tourism, and 2) interpretative activities and a guidebook for tourism from source to mouth Using the MACRO model approach, Khao Kho Arabica coffee is a form used to interview project participants. The results showed that utilizing MACRO model approach with an IOC value of 0.89, guidelines and interpretative activities for tourism from source to mouth, Khao Kho Arabica coffee goods, which are values that may be used, and the final product after that, the researcher has improved and then communicated to the group of coffee producers and interested parties the guidebook and interpretative tourist activities from the beginning to the mouth, Khao Kho Arabica coffee goods. According to the transfer findings, participants in the project were highly satisfied with their engagement in the project of transferring the handbook and interpreting tourism activities, with an average of 4.66 and a standard deviation of 0.47. Participating in the activity encourages participants to construct a learning process through group brainstorming to create a body of information they can use to advance their careers and share with the general public.

Keywords: Interpretation management, Coffee creative tourism, MACRO model

Introduction

Many countries are now committed to raising education in accordance with the education of the 21st century in response to the changing development trajectory of the world in the present and in the future. The topic of education in the twenty-first century has received a lot of attention in modern education circles. The focus of education in the twenty-first century is on student-centered learning management, encouraging and assisting learners to produce new knowledge and innovations in accordance with their interests, skills, and aptitudes, using the process of thinking and collaborating as well as utilizing technology. In order for students to communicate with one another during the learning process, organize relevant material, and be able to practically apply what they have learned. The job of the teacher will evolve in the 21st century from that of a teacher who imparts information to one who facilitates learning management so as to encourage students to produce knowledge. Using a range of learning-promoting activities and evaluations tailored to each learner's ability, instructors may encourage independent thought and creativity. A teaching model known as the MACRO model is one of the educational models that have been developed in response to the establishment of the 21st century education principles. (Wannasian, 2017)

Tourism interpretation is a form of communication that involves telling engrossing tales to make visitors understand and appreciate the worth and significance of natural, historical, and cultural assets, it plays a crucial role in enhancing the value of goods and services, may make visitors feel good, have fun, and form positive perceptions, it can also help visitors understand the tales that are told and build positive attitudes toward the preservation and development of sustainable tourism resources (Kongdit & Nawasnathi, 2018). As a result, communication is a crucial tool that aids in the achievement of a tourist destination's objectives by conveying the importance of a tourist attraction in a variety of ways. Regardless of the medium used spoken, written, or any other quality of interpretation should be taken into account in order to pique the visitor's interest and forge a strong bond. (Special Area Development Administration for Sustainable Tourism Administration, 2019)

Consequently, interpretation of tourist attractions serves a number of crucial goals in the context of tourism. For instance, the interpretation aims to enlighten visitors about the significance of each tourist destination, provide them with a fresh learning opportunity, and help them understand the value of both natural and cultural features. (Phaasakul, 2012) Tourists who communicate more easily feel more at ease, learn new things, and are more amazed by each attraction. The objectives of tourism management and the objectives of the visiting tourists will encourage tourists to participate in tourism-related activities that satisfy their needs, and interpretation will help the process of managing each tour to be able to proceed smoothly and achieve the set objectives, and educate visitors about environmentally sustainable and socially responsible tourism, including how to make it more secure.

A feature of a tourist vacation location is creative tourism, which gives travelers the chance to explore and expand their creative potential via interesting activities and educational encounters. Moreover, tourism that is connected to a place's history, arts, culture, community life, and identity is referred to as creative tourism. Furthermore, it enhances the history, arts, and culture, as well as the local way of life and identity, it is not an activity that merely stresses communal values and does not lay a strong emphasis on generating cash for the community. (Rojrungsat, 2010) It is crucial for both local business owners and visitors to actively engage in the learning experience of the attraction in order to promote positive interaction under the notion of creative tourism interpretation. In addition, the community also adds value to the history, art, culture, community way and community identity, which is not a focus on the

income of the community but is an activity that emphasizes the value of the community. (Special Area Development Administration for Sustainable Tourism Administration, 2019) As a consequence, the tale of that tourist destination will be made memorable and told, and tourists will be able to learn from the interpretation and gain information, leading to a transfer of cultural knowledge between locals and visitors. The design of meaning tools makes use of materials that are robust and long-lasting, harmonious with the surrounding landscape and community, and take inspiration from the local community's identity or architecture. The content characteristics of the interpretative tools should be entertaining, not boring, use language that is easy to understand, showing the uniqueness or value of the attraction, the content is easy to understand and creates awareness of resource conservation for tourists as well. (Phakdipinit, 2010)

During the peak travel period (October to March), Phetchabun is one of the provinces with the largest number of visitors, and this number declines during the off-peak period. Also, the trend in tourism is not just leisure travel but also attention to learning about other people's lifestyles and cultures, the environment, and neighborhood activities. Several significant historical, cultural, and natural features can be found in the Khao Kho District of Phetchabun Province, which is situated in the middle of nature in a high mountain region. As an illustration, mention Phra Borommathat Chedi Kanchanapisek and the Khao Kho International Library. Because of the high mountains and chilly climate, it is also a source of top-notch coffee, in fact, Arabica coffee is particularly well-suited to the region's high mountainous terrain. Nowadays, Khao Kho District has many coffee growing areas such as Khao Kho Highland Agricultural Research Center, Rai Janarin Coffee, and Arabica Plantation Coffee at Khao Kho. Which from the situation of coffee tourism, which is a popular trend among tourists who drink and care more about coffee, both Thai and foreign tourists, making tourism trends not only leisure travel, but also interested in learning about coffee and other cultures, environments, and community activities. (Techo, 2022) Increase interest in studying coffee because, before it is a cup that can be drunk, it must go through a variety of processes, such as gathering coffee berries, fermenting them, then milling them until the coffee beans are ready to be roasted and ground, etc. Make the coffee business grow quickly, tourists are popular to drink coffee, until it becomes a form of coffee tourism that has a positive impact on communities and tourist attractions.

According to the findings of the literature review, there is still no method for coordinating the transfer of knowledge by the community in which experts participate, and there is no way to strengthen the dissemination of creative tourism, such as coffee, which is a distinctive feature of Khao Kho District. As a result, the MACRO model approach was used to build the creative tourist communication management in order to tackle the problem. This is a 21st-century learning management approach that emphasizes students' participation in a range of learning activities, their independent creation of a body of knowledge, and their application and dissemination of that information to others. The goal is for local specialists in the field of coffee production to take part in the knowledge exchange. and innovation, putting a focus on the thought process and connecting the production of new information and innovations via the use of social and intellectual processes, respectively, through enjoyable activities. In order for knowledge to be transferred and used for the development of a strong family, strong economy, and a strong community in accordance with sustainable national policies and strategies, it is also a part of the relationship between coffee producers in the Khao Kho District and interested parties to interact and participate in learning.

Objective

1. To apply the MACRO model approach and interpret the meaning of creative tourism in coffee tourism.

2. To develop a model for promoting creative tourism in the form of coffee in Khao Kho sub-district of Phetchabun Province.

Conceptual Framework

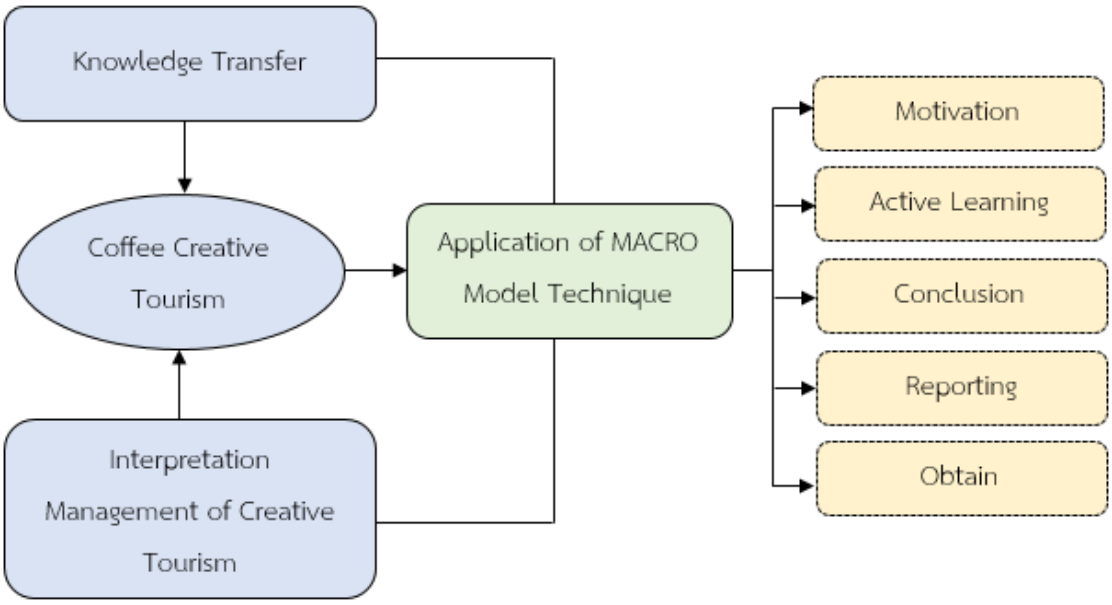


Figure 1 Show the details of the research conceptual framework
(Source : Researcher, 2023)

Methodology

This research is a participatory action research, in which a group of coffee producers in Khao Kho sub-district participated in the research process in transferring knowledge about coffee, which was the knowledge obtained in the research by applying the MACRO model technique. After identifying and studying the issue, a group of coffee growers from the Khao Kho sub-district took part. In addition to sharing expertise about managing creative media tourism, they also assist in finding solutions to challenges that develop. In this participatory action study, the research procedure took the form of knowledge and technology transfer from coffee growers in the Khao Kho subdistrict to other coffee producers and general interested parties. The sample group utilized in the research identified the proportion of the sample group by simple random sampling by utilizing a particular random sampling method from the area. The population in this study was the group of coffee farmers in Khao Kho Subdistrict. The group of coffee producers in Khao Kho Subdistrict who are interested is open to accepting applications for project participants via online channels (Facebook), with a goal of including 40 people, and the study period runs from October 2021 to November 2022. This population was created by the enrollment of participants from the public relations investigator's online recruitment process; as a result, the investigator specifically assumed that the number represented the selection of participants to take part in a research project that satisfies the researcher's criteria or goals. As a result of the key informant's contact information, the researchers will be aware when the key informant has signed up to participate when there is a

public call for participants. A key informant is someone who has good and deep information, is particularly extensive, and must be appropriate to the researcher's needs.

Research Process

This research used a qualitative research methodology, divided into 5 steps as follows;

Step 1: to guide the study and design of an innovation guide to promote coffee creative tourism, a thorough analysis of the interpretation of tourism, the essence of coffee creative tourism, the creation of manuals and MACRO model learning techniques, from documents, textbooks, and related research, were conducted, a space was then set up to collect information from community enterprises about coffee.



Figure 2 Showing an area for collecting community enterprise data about coffee
(Source : Researcher, 2023)

Step 2: the researcher collected field data about coffee at the Phetchabun Highland Agricultural Research Center, Janrin Coffee Plantation, and Arabica Coffee Shop in Khao Kho, to determine the content, the researcher used observations, interviews, participatory practices, and photographs of the fundamentals of coffee, provide a clear innovation guide to encourage coffee-based creative tourism, and create an event structure that is more appropriate.



Figure 3 Show field data collection
(Source : Researcher, 2023)

Step 3: to design and develop community participation activities for media management, the meaning of creative tourism in coffee by applying the MACRO Model technique, and by creating a tourism program through an innovative manual to promote creative tourism in the form of coffee using the MACRO model technique, it is necessary to analyze problems, needs, and basic

information, this is done through observations, interviews, participation in practice, and the collection of data.

Step 4: data synthesis is the process through which the researcher utilizes the data from the analysis. was created as an innovation guide to boost coffee creative tourism by utilizing the MACRO model approach, it was synthesized by taking into account the content and learning process in the information transfer process. Khao Kho Arabica coffee goods are presented using the MACRO model approach, which involves planning actions to be delivered as a project of distributing a trip handbook from source to mouth. There is also a project assessment form in which the implementation has been conducted by experts to verify the manual and the assessment form for consistency of the objectives with the questionnaire (IOC). The results showed that every questionnaire had a consistency index between 0.50 – 1.00, which was considered to be within the valid criteria, and bring things that should be improved and suggestions to improve the questionnaire to be more quality. The consistency of the information acquired utilizing a range of methodologies, including interviews, data sources, and time, was taken into account, along with knowledge gained from a triangular evaluation of interviews and recordings and data collection procedures. Then be subjected to analytical induction analysis, which gathers information from happening events and uses it to evaluate them and draw conclusions, in which most of the research data are secondary data.

Step 5: the creation of events and the dissemination of cutting-edge guides to encourage creative tourism in coffee "from the beginning to the mouth - Khao Kho Arabica Coffee", under the project of transferring tourism-relevant guides from the beginning to the mouth of Khao Kho Arabica coffee products, by using the MACRO model technique, and using the evaluation form to measure the results with project participants to eventually achieve sustainability.

Research Tools

The tools used to collect data according to the research procedures are as follows;

1. Using an interview data recording form, gather information on the past of coffee farmers in the province of Phetchabun by speaking with representatives from the Khao Kho Highland Agricultural Research Center, Janrin Coffee Plantation, and coffee shops. The value of coffee, its appeal, its history, how communities and coffee production are related, and the processes involved in growing and processing coffee the advantages and worth of coffee, as well as strategies for marketing it and turning it into fascinating new goods. After creating the interview data recorder, the researcher presented three experts to weigh in on and confirm the accuracy of the linguistic usage in question. The researcher had previously studied the documents pertaining to the interview record form, as well as the criteria and procedures for creating it, the language used must be blatantly relevant for the sample and include the necessary topics or variables. The interview data was then improved in accordance with the recommendations of the experts, and the expert was then presented with the task of evaluating the content validity by determining the IOC (Item Objective Congruent Index) consistency value for each item. The expert then considered choosing the questions for which the IOC was found to be greater than 0.5, and they offered feedback on the language clarity and coverage, in accordance with the framework for developing interview data that was suggested by the experts, to be utilized in the interview, improve the interview record in accordance with professional recommendations.

2. An innovative guide to promoting coffee-based creative tourism using the MACRO technique model, together with participatory speakers (participatory learning appraisal), with speakers who have knowledge and understanding about the dissemination of knowledge about the history of Phetchabun coffee producers, origins and the relationship between communities and coffee production. From the beginning to the end of Khao Kho Arabica coffee products, from the process of planting to coffee processing, studying Khao Kho coffee identity to promote and increase the value of coffee products through participation in practical activities, knowledge exchange, and engaging with participants who are interested in coffee, this is done through an innovative guide to promoting creative tourism in coffee.

3. An evaluation form for the innovation guide to promote coffee creative tourism using the MACRO model technique, using a questionnaire as a 5-level rating scale according to Likert model, which has passed the quality assessment of 3 experts, by calculating the consistency index of the objective and the point in question (IOC: Index of item objective congruence) has a value between 0.50 – 1.00 with valid validity.

Results

The study findings were based on the analysis of the opinion questionnaire and used the MACRO model method to produce an innovation guide to promote coffee creative tourism. As a result, the researcher provides the following two research findings;

Part 1: After assessing the consistency of the innovation manual for promoting community creative tourism in coffee using the MACRO model method, the researcher created an innovation manual for promoting community creative tourism in coffee. Based on information gathered from interviews, study, the use of manual design experts, relevant document and research searches, and interview data. In connection to innovations to promote creative tourism and people with expertise in coffee activities, the effectiveness of the instrument, the index of item-objective congruence (IOC), which is used to design and develop knowledge transfer procedures, was assessed. It was found that all three experts concurred that the guidance in the innovation handbook for fostering creative tourism in coffee using the MACRO model approach was suitable and consistent with the goal. This was accomplished by using the MACRO model approach to manage coffee-based creative tourism in a meaningful way that would be useful for future knowledge transfer to coffee farmers and other interested parties. Efficiency assessment The researcher rewrote the innovation guide to encourage creative tourism in coffee, named "from the beginning to the mouth - Khao Kho Arabica Coffee," which inside the manual book comprises of all 10 themes of knowledge; IOC value in the range of 0.5 -1.00, which is a value that may be employed; (1) Macro Model pour process to coffee activity, (2) Sawasdee Coffee, (3) Khao Kho Arabica Aroma, (4) What's in Coffee Beans, (5) Coffee Bean Journey, (6)) the good benefits that exist in coffee, (7) coffee grounds that do not waste, (8) this story for “coffee lovers”, (9) planted with love, created with heart, and (10) activities “from the beginning to the mouth - Khao Kho Arabica Coffee”. As a result of the first analysis of the material, it has been organized according to content, including the actions under the project of transmitting journey meanings from the beginning to the mouth of Khao Kho Arabica coffee goods by using Wannasian (2017) MACRO model approach. When someone employs the adage "teach less, learn more," they're referring to a theory that emphasizes letting pupils learn more independently by using less narrative teaching techniques. The first concept is the notion that students may learn more on their own by lowering the usage of narrative teaching techniques, which is related to education management in the twenty-first century and highlights two principles. The second concept is called direct learning, and it aims to give students as much freedom as possible to learn on their own through independent inquiry, experimentation, practice, problem-solving, creativity, and group work as well as the capacity to synthesize knowledge and effectively communicate it. The aforementioned teaching strategy was developed as a project activity to motivate participants, involve them in hands-on learning, assist them in synthesizing their knowledge, and assist them in delivering their learning outcomes using appropriate language and techniques. If done properly, it may also be disseminated to families and communities using the appropriate technologies and by adhering to the knowledge transfer process;

Stage 1: Inspiration, in this phase, the speakers define or construct knowledge points on issues related to creative tourism in coffee, so the participants are aware of the site and are

encouraged to do so, learn together, and the presenters pick a variety of activities to promote interest. Role-playing activities, real research, nature excursions, physical studies, or watching movies are some examples of activities that may be used to introduce learning, spark participants' curiosity, and inspire questioning and other forms of inquiry. Participants then take part in point-to-point activities while responding to difficult questions and taking part in interesting activities, to go on to the next level of learning at this stage, it is essential for participants to be able to develop a discussion topic regarding their area of interest.

Stage 2: With active learning, the participants are the main focus, and they get the ability to learn directly with their hands while utilizing a variety of learning methods from various learning sources. At this point, the facilitator will provide the participants with a basic understanding of how to search for knowledge through project activities in order to obtain the necessary knowledge, and will compile information using the process of brainstorming, and learning by using experimental activities related to coffee together, emphasizing the thinking process, which is at the core of the learning process, and encouraging participants to conduct activities to find information about, using method research from knowledgeable interviews, search operations from learning sources, and self-experiment (experiment, inquiry, observation, exploration).

Stage 3: Conclusion: At this point, participants can restate their understanding or combine what they've learnt through their words and ideas. Let's define it at this point as the result of brainstorming and learning via experimenting that results from the exchange of information with one another as a new notion or body of knowledge. Finally, let's use a mind map and a narrative presentation to condense the body of information. The facilitator will be in charge of assessing the participants' knowledge in order to ascertain their general knowledge base and how thorough their knowledge is.

Stage 4: Participants have the opportunity to share their knowledge-building efforts with others through reporting and presentations, which enables them to assess their understanding and engage their creativity. A display of the completed work is also available, and it may be seen in a variety of ways, including discussions, images, and presentations on the Padlet forum and by using the Line application.

Stage 5: This step of knowledge distribution (Obtain) invites participants to practice using their information and understanding in a variety of contexts. Making the most of information, promoting innovation, and sharing knowledge with families, communities, and society once it has been applied or even via social networks by publishing are the key objectives. It has been released on Facebook, Line, and print media.

So, in order to inspire participants to dare to think, dare to express themselves, and dare to make decisions, the MACRO Model approach is applied in the information transfer process. As a result, the preferred method of learning changes from passive listening to collaborative self-learning. Which encourages the use of information and its communication to the outside world for the advantage of or understanding of others on a public level, and which spurs interest in learning and knowledge to address problems by being able to internalize new information properly through the learning process. (Fanchien, 2020)

Part 2: By utilizing the MACRO model approach under the research project series, evaluation findings of the project manual and the innovation of the transfer of the trip manual from the source of the mouth of Khao Kho Arabica coffee goods manage the meaning of creative tourism in the form of coffee. It provides general information on the study participants. The respondents include 40 interested parties from the Khao Kho Subdistrict who are coffee farmers, with the participants' ages ranging from 22 to 45.

However, project participants are teachers, civil servants, government employees, self-employed, coffee shop owners, and farmers, the reasons for participating in project activities are; (1) are interested in various processes of coffee to learn and find interesting new

experiences, (2) want to find new tourism activities and want to know the coffee production process from the beginning to the consumer, (3) love coffee and love drip coffee by yourself, so want to join the activity to gain knowledge about coffee clearly and understand more, (4) interested in agrotourism and product processing, along with wanting to find inspiration for organizing tourism promotion activities at the provincial level, (5) participants are interested in learning about the history of coffee, researching, and developing coffee beans because they enjoy coffee and it is another method to promote tourism, (6) would want to study the steps involved in growing, harvesting, and producing coffee, as well as the method of creating it.

In the context of a number of research projects on interpretive management of creative tourism in the form of coffee, evaluation results of the project of disseminating the meaningful travel guide from origin to mouth of Khao Kho Arabica coffee products, by applying the MACRO model technique and transferring the innovative manual to promote coffee creative tourism by using the MACRO model technique. The project participants were happy with the project of transferring the journey meaningful guidance from source to mouth by applying the MACRO model approach, as shown by the mean total of 4.66 (S.D. = 0.47), which was calculated using the MACRO model technique, and the transmission of innovation manuals to promote coffee creative tourism using the MACRO model technique were at the highest level, which were able to sort the evaluation items from the highest to the lowest as follows;

First, participants thought that this project was a mix of learning about Arabica coffee, engaging in activities related to it, and using a learning management system to facilitate learning that would happen naturally, and can apply knowledge and disseminate to the public according to the MACRO model process with an average of $\overline{X}$ = 4.87 (S.D. = 0.33) next, this project has a trainer who specializes in educating about coffee activities with an average of $\overline{X}$ =4.80 (S.D. = 0.40). Next, this project helps people who are interested to gain more knowledge and understanding of coffee with an average of $\overline{X}$ =4.75 (S.D. = 0.43). The next step was the satisfaction of the project participants with participation in handbook transmission and tourism interpretive activities from source to mouth Arabica coffee by applying MACRO model technique, with mean $\overline{X}$ = 4.75 (S.D. = 0.43). In addition, the next order was that the project participants' satisfaction with manual and mouth-to-mouth activities by application of MACRO model technique was mean $\overline{X}$ = 4.64 (S.D. = 0.48). The next step is that this project has knowledge transfer on interpretive management of creative tourism in coffee with an average of $\overline{X}$ = 4.62, (S.D. = 0.49) next is this project has a step-by-step broadcast, interesting activities, content that is easy to understand and suitable for interested people with an average of $\overline{X}$ =4.62 (S.D. = 0.49). In addition, this project Is consistent with the content and objectives of the project, and is also a guide for those who are interested in extending and helping to integrate knowledge about coffee to be sustainable with an average of $\overline{X}$ =4.6 (S.D. = 0.49). Finally, the project had a handbook with clearly consistent pictures, mean $\overline{X}$ = 4.37 (S.D. = 0.66). In any case, the project participants have offered ideas that it is a good activity, please continue to have projects like this the next time, it is also a good activity and teaches understanding, a project that receives both having fun and knowledge go hand in hand.



Figure 4 Show event design details to promote creative tourism in the form of coffee
(Source : Researcher, 2023)

Discussions

It was discovered from research investigations on Meaningful management of coffee-based creative tourism by utilizing the MACRO model method that the knowledge transfer of Meaningful media creative tourism in coffee was found by applying the MACRO model approach. All three experts agreed that the information in the innovation manual for promoting coffee creative tourism using the MACRO model technique was appropriate for transferring knowledge to coffee producers and interested parties. They also found that the consistency of the innovation manual and project activities for knowledge transfer had been evaluated by all three experts. With an effective IOC value in the range of 0.5 –1.00 which is a value that can be used. In this regard, the knowledge transfer has been carried out under the project of transferring travel meaningful guides from source to mouth, by applying the MACRO model technique, which has activities within the project that uses the teaching technique of the MACRO model to manage knowledge for the participants, consists of 5 steps;

Stage 1: the participants and the facilitator work together to define or establish the knowledge area of interest during the motivational stage, which is when the objective is accomplished and learners are motivated to learn.

Stage 2 : direct learning stage, in which the presenters give the audience tasks and information resources while the learners learn and practice on their own.

Stage 3: participants in knowledge summaries bring the learning outcomes to share and learn from one another to define new ideas or new knowledge using a variety of methods, this aids participants in having higher learning achievement, with retention of long learning, and an attitude towards the area learned.

Stage 4: report and presentation stage: Participants can use this stage to share their knowledge-building efforts with others, which helps to solidify or validate their understanding.

Stage 5: the knowledge distribution stage is where participants are urged to use what they have learned in multiple contexts by distributing it through written materials, hands-on activities, or social media platforms like Facebook, Line, and YouTube.

The MACRO Model is crucial for teaching students to be courageous in their inquiry, in their thinking, in their decision-making, and in their expression. This transform learning from passive listening to active self-learning, and it prepares students for lifelong learning. By encouraging students to ask questions out of curiosity and to think critically and creatively about their questions' potential benefits, the MACRO Model also helps students find the right solutions. According to the Chinese philosopher's notion that teaching people to fish is better

than giving them fish, it teaches them to be able to look for information from sources that are abundant in the world, helping students to acquire lifelong learning abilities. Summarizing, by demonstrating to the student that the knowledge he or she has internalized is fresh information that has experienced an appropriate learning process, the learner is more likely to remember the information than if it were simply memorized. Before drawing any conclusions, the instructor provides the class a chance to explore the theoretical underpinnings. This promotes cooperation, teamwork, and a democratic way of life, while leadership development programs also uphold morals and ethics. A student can build communication, language, and competency through practicing presenting and communication skills, which are critical abilities demanded globally. While presenting, having knowledge that can be used and shared to promote the growth of innovation for the country's continued development is important. (Wannasian, 2017)

The MACRO model approach has been employed as a component of the project activities to transfer information. The project was designed to use the MACRO model technique to communicate the meaning of tourism from source to mouth. Using manuals and learning exercises that followed the MACRO model method, the lecturers gave the audience information and comprehension while also inspiring them to participate. The direct learning stage involves doing and conducting research in actual locations, drawing conclusions about oneself from the material learned from the speakers and practice, reporting and presenting their own knowledge content by exchanging knowledge with one another within and outside the group, and disseminating knowledge through the Line channel. In addition to using what they have learnt through project activities to further improve their own goods, participants may better their own knowledge and understanding of coffee by following these five steps. The facilitator assists in guiding and creating activities that enable people to evaluate their own learning progress because it is clear from the stages listed above that the participants have learnt via self-discovery. This is consistent with the study of Sirirattanajit & Hemman (2017), has studied the competency of teaching and learning with a student-centred focus of the Hat Yai University faculty, in which some concepts of the Macro model were applied.

Overall, it was shown that the effectiveness of student-centered teaching and learning was at a very high level. The improvement of student learning is a side effect of learning management. In line with Intarakosum (2021) who said that a learning style that focuses on giving students the opportunity to use their abilities to learn, participate in activities, and encourage students to become interested, eager to learn, and creative. As well as that the activities are timely, the teaching materials, and the atmosphere within the classroom facilitates the learning process through the design of the teacher's activities.

Many academic educators have studied the MACRO model of teaching in the past, one such academic educator is Fanchien (2020), who claimed that the MACRO model of teaching is a teaching strategy that encourages students to dare to ask questions, dare to think, dare to be assertive, and dare to make decisions. This changes the learning style from one in which students merely listen to one in which they actively participate in learning, which promote learning and problem-solving motivation, the ability for students to independently internalize new information through the proper learning process, and the encouragement of students applying their knowledge. This is consistent with Onlaor (2020) assertion that if students engage in teaching and learning activities, they would love learning and have the opportunity to collaborate with peers. Learners will be more open to learning if they encounter fresh questions and answers, as well as new items, problems, and talents, as well as success in self-initiated activity. Uamcharoen (2016), on the other hand, said that the macro model is a learning activity that promotes learners to learn by practice, learners will construct knowledge, or the meaning of what is seen by oneself, may change according to the person's past knowledge. They provide the chance Students have the opportunity to express their thoughts, reflect on

their own actions, and grow and enhance their own work, which encourages students to be curious in learning and find solutions to challenges for their own progress.

Conclusion and suggestions

According to the study's findings, creative tourism media meaning management in terms of coffee by the use of this MACRO model approach was discovered through an analysis of information related to innovation development to promote coffee tourism of Khao Kho sub-district in Phetchabun province. In order to impart information about “from the beginning to the mouth - Khao Kho Arabica Coffee” this researcher has created a manual and established a method via project activities and innovation manuals, the manual book contains all 10 knowledge topics, and it has been communicated through the project of communicating the tour handbook, by using the MACRO model approach, specialists with input from the community created “from the beginning to the tongue - Khao Kho Arabica coffee”. Allow the participants in the project activities to put what they have learned into practice so that they can learn more and be better able to use what they have learned to innovate and grow business and society. This is done by putting an emphasis on how participants think and how they can connect their prior experiences with their current ones. Technology must be transferred and used to build a strong community, which employs a learning process that enables the information to be passed down sustainably.

This is in line with the research of Nuichim (1999) about designing a book to come true. Which method to choose depends on the needs of creating a guide, together with when tourists want to participate in activities and want to know the details of the project. This travel guide thus satisfies the requirements of both source owners and tourists. In addition to publicizing the project activities so that interested parties are aware of the various details of the activities, it also provides background information and details on how activities are carried out, particularly in the garden where forests are planted and aquatic species are released. This is consistent with the research of Sirikul (1989) who commented that the preparation of a manual in the form of a book make it possible to talk more about the subject, and have illustrations to attract attention, and to make it easier to understand the content of the activity. This is in line with the study of Kulchai (2017) found that the tourist guide will allow tourists to know the story, get to know the unknown tourist attractions, and will get to travel more, having beautiful illustrations, good content makes it easy to read, and travel guides are appropriate to continue to publish travel guides. Participants will also be able to study more on their own by utilizing the macro model method to assist in creating a creative manual to promote creative tourism in coffee. It strives to provide students more chances to learn on their own via thinking, problem-solving, creativity, and group work, this will help them to synthesize their information and be able to use it correctly in future scenarios, resulting in a transfer process that will fuel the economy and create a participatory community that is sustainable.

In any event, the following advice is provided as a result of the study: the creation of creative tourism activities should be used knowledge transfer techniques in order to make them diverse and responsive to the requirements of the community, tourism innovation handbooks should be small and portable.

New knowledge and the effects on society and communities

According to the innovation guide, this research has designed tourism activities to be a part of the imaginative interpretation of tourism that has an interesting, positive impact on coffee tourism, to communities and tourist attractions, and to an increase in coffee shop owners in popular tourist areas. Therefore, the idea of creative tourism has been implemented along with an inventive manual that combines the use of the MACRO model technique, which is a learning technique that aims to teach students to dare to ask questions, dare to think, dare to express themselves, and dare to make decisions. This transforms the learning style from learners to listeners only, to cooperative self-learning. Which encourages children to have an interest in learning and know how to solve problems, be able to crystallize new knowledge by yourself through the correct learning process, and encourage learners to apply knowledge and present it to the outside, to benefit or understanding to others at the public level.

It consists of (1) M-motivation is the creation of motivation, inspiration, interest and desire to learn, (2) A-active learning is learning where learners have the opportunity to gain knowledge directly by doing it themselves, with a variety of learning methods from a variety of different learning sources, it is important, (3) C-conclusion is learners summarize knowledge or synthesize what they have learned according to their thoughts and language, (4) R-reporting is the learner communicating and presenting learning outcomes with appropriate language, methods and information technology, and (5) O-obtain is the learner takes the learning outcomes to use for dissemination of knowledge to the family, communities and societies, through appropriate means, media, or technology.

Entrepreneurs, groups of coffee producers, and interested parties who participate in the project can apply the activities participating in the project, or extend it into activities that help support coffee tourism. Activities and routes for coffee tourism were creatively designed in the process of organizing activities; it is an extension of tourism from the old form of tourism to a new form of tourism. It can also add value, examples of activities that can be applied, such as exploring the nature trails for growing coffee, processing coffee as souvenirs, coffee grounds soap, coffee scented candles, coffee shell resin, coffee shell fertilizer, etc. Tourists now recognize the value of taking part in the numerous tourism activities offered by the community or tourist destination as a consequence of such tourism activity organization. Through individual or group learning, it adds value to the experiences that travelers and communities have when visiting places, for engagement authentic experiences, and deep cultural understanding, and in tourism design, which leads to income and benefit for the community, and can also create added value to the culture, way of life of the community, and the identity of the community as well.

As a result of the shifting development trajectory of the current and future worlds, it is believed that the application of the MACRO model to 21st century education will enhance the level of education in accordance with 21st century education. The focus of education in the twenty-first century is on student-centered learning management, which encourages and supports students in developing new knowledge and innovations in accordance with their interests, skills, and aptitudes while utilizing technology, community and local collaboration, and thought processes. The creative tourism management of the coffee community was therefore applied using the MACRO model technique, which led to learners interacting and participating in learning, differentiating appropriate information, and being able to apply the knowledge that had been applied in a concrete way. This learning will change the teacher's role from being a teacher and inputting knowledge to becoming a facilitator of learning management.

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