

Research Article

Concept of development of curriculum for dramatic arts teachers for local development in the 21st century

Sunisa Sukin^{*}, Piyawadee Makpa and Marut Patphol

Faculty of Fine and Applied Arts, Srinakharinwirot University, Bangkok 10110, Thailand

Abstract

This article aims to study the concept of the development of curriculum for dramatic arts teachers for local development in the 21st century. This content is part of the research on the development of a model of curriculum for dramatic arts teachers for local development. The researcher studied the concept and theory of curriculum development. Teaching concepts in the 21st century, concepts of creating teacher identity, concepts of dramatic arts, role of dramatic arts in society and concepts of local development. The concept of curriculum development was studied by using systematic reviews to analyze and synthesize the data. The results of the research revealed that curricula are a collection of subjects and activities that serve as guidelines for educational management that focus on developing learners to achieve educational objectives. The components of the curriculum are aims, content, implementation and evaluation. The concept of teaching in the 21st century emphasizes the characteristics of teachers who are skilled in using technology and creating students to be thinkers and developers. It is the heart of promoting learning, integration with the community and professional development in the 21st century to keep up with the changes in today's era. The concept of creating a teacher identity for self-understanding and acceptance, recognizes their roles and duties according to the society around them. The graduates are required to learn the fundamentals of dramatic arts, both theory and practice, because the dance plays a role in society in many dimensions, especially the idea of bringing integrated dance to develop to meet the needs of local people. Therefore, the aforementioned concept is a guideline for developing a curriculum model as a model and a guideline for administrators, faculty members and educational personnel to apply the information on the components of the curriculum model to be applied in designing and developing curricula to produce dancing teacher graduates in accordance with the needs of the local development each context of different regions in the country further.

Keywords: Concept, Curriculum development, Dramatic arts teachers, Local development, 21st century

^{*} Corresponding author:

Sunisa Sukin E-mail: Jicksunisa-1@hotmail.com

Received: 8 October 2022,

Revised: 25 March 2023,

Accepted: 7 April 2023

Introduction

The world society has evolved into the era of globalization or the borderless era as a result of progress in information technology. Globalization affects Thai society both socially, economy and environment. An obvious example is the economic crisis that has occurred since 1997. The problem of inequality of people in society, the problem of the elderly is increasing, the problem of sexual oppression, the economic problems and poverty of urban and local people, the crime and environmental problems of each locality for survival. Thailand has an important social adjustment, which is to focus on human development. People are an important resource of a nation known as "Human Resources", promotion of participation, decentralization from central to local, project to strengthen local organizations, building a civil state by aiming to harmonize the state and the people as one, creating a society that works together to solve all problems in the form of five-parties. It consists of communities, states, academics, NGOs and business organizations. Adjusting local development strategies with a focus on local people, development must come from the needs of the villagers for their benefit as the saying goes "the answer lies in the village." This development strategy has an important principle, namely the principle of self-reliance. Modify production methods, development based on community culture, paying attention to local wisdom, group together to establish a community organization or a village organization to build strength, emphasizing on "people as the center of development" to build national security. Develop people of all ages to be good people and smart people, believing that education can develop people to further develop the country. Adopt the philosophy of sufficiency economy as a guideline for driving and planning the country's development to reform the country towards "security, prosperity, sustainability" and "transform Thailand into a progressive society, sustainable value creation economy" (Office of the National Economic and Social Development Council and Office of the Prime Minister, 2022).

Education is a fundamental right of all Thai people that the government must provide for the development of Thai people of all ages to be prosperous in all aspects as an important intellectual cost in skill development, characteristics and competences for living and living happily with others in society, which will lead to stability and security of the society and the nation that must be developed to progress equal to those of other countries on the world stage amid the changing trend. In the fast-paced world of the 21st century, the Secretariat of the Education Council has driven the National Education Plan, which is to develop quality curricula and learning processes that meet the potential of diverse learners, diversification of social and natural capital factors that is the identity of the area. From the Education Development Plan, Strategy 1, Strategy 2, and Education Development Plan for regions and provinces, paying attention to the development of the education system and the development of educational personnel including the institute of teacher production, university groups are all very important because it produces graduates and has guidelines for teacher development especially the Faculty of Education, Education Science or the Institute of Education. This is because teachers are considered advanced professions that are important for upgrading the quality of education. (Office of the Permanent Secretary, Ministry of Education Ministry of Education Development (2017).

Rajabhat University is an educational institution whose identity and policy of the university is for a local, the Faculty of Education has a vision to be a leading national faculty in producing and developing teachers and educational personnel for local development by collaborating with teachers' professional experiences and learning networks in the community by producing graduates at present must be produced in parallel with learning in the 21st century, which from the experience that the researcher has practiced teaching the course of dramatic arts Chiang Mai Rajabhat University. A problem found in the curriculum is the 4-year curriculum that was introduced in 2019. It is a curriculum that has been developed by the Office of the Higher Education Commission. By reducing and combining various courses from a 5-year Bachelor of Education program to a 4-year Bachelor of Education program, thereby reducing the number of courses in majors. As a result, the cognitive efficiency is reduced accordingly and from the course analysis, interviews with lecturers in charge of the program and instructors of the Bachelor of Education Program in Dramatic Arts at Rajabhat Universities in all 4 regions found that the corresponding problems were: The policy of Rajabhat University is a university for local development but there are few courses that can apply the body of knowledge to local development. From the analysis of the curriculum structure of 136 credits, in the general education category, totaling 30 credits, there is one course related to local development, namely Citizenship and Local Development, 3 credits, accounting for 10% of the total courses. In a total of 100 specialized subjects, there

is only one course that can apply knowledge to local development, which is Folk Dance, 3 credits, representing 3% of the total. From the analysis of the subjects in the Dramatic Arts curriculum, there are no courses and body of knowledge about character development, student identity in local development and creative economy causing most students to have nobody of knowledge local development skills and experiences creative economy and lack of integration of the body of dramatic arts knowledge with resources, environment, and local wisdom. It also lacks the principles of creating value added in the creative economy in the field of dramatic arts for the local community.

From the background and importance of the above problems. Therefore, the researcher has an idea to study the concept of developing of curriculum for dramatic arts teachers for local development in the 21st century as a guideline for developing a model of curriculum for dramatic arts teachers for local development, build a body of knowledge, characteristics and identity for students in bringing the body of knowledge in the field of dramatic arts to integrate with resources, environment, local wisdom and create added value for the creative economy for the local community. Because if there is no strong locality, there is no strong country. No strong country, there is no strong global community as well as to be in line with the vision, mission and goals of policy of Rajabhat University, National Education Plan, National Economic and Social Development Plan in the development and creation of professional teacher personnel to have quality and to produce graduates for economic, social, local and national development.

Objective

To study the concept of the development of curriculum for dramatic arts teachers for local development in the 21st century.

Research Method

In conducting a study on the concept of developing of curriculum for dramatic arts teachers for local development in the 21st century, the researcher used Systematic reviews to analyze and synthesize data with the method of operation, a review of the relevant literature follows:-

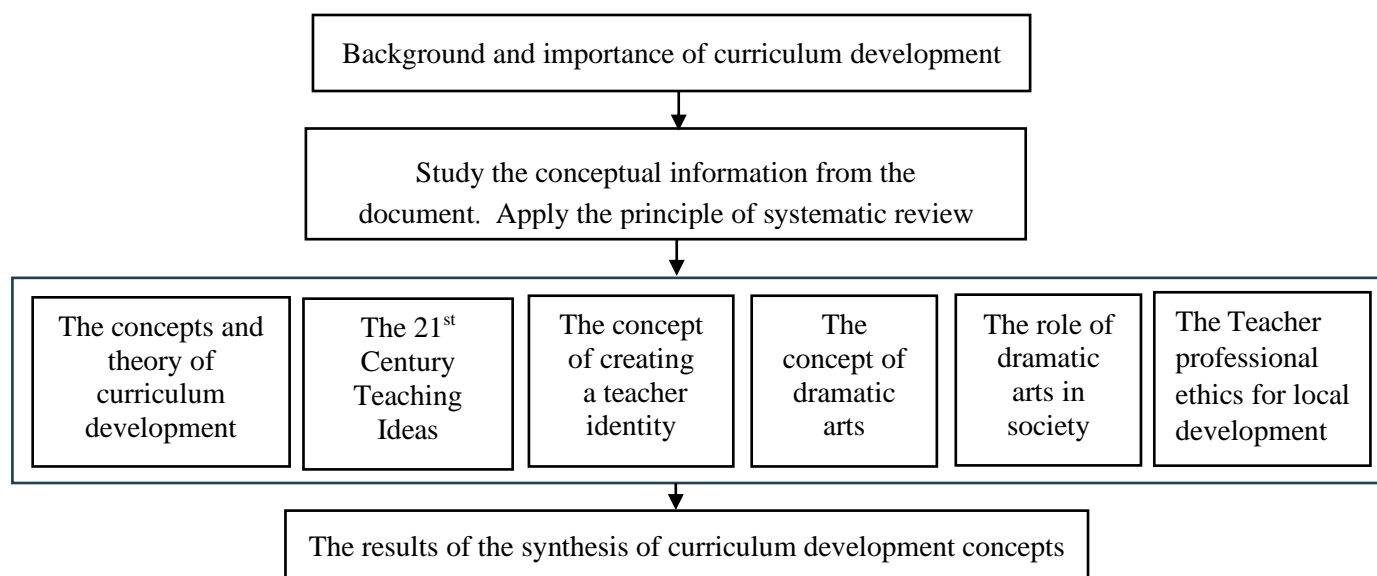


Figure 1 Conducting a study on the concept of the development of curriculum for dramatic arts teachers for local development in the 21st century.

Source: Sukin, 2022

Result/Findings

In this research study, the researcher studied the conceptual information on the development of curriculum for dramatic arts teachers for local development in the 21st century from related documents and research. By studying the concepts, theory of curriculum development, teaching concepts in the 21st century, the concept of

creating teacher identity, concept of dance, the role of dance in society and the concept of local development. The results of the study are as follows: -

Concepts and theory of curriculum development

The meaning of the course, the word “course” is translated from the English word “curriculum”, which is derived from the Latin word “currere”, meaning “running course” or a race track. Later, this term was used in education as “running sequence of course or learning experience” It is a comparison of courses like a field or a treadmill that allow learners to overcome the difficulty of the course or experience. Learn the things that are set out in the curriculum for success. There are educators such as Good (1973, p.157), Wongyai (2011, p.12), Utranan (1995, p.6) and the Royal Academy (2003, p.1272), who have given the meaning of the word course. In conclusion, a course is a collection of subjects and activities that serve as a guideline for educational management that focuses on developing learners to achieve educational objectives according to international standards, core curriculum standards and the needs of local communities. The components of the curriculum are objectives, content, implementation and evaluation. By developing the curriculum, there is the concept of curriculum development from educators, namely Wongyai (2011, p.67), Tyler (1950, p. 99), Taba (1962, p.12), it can be concluded that there are several levels of courses from the national level, local level, up to grade level. Based on information from the source that will be the basis for the decision from 3 sources together is the study of society, study from learners and expert suggestions on subject content. The development process is demand survey, goal setting, content selection, content arrangement, choosing a study experience, learning experience, assessment and assessment methods. The curriculum development process is based on the ideas of educators: Utranan (1995, pp.36-43), Wongyai (2011), Taba (1962, 12), Saylor (1974, p.27), concluded that the preparation or development of the curriculum, there are things to do and consider important is 1. A study of basic information, 2. Drafting the course, 3. Course quality check, 4. Trial courses, 5. Curriculum assessment, 6. Curriculum revisions.

In this research, the researcher studied the concept of the course development process of Saylor and Alexander (GALEN L.SAYLOR AND WILLIAM M. ALEXANDER), who studied the concept and model of course development of Tyler and Taba, brought to expand to be more complete to be used as a theory in the course development process dancing teacher for local development in the 21st century with the following steps: 1. Set Goals, Objectives, and Domains, 2. Curriculum Design, 3. Curriculum Implementation, 4. Curriculum Evaluation, the researcher studied the theory of curriculum development which is Outcome-based education (OBE) or results-oriented education is the philosophy of education that says education should be aimed at producing specific learning outcomes. The curriculum and teaching methods are designed to produce knowledgeable students. Learning outcomes are the expectations that students will be able to achieve the learning outcomes from the learning activities, focusing on learning outcomes. The process of specifying outcomes controls the teaching and learning activities in outcome-based learning in every curriculum and instruction is designed to produce characteristics of students after graduation consist of 3 dimensions: 1) Knowledge, 2) Skills, 3) Applicability and Responsibility. (Office of the Secretariat of the Education Council, Ministry of Education, 2017). Based on the above information, the researcher selected the concepts from the Learning Outcomes for development of the dancing teacher course for local development in the 21st Century.

Curriculum development at present, the important thing to consider in the curriculum development process is the 21st century teaching concept. By developing the dancing teachers curriculum for local development this time, the researcher studied the 21st century teaching concept, in terms of teacher characteristics 21st century, teachers 21st century teaching skills, the community-integrated teaching and professional development in the 21st century to provide information for curricula development to keep pace with the changes in today's era. The researcher has studied the information on teaching concepts in the 21st century as follows:-

The 21st Century Teaching Ideas

Education in the 21st century, the role of teachers is extremely important. Academics have the following views on the role of teachers in the 21st century, Paitoon Sinlarat gave the view that Thai teachers in the 21st century will need to revisit our collective education, transforming skills-based education to lead to new and improved quality products with creative ideas and new innovations know how to apply, research, create results, plan and process. The important variable in this matter is the teacher. The seven key characteristics of 21st century teachers are as follows:- 1) Knowledge creation and integration, 2) Analytical and creative thinking, 3) Vision and thinking

crystallization to exchange ideas with learners, 4) Teachers must know and understand new technologies. 5) Have the skills to teach children to grow to their full potential and create new results, 6) Must be strong in the code of conduct, morality, ethics, and persuade others to contribute to society, 7) Take a leading role in teaching and vocational.

Based on the role of teachers in the 21st century, the researcher studied the opinions on various management approaches in the 21st century, in order to produce graduates in the field of Thai dramatic arts teachers with various characteristics as the development guidelines of Puri Wongvichien et al as follows:-

1. Curriculum courses should be developed that can develop academic competence, vocational education for more students. This is in line with the Office of the Higher Education Commission, that the development of higher education institutions must develop to become a learning society. The teaching and learning process has been adjusted. Emphasis is on the interaction between teachers and learners. The curriculum is tailored to be flexible to the exact needs of the local community. It is an international education center to enhance the development of the country's economy.

2. Instructors, teachers should develop themselves and study additional knowledge in various reserves, corresponding to the Secretariat of the Education Council Ministry of Education that mentioned teachers who have more qualifications than teaching duties.

3. Learning management, there should be more development of learning management that is beneficial to teaching and learning.

4. Student Activities, there should be activities to promote learners in academic development, the experience and characteristics of being a teacher for learners.

5. Management should have guidelines for management and allocate budget and resources for carrying out activities for learners and promote the development of quality of instructors and educational personnel in various fields accordingly, with the guidelines for improving the quality of graduates of the Office of Student Promotion and Development Office of the Commission on Higher Education that higher education institutions must develop institutions into a learning society.

From the above information, the 21st century learning management approach is essential to the curriculum. Therefore, the 21st century teaching and learning is integrated with the community and locality. Learning Resources from the community are integrated into the school. In addition to learning resources that are sources of information and experiences that encourage students to pursue their studies seeking knowledge and self-learning at your own pace to enhance learners are born in the learning process and are learning persons. The heart of learning management, Project-Based Learning: The PBL will use learning resources that are contextual in the resident community environment as a host of experiences for learners and use it to inspire curiosity. Because it is the actual condition and situation. Students are familiar with how to organize learning resources in communities, settlements. Learning areas must be allocated according to the level of education, consistent with the content of the learning level and practical processes in real life (Office of the Administration of Upper Secondary Education Office of Basic Education, 2015).

Ritthikupt (2018) has studied community-based learning management: an effective learning management strategy for teachers in the 21st century that learning management in the 21st century aims for learners to develop skills fall into four categories: 1) Ways of Thinking 2) Ways of Working 3) Tools for Work and 4) Skills for Living in Today's World. To enable students to live in a society in the age of change with quality. One approach to effective learning management that brings learners to 21st century skills is community-based learning management. This is a teaching strategy that connects the content of the lesson to the community through the integration of knowledge in multiple disciplines with real world and real world issues in the learner's community and environment. Emphasis on problem solving skills, learn through hands-on experience. Real-world assessments are carried out with participation from those involved. The community-based learning management, it is known in the United States, Australia, Africa and Asia. In the name of learning by Service Learning: SL, is a form of experiential learning designed to promote learning and develop learners by allowing learners to participate in activities related to individuals and community needs. The community-based learning management is a strategy or learning management model that integrates content according to the curriculum, connects with the community by using practice as a base, allowing learners to learn from real life situations in the community under the participation of teachers, students and people in the community. In addition to learning in the classroom, an important process of learning is to use critical reflection to help build knowledge of curricula content and better understanding of the

community. It aims to promote learning and development of learners in a wide range of knowledge and skills. (Panich, 2014).

Foundation of community-based learning management theory is based on the Constructivist Theory, with the learning condition being learning as an active process that occurs in each individual, various knowledge will be created by the learner himself by using newly acquired information in conjunction with existing information or knowledge. There are 5 basic principles as follows; (Chatsuriyawong, 2014). 1. Problem Based Situation, 2. Resource, 3. Scaffolding, 4. Coaching 5. Collaboration, there are many forms of community-based learning management strategies. It is a combination of theory and practice. Therefore, the development of the curriculum for dancing arts teachers for local development should bring community-based learning management as the basis for the teacher's learning management strategy in the 21st century as an important element in the analysis to find further teaching ideas.

Linking Dance Curriculum with 21st Century Skills

To develop a dance teacher curriculum for local development at present, it is necessary to link 21st century skills in the curriculum in order to produce dance teachers with appropriate skills, knowledge and abilities in the 21st century. The 21st century skills is an interdisciplinary learning management of core subjects to practical processes in real life using a learning process Project-Based Learning: PBL. The desirable characteristics of dance teachers in the 21st century must have in-depth knowledge of the content being taught, have knowledge and expertise in teaching, be able to develop curriculum, make lesson plans and student-centered textbooks. It has invented and implemented teaching that all learners can learn, let students learn from seeking knowledge, help students understand the nature of dance and other sciences especially technology and give students the opportunity to develop attitudes skills that help learners have sustainable learning which must recognize and focus on the skills and development of dance teachers in the 3 R: Reading, Writing and Arithmetic. 4 C is Critical Thinking, Communication, Collaboration and Creativity including life skills, occupations, information, media and technology skills and management of new education as follows;

1. To create dance teachers who have the skills, knowledge and competencies in the integrated dance arts. The use of tools and strategies to practice in the classroom and to build teachers' ability to analyze and define learning activities appropriately.

2. Create perfection in the dimension of teaching with a variety of dance teaching techniques.

3. To create dance teachers with in-depth skills and knowledge in problem-solving, critical thinking, and other skills important to the profession.

4. To create professional competency for the dance teachers who are role models of learning in the classroom that will lead to the creation of learning skills to occur with quality learners.

5. To create dance teachers who are capable of analyzing learners in terms of learning styles, intellect, weaknesses and strengths in students and able to do qualitative research that aims to affect the quality of learners.

6. To help dramatic arts teachers develop higher competencies to be used for formulating teaching strategies and arranging learning experiences appropriate to the learning context.

7. Encourage continuous assessment of learners to build skills and enable learning development.

8. Sharing knowledge among learning communities using various communication channels.

9. Create a model for a dance teacher with stable and sustainable professional development.

From the above information, it can be seen that 21st century, skills are very important and necessary in the development of today's curriculum in order to improve student quality and create identity that students can apply the knowledge gained to the development of their locality to keep up with the changes in the education system in the 21st century, the development of curricula to produce graduates to meet the needs of local societies, creating a good identity for graduates is necessary in order to meet the needs of the local society. The researcher studied the meaning of identity, elements of student identity, development theory of identity, concepts of future students and graduates and the process of student identity development as the following information:

Teacher identity creation

The researchers studied the meaning of identity from various educators and summarized as follows: Erikson (1968), Rice (1996, p.36), Brown (2004), Fuengfusakul (2003). Identity means understanding and accepting yourself, recognizing their roles and duties according to the society around them including having their own way of life and having professional abilities.

Elements of identity, educators summed it up as follows: Erikson (1968), Chickering & Reisser (1993, pp.38-49), that the identity consists of physical identity, gender, gender roles, occupation, ideology and ethics. Physical and sexual aspects are formed early, beginning in the pre-adolescent years, leading to physical and sexual self-acceptance. Those who accept themselves physically and sexually. Including gender roles will be those who have a positive identity in both aspects. Social identity is formed when there is a wide social relationship by becoming a member of a social group. When a person has a higher intellectual growth, professional identity develops, ideology and ethics. Srinakharinwirot University has defined 8 student identities of Srinakharinwirot University as follows: 1) thinking and acting, 2) hardworking, 3) knowing the timing, 4) full of public consciousness, 5) communication skills, 6) humbleness, 7) beauty with personality, 8) along with science and art.

Student development process model stated that student development promotion structure consists of four important activities as follows: 1) setting goals for student development. 2) evaluating the level of student development. 3) tactics for student development. 4) evaluating student development programs.

From the above information, it can be concluded that identity means understanding and accepting oneself, recognizing their roles and duties according to the society around them, including having their own way of life and having professional competence. The student's identity consisted of; 1) physical appearance and posture, 2) role and expression of sexual behavior, 3) self feeling towards society, traditions and cultures, 4) concepts, roles and lifestyles, 5) feelings of responding to the opinions of others to improve oneself, 6) self acceptance have self esteem, 7) having a stable and strong personality, knowledge of integration of things learned as well as experiences to develop into identity. The concepts of future students and graduates are: 1) Morality and ethics, being able to deal with moral problems, 2) Knowledge, having extensive and systematic knowledge in the field, 3) Intellectual skills, 4) Skills Interpersonal relations and responsibility, 5) Numerical analysis skills, communication and technology usage. The above information is the information that the researcher will use in the process of developing the identity of the graduates of the dancing teacher program for local development.

The development of dance courses for local development. Graduates are required to learn the basics of dramatic arts both in the theory of dramatic arts, therefore, the knowledge can be applied in teaching practice in primary and secondary educational institutions. Therefore, graduates need to have knowledge of the core curricula of basic education and must develop curricula under policies, objectives, philosophy, vision and mission, core values and identity of the Dramatic Arts Department, Faculty of Education, Rajabhat University. The researcher has studied the information on the dramatic arts, basic education course, Bachelor of Education Program, Department of Dramatic Arts, Faculty of Education, Rajabhat University as the following information:-

The concept of dance

Dance means the art of dancing or the knowledge of dance patterns is invented by man with exquisite elegance and entertainment which convinces the mood and feelings of the audience to be consistent. This type of art requires the participation of music and singing in order to promote more value, known as the art of singing and dancing. The study of dance is a field of cultural study. Dance in addition to showing the civilization of the country. It is also a source of art and performances of many forms together with human beings as the center of creativity, preservation and passing on. Dramatic arts originated from 1. Imitation of nature 2. Human sacrifice 3. Adoption of Indian civilization. Bureau of Academic Affairs and Educational Standards, (Office of the Basic Education Commission, Ministry of Education, Sor, 2010). the types of Thai dance can be categorized into 4 regions of performing arts, dances, dramas, plays (Theatrical performance) and folk dances as follows: 1. Performing art is a performance that focuses on the art of posture. There is no show as a story, which is divided into 4 types as follows: 1) solo dance 2) couple dance 3) group dance 4) dramatic dance. 2. Dance is a performance that has meaning in the use of two or more actors. They are divided into two types: 1) Standard Dance 2) Improved Dance. 3. Drama is a story show where different characters lead a story with a cause or knot of the story. They are divided into two types: Traditional dramas and revamped dramas 1) There are 3 types of traditional dramas, namely Chatree dramas, Nok dramas (plays performed by all male), Nai dramas (plays performed by all females). 2) There are 9 types of new dramas, ancient dramas, Phanthang (mongrel) dramas, Sapha dramas, talking dramas, singing dramas, Sangkeet (musical) dramas, stage dramas, radio plays and television dramas. 4. Theatrical performance is a merry show or performances used in various ceremonies. There are traditional forms and methods of showing such as Khon performance, Nang Yai 1) Khon, can be classified into 5 types of Khon performance, namely Khon Klang Plaeng, Khon Rong Nok or Khon Nang Round, Khon Rong Nai, Khon Nang Jor and Khon Chak 2) Nang Yai, Nang Yai

is another popular entertainment for Thai people. The leather uses a perforated cowhide sheet in the shape of a character in the Ramayana story. Nang Yai can be divided into two main categories: 1) Nang Rueang is a large movie with other images as an element 2) Miscellaneous movies are movies that arrange special gestures, such as Nang Rot, characters sitting on a chariot. 5. Folk dances in 4 regions are 1) Northern 2) Northeastern 3) Central and 4) Southern region.

Therefore, it can be concluded that dance means the art of dancing or knowledge of dance patterns is a thing that humans have created with exquisite beauty, entertainment which convinces the mood and feelings of the audience to be consistent which is caused by imitation of nature, Indian worship and civilization. Thai dance can be divided into performances of arts, dances, dramas, plays and folk dances in 4 regions, namely the northern region, the central region, the northeastern region and the southern region.

The researcher studied the role of dramatic arts in society as an idea for the development of the Dance Arts Teacher Curriculum for local development as follows:-

The role of dramatic arts in society

Wirunrak (2004) gave the meaning of the role here, it means considering the dance how it plays a part in human life, both private and public activities. From past to present, people use dance as an important part of their lives during normal times and on special occasions all the time. This makes it possible to distinguish the characteristics of the roles of dramatic arts into 12 categories: 1) communication 2) socialization 3) entertainment for others 4) rituals 5) exercises 6) ritual dances 7) propagation of local community identity 8) Preserving national or community identity 9) Creation of dance arts 10) Education 11) Special class appliances 12) Individual entertainment. Based on the above information, dance plays a role in many dimensions. Humans develop their expressions as a form of dance and let dance perform various functions in their society both for self and for society. When society changes, dramatic arts will change accordingly. The researcher studied the concept of local development with the following information:-

Teacher professional ethics for local development

The development of the dancing arts teacher curriculum for local development must be developed in accordance with the standards and professional ethics of teachers in order to apply the professional ethics of teaching to people in the local community as follows:-

1. Ethics towards oneself, educational professional practitioners must have self-discipline, professional self-development, personality and vision to keep up with developments in science, economy, society and politics.
2. Professional ethics for educational professional practitioners must be loving, faithful, honest, professionally responsible and a good member of a professional organization.
3. Ethics towards service recipients, educational professionals must love, compassionate, attentive, helping, encouraging and encouraging students and service recipients according to their roles and responsibilities consistently, must promote the learning of skills and good habits for disciples and service recipients according to their roles with full capacity and sincerity, must behave as a good role model both physically, verbally and mentally, one must not act against the physical, intellectual, mental, emotional and social development of disciples and clients, must provide services with sincerity and equality without demanding or accepting benefits from misuse of position.
4. Ethics towards co-practitioners, educational professionals, should help each other constructively by adhering to the moral system, and build unity among the group.
5. Ethics towards society, educational professionals, behave as a leader in preserving and developing the economy and society, religion, art and culture, wisdom, environment, protecting the interests of the public and adhering to the democratic regime of government with the King as Head of State (Royal Gazette, 2013).

Development of a dancing teacher curriculum model for local development, need to understand local issues to analyze and develop courses to meet the needs of local people. The researcher has studied the problems and current conditions of Thai society and the concept of local development as the following details;

Conditions of Thai Society, Office of the National Economic and Social Development Council and Office of the Prime Minister (2022). has reported on Thai society. The fourth quarter and 2020 Overview, Year 19, No.1, February 2021, the key social situations are as follows: 1) Labor Situation, the labor market has been affected by the Coronavirus Disease 2019 (COVID-19) epidemic, causing unemployment to increase, reduced working hours and households have lower incomes. 2) Household debt must be closely monitored, especially for the low-income earners group, loans to households increased in almost all categories. Loans following the easing of epidemic

control measures; 3) Health and Illness, the situation of patients with the disease must be monitored for hand, foot and mouth disease among young children, where the number of patients more than doubled including the epidemic of coronavirus disease 2019 and the impact of PM 2.5 dust. 4) Consumption of alcoholic beverages and cigarettes. This is a risky behavior that makes it possible to get infected with COVID-19 easily and symptoms are more severe than the general population. 5) Safety of life and property must be careful of mayhem on property including surveillance of smuggling across the border, entering the country illegally to reduce the spread of COVID-19, issues that need to be emphasized and monitored in social security in the next phase are as follows: 1. New drug epidemic 2. Offenses related to assets after the COVID-19 epidemic situation has eased, but the labor market has not recovered. There are still groups of people who lose their jobs and lack income. 3. Smuggling across the border into the country illegally. 4. Smuggling gambling, both in the form of online gambling and permanent gambling. 6) Road traffic safety. 7) Consumer protection.

From the above information, it can be seen that Thailand still has many problems which will occur with local people. The government has a policy in cooperation with the local government to solve problems and develop. The development of the country must begin with local development first because local is the starting point of society. The researcher has studied the concept of local development as follows:-

Local development is an important process that is fundamental to the development of the country because if the locality is growth, stable, prosperous, the local people have a good quality of life which would result in the country having permanent prosperity. The concept of local development has been defined by many educators as follows: Chaikanmuang (2004, pp.13). It can be concluded that local development refers to a process aimed at improving people's livelihoods through actively cooperating with the local people. It was a movement which was carried out by combining the people's forces with government officials to improve economic conditions, society and culture of that community to be more prosperous. It is a technique and method of operation by making a project the same in order to promote and improve the community by trying to combine external assistance with the efforts of the villagers themselves or as a movement of social action which the people in that community jointly set up and do themselves. By joining forces to improve the living conditions of the community for the community to have solidarity and operate in a way that wants to work to develop the local community.

From studying, the concept of curriculum development, 21st century teaching concepts, teacher identity creation concepts, concept of dance, the role of dance in society and the concept of local development. The researcher analyzed and synthesized the data to be used as a guideline for the further development of a model of the dancing teacher curriculum for local development.

Discussion

From studying the concept of the development of curriculum for dramatic arts teachers for local development in the 21st century, the researcher studied the concept of curriculum development theory and found that most curricular development steps are as follows, step 1: The study of basic information is a studying, survey, analysis of demand problems necessary to create step 2 course: Curriculum development. Step 3: Create links that aim for students to learn through practice. Step 4: Curriculum improvement and revision based on course evaluation. This is consistent with Sukmat (2010). Studying curricula development to enhance the desirable characteristics of grade 4 students according to the concept of intellectual education, the curriculum is developed in 4 steps. The dancing teachers for the local development program requires the development of student identity. From the study, found that it was consistent with Sri-iam (2011). The study of student identity development in higher education institutions consisted of 1) goals 2) assessment of problems 3) finding the need for training 4) evaluation by the prospect of teacher production of Thai higher education institutions. There is a practice guideline for producing teachers from the teacher production project in Thailand. Consistent with Petchuay (2015). Studying the future image of teacher production at Thai higher education institutions. The prospective research consisted of 1) selection of talented people, 2) selecting subjects with a shortage of teachers according to the needs of teachers, and 3) recruiting good teachers who have faith in the teaching profession to work as a teacher in their domicile area to serve the society and local. The teacher education institute has a teacher producing curriculum based on desirable characteristics and competencies that meet the needs of the country and locality. This is in line with the researcher's idea to develop a model of a dancing teacher curriculum for local development. By developing curricula and teaching in the field of dramatic arts in accordance with Methanee (2016), has studied the development of curriculum

and teaching in the field of western dramatic arts at the graduate level in Thailand by methodology comparable to foreign countries found that Thai higher education institutions focus on knowledge, creativity to preserve art and culture. Foreign higher education institutions focus on knowledge, creativity and innovation in job creation. The performance of the curriculum differs from the Victorian College of the Arts in 5 areas: 1) teaching development 2) learning environment 3) philosophical importance and curriculum objectives 4) conservation and cultural creation 5) learning outcomes, in accordance Kulrattanarak (2014), has studied the development of a prototype curriculum in the field of Science of Education, Education in accordance with the teacher competency framework in Southeast Asia in the 21st century, has analyzed the curriculum in the Science of Education, Education of Thai higher education institutions and countries in ASEAN and outside ASEAN. The results of the assessment of the needs of teachers in Southeast Asia in the 21st century, revealed 31 competencies with the necessary needs, of which the student-teacher's competencies should be developed as much as possible 5 first are foreign language development for communication as well as to acquire or expand knowledge that is universal. Produce the research to improve learning, apply research results to improve learning, assess learners' high level thinking skills, and develop language and culture to enhance their being an international teacher respectively. This is consistent with Wongwichian (2015), studying the future of the characteristics of teaching graduates in the field of Thai Dramatic Arts in the next decade (2017 - 2026). The characteristics of the graduates of Thai dancing teacher profession that were desirable in the future were found in 2017 – 2026 consisted of 9 aspects, namely, knowledge characteristics and intellectual skills, Moral and Ethical characteristics, knowledge, academic and professional characteristics, democracy characteristics, interpersonal characteristics, adaptive characteristics, self-improvement features, characteristics of language, media and information technology, and characteristics of Thainess. And in line with Prachayaprut (2018), has studied the development of teacher production models to support education in the 4.0 era. The development of teacher production models to support education in the 4.0 era found that the competencies needed for teachers in education in the 4.0 era consisted of 1) core competencies 2) teacher professional competencies in 6 areas, namely teacher ethics and teacher professional ethics, course development, in-depth knowledge of subject content and teaching methods, evaluation and research to improve learning, learner development and learning environment management, which the above information, the researcher will use it as the basic information for the further development of the dancing arts teacher curriculum model for the local development.

Suggestion

1. Suggestions for utilizing the research results

From the results of the concept studying curriculum development theory 21st century teaching concepts, teacher identity creation concepts, concept of dance, the role of dance in society and the concept of local development. Those interested can apply these concepts as the basis information for further development of other courses.

2. Suggestions for further research

From the study of concept data curriculum development theory teaching concepts in the 21st century. Concepts of creating teacher identity, concept of dance, the role of dance in society and the concept of local development, such information can be used to develop a model of a dancing teacher curriculum for local development.

Conclusion

This article aims to study the concept of the development of curriculum for dramatic arts teachers for local development in the 21st century. This content is part of the research on the development of model of curriculum for dramatic arts teachers for local development. The researcher studied the concept and theory of curriculum development. Teaching concepts in the 21st century, the concept of creating a teacher identity, concept of dance, the role of dance in society and the concept of local development. The concept of curriculum development was conducted using the systematic reviews tool principle in data analysis and synthesis. The relevant literature is summarized as the word “curriculum”, which is translated from the English word “curriculum”, which is derived from the Latin word “currere”, meaning “running course” or race track with educators such as Tyler (1950, p.79), Good (1973, p.157), Wongyai (2011, p.12), Utranan (1995) and the

Royal Academy (2003, p.1272), have given the meaning of the word curriculum or course. In conclusion, a curriculum is a collection of subjects and activities that serve as a guideline for educational management that focuses on developing learners to achieve educational goals in accordance with international standards, core curriculum standards and local community needs. The components of the curriculum include objectives, content, implementation and evaluation. By developing the curriculum, there is the concept of curriculum development from educators namely, Wongyai (2011), Tyler (1950, p. 99), Taba (1962, p.12), it can be concluded that there are several levels of courses from the national level, local level up to grade level. The curriculum development process is based on the ideas of educators: Utranan (1989, pp.36-43), Wongyai (2011), Taba (1962, p.12), Saylor and Alexander (1974, p.27), concluded that the preparation or development of the curriculum, there are important things to be done and considered: 1. Basic information studying 2. Curriculum drafting 3. Curriculum quality check 4. Curriculum trial 5. Curriculum assessment 6. Curriculum revision.

Curriculum development at present, an important thing to consider in the curriculum development process is the 21st century teaching concept. The researcher has studied teaching concepts, teacher characteristics, teaching skills, teaching that integrates with the community and professional development in the 21st century as information for the development of curricula to keep pace with changes in the current era. In addition, the researcher studied the concept of creating teacher identity for self-understanding and acceptance, recognizing their roles and duties according to the society around them, including having their own way of life and having professional competence. However, graduates need to learn basic subjects in the field of dramatic arts both theoretical and practical, teaching in primary and secondary educational institutions for local development. Because the dance plays a role in society in many dimensions, especially the idea of bringing the dance arts to integrate for local development. Therefore, the development of a dancing teacher curriculum for local development is necessary to understand local problems to analyze and develop courses to meet the needs of local people. The researcher has studied the problems and conditions in Thai society at present and the concept of local development. It was found that Thailand still has many problems which various problems will occur with local people. The government has a policy in cooperation with the local government in solving problems and developing. The development of the country must start from local development first because locality is the starting point of society. Therefore, local development is an important process that is fundamental to the development of the country because if the locality is growth, stable, prosperous, the local people have a good quality of life which would result in the country having permanent prosperity. Therefore, the beginning of local development must begin with the development of educational programs. The researcher has an idea to develop a model of curriculum for dramatic arts teachers for local development. It will develop the principles of the curriculum model, management, curriculum creation, assessment, and how the course is implemented, in order to be a model and a guideline for administrators, faculty members and educational personnel to apply the information on the components of the curriculum model to be applied in the design and development of curricula for producing graduate dancing teachers to meet the needs of people in the community, locality, in each context of different regions in the country further.

References

- Brown, S. (2004). *Assessing learners in higher education*. London, England: Kogan.
- Chaikanmueang, A. (2004). *People's Participation in Sub-community Development within Municipality: A Case Study of Laem Chabang Sub-district Municipality*. Chonburi Province, Thailand: Burapha University.
- Chatsuriyawong, S. (2014). *The paradigm of community based learning management to promote competence. Critical thinking and creative problem solving for elementary school students*. (Ph.D. Dissertation, Silpakorn University, Thailand).
- Chickering, A. & Reisser, W. (1993). *Education and identity*. Hoboken, USA: San Francisco: Jossey-Bass.
- Education Council Secretariat Ministry of Education. (2017). *National Qualifications Framework; NQF, revised*. Bangkok, Thailand: Prikwan Graphic Co., Ltd.
- Erikson, B. H. (1968). *Identity Youth and Crisis*. New York, USA: Norton & Company.
- Fuangfusakul, A. (2003). *Identity*. Bangkok, Thailand: National Research Council of Thailand.
- Good, C. V. (1973). *Dictionary of Education*. New York, USA: McGraw-Hill.
- Kulrattanarak, L. (2014). *Development of a model curriculum in Educational Education Sciences according to the framework of teacher competency in Southeast Asia in the 21st century*. (Ph.D. Dissertation, Chulalongkorn University, Thailand).
- Methanee, S. (2016). *Curriculum development and teaching in the field of Western Dramatic Arts at the graduate level in Thailand by comparative science method*. (Ph.D. Dissertation, Chulalongkorn University, Thailand).
- Office of the Administration of Upper Secondary Education Office of Basic Education. (2015). *Guidelines for learning management in the 21st century focusing on professional competence*. Retrieved from <http://www.secondary11.go.th/2016/th/download/files/guidance10.pdf>.
- Office of the Basic Education Commission, Ministry of Education, Sor. (2010). *Guidelines for curriculum management according to the basic education core curriculum, 2008*. Retrieved from https://sgs.bopp-obec.info/menu/Data/CD_Book1.pdf.
- Office of the National Economic and Social Development Council and Office of the Prime Minister (2022). *(Draft) National Economic and Social Development Plan, No. 13, 2023-2027*. Retrieved from <http://nscr.nesdc.go.th>.
- Office of the Permanent Secretary, Ministry of Education Ministry of Education Education Development (2017). *Plan of the Ministry of Education Vol. 12*. Retrieved from <https://waa.inter.nstda.or.th/stks/pub/2017/20170313-Education-Development-Plan-12.pdf>.
- Office of the Secretariat of the Education Council, Ministry of Education. (2017). *Revised National Qualifications Framework*. Bangkok, Thailand: NESDB.
- Panich, V. (2014). *Innovation towards an education country*. Retrieved from <https://www.gotoknow.org/posts/565909>.
- Petchuay, S. (2015). *The future of teacher production in Thai higher education institutions*. (Ph.D. Dissertation, Chulalongkorn University, Thailand).
- Prachayaprut, A. (2018). *Developing a teacher production model to support education in the 4.0 era*. Faculty of Education, Chulalongkorn University. Retrieved from https://cuir.car.chula.ac.th/dspace/bitstream/123456789/58704/1/Apipa%20Pr_Res_2561.pdf.
- Rice, F. P. (1996). *The Adolescent : Development Relationship and Culture*. Boston, USA: Allyn and Bacon.
- Ritthikupt, W. (2018). Community-Based Learning Management : Effective Learning Management Strategies of Teachers in the 21st Century. *Graduate School Journal Volume 11 Number 3 September - December 2018*.
- Royal Academy. (2003). *Royal Institute Dictionary 1999*. Bangkok, Thailand: Nanmee Publications.
- Royal Gazette. (2013). *Regulations of the Teachers Council of Thailand on Professional Ethics 2013*. Retrieved from <https://www.ksp.or.th/ksp2018/>.
- Saylor, J. G. a. A. W. M. (1974). *Planning Curriculum for Schools*. New York, USA: Holt Rinehart and Winston.
- Sri-iam, S. (2011). *Student identity development in higher education institutions*. (Ph.D. Dissertation, Chulalongkorn University, Thailand).

- Sukmat, A. (2010). *Curriculum Development to Enhance Desirable Characteristics of Prathomsuksa 4 Students Based on the Concept of Intellectual Education*. (Ph.D. Dissertation, Srinakharinwirot University, Thailand).
- Taba, H. (1962). *Curriculum Development: Theory and Practice*. New York, USA: Harcourt, Bace and World Inc.
- Tyler, R. W. (1950). *Basic Principle of Curriculum and Instruction Chicago*: Chincago, USA. University of Chincago Press.
- Utranan, S. (1995). *Curriculum and teaching*. Bangkok, Thailand: Chulalongkorn University.
- Wirunrak, S. (2004). *Principles of performing classical dance*. Bangkok, Thailand: Chulalongkorn University press.
- Wongwichian, P. (2015). *The future of the characteristics of teaching graduates. Branch of Thai Dramatic Arts in the Next Decade (2017 – 2026)*. Retrieved from [http://www. Downloads/ 40235-Article% 20Text-92002- 1-10-20151001% 20\(2\).pdf](http://www.Downloads/40235-Article%20Text-92002-1-10-20151001%20(2).pdf).
- Wongyai, W. (2011). *Curriculum development in higher education*. 2nd edition Bangkok, Thailand: R & Print Co., Ltd.