
Developing Curriculum to Enhance Active Citizenship Competencies for Primary 6 Students at Mahasarakham Town Municipal Schools

Jaturapat Shaisombat (Corresponding Author)
Faculty of Education Mahasarakham University, Thailand
E-mail: 65010592004@msu.ac.th

Montree Wongsaphan
Faculty of Education Mahasarakham University, Thailand

Received: 24/02/2025
Accepted: 28/05/2025
Published: 30/05/2025

Volume: 6 Issue: 3

How to cite this paper: Shaisombat, J. & Wongsaphan, M. (2025). Developing Curriculum to Enhance Active Citizenship Competencies for Primary 6 Students at Mahasarakham Town Municipal Schools. *Journal of Practical Studies in Education*, 6(3), 109-118
DOI: <https://doi.org/10.46809/jpse.v6i3.115>

This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).<http://creativecommons.org/licenses/by/4.0/>



Abstract

This research aimed to develop a curriculum to enhance active citizenship competencies for primary 6 students at Mahasarakham town municipal schools. The target group comprised 1) 59 key informants provided crucial data, selected using a purposive sampling method. 2) 5 curriculum development experts, selected using a purposive sampling method. And 3) the experimental group, comprising 30 participants, utilized the curriculum, selected using a cluster random method sampling). The research instruments included: 1) a curriculum framework for enhancing active citizenship competencies, and 2) an evaluation form for assessing the suitability of the curriculum framework. Descriptive statistics, specifically mean and standard deviation, were employed for data analysis. The research findings indicate that the developed supplementary curriculum aimed at enhancing active citizenship competencies among Primary 6 students in Mahasarakham town municipal schools comprises the following key components: 1) Rationale and Significance, 2) Vision, 3) Principles, 4) Core competencies, 5) Desirable characteristic, 6) Student quality, 7) Curriculum objectives, 8) Curriculum structure, 9) Learning management, 10) Measurement and Evaluation. Expert evaluation subsequently revealed that the curriculum was deemed to be at the highest level of appropriateness.

Keywords: Curriculum Development, Competency Enhancement Curriculum, Active Citizenship Competencies

1. Introduction

Enhancing robust citizens within a nation necessitates a foundational approach that begins with the development of laws, policies, educational plans, and curricula. The primary objective is to cultivate young people into strong individuals who positively contribute to themselves, their families, society, and the nation. Therefore, education must prioritize nurturing high-quality citizens instilled with virtues and ethics, who understand and adhere to societal rules and regulations, respect the rights

and freedoms of others, and accept responsibility for their roles and duties (Office of the Secretariat of the Senate acting as the Office of the Secretariat of the National Legislative Assembly, 2017). This aligns with the 20-Year National Strategy on Human Resource Development and Enhancement, which crucially aims to develop individuals across all dimensions and age groups. This encompasses enhancing good character, encompassing physical, mental, and intellectual well-being, comprehensive development, and good health throughout all life stages. Furthermore, it emphasizes cultivating a public-spirited mindset, generosity, social responsibility, discipline, and the attributes of a good national citizen (Thiamchan, & Witchatham, 2018; Office of the National Strategy Committee, 2018).

The concept of active citizenship originates from the notion of "citizen" in ancient Greek city-states, where members were granted rights by the state, a practice that has evolved throughout history. Subsequently, the term "good citizen" emerged, characterizing individuals possessing desired attributes aligned with state interests, followed by the development of "global citizenship" or "cosmopolitan citizenship," pertaining to membership within the global community. The term "active citizen" is a more recent development, advocating for individuals to assume responsibility and contribute to their communities and society, rather than solely relying on governmental bodies. This involves demonstrating a sense of responsibility, dedicating time to communal engagement, offering appropriate assistance to others, fulfilling one's duties, exhibiting a public service ethos, embodying democratic values, recognizing the inherent worth of oneself and others, resolving conflicts peacefully, and applying their knowledge for the benefit of themselves, their nation, and the global society (Honskin, 2006; Sarah Keating-Chetwynd, 2009; Samakoses, 2015; Soares & Lopes, 2020; Narmatha, 2023). This concept and its significance align with the 13th National Economic and Social Development Plan (2023-2027) of Thailand, which outlines directives for enhancing citizens' potential to play a crucial role in their self-development, appropriately exercise their civic rights and duties, fully acknowledge their responsibilities within their societal roles, and further emphasizes enhancing morality, ethics, and preserving traditions, culture, and values in a contemporary context (Office of the National Economic and Social Development Council, Office of the Prime Minister, 2022). Consequently, developing youth into active citizens necessitates building competencies, allowing them to demonstrate abilities through practical application (Dewey, 1916; Galston, 2007). A competency is defined as an individual's behavioral capacity to successfully apply their knowledge, skills, and attributes in performing tasks or solving problems (Anderson-Levitt, 2017). The assessment of competency can be derived from the knowledge, skills, and attributes that contribute to effective performance, representing inherent potential within each individual that may only manifest through stimulation or appropriate education (McClelland, 1975), and when this potential is realized and enhanced, an individual's proficiency in that area increases (Office of the Education Council, 2019a). Thailand's current educational framework, the Basic Education Core Curriculum B.E. 2551 (2008), sets learning standards as desired student outcomes, with grade-level indicators guiding teachers on what students should know and be able to do (Office of the Basic Education Commission, Ministry of Education, 2021c). The curriculum serves as a vital tool for transmitting national educational aspirations, providing clear guidelines to achieve established goals, with the basic education curriculum, in particular, being a fundamental national objective for cultivating knowledge, skills, and attributes in youth as desired and prescribed by the nation (Wongsaphan, 2020). Currently, Thailand is adopting a competency-based curriculum to equip learners with the knowledge, skills, and attributes necessary for navigating life and coexisting peacefully within society, a move that aligns with McClelland's (1973) perspective on integrating competencies into educational curricula to promote individual development of knowledge, skills, social roles, and underlying motives—the inherent ways individuals tend to act (Office of the Civil Service Commission, 2009).

In 2020, the Ministry of Education initiated the drafting of a competency-based curriculum framework to align educational development with desired learning outcomes. This shift towards a competency-focused curriculum is critical for students, as competencies are defined as an individual's ability to utilize knowledge, skills, and attributes (Curriculum Development Steering Committee for Basic Education, 2021). The Ministry aims to equip students with essential competencies for effective performance, successful problem-solving, and the practical application of specialized knowledge in daily life. This approach mirrors educational reforms in various European and Asian nations, including the United States, France, Belgium, Canada, Finland, Australia, Singapore, South Korea, Japan, and Vietnam (Sullivan & Burce, 2014). Consequently, the Ministry of Education, responsible for developing basic education curricula, has collaborated with the Organization for Economic Co-operation and Development (OECD) to study successful educational models in countries with high-quality learning outcomes (Office of the Education Council, Ministry of Education, 2017; Ministry of Education, 2021). This collaboration led to the recommendation that competency should guide curriculum development to prepare individuals for current and future national needs and changes (Independent Committee for Education Reform, 2019). Therefore, a competency-based curriculum is paramount for students, enhancing their knowledge, skills, and various attributes for proficient learning and work, benefiting both themselves and society. Notably, active citizenship competencies are crucial for students as national citizens, enabling them to apply their abilities for personal and societal benefit while enhancing an appropriate appreciation of self and society, including respecting individual and others' rights, adhering to social rules and regulations, fulfilling their responsibilities, and coexisting within diverse societal contexts (Irina Golubeva, 2018; Kerry J. Kennedy, 2010; Tawil, 2013; Westheimer, 2015).

Based on researcher fieldwork and interviews with administrators and teachers regarding the need to develop an active citizenship competency enhancement curriculum for primary 6 students at Mahasarakham Town Municipal Schools, it was found that these schools primarily focus their local curricula on academics, foreign languages, vocational skills, sports, and cooking. Consequently, the existing curriculum does not explicitly and concretely emphasize the development of active citizenship competencies, leading to observed instances of inappropriate behavior among some students. This is particularly evident in primary 6 students, who are transitioning into adolescence and frequently exhibit disregard for school rules and

regulations, lack of personal responsibility, inability to critically analyze information, propensity for violence in problem-solving, and engagement in physical, verbal, and psychological bullying. Furthermore, a deficiency in public consciousness is noted. These issues underscore the urgent need for intervention to enhance well-rounded youth, who are the foundational pillars of the nation. This can be achieved by enabling them to learn through practical application of knowledge, skills, and attributes necessary for respecting their own rights and the rights of others, fulfilling their responsibilities, resolving conflicts peacefully, participating in community service with public spirit, and effectively navigating current and future societal and national changes (Thewanarumitkul, 2012; Bureekul, 2014; Samakoses, 2015).

Consequently, the researcher proposes an initiative to cultivate active citizenship competencies among learners, encompassing the knowledge, skills, and attributes essential for effective active citizens. This involves enhancing respect for one's own rights and liberties, as well as those of others, alongside adherence to societal and national rules, regulations, and laws. Furthermore, it emphasizes the development of responsibility in fulfilling duties, the ability to exercise critical judgment in analysing information and news, and the capacity for reasoned problem-solving in conflicts. The initiative also aims to instill public consciousness, acceptance of social diversity, and an appreciation for the inherent dignity of all human beings. Ultimately, it seeks to strengthen commitment to democratic principles and encourage active participation in sustainable community and societal development.

2. Methodology

2.1. Research Design

This research employed a research and development (R&D) methodology, which was systematically divided into two distinct phases:

Phases 1: The curriculum draft development process involved synthesizing foundational data obtained from key sources. This included a comprehensive analysis of existing literature and research pertaining to active citizenship competencies, alongside insights gathered from expert seminars focusing on curriculum development approaches. Further essential input was obtained through in-depth interviews with administrators and teachers at Mahasarakham town municipal schools, addressing their specific curriculum development needs. Additionally, student perspectives were incorporated through surveys designed to ascertain their learning preferences for an enhanced active citizenship competencies curriculum tailored for Primary 6 students within these schools.

Phases 2: The draft curriculum's quality assurance process involved a review by five experts. They evaluated the suitability of the proposed "Active Citizenship Competencies Enhancement" supplementary curriculum for Primary 6 students in Mahasarakham municipal schools. Their feedback and suggestions will be instrumental in refining and improving the curriculum's completeness.

2.2. Defining The Research Area, Target Group

The research was conducted in Mahasarakham town municipal schools, located in Mahasarakham Province, Thailand. In this study, key information was gathered through purposive sampling. This involved conducting in-depth interviews with five administrators and instructors from schools under the Mueang Maha Sarakham Municipality to ascertain their needs for curriculum development. Additionally, a survey was administered to 54 students to explore their learning needs related to a curriculum designed to enhance active citizenship competencies.

Five experts were purposively selected by the researcher based on their extensive experience of at least five years in measurement and evaluation, curriculum development, and content expertise. Their role was to assess the appropriateness and congruence of the draft curriculum and research instruments prior to their implementation.

The trial group for the research instrument (Pilot Test) consisted of 30 sixth-grade students from one classroom at Buraphapittayakarn Municipality School. This group, distinct from the main sample, was selected using Cluster Random Sampling during the second semester of the 2024 academic year, specifically from June to October 2024, spanning a total duration of five months.

2.3. Data Collection

2.3.1. Curriculum Conceptualization

The educational aim is to outline a curriculum framework that aligns with the development of active citizenship competencies for Primary 6 students attending Mahasarakham town municipal schools.

This study employed a mixed-methods approach to data collection. The researchers conducted a comprehensive review of relevant literature and scholarly articles pertaining to curriculum components. This was complemented by qualitative data gathered through two distinct interview methods: a seminar-based interview with five experts focusing on curriculum development guidelines, and in-depth interviews with five administrators and instructors from municipal schools in Mahasarakham Municipality regarding their curriculum development needs. Additionally, quantitative data was collected from 54 students concerning their learning needs related to an enhanced curriculum for active citizenship competencies.

For data analysis, the researcher critically analyzed and synthesized content from relevant documents and articles. This process aimed to derive a foundational curriculum structure designed to enhance active citizenship competencies among Primary 6 students attending Mahasarakham town municipal schools.

The curriculum's aim is to enhance active citizenship competencies in learners, specifically: respect for rights, responsibility for roles and duties, critical participation, and being a change-maker.

The curriculum encompasses three distinct learning units, totaling 20 hours of instruction. Unit 1: Creating Happiness and Enhancing Social Consciousness, dedicating 8 hours to cultivating an understanding of societal well-being. Unit 2: Building a Livable Society, also spanning 8 hours, focuses on practical approaches to community enhancement. Finally, Unit 3: Valuing Oneself and Others, a 4-hour unit, emphasizes the importance of self-worth and empathy.

Learning activities serve as a pedagogical framework for translating curriculum objectives and content into active, student-centered learning experiences. These activities are implemented both within and beyond the traditional classroom setting, encompassing diverse approaches such as case-based learning, simulations, role-playing, service-learning, project-based learning, and post-activity discussions to enhance deeper understanding and engagement.

Assessment and evaluation involve appraising active citizenship competencies across three key domains: knowledge, skills, and characteristics. This comprehensive evaluation aligns with the four integral components of active citizenship: respect for rights, responsibility in roles, critical participation, and being an agent of change. The assessment employs a multi-faceted approach, utilizing an active citizenship competency assessment form that includes a 30-item, 4-option multiple-choice knowledge test, a performance evaluation rubric, and a behavioral assessment tool.

2.3.2. Curriculum and Research Instrument Quality Assurance

The primary objective of this educational endeavor is to critically evaluate the quality of the curriculum framework and research instruments. Furthermore, it aims to refine and enhance these components to achieve greater completeness and efficacy.

The research methodology involved an expert-led evaluation of the curriculum framework. This assessment aimed to appraise the framework for enhancing active citizenship competencies among sixth-grade students in schools under the jurisdiction of the Mahasarakham Municipality.

The target group comprised five experts, purposively selected based on their experience in specific educational domains: one in research and evaluation, two in curriculum development, and two in social studies content. Their collective expertise was enlisted to assess the suitability of the curriculum framework.

The primary instrument utilized for evaluating the quality of curriculum frameworks is the curriculum framework suitability assessment form.

The researcher collected data by evaluating the suitability of the curriculum framework and gathering additional feedback and suggestions from experts. The researcher personally administered the questionnaires to collect this data.

The data analysis involved evaluating the suitability of the curriculum framework using assessment forms completed by experts. The mean and standard deviation were calculated for each item to determine the appropriateness of various aspects of the curriculum framework. These aspects included the rationale and significance, vision, curriculum principles, key learner competencies, desirable characteristics, learner quality, curriculum objectives, curriculum structure, learning activities, and assessment methods. The suitability levels, as determined by the experts, were then interpreted based on established appropriateness criteria. The researcher defined specific criteria for calculating and interpreting the mean score for each item as follows (Wongsaphan, 2020):

5 Points:	Indicates the highest degree of suitability.
4 Points:	Indicates a high degree of suitability.
3 Points:	Indicates a moderate degree of suitability.
2 Points:	Indicates a low degree of suitability.
1 Point:	Indicates the lowest degree of suitability.

3. Results

Based on a study of curriculum development approaches, curriculum development needs, and a survey of learning needs according to the curriculum, the essential components of a curriculum to enhance active citizenship competencies for Primary 6 students at Mahasarakham town municipal schools are as follows:

3.1. Rationale and Significance

The cultivation of active citizens is paramount for the progress and well-being of society and the nation. This necessitates instilling in learners strong moral and ethical principles for daily living, enhancing a profound awareness of their responsibilities, and promoting diligent adherence to societal roles. This approach aligns with established cultural traditions and constitutional mandates, emphasizing respect for the law, recognition of individual rights and freedoms, and the development of a public-spirited mindset characterized by a desire to serve others and actively participate in community and societal problem-solving. This is achieved through integrated learning processes, both formal and informal, to nurture a crucial workforce for national advancement and peace. A competency-based curriculum aims to develop essential life skills, defining competency as an individual's ability to effectively apply knowledge, skills, attitudes, and attributes to successfully perform tasks and solve problems. Contemporary Thai youth are expected to embody the qualities of high-caliber citizens with vital skills to navigate the modern world successfully. Therefore, this curriculum, focused on enhancing active citizenship competencies, emphasizes responsible conduct as a good citizen, respect for one's own and others' rights and freedoms, adherence to social laws and regulations, harmonious coexistence amidst social diversity, and a strong sense of public service. The ultimate goal is to nurture learners into responsible members of their families, communities, and the nation, enhancing active citizenship as they represent the future driving force for national development.

3.2. Vision

Our vision is to enhance the development of students into active citizens who are virtuous individuals and valuable members of society. This involves cultivating behaviors that demonstrate respect for their own rights and the rights of others, a strong sense of responsibility towards their roles and duties, and the ability to adhere appropriately to rules, regulations, and agreements. We aim to instill a public-minded spirit and empathy towards others, enabling them to coexist harmoniously within diverse communities and societies. Ultimately, our goal is to empower students to embrace a democratic way of life and actively participate in the ongoing social reform and development. We emphasize that learners must recognize their societal roles and responsibilities, apply these understandings to their daily lives, and serve as exemplary models for others.

3.3. Principles

The curriculum's core principles are designed to cultivate active citizenship competencies through a learner-centered approach. This involves providing students with opportunities for hands-on practice and experiential learning in real-world scenarios, enabling them to apply knowledge effectively in their daily lives. Such an approach enhances positive attributes and values, ultimately leading to the development of active citizenship competencies. Specifically, the curriculum aims to instill behaviors aligned with the key components of active citizenship: being a rights-respecting citizen, a responsible citizen in terms of duties, a critically engaged citizen, and a citizen who initiates change. Furthermore, it seeks to facilitate self-learning and behavioral transformation, emphasizing problem-solving and conflict resolution skills, alongside the cultivation of democratic values. This student-centric curriculum is characterized by its flexible structure, encompassing adaptability in learning content, time allocation, and instructional methodologies.

3.4. Core Competencies

Core competencies are communication skills, thinking skills, problem-solving skills, life skills, and technology skills.

3.5. Desirable Characteristic

The proposed active citizenship competencies curriculum aims to cultivate students' desirable characteristics and behaviors, aligning with the (draft) Basic Education Competency Framework B.E. 2564 for the primary level. These characteristics represent societal needs concerning morality, ethics, values, and civic consciousness, enhancing harmonious co-existence as both Thai and global citizens. Key attributes include patriotism (loyalty to nation, religion, and monarchy), integrity, discipline, self-sufficiency, and public-mindedness. Furthermore, the curriculum strives to ensure student quality encompasses a strong sense of morality, ethics, and desirable values, promoting self-worth and respect for others, adherence to social rules and regulations, and practice of democratic principles with unwavering commitment to the constitutional monarchy. Students are expected to demonstrate proficiency in communication, critical thinking, problem-solving, and technology utilization, serving as positive role models who actively participate in, guide, promote, and facilitate societal change. This includes enhancing national pride and a deep sense of being an active citizen of both Thailand and the world, while also cultivating an awareness of cultural preservation and a public-mindedness dedicated to generating positive change and contributing to a diverse and harmonious society.

3.6. Student Quality

Student quality encompasses a comprehensive set of attributes essential for effective societal engagement and personal well-being. This includes possessing desirable virtues, ethics, and values, alongside self-awareness and appreciation for others. Such individuals exhibit discipline, adhere to social rules and regulations, and embody democratic principles, steadfastly upholding a constitutional monarchy. They are proficient in communication, critical thinking, problem-solving, and technology utilization. Furthermore, they serve as positive role models, actively participating in, guiding, and promoting societal development and transformation. Key characteristics also include patriotism, a profound sense of active citizenship both nationally and globally, and a commitment to conserving national culture. Finally, they demonstrate public-mindedness, dedicated to generating benefits and enhancing positive change, thereby contributing to harmonious coexistence within diverse communities.

3.7. Curriculum Objectives

The curriculum objectives aim to enhance active citizenship competencies in learners. This is achieved by cultivating respect for rights, encouraging responsibility for roles and duties, promoting critical participation, and empowering students to be agents of change.

3.8. Curriculum Structure

This curriculum structure emphasizes active learning activities and a learner-centered approach, aiming to enhance the development of students as active citizens. It is divided into three learning units, totaling 20 hours. Unit 1, "Happiness in Building Hope and Giving Back to Society," comprises 8 hours. Unit 2, "Creating a Livable Society," also consists of 8 hours. Finally, Unit 3, "Valuing Oneself and Others," is allocated 4 hours.

3.9. Learning Management

Learning management should incorporate activities designed to enhance active citizenship competencies in students. Effective instructional approaches include: 1) case-based learning, 2) simulation-based learning, 3) role-playing, and 4) service-learning.

3.10. Measurement and Evaluation

Measurement and evaluation of students' active citizenship competencies encompass three key areas. Firstly, knowledge is assessed using 90 multiple-choice questions, divided into three 30-item unit tests. Secondly, skills are evaluated through performance-based assessments of student work and practical application, scored using a 12-point rubric. Finally,

characteristics are measured via behavioral observation, with students' demonstrated behaviors assessed against a 10-point rubric.

For the evaluation of the suitability of the curriculum structure designed to enhance active citizenship competencies among Primary 6 students at Mahasarakham town municipal schools, an assessment was conducted by five experts, as detailed in the following table.

Table 1. The Evaluation Results Indicate the Suitability of the Curriculum Structure Designed to Enhance Active Citizenship Competencies Among Primary 6 Students Enrolled in Mahasarakham Town Municipal Schools

Evaluation list	n = 5		Suitability
	M	SD	
1. Rationale and Significance			
1.1 The current challenges and identified needs provide a strong justification for curriculum development.	4.60	0.55	Most
1.2 The proposed curriculum demonstrates clarity and practicality, facilitating its implementation.	4.60	0.55	Most
1.3 The curriculum design is underpinned by relevant theoretical frameworks and concepts.	4.40	0.55	Very
2. Vision			
2.1 Learner preferences are articulated to encompass the needs and demands of both the local community and the broader society.	4.40	0.55	Very
2.2 The framework demonstrates clarity and practical applicability, facilitating its implementation.	4.40	0.55	Very
2.3 There is a strong congruence between the proposed interventions and the identified issues and essential requirements.	5.00	0.00	Most
3. Principles			
3.1 The curriculum exhibits strong relevance to its foundational rationale and established significance.	4.80	0.45	Most
3.2 The curriculum possesses a high degree of clarity, facilitating its practical implementation.	4.20	0.45	Very
3.3 The curriculum is designed to cultivate essential active citizenship competencies.	4.60	0.55	Most
4. Core competencies			
4.1 Complies with the specifications of the competency-based curriculum.	4.80	0.45	Most
4.2 Demonstrates clarity and learner attainability.	4.00	0.00	Very
5. Desirable characteristic			
5.1 Enhance the development of active citizenship competencies.	4.80	0.45	Most
5.2 Meet the specifications outlined by the competency-based curriculum.	5.00	0.00	Most
5.3 Possess clarity and actionable potential, facilitating effective implementation.	4.40	0.55	Very
6. Student quality			
6.1 Is aligned with the desired attributes.	4.20	0.45	Very
6.2 Is connected to the essential competencies of learners.	4.60	0.55	Most
6.3 Is consistent with the curriculum's fundamental principles.	4.00	0.00	Very

Evaluation list	n = 5		Suitability
	M	SD	
7. Curriculum objectives			
7.1 The material demonstrates clarity and practical utility for implementation.	4.60	0.55	Most
7.2 It effectively addresses and encompasses the full scope of the curriculum's intended goals.	4.40	0.55	Very
7.3 It allows for seamless integration into learning activity design and student evaluation methodologies.	5.00	0.00	Most
8. Curriculum structure			
8.1 Appropriateness to the curriculum's objectives.	4.20	0.45	Very
8.2 Appropriateness to the learners' age.	4.60	0.55	Most
8.3 Contemporariness and relevance to current societal conditions.	5.00	0.00	Most
8.4 Appropriateness of the sequential arrangement of content or activities within each unit.	4.80	0.45	Most
8.5 Appropriateness of the learning content in Learning Unit 1.	4.20	0.45	Very
8.6 Appropriateness of the learning content in Learning Unit 2.	4.00	0.00	Very
8.7 Appropriateness of the learning content in Learning Unit 3.	4.00	0.00	Very
9. Learning management			
9.1 The learning management aligns appropriately with the curriculum objectives.	4.80	0.45	Most
9.2 The learning management is suitable for the learning units.	4.80	0.45	Most
9.3 The learning management is appropriate for the learners.	4.20	0.45	Very
9.4 The learning management is suitable for the duration of the learning activities.	4.20	0.45	Very
9.5 The learning management aligns appropriately with the subject matter content.	4.80	0.45	Most
9.6 The learning management enhance active citizenship competencies.	4.80	0.45	Most
9.7 The learning management in Learning Unit 1 is appropriate.	4.60	0.55	Most
9.8 The learning management in Learning Unit 2 is appropriate.	4.40	0.55	Very
9.9 The learning management in Learning Unit 3 is appropriate.	4.40	0.55	Very
10. Measurement and Evaluation			
10.1 Measurement and evaluation are aligned with the specified curriculum objectives.	4.80	0.45	Most
10.2 Measurement and evaluation assess active citizenship competencies.	4.40	0.55	Very
10.3 Learning measurement and evaluation tools are consistent with their stated purposes.	5.00	0.00	Most

Evaluation list	n = 5		Suitability
	M	SD	
10.4 \bar{n} Measurement and evaluation are integrated with learning activities.	4.20	0.45	Very
Overall	4.53	0.50	Most

An evaluation of the supplemental curriculum designed to foster active citizenship competencies in Primary 6 students at Mahasarakham Town Municipal Schools revealed highly favorable outcomes across all assessed domains. Specifically, the curriculum demonstrated the highest level of suitability in its Rationale and Significance, Vision, Principles, Core Competencies, Desirable Characteristics, Student Quality, Curriculum Objectives, Curriculum Structure, Learning management, and Measurement and Evaluation Methods. Overall, the findings indicate a strong alignment with educational best practices and the effective development of active citizenship skills among the target student population.

4. Discussion

The development of a curriculum to enhance active citizenship competencies for Primary 6 students at Mahasarakham town municipal schools stemmed from Phase 1, the foundational data study, and the curriculum development concepts of Tyler (1971). Tyler's framework, comprising 1) curriculum objectives, 2) learning content, 3) instructional management, and 4) measurement and evaluation, was adopted as the structural basis. Additionally, Beauchamp's (1981) curriculum development model guided the process of creating the learning content, instructional strategies, and assessment methods, resulting in the desired curriculum structure. The researchers meticulously considered the essential foundational data from Phase 1, aligning with Tyler (1971) and Zais (1976), who posited that curriculum design involves systematic planning and organization of curriculum components for practical implementation. Therefore, curriculum developers must thoroughly and carefully consider various curriculum elements before making selections and organizing learning content to align with curriculum objectives, considering multiple factors. The successful implementation of this draft curriculum hinges on several factors, including the learning activity organization process based on educational philosophy, theoretical concepts related to fostering active citizenship competencies, and assessment methods. Furthermore, the curriculum's appropriateness was rated at the highest level by experts, consistent with previous research by Ponyaim (2017), who developed a curriculum promoting democracy for Matthayom 4 students, and Sanpasuk (2022), who developed a curriculum enhancing active citizenship competencies based on critical education for pre-service teachers, both of which also received the highest expert ratings for appropriateness.

The aforementioned development of an active citizenship competencies curriculum for Primary 6 students at Mahasarakham town municipal schools highlights the critical need for curriculum evaluation by experts. This ensures that the developed curriculum is appropriate in all its components and ready for implementation, aligning with the views of prominent educators such as Taba (1962), Tyler (1971), Saylor et al. (1981), Utharanun (1994), and Oliva (2009), who emphasized that quality curricula must undergo evaluation prior to practical application. The curriculum developed in this study employs active learning and a learner-centered approach. Specific instructional strategies integrated into the curriculum to foster active citizenship competencies include service-learning, case study learning, simulation-based learning, and role-playing. These methods aim to equip students to achieve the curriculum's objectives, consistent with the Office of the Basic Education Commission, Ministry of Education (2021a), which advocates for learner-centric curricula that promote learning by doing through active learning. This approach facilitates independent learning and integrates competency assessment, reflecting the tenets of Progressivism, a philosophy emphasizing experiential learning through critical thinking, practical application, and self-problem-solving (John Dewey, 1962). This also resonates with Kishino's (2019) research on global citizenship development and its impact on international education, which found that liberal arts college students in California facing challenges in overseas education benefited from university curricula that enabled them to explore their civic identity. This fostered student motivation for curriculum-aligned activities, such as social responsibility and exemplary global citizenship, contributing to harmonious coexistence among international students. Furthermore, it aligns with Setiawan's (2020) study on citizenship learning development based on moral intelligence, utilizing a value-inculcation program. This research demonstrated that students in civic education, grounded in moral intelligence, developed enhanced character and civic values, empowering them to become good citizens capable of applying their knowledge in contemporary life.

This curriculum, developed by the researcher, aims to enhance active citizenship competencies among Primary 6 students at Mahasarakham town municipal schools. It is designed to equip learners with the requisite knowledge, skills, and attributes of an active citizen, fostering respect for their own rights and those of others, promoting responsibility in their roles and duties, encouraging critical engagement with information, facilitating peaceful problem-solving, and inspiring them to be agents of positive social change. The curriculum's development is systematically grounded in educational philosophy, learning psychology, societal foundations, active learning concepts, service-learning principles, and the specific context of Mahasarakham municipality. This structured approach ensures that students achieve the curriculum's predefined objectives. Furthermore, the researcher has designed a user-friendly curriculum manual to facilitate its effective implementation in teaching and learning, thereby fostering the intended active citizenship competencies. Additionally, specific assessment tools for measuring these competencies in Primary 6 students at Mahasarakham town municipal schools have also been developed.

5. Conclusion

In summary, this curriculum development initiative resulted in a curriculum for strengthening active citizenship competencies among sixth-grade students in Mueang Maha-sarakham municipal schools. The curriculum framework includes its background and significance, vision, principles, key learner competencies, desirable student attributes, expected learner outcomes, curriculum objectives, overall structure, instructional management approaches, and methods for measurement and evaluation. An expert evaluation of this curriculum yielded a mean score of 4.53 with a standard deviation of 0.50, indicating its appropriateness at the highest level.

6. Recommendation

6.1. Recommendations for Curriculum Implementation

6.1.1. Curriculum for Enhancing Active Citizenship Competencies

The supplementary curriculum designed to enhance active citizenship competencies in Primary 6 students at Mahasarakham town municipal schools aims to strengthen four key aspects of student competency: respect for rights, responsibility for roles and duties, critical participation, and being an agent of change. The curriculum evaluation results indicate its effectiveness. When implementing this supplementary curriculum, instructors should adapt the learning content to suit the specific needs of their students and other grade levels.

6.1.2. Facilitating Learning and Instruction

During the implementation of this supplementary curriculum, instructors should cultivate a supportive and friendly learning environment. This includes providing guidance whenever necessary and valuing every student's ideas, even those that differ from their peers' or the instructor's own. It is crucial to arrange the learning environment in a way that encourages students to independently apply their knowledge and skills. Instructors should consistently prompt all students to express their opinions and provide positive reinforcement to foster intellectual curiosity, self-confidence, and a recognition of their self-worth.

6.2. Recommendations for Future Research

6.2.1. Curriculum Development for Active Citizenship Competencies

This research focused on developing a curriculum to enhance active citizenship competencies for Primary 6 students in Mahasarakham town municipal schools. This age group was prioritized because it represents a crucial developmental stage for cognitive abilities, skills, and character traits. Fostering active citizenship competencies at this juncture will equip students to become active citizens capable of adapting effectively to a dynamic social environment.

6.2.2. Integrating Cultural Dimensions in Future Curriculum Research

The current study on developing a curriculum for active citizenship competencies did not extensively explore the cultural dimension. Therefore, future research in this area should consider a more comprehensive curriculum that encompasses cognitive, emotional, and cultural dimensions.

References

- Anderson-Levitt, K. (2017). Global flows of competence-based approaches in primary and secondary education. *Cahiers de La Recherche Sur l'éducation et Les Savoirs*, (16), 47–72.
- Beauchamp, C. A. (1981). *Curriculum theory*. (4th ed). Illinois: F. E. Peacock Publisher.
- Bureekul, T. (2014). *Thai citizens: building citizenship in a democratic system*. Bangkok: King Prajadhipok's Institute.
- Bureekul, T. (2014). *Thai citizens: building citizenship in a democratic system*. Bangkok: King Prajadhipok's Institute.
- Dewey, J. (1916). *Experience and education*. New York: Simon & Schuster.
- Dewey, J. (1962). *Democracy and education*. Boston: Houghton Mifflin.
- Galston, W. A. (2007). Political knowledge political engagement and civic education. *American Review of Political Science* 4: 217–234.
- Golubeva, I. (2018). *The Links between Education and Active Citizenship/Civic Engagement*. Hungary: University of Miskolc.
- Honskin, B., et. al. (2006). *Measuring active citizenship in Europe*. Luxembourg: Publications of the European Communities.
- Independent Committee for Education Reform. (2019). *Special report No. 12: competency-based curriculum and instruction*. Bangkok: Secretariat of the Independent Committee for Education Reform.
- Keating-Chetwyand, S. (2009). *How all teachers can support citizenship and human rights education: a framework for the development of competences*. Belgium: Council of Europe Publishing.
- Kennedy, K. J. (2010). Creating a citizenship curriculum: what do we know about the way students learn to be citizens. *International Journal of Education*, 33(2), 25–36.
- Khammanee, T. (2021). *Pedagogy: body of knowledge for effective learning process management*. (25th ed.). Bangkok: Chulalongkorn University Press.
- Kishino, H. (2019). Global citizenship development: effects of study abroad and other factors. *Journal of International Students*, 9(2), 535-559.
- McClelland, D. (1973). Testing for competence rather than for intelligence. *American Psychologist*, 28(1), 1–14.

- McClelland, D. (1975). *A competency model for human resource management specialists to be used in the delivery of the human resource management cycle*. Boston: Mcber.
- Ministry of Education. (2021). *Competency-based education: competency-based curriculum*. Retrieved September 20, 2024, from <https://cbethailand.com>.
- Narmatha, P. (2023). *Digital citizenship in education*. Retrieved September 20, 2024, from https://www.researchgate.net/publication/371700156_DIGITAL_CITIZENSHIP_IN_EDUCATION.
- National Economic and Social Development Council Office, Office of the Prime Minister. (2022). *The thirteenth national economic and social development plan B.E. 2566-2570*. Bangkok: Office of the National Economic and Social Development Board.
- Office of the Basic Education Commission, Ministry of Education. (2021a). *(Draft) Basic education curriculum framework B.E. 2564 primary level*. Bangkok: Office of the Basic Education Commission.
- Office of the Basic Education Commission, Ministry of Education. (2021b). *basic education curriculum development project B.E. 2564 (competency-based curriculum)*. Retrieved June 20, 2023, from <https://cbethailand.com>
- Office of the Civil Service Commission. (2009). *Core competency manual: explanations and behavioral indicator examples*. Nonthaburi: P.A. Living Co., Ltd.
- Office of the Education Council, Ministry of Education. (2017). *National education plan B.E. 2560-2579*. Bangkok: Prikwarn Graphic Co., Ltd.
- Office of the Education Council, Ministry of Education. (2019b). *Guidelines for developing learner competencies in basic education*. Bangkok: 21st Century Co., Ltd.
- Oliva, P. F. (2009). *Developing the curriculum*. (7th ed). Boston: Allyn and Bacon.
- Ponyaim, T. (2017). *Curriculum development promoting democracy for Mattayom 4 students*. Mahasarakham: Mahasarakham University.
- Samakoses, W. (2015). *Regarding active citizen*. Retrieved January 1, 2024, from <https://thaipublica.org/2015/08/varakorn-125/>.
- Sanpasuk, W. (2022). Development of a curriculum to enhance strong citizenship competency based on critical education concepts for preservice teachers. *Journal of Education, Mahasarakham University*, 16(3), 139–153.
- Saylor, J. G. and others. (1981). *Curriculum planning for better teaching and learning*. USA: Wiley.
- Secretariat of the National Strategy Committee. (2018). *National strategy B.E. 2561-2580 (Abridged Version)*. Bangkok: Secretariat of the National Strategy Committee.
- Secretariat of the Senate, acting as the Secretariat of the National Legislative Assembly. (2017). *Constitution of the kingdom of Thailand B.E. 2560*. Bangkok: Secretariat of the Senate, acting as the Secretariat of the National Legislative Assembly.
- Setiawan, D. (2020). Development of citizenship learning based on moral intelligence as a system program for culturing main character values. *Journal Ilmiah Teunuleh The International Journal of Social Sciences* 1(2), 285-297.
- Soares, F., & Lopes, A. (2020). *Active citizenship skills and active digital citizenship skills in teaching and learning in the digital age*. Portugal: European Education Policy Network, University of Porto.
- Sullivan, N., & Burce, A. (2014). Teaching and learning in competency-based education. *The Fifth International Conference on e-Learning*, 22(23), 71-77.
- Taba, H. (1962). *Curriculum development: theory and practice*. New York: Harcourt Brace & World.
- Tawil, S. (2013). *Education for global citizenship: a framework for discussion*. Paris: periodical issue.
- Tewanarumitkul, P. (2012). *Education for civic engagement (civic education)*. Bangkok: Aksornsampan.
- Tiamchan, B & Witchatham, S. (2018). *National strategy 20 years (B.E. 2561-2580) with all article headings, complete edition*. Bangkok: The Law Group Publishing House.
- Tyler, R. W. (1971). *Basic Principles of curriculum and instruction*. (31st ed). Chicago: The University of Chicago Press.
- Utharanun, S. (1994). *Foundations and principles of curriculum development*. Bangkok: Wongduan Karn Pim.
- Westheimer, J. (2015). *What kind of citizen? educating our children for the common good*. New York: Teachers College Press.
- Wongsaphan, M. (2020). *Fundamentals of research and teaching*. (2nd ed.). Mahasarakham: Taksila Karn Pim.
- Zais, R. S. (1976). *Curriculum: principles and foundations*. New York: Thomas W. Crowell.