

The Silk Road in Thailand.is it Real?

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Abstract:-This research will present only the first objective, which is to study the history of cultural tourism in the western central region. This research is R&D research with research steps as follows: 1) R1 : Study documents and research related to the history of the central western region, defined as two provinces: Kanchanaburi (The Three Pagodas Border Pass) and Ratchaburi (Ban Bang Kaeo). Using semi-structured interviews using the Focus Group process to obtain information including history, occupation, and other aspects as information for next steps. 2) D1 : Use the information obtained from R1 to analyze and develop issues related to cultural tourism in both areas and careers at the same time. To provide information for creating and developing the curriculum. (The 2nd Ayutthaya War, also known as Krung Taek). 3) R2 : Bring the information back to the Focus Group to check for accuracy and completeness from D1 again. 4) D2 : Use the results from R2 to create cultural tourism innovations for Kanchanaburi Province. (The Three Pagodas Border Pass) and Ratchaburi (Ban Bang Kaeo). 5) R3 follows up on innovation creation results. Leading the course to 5 experts to evaluate and follow up on the development of community products. 6) D3 takes the results from R3 and improves them according to the experts' suggestions. along with developing community products. 7) R4 sends the results of the curriculum revisions from D3 back to the experts to check again to confirm the said results. and 8) D4 gets innovation, gets curriculum, and gets community products. Results of this research It was found that the Silk Road in Thailand was in the western central region, especially Kanchanaburi Province. (The Three Pagodas Border Pass) and Ratchaburi Province (Ban Bang Kaeo) has historical stories and evidence showing its outstandingness. It can be developed into a learning center for cultural tourism and developed into an educational curriculum, namely "The 2nd Ayutthaya War (The City is Broken)".

Keywords: *The Silk Road, Thailand, Curriculum.*

1. Introduction

Amidst the advancement of technology known as the digital age, it is a process of rapid change in information exposure for Thai society. It affects the way of life, especially historical information which is the roots of that area. Including even occupations that have changed. The western central region is one area that has had a long history. Especially Kanchanaburi Province (The Three Pagodas Border Pass) until reaching Ratchaburi Province. (Ban Bang Kaeo). From the Sukhothai period continuing through the Ayutthaya period until the present, such as Kanchanaburi before becoming the name of Kanchanaburi Province Originally, during the Ayutthaya period, it had the status of a city of the Kingdom of Siam. It is an outpost city in the central western region. Especially when the Thai-Burmese war broke out. Since the reign of King Chairachathirat Until the city was lost in the year 1767. Next is Ratchaburi Province, which is considered the inner city that protects the independence of Siam. It is also a city that the King chose as a settlement for people who had immigrated to the King and who were prisoners of war. resulting in a cultural mix of 8 ethnic groups.

The history of each area is a trace of civilization that reflects the way of life, arts, culture, customs, traditions, beliefs, and various occupations of that area. Especially the country of Siam has been through the ages for hundreds of years. Since the creation and unification of the land of Siam until the Sukhothai period. Ayutthaya, Thonburi, and now Rattanakosin. Transitioning from Siam to Thailand.

Stories in the history of Siam The western central region has always been the first fortress to protect Thailand from Burma's fighting. For example: The area around The Three Pagodas Border Pass was the main route for Burmese troops to march. Currently in Kanchanaburi Province. Ban Bang Kaeo in the Battle of Ban Bang Kaeo, 1774, currently located in Khao Changum Subdistrict, Photharam District, Ratchaburi Province. And there are many other areas that have historical stories that can lead to the development of cultural tourism that reflects stories from their own roots in a valuable way. Including developing into learning and career development courses to create sustainable income for communities along the Silk Road.

However, learning about the history of the central western region that has important traces dating from the Ayutthaya period is There will always be information about art and culture. Because any prosperity or decline in every society has roots in art and culture that go along with it. For this reason, the area of Kanchanaburi and Ratchaburi provinces is the western central region that has been written in history for hundreds of years. It is very interesting how to make these stories valuable and not fade away or disappear from being Thai. which is related to learning theory according to Bloom' theory. (Bloom's Taxonomy Revised, 2001). There are 6 steps specified: 1) Remembering 2) Understanding 3) Applying 4) Analyzing 5) Evaluating and 6) Creating. In learning, if you want to improve what you have learned, it is necessary to create (Creating), which includes creating, planning, and producing. As well as learning about the history and arts and culture of Kanchanaburi and Ratchaburi provinces. That has to be created, planned, and produced. By using innovations that will be created for cultural tourism. Even to the development of learning curricula Including career development to create sustainable income for the community.

For this reason, it is of interest to research how to make historical stories that have passed away leave only traces in the land. It appears with buildings that are in ruins. There is culture as a tool for telling stories for this generation and the next to learn under the development of learning curricula and development to create sustainable income for the community.

2. Objective

To study the history of cultural tourism in the western central region.

3. How to Conduct Research

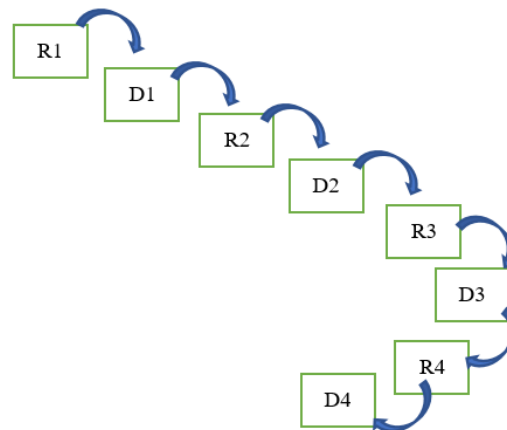
1. This research is R&D (Research and Development) research with the following research steps:
 - R1 - Study documents and research related to the history of the western central region. It is set for 2 provinces: Kanchanaburi (Three Pagodas Pass) and Ratchaburi (Ban Bang Kaeo).
 - Focus Group of people in both areas to obtain all-round information.
 - D1 uses information obtained from R1 to analyze and develop issues related to cultural tourism in both areas and career at the same time. To provide information for innovation and development curriculum
 - R2 Have the Focus Group verify integrity from D1
 - Use results from R2 to create innovative cultural tourism for both areas.
 - Develop curriculum
 - Develop community products
 - R3 - Follow up on innovation creation results
 - Take the developed curriculum from D2 to be evaluated by 5 experts
 - Follow up on the development of community products in both areas
 - D3 - Take results from R3 and improve according to experts' suggestions.
 - Community product development results
 - R4 sends the short course improvement results from D3 back to experts to check again. Confirm this result.

D4 - get innovation

- Get a curriculum

- Get community products

From the above steps, a diagram can be written as follows.



2. Scope of content: Study information from recorded evidence, research, textbooks, books, and various documents related to the story of the Second Ayutthaya War (Krung Tak) on the route between Kanchanaburi Province to Ratchaburi Province.
3. Scope of time: Research period is 1 academic year.
4. Area scope: Study only the central western region. Kanchanaburi Province (The Three Pagodas Border Pass) and Ratchaburi (Ban Bang Kaeo).
5. Expert scope:
 - 5.1 Experts in evaluating IOC values, totaling 5 persons, have the following qualifications:
 - Must hold a master's degree or higher in the field of educational measurement and evaluation. educational research Curriculum and teaching or related fields.
 - Must have academic work in at least 2 related sciences within the past 5 years and be accepted.
 - 5.2 There are 5 experts who critique the curriculum and have the following qualifications:
 - Hold a doctoral degree in Curriculum and Instruction or have an academic position at the associate professor level or higher in the field of curriculum and teaching or related fields.
 - Has academic work in the field of curriculum and teaching or related fields at least 2 stories in the past 5 years after graduating with a doctoral degree and it is evident
 - Experience in criticizing curriculum
6. The sample group of 30 people that will be Focus Group was obtained using the purposive selection method.
 - 6.1 Must be a person lives in The Three Pagodas Border Pass area. Kanchanaburi Province and were between 50 - 59 years old, totaling 15 people.
 - 6.2 Must be a person lives in The Ban Bang Kaeo area. Ratchaburi Province and there were between 50 - 59 years old, totaling 15 people.
7. The sample group that will participate in community product development, 3 people per area, 1 product for a total of 6 people, was obtained using the purposive selection method.

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- 7.1 Must be a person who lives in The Three Pagodas Border Passarea. Kanchanaburi Province and are between 25 - 50years old, 3people, 3products
 - 7.2 Must be a person who lives in The Ban Bang Kaeo area. Ratchaburi Province and are between 25 - 50 years old, 3 people, 3 products
 8. Research Tools
 - 8.1 Semi-structured interview form to lead to the process of collecting data using the Focus Group method.
 - 8.2 Curriculum evaluation form
 - 8.3 IOC evaluation form
 9. Basic Agreement
 - 9.1 This IOC evaluation is to confirm and support the results of the IOC determination from real experts.
 - 9.2 Data collection using the Focus Group process is a true collection of data from people in the area, making the data reliable.
 - 9.3 Processing from finding IOC and Focus Group values confirms reliable information.
 - 9.4 All 5experts who are in different areas and is evaluated through that document it does not affect the evaluation in any way.
 10. Research Process
 - 10.1 Study documents and research related to the history and cultural tourism of the Three Chedi Dan area. Kanchanaburi Province and Ban Bang Kaeo Ratchaburi Province Especially during the 2nd Ayutthaya War (Krung Tak).
 - 10.2 Collect spatial data from semi-structured interviews using the Focus Group process. Each area has 15people, for a total of30people in the two areas.
 - 10.3 Take the information from Section 10.1and process it with the information in Section 10.2and summarize the knowledge to develop innovation and develop curriculum.
 - 10.4 Take the information from Section 10.3 to 5 experts to find the IOC before developing innovations and developing curriculum. And at the same time, take the information from Section 10.3 back to the Focus Group to check to confirm the knowledge gained. This confirms the triangular nature of the data.
 - 10.5 Use the information from Section 10.4 to write a description.

4. Research Results

Presentation of research results this time It is a presentation of results based on objective number 1 only, which is to study the history of cultural tourism in the central western region. Before moving on to developing a course on the Silk Road of Siam in the central western region that can be used by interested people at all levels.

From finding the IOC values by all 5 experts and conducting semi-structured interviews using the Focus Group process from 15 informants in each area, totaling 30 people in the two areas, it was found that the research results from finding the IOC values in all 10 questions were obtained. It is at the level of 0.98, which is considered to have a very good level of validity.It can be explained one question at a time as follows:

Question 1: Please tell a story about this area. which is a brief story of the past until the present, what it was like, at a level of 1.00

Question 2: Do you know the story about the area at Three Pagodas Pass? Whether it used to be an outpost during the war between Ayutthaya and Burma or not? (In the case of interviews at the Three Pagodas Pass) at a level of 1.00.

Question 3: From question 2, how do you think the war at that time affected this area? (In the case of interviews at The Three Pagodas Border Pass area) at a level of 1.00.

Question 4: Do you know the story about the area called Ban Bang Kaeo or whether it used to be an outpost city during the war between Ayutthaya and Burma or not? (In the case of interviews at the Ban Bang Kaeo area) at a level of 1.00.

Question 5: from question 4: How do you think the war at that time affected this area? (in the case of interviews at Ban Bang Kaeo area) at a level of 1.00.

Question 6: What history, arts, culture, traditions, or identities do you think this area has? that can reflect to people from different areas and want to visit this place, at a level of 0.98.

Question 7: Do you know that there are occupations in this area? Or what community or local products or products are there and how are they. At a level of 1.00.

Question 8: from question 7, do you think that the products or products of the community or locality that are available are How much can it lead to income for the community or locality where you live? And will it be sustainable or not? How? At a level of 1.00.

Question 9: If there are researchers who will come to help develop products or products of your community or locality. Which community or local products or products do you think will be developed? Why? And are you willing to let a team of researchers come in to develop them? How? At a level of 1.00.

Question 10: Do you think that if the research team were to develop this work? To create innovation for your area, such as developing a short course related to these two areas for use by schools or various educational institutions, or organizing learning resources for these two areas so that people in the area and nearby areas. Including tourists who come to visit and learn about these stories as well. Do you agree or not? How? At a level of 1.00.

In addition, there are also interesting points from the Focus Group. It was found that the informants suggested that these stories should be used to make anything concrete and clear that everyone can study and learn. And should continue to develop learning resources to be concrete which corresponds to what the researcher has set for the other 3 objectives, namely in points2 - 4, namely:

Objective number 2: To create innovative cultural tourism in the central western region. This innovation will be made in the form of 3D media and set up in one location in Kanchanaburi Province and one location in Ratchaburi Province so that everyone can come and learn about historical tourism initially.

Objective number 3: To develop the Silk Road of Siam curriculum in the central region. The west that can be used by interested parties at all levels developed for use in organizing learning in the form of a local curriculum.

Objective number 4: To develop the economy of communities along the Silk Road in the central western region towards sustainable income generation. This is an extension of adding market value to the community. It is about developing products and creating product logos and creating sustainable income for the community.

5. Conclusion

As mentioned in the research results, presentation of research results this time is the presentation of results from finding the IOC values by all5 experts, combined with results from semi-structured interviews using the Focus Group process. These two pieces of information will be used to confirm the accuracy of each other reliably.

The result of finding the IOC value was only one item with a value of 0.98, that is question 6, in which the interviewee still did not understand the word identity as well as he should.

The remaining items received a score of 1.00, indicating that all 10 question points were very reliable. When the results are complete Researchers will continue to develop a curriculum on the Silk Road of Siam in the central western region that can be used by interested people at all levels.

6. Discussion of Research Results

From the research objectives of this time To study the history of cultural tourism in the central western region, the results can be discussed as follows:

1. Collecting information from various related documents It will be beneficial to research because it is a database that can be referenced for research development. It was found that, this point is consistent with the research on “Education to enhance cultural tourism routes for learning the value of architecture in the Lanna civilization route” by Tassanee Krachangchom et al. (2024) and research on “Study of guidelines for developing cultural tourism in Mueang District, Uthai Thani Province” by Sukanya Wongcharoenchaikul (2024). In conclusion, the preliminary collection of information from documents is what can be used to determine the direction for conducting the next research. and can provide concrete information for research on that topic very well.
2. Determination of IOC using semi-structured interviews. Which had 10 questions, found that 9 questions had a value at the 1.00 level, with only question 6 having a value at the 0.98 level. It reflects that the questions are deep and can be used in actual interviews. Consistent with research on “Development of cultural tourism of Bang Nam Phueng community Samut Prakan Province” by Thosaporn Mitwong (2024) and research on “Education to enhance cultural tourism routes for learning the value of architecture in the Lanna civilization route” by Tassanee Krachangchom (2024). In conclusion, the acquisition of in-depth information is It must arise from the synthesis of results from a thorough study of various documents and must also rely on a combination of qualitative research. Therefore, it is believed that the determination of the IOC value combined with the results from the Focus Group in this area of the researcher are complete and complete.

In addition, from finding the IOC values and conducting semi-structured interviews for all 10 questions, it was evident that the interviewees wanted researchers to use the results to develop innovations and develop curricula along with developing community products for real in order to benefit people in both areas. Consistent with research on “Development of the curriculum for the historical tourism course For high school students” by Wichai Wongsuwan and colleagues (2013) and research on “Improving the quality of historical tourism In the Northeast” by Prapawee Wongbutsri (2024). In conclusion, if the research that is completed each time can be further developed into a curriculum to provide learning for interested people at all levels, it would be great. Especially the development of the local curriculum used in teaching and learning at the basic education level. Therefore, this research is able to answer this issue very well. Because when the results of research number one are obtained, the results will be used to develop a curriculum for studying the Silk Road of Siam in the central western region.

Epilogue

The Silk Road in Thailand...is it real? This time, it is only objective number 1, which is to study the history of cultural tourism in the western central region. before moving on to other objectives. But the results were more than what was intended. Writing a research article this time will be a mix of a research article and an academic article. To make it easy for readers to understand. Therefore, the results this time are of great importance as they are the first step towards the destination. This research is an integration of educational research, historical aspect tourism, production, and marketing at the same time. It is considered to be very diverse in research. And it is expected that if this research is completed and all research objectives are met. It may cause enormous spatial changes in the future.

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