



## The Development of a Set of Learning Experiences for Local Wisdom in Historic Sites and Important People to Promote the Child Development in Suphan Buri Province

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### Abstract

The purpose of this research was to develop a set of learning experiences for local wisdom in historic sites and important people to promote child development in Suphan Buri Province and to compare learning achievement before and after using a set of learning experiences. The population in this research was 15,000 young children of Suphan Buri Educational Service Area Office 1. The sample group in the research was the 4-6 year-old children who were studying in the 3rd year kindergarten of the Suphan Buri Educational Service Area Office 1. One classroom per school was selected from 20 schools by the purposive sampling method. The size of the sample group used the Taro Yamane formula at a 95% confidence level and the sample size at the error level ( $e$ )  $\pm$  4%, a total of 600 people. The researchers conducted the selection of teachers using a set of learning experiences for local wisdom in historic sites and important people in the area of Suphan Buri Province, each school for 1 person. The research instruments consisted of an assessment form for all 4 areas of learning, a self-esteem assessment form, a group discussion data form, and a survey of learning sources of local wisdom on historic sites and important people. The statistics in the research were descriptive statistic using percentage (%), average score and standard deviation (S.D.). The research results of the development of a set of learning experiences for local wisdom in historic sites and important people to promote child development in 4 are as: physical, emotional, social and intellectual shows that:

1. The consistency of the set of learning experiences of local wisdom on historic sites and important people to promote child development had the least average of the principle of the learning experience set which was  $\bar{x} = 3.33$  and S.D. = 0.58. The most average was a number of suitable learning topics for young children which was  $\bar{x} = 4.67$  and S.D. = 0.58 and other areas are at a high level.

2. The preparation of a set of learning experiences for local wisdom in historic sites and important people of children selected local wisdom with a value of 60 percent or more and being in the top four of each area, including the 1st area of the archaeological site consisted the learning topic of Chedi was 65.13%. The

2<sup>nd</sup> area was the important people in Suphanburi province. There were learning topics of King Naresuan the Great which was 75.21%, Miss Kwanjit Si Prachan was 69.44, His Excellency Mr. Banharn Silpa-archa was 69.23 and Miss Poompuang Duangcha was 67.73, respectively. Wat Phra Sri Rattana Mahathat which was 75.13%, Wat Pa Lelai Worawihan was 70.51%, the ancient city of U Thong was 67.31% and Don Chedi (Phra Borom Rachanusorn Don Chedi) was 65.13%. The 2<sup>nd</sup> area was the important people in Suphanburi province. There were learning topics of King Naresuan the Great which was 75.21%, Miss Kwanjit Si Prachan was 69.44, His Excellency Mr. Banharn Silpa-archa was 69.23 and Miss Poompuang Duangcha was 67.73 respectively.

### Introduction

Early childhood education is considered as a preparation for young children to be ready and to develop skills to their full potential. It is really important for early childhood educators to acknowledge that so they can promote young children's learning abilities according to their needs and interests that will strengthen the population in development and inheritance good culture of the nation in the future (Office of the National Primary Education Commission, 2002). This is related to Pinyoanantaphong (2002) who said that young children are those at the age of birth up to 8 years which is the most important phase of development including physical, intellectual, emotional, psychological, social area and personality. It is the power of growth for life. Therefore, teachers are important people in the development of children. They should manage learning activities for the development of each child. Most importantly, they should bring joy to the children. In addition, early childhood education is the foundation of physical, emotional, psychological, social and intellectual development. If a child is not developed during this age, further development may be slow. It can slow many aspects of development and can be difficult to cure in time. Therefore, the primary goal of early childhood education is to develop each child to the fullest potential and in accordance with the early childhood curriculum.

The Kings of Thailand have always used wisdom to develop the nation and create solidarity for the nation. They ruled the people with the mercy of the fathers to their children. Whenever someone suffered from troubles, they could go to the King's Palace and ring the bell for help. Therefore, the people are loyal to the kings and the nation. Together, they developed the country with

prosperity and solidarity. A lot of Thai people in the past were intelligent and were accepted by civilized countries. Thai Culture and wisdom are the result of the creation of Thai people based on various environmental factors and external influences. Some external cultures that Thailand accepts have been adapted to the condition, but Thai wisdom is still outstanding. For example, the wisdom heritage of archaeological sites and literature, which has its own Thai alphabet since the Sukhothai period and evolved to the present day. Thai literature is considered to be a literary piece with great melodic qualities in all aspects. Many literatures have been translated into many foreign languages. Wisdom is the knowledge, skills and experience of human beings through trial and error, which has been accumulated since the past through the process of studying, observing, thinking, analyzing and crystallizing into knowledge that can be utilized by each society. Each community will have wisdom which is considered valuable knowledge to local people as well as to the nation.

As an old province, Suphan Buri is full with culture, local traditions, local wisdom as well as various ethnicities. There is also the National Museum of Suphan Buri Province for the future generations to learn the wisdom and its beautiful culture. However, many kindergartens still lack the use of this valuable wisdom to apply in the teaching and learning for their young learners. Suphan Buri Province also has abundance of culture located in the flat central region. Its population is Thai, Chinese, Lao (Laos, Wiang Phuan Song Khong), Karen, Lawa, Khmer, Mon and Vietnamese, which is scattered in various districts. The majority of the province's population speaks in the standard language and has a distinctive style of rural accent called "Phut Noe" and in many parts of the country, using local dialects. The population mostly practice Buddhism that holds important traditions such as Worship of Luang Pho To, Scattering festival, Tradition of Tak Bat Devo, Thai Phuan Kum Fah Tradition, Thai Song Wedding Tradition, Boon Bun Fai Tradition, Don Chedi Memorial Ceremony, Making merit on the Water and Long Boat Racing Tradition (Suphan Buri Educational Service Area Office 3, 2010). Another important Buddhist tradition is making merit of Thai Phuan people at Wat Bot Subdistrict, Bang Pla Ma District in Suphan Buri Province. They will make sweets like Kong and Kayasarad to make merit to the monks. For the villagers of Wang Chik Village, Wang Luek Subdistrict, Sam Chuk District, Suphan Buri Province, will make Kong, put them in the panniers and

offer them to monks during the Buddhist Lent Festival. At present, social conditions change. There is a technological progress, convenient transportation and abundant irrigation system that can be cultivated throughout the year. Suphan Buri Province has a total area of about 5358 square kilometers and is divided into 10 districts: Muang Suphan Buri District, Bang Pla Ma District, Si Prachan District, Don Chedi District, U Thong District, Doem Bang Nang Buat District, Dan Chang District, Nong Ya Sai District, Song Phi Nong District, and Sam Chuk District. The motto of Suphan Buri is the province of Yutthahatthi (war elephant), famous literature, reputed amulets, prosperous agriculture, exceptional history, sources of artists and pleasant dialect.

For this reason, the researchers are interested in studying the local wisdom of Suphan Buri in order to develop an early childhood teaching experience to be in line with local needs. The knowledge from this research will have information about the grouping of wisdom that is suitable for young children in Suphan Buri Province. It also can be used as a guideline for teaching and learning management in accordance with their own context and the National Education Act BE 2542 which is beneficial towards education industry. A set of learning experiences for local wisdom in Suphan Buri Province for young children that the researchers created is an important tool for teachers. They can use as a guideline for teaching and learning activities for young children.

### Objectives

1. To develop a set of learning experiences for local wisdom in historic sites and important people to promote child development in Suphan Buri Province.

2. To apply a set of learning experiences for local wisdom in historic sites and important people in order to promote early childhood development in Suphan Buri Province.

3. To compare learning achievement before and after using a set of learning experiences.

### Conceptual framework

The development of a set of learning experiences for local wisdom in historic sites and important people to promote child development in Suphan Buri Province is obtained from a pre-requisite survey by questioning the needs of the community and parents. Then, the

researchers used the results from the questionnaire summary and adapted them into teaching units which are information on the province's culture, traditions and local wisdom from various sources within the province. For example, the researchers chose the Suphan Buri Museum and communities that have valuable cultural heritage which still can be found in the province. The researchers also received ideas about the classification of local wisdom from the Office of the Board of Directors National Education (2001) as a guideline for a curriculum development. It consists of local wisdom of Suphan Buri Province that is suitable for young children to learn and develop their knowledge, love and pride in their local area which are local wisdom in historic sites and important people.

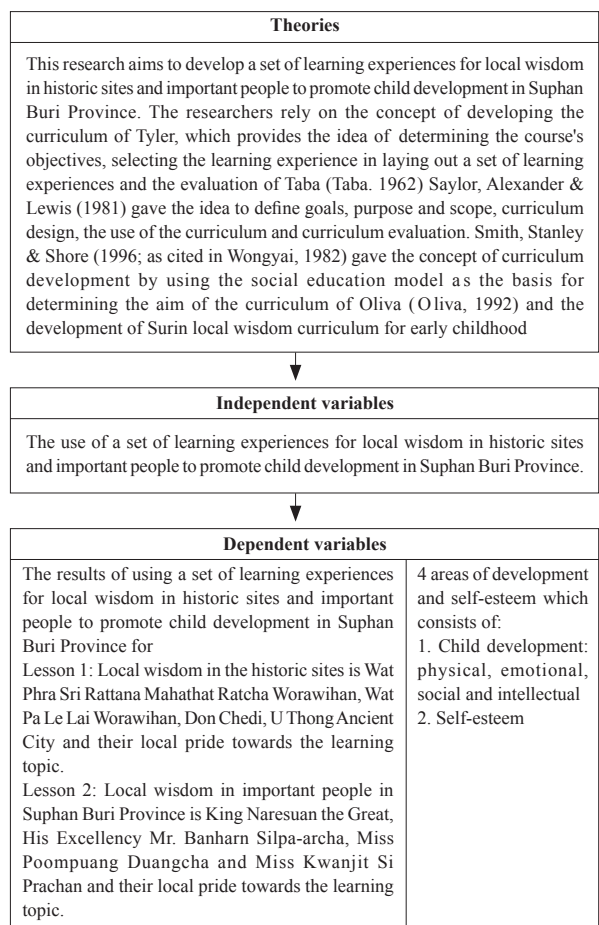


Figure 1 Conceptual Framework

## Research methodology

### 1. Research instruments and quality inspection

The development of a set of learning experiences for local wisdom in historic sites and important people to promote child development in Suphan Buri Province has the following steps:

1.1 **Step 1** Determining population and sample group selection to explore problems and information by studying research papers and research related to child development using local wisdom.

The researchers created and developed a set of learning experiences for local wisdom in historic sites and important people to promote child development in Suphan Buri Province and conducted in the form of research and development with 3 different studies as follows:

1) Phase 1: the development of a set of learning experiences for local wisdom in historic sites and important people to promote child development in Suphan Buri Province is from the survey of needs and priorities to be made into learning topics and development of teaching and learning activities. The researchers then took the information from Phase 1 to draft a set of learning experiences and evaluate them by assessing the appropriateness of the teaching and learning activities from 3 experts and improve the plan as suggested. After that the researchers studied learning activities that promote physical, emotional and mental development and self-esteem of young children.

2) Phase 2: the development of a set of learning experiences for local wisdom in historic sites and important people to promote child development in Suphan Buri Province is from the survey of needs and priorities to be made into learning topics that emphasized 6 main activities which are experience-enhancement activity, outdoor activity, movement and rhythm, unstructured activity, creative activity and educational game activity. The researchers then took the information from Phase 1 to draft a set of learning experiences and evaluate them by assessing the form of learning activities from 3 experts and improve the plan as suggested. After that the researchers studied learning activities that promote physical, emotional and mental development and self-esteem of young children by focusing on local wisdom in the sources of historic sites and important people that are in accordance with the 2003 Early Childhood Education Curriculum and are appropriate for the learner's level. After that, the researcher used data obtained from the survey of historic sites and important

people in Suphan Buri Province to create a set of learning experiences for local wisdom in historic sites and important people to promote child development in Suphan Buri Province.

3) Phase 3: The experiment of a set of learning experiences and publish teaching and learning activities plan was revised and improved according to the experts in order to implement the activity plan to a pilot study with non-sample schools for the final improvement. The researchers then adopted the updated teaching plans and brought the workshop to all 20 schools. The teachers who passed the workshop would use the teaching and learning activity plan to experiment with the children in kindergarten 3 through the experimental research process (Experimental design) for 10 learning topics. They would observe the development before and after the experiment with the readiness observation form by using one group pretest-posttest design. Then, the researchers brought a set of learning experiences to be distributed to teachers in the schools or various child development centers to evaluate the results of the teaching and learning activities plan and arranged the training for teachers about Thai wisdom or local wisdom in historic sites and important people.

### 1.2 **Step 2** Creating research instruments

1) The researchers collected information on local wisdom/learning resources in Suphan Buri Province.

2) The researchers created assessment forms for all 4 areas of learning and self-esteem assessment form.

1.3 **Step 3** The creation of a set of learning experiences for local wisdom in historic sites and important people to promote child development in Suphan Buri Province and the experimental development record form is carried out as follows:

1) The researchers studied learning experiences that promote physical, emotional, social, and intellectual development, local wisdom in historic sites and important people to promote child development in Suphan Buri Province according to the 2003 National Early Childhood Education Curriculum that is appropriate for the level of learners.

2) The researchers designed activities according to the operation plan as follows:

2.1) Create understanding in conducting joint research of the research team / community.

2.2) Study the context and the problems of the child development activities of the schools.

2.3) Study about teachers, local wisdom and learning resources in the community.

2.4) Reflect on the information from the study of teachers, local wisdom and community learning resources.

2.5) Plan and find guidelines for organizing child development activities using local wisdom in historic sites and important people to promote child development in Suphan Buri Province.

2.6) Organize study visits on educational management by using local wisdom to organize teaching and learning activities.

2.7) Organize meetings, take lessons from study visits.

2.8) Plan activities for local wisdom for young children.

2.9) Create 4 lesson plans of local wisdom for children in the school.

2.10) Check the local wisdom lesson plans by 2 experts in teaching early childhood education for the correctness and appropriateness.

2.11) Improve lesson plans based on the experts' suggestions.

2.12) Use the lesson plans.

1.4 **Step 4** Summarizing data from the study of various issues in 10 learning topics

The researchers determined the learning topics and learning objectives in the lesson plans by combining the content of local wisdom in the historic sites and important people of Suphan Buri Province, in which each activity consists of the name of the activity, learning content, learning objective, learning content that should be learnt, learning experience, learning activity, learning materials and evaluation.

The researchers had 10 topics of local wisdom lesson plans on historic sites and important people to promote child development in Suphan Buri Province, with 5 units of the historic sites of Suphan Buri Province as follows:

Lesson 1 is about local wisdom in the historic sites consisting of topics: (1) Wat Phra Sri Rattana Mahathat Ratcha Worawihan, topic (2) Wat Pa Le Lai Worawihan, topic (3) Don Chedi, (4) U Thong Ancient City and (5) their local pride towards the learning topic.

Lesson 2 is about local wisdom of important people in Suphan = Buri Province which are topics: (1) King Naresuan the Great, (2) His Excellency Mr. Banharn Silpa-archa, (3) Miss Poompuang Duangcha, (4) Miss Kwanjit Si Prachan and (5) their

local pride towards the learning topic.

1.5 **Step 5** Using a set of learning experiences to test with the sample group.

1) The assessment form for the appropriateness of a set of learning experiences is as follows:

The researchers created an assessment form for the appropriateness of a set of learning experiences in 5 levels by studying various details and then determining the issues to be assessed and then adjusted into questions with the scoring criteria as follows:

The most appropriate	5 points
Very appropriate	4 points
Moderate	3 points
Less appropriate	2 points
The least appropriate	1 point

Criteria for interpretation of meanings of points as follows

Score range 4.50 - 5.00 means the most appropriate

Score range 3.50 - 4.49 means very appropriate

Score range 2.50 - 3.49 means moderate

Score range 1.50 - 2.49 means less appropriate

Score range 1.00 - 1.49 means the least appropriate

2) The assessment form for child development and self-esteem

The researchers designed the assessment form for child development and self-esteem by studying the measurements and evaluations techniques and then created an assessment form for child development that promoted 4 areas of learning and self-esteem. The assessment form was also consistent with the 6 main activities and was considered for the accuracy of learning content by the 3 experts with the following criteria.

Score + 1 means that the assessment form is consistent with the course objectives.

Score 0 means not sure that the assessment form is consistent with the course objectives.

Score - 1 means that the assessment form is not consistent with the course objectives.

Proposing the scoring criteria of the assessment form which was created by the researchers to 3 experts in order to consider the instrument and to

determine the Index of Congruence: IOC using 0.5 or more quality criteria. (Pinyoanantapong, 2002).

In this study, the value of the consistency index between behavior and purpose was obtained. The IOC value was 0.4 to 1.0. The assessment form that passed the criteria was taken to test with the kindergarten 3 of the Suphan Buri Educational Service Area Office 1. The complete assessment form for child development and self-esteem had 20 items with IOC values of 0.6 to 1.0.

The assessment form for learning achievement before and after using the set of learning experiences in physical, emotional, social and intellectual development and self-esteem had 20 items with a rating scale of 3 levels which were high, medium and low. The interpretation of the mean of the assessment form for learning achievement before and after using the set of learning experiences in physical, emotional, social and intellectual development and self-esteem was a rating scale with 3 levels:

Mean is 2.51-3.00 which means high.

Mean is 1.51-2.50 which means medium.

Mean is 1.00-1.50 which means low.

3) The researchers analyzed the data in the form of tables with description.

## 2. Data collection

In this research, the researchers had collected data by experimenting according to the experimental plan that specified the process of testing the set of learning experiences for local wisdom in historic sites and important people to promote child development in Suphan Buri Province with the following steps.

2.1 Contact the schools for a permission to collect research data.

2.2 Send permission letters to the schools.

2.3 Contact the school directors or the caretakers for a cooperation in distributing the questionnaires and collecting them as well as explaining how to use the learning experience plans and set the time to return the assessment form by mailing or sending to the schools directly.

2.4 Analyze the data from the assessment form to collect more data than the sample size that was determined by using the Taro Yamane method. The researchers sent 600 copies of questionnaires to collect data and received them back to the full amount distributed

## Results

The results of the development of a set of learning experiences for local wisdom in historic sites and important people to promote the child development in Suphan Buri Province were analyzed into parts as follows:

### 1. Part 1. The appropriateness and consistency of the development of the set of learning experiences of local wisdom on historic sites and important people to promote child development in Suphan Buri Province.

The researchers selected content from questionnaires of local needs for the development of the set of learning experiences of local wisdom on historic sites and important people in Suphan Buri Province and created a 10-unit teaching plan by selecting content from the highest needs and most appropriate for young children to do for an experiment in 20 schools. The teaching plans were used with the students in the 3rd year kindergarten of the Suphan Buri Educational Service Area Office 1 in the topic of important historic sites with a total of 5 units which were on the topic of Wat Phra Sri Rattana Mahathat Ratcha Worawihan, Wat Pa Le Lai Worawihan, Don Chedi, U Thong Ancient City and their local pride towards the learning topic. Another 5 units were about local wisdom in important people in Suphan Buri Province and were on the topic of King Naresuan the Great, His Excellency Mr. Banharn Silpa-archa, Miss Poompuang Duangcha, Miss Kwanjit Si Prachan and their local pride towards the learning topic. Therefore, there are 10 learning units in total.

**Table 1** Results of Conformity Assessment of the learning experience. Local dignitaries and the ancient sites

List assessment	Points to consider					Interpret
	People 1	People 2	People 3	$\bar{x}$	S.D.	
1. The purpose of the development of the learning experience. Local historic resources and the importance of early childhood education.	4	5	4	4.33	0.58	very
2. Community needs to develop a series of learning experiences.	4	4	5	4.33	0.58	very
3. The principle of the learning experience. Local historic resources and the importance of early childhood education.	4	3	3	3.33	0.58	moderate

Table 1 Continued

List assessment	Points to consider					Interpret
	People 1	People 2	People 3	$\bar{X}$	S.D.	
4. Activities learning experience local historic resources and the importance of early childhood education.	4	5	4	4.33	0.58	very
5. Content with teaching the wisdom of ancient sites and the importance of early childhood education allows operation instruction to achieve the aim.	4	4	3	3.67	0.58	very
6. Teaching activities local knowledge can be the ancient sites and the importance of early childhood education.	5	4	4	4.33	0.58	very
7. Media teaching aids to promote teaching and learning to achieve the aim.	5	4	4	4.33	0.58	very
8. Methods of Measurement and Evaluation can be sure of achieving the aims of the learning experience.	4	5	4	4.00	1.00	very
9. The duration of the activities planned by teaching.	4	5	4	4.33	0.58	very
10. The unit offers a number of learning experiences for children.	5	4	5	4.67	0.58	most

From Table 1, the results of the data survey allowed the researchers to draw conclusions and guidelines for creating the set of learning experiences of local wisdom on historic sites and important people in Suphan Buri Province by selecting local wisdom with 60% or more and in the top 4 of each area. The first area was the historic sites which consisted of 75.13% of Wat Phra Si Rattana Mahathat, 70.51% of Wat Pa Lelai Worawihan, 67.31% of U Thong Ancient City and 65.13% of Don Chedi Phra Borom Rachanusorn Don Chedi. The second area was the important people in Suphanburi which consisted of 75.21% of King Naresuan the Great, 69.44% of Miss Kwanjit Si Prachan, 69.23% of His Excellency Banham Silpa-archa and 67.73% of Miss Poompuang Duangcha, respectively.

The researchers also drafted the set of learning experiences of local wisdom on historic sites and important people to promote child development in Suphan Buri Province which were principles, objectives, structures, teaching period, learning activities and an activity manual. Then 3 experts did a quality check of the set of learning experiences. Each expert evaluated the appropriateness and consistency of the set of learning experiences. The results of the evaluation achieved the

Table 2 Results of questionnaires regarding historic sites

List of local wisdom of historic sites and important people in Suphan Buri Province	Percent	Rank
1. local wisdom on historic sites		
1.1 U Thong Ancient City	67.31	3
1.2 Wat Pa Lelai Worawihan	70.51	2
1.3 Wat Phra Sri Rattana Mahathat	75.13	1
1.4 City Pillar Shrine	58.08	5
1.5 Don Chedi (Phra Borom Rachanusorn Don Chedi)	65.13	4
1.6 Ancient clay ridge (U-Thong Ancient Dam)	56.02	6
1.7 Wat Sanam Chai (abandoned)	50.90	9
1.8 Tako Ancient City	48.08	12
1.9 Nong Ratchawat Archaeological Site	53.59	8
1.10 Wat Khae, Khum Khun Phaen and Giant Tamarind Tree	54.78	7
1.11 Phutthamonthon, Suphan Buri Province	46.02	13
1.12 Suphan Buri National Museum	45.38	14
1.13 Ban Khu Mueang Ancient City	49.61	10
1.14 Wat Phra Non and Matcha Park	42.52	15
1.15 Wat Nong Ngeng (Pagoda of Wat Nong Ngeng)	48.46	11
1.16 Other (specify).....		
2. local wisdom on important people		
2.1 King Naresuan the Great	75.21	1
2.2 Patriarch (Pun Punasiri)	42.73	5
2.3 Miss Poompuang Duangcha	67.73	4
2.4 His Excellency Banham Silpa-archa	69.23	3
2.5 Miss Kwanjit Si Prachan (Folk songs: E-Saew)	69.44	2
2.6 Mr. Waiphath Phet Suphan	42.52	6
2.7 Mr. Sayan Sanya (singer from Derm Bang Nang Buat District)	36.11	9
2.8 Mr. Seri Rungsawang (singer from Bang Pla Ma District)	40.60	8
2.9 Mr. Sornphet Sornsuphan (Thai country singer From Suphan Buri province)	31.62	10
2.10 Mr. Surapol Sombatcharoen (the owner of the famous song "16 years of the past")	42.09	7
2.11 Other (specify).....		

\* Top four selection criteria and with a 60% or more value

learning objectives. The learning activities could use the set of learning experiences of local wisdom on historic sites and important people to promote child development appropriately. The learning materials supported the learning activities to succeed the learning objectives and had appropriate teaching period. The researchers proposed more suggestions about the set of learning experiences of local wisdom on historic sites and important people to promote child development in Suphan Buri Province in learning activities, learning materials along with essential comments for using curriculum to improve the lesson plans and make them ready to be tested. For example, the participation of parents and the use of local learning materials should be promoted to children. In some activities, it took a long time and some of the content was quite difficult. So, they had to consider the age and interests of the child and used a variety of assessment methods.

## **2. Part 2. The use of the set of learning experiences of local wisdom on historic sites and important people to promote child development in Suphan Buri Province to create learning topics.**

2.1 The researchers surveyed the basic information and created a questionnaire on the local wisdom in historic sites of Suphan Buri Province in the development of the set of learning experiences of local wisdom on historic sites and important people to promote child development in Suphan Buri Province. This group of contributors including local scholars, school administrators, kindergarten teachers and parents of students. The results of the survey appears in the selection of 4 historic sites as follows:

Local wisdom on important historic sites in which the informants had introduced and arranged the content to be organized for young children is Wat Phra Sri Rattana Mahathat. This temple is from the Khmer era, which is about 800 years ago. The location of the temple is the center of the community or city which is Mueang Chaliang. It was a city in the contemporary Dvaravati era. This temple is an important temple of the city of Chaliang which has a clear evidence in the 1st stone inscription. In the Thonburi period, when King Taksin went to subdue the Phra Fang army in Saphok Buri, he came to celebrate the royal relics of this city. This temple is also the temple of water for the new land that has been inhabited since the ancient times according to the Government Gazette, Ministry of Dhamma announcement in the Department of the Archdiocese of Thailand organizing the monastery.

The second historic site is Wat Pa Lelai Worawihan. It is an old temple and presumed to be around 1200 years old. It is located on Malaiman Road, Rua Yai Subdistrict, Mueang District. The villagers commonly called it Wat Pa. Inside the temple is enshrined Luang Pho Pang Pa Lelai.

In the chronicles of the North, it is said that King Kra Tae gave the Mon Noi to restore the temple.

After the year 1724, a statue of Luang Pho To was created in the Pa Lelai Buddha image. It is an U Thong Suphoomphum art (i.e, hanging on the feet).

The third historic site is Don Chedi (Phra Borom Rachanusorn Don Chedi). It is located at Don Chedi Subdistrict, Don Chedi District in Suphanburi Province. This place consists of the King Naresuan the Great and the Chedi Yutthahathi. King Naresuan the Great built a pagoda in order to celebrate the victory in the battle of the Yutthahathi, which was against the King of

Burma in January of 1592. In the year 1952, the army was rebuilt by constructing a large circular pagoda, 66 meters high, with a base of 36 meters wide, covering the original pagoda.

The fourth historic site is the ancient city of U Thong. This city is the history of Suvarnabhumi civilization covering the entire area of U Thong Sub-district, U Thong District, Suphan Buri Province.

There is archaeological evidence that it was assumed that the capital of the Dvaravati Kingdom and the center of the Suvarnabhumi region was the beginning of history, art, culture and traditions of various ethnic groups before being merged into the Thai nation. At present, the ancient city of U Thong is located in U Thong district, Suphan Buri Province. According to aerial photography studies, it was found that the ancient city of U Thong is a city with a moat and a ditch.

2.2 The important people in Suphan Buri Province is to create a virtue that affects the progress of events in Thai history. Therefore, it is important that the younger generation should receive and glorify virtue people as well as being a model for living as a good person in society. The Suphan Buri people have chosen 4 important persons as follows.

Local wisdom for important people, the 1st person is King Naresuan the Great at Phitsanulok. In 1555, he was the son of King Maha Dhamma and Queen Wisutkasat. He was sent to Hongsawadee when he was 9 years old. He then returned to live in Phitsanulok when he was 16. In 1571, King Maha Thammarat appointed him the heir to the northern districts. As he ruled over the northern cities, he suppressed and defended the country from enemy aggression with his ability and courage. In 1584, he declared independence with Burma.

The second important person is Mr. Banharn Silpa-archa (19 August 1932 - 23 April 2016), a Thai politician. He served as the 21st Prime Minister of Thailand, Chairman of the Banharn-Chaemsai Silpa-Archa Foundation, Chairman of the Advisory Committee of Chat Thai Phatthana Party, former member of the 11-member Suphan Buri Provincial House of Representatives, former President of Suan Sunandha Rajabhat University, former President of the Institute of Physical Education Manager of Saha Sri Chai Construction Company Limited and former leader of the Thai National Party. In addition, he was the brother of Chumpol Silpa-archa, former Deputy Prime Minister.

The third important person is Miss Poopuang Duangcha. Her nickname is Peung and her real name is



Chumpung Chithan. She was a folk singer. The sweetheart of the country that was famous for her sweet voice and as a role model for other singers. Chompan Chaimharn was born in Hankha District, Chainat province. She was brought up in Song Phi Nong district, Suphan Buri and was the daughter of Mr. Samran and Nang Lek Jitharn.

The fourth important person is Miss Kwanjit Si Prachan. Her real name is Kleaw Setkit. She was born on 3 August 1947 in Si Prachan District, Suphan Buri Province. She was the daughter of Mr. Unk and Mrs. Plot Setkit. Kwanjit began practicing folk singing with Father Sawai Wong Ngam and Mae Bua Pun Chan Si at the age of 15. She is very interested in folk songs, and has a talent to sing folk songs beautifully, especially the song E-Seew.

The researcher selected the content from answers of the local needs questionnaire for the development of a set of learning experiences for local wisdom in historic sites and important people for children in Suphan Buri Province and then created 10 lesson plans. The researchers selected the content from the highest demand and suitability for young children and tested them in 20 schools. The 5 lesson plans on historic sites which were Wat Phra Sri Rattana Mahathat Ratcha Worawihan, Wat Pa Le Lai Worawihan, Don Chedi, U Thong Ancient City and their local pride toward historic sites were used with the 3rd year kindergarten of the Suphan Buri Educational Service Area Office 1. The 5 lesson plans on important people which were King Naresuan the Great, His Excellency Mr. Banharn Silpa-archa, Miss Poompuang Duangcha and Miss Kwanjit Si Prachan and their local pride on important people were used with the 3rd year kindergarten of the Suphan Buri Educational Service Area Office 1. A total of 10 lesson plans were used in this study.

### 3. Part 3 The comparison of learning achievement before and after using the set of learning experiences

**Table 3** Mean and standard deviation of historic sites before and after the experiment

A set of learning experiences for local wisdom in historic site and local pride	Before			After		
	$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation
Wat Phra Sri Rattana Mahathat	1.60	0.26	medium	2.79	0.16	high
Wat Pa Lelai Worawihan	1.97	0.23	medium	2.66	0.13	high
Phra Borom Rachanusorn Don Chedi	1.53	0.16	medium	2.71	0.13	high
the ancient city of U Thong	1.53	0.16	medium	2.52	0.13	high

From Table 3, the results of organizing learning experiences and self-esteem on local wisdom in the historic sites found that before the experiment, Phra Borom Rachanusorn Don Chedi and the ancient city of U Thong have the lowest mean ( $\bar{x} = 1.53$ , S.D. = 0.16) and after the experiment, they are higher. The highest mean is Wat Phra Sri Rattana Mahathat which has a high value ( $\bar{x} = 2.79$ , S.D. = 0.16).

**Table 4** Mean and standard deviation of important people before and after the experiment

A set of learning experiences for local wisdom in important people and local pride	Before			After		
	$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation
King Naresuan the Great	1.68	0.37	medium	2.54	0.14	high
Mr. Banharn Silpa-archa	2.04	0.31	medium	2.66	0.13	high
Miss Poompuang Duangcha	1.75	0.26	medium	2.59	0.16	high
Miss Kwanjit Si Prachan	1.72	0.37	medium	2.59	0.15	high

From Table 4, the results of important people found that before the experiment, the lowest mean is Miss Kwanjit Si Prachan, whose mean value is ( $\bar{x} = 1.72$ , S.D. = 0.37). However, after the experiment, the mean value is higher ( $\bar{x} = 2.59$ , S.D. = 0.15). The highest mean is Mr. Banharn Silpa-archa, which has high value ( $\bar{x} = 2.66$ , S.D. = 0.13). The other people are at a high level, respectively.

### Discussion

The researchers used a set of learning experiences for local wisdom in historic sites and important people to promote child development in Suphan Buri Province to children who were studying in the 3rd year kindergarten at 20 schools of the Suphan Buri Educational Service Area Office 1 in the second semester of academic year 2018. There were 10 lesson plans that children learned through 6 main activities; experience-enhancement activity, outdoor activity, movement and rhythm, unstructured activity, creative activity and educational game activity. The set of learning experiences supported the children's 4 developmental areas; physical, emotional, social and intellectual. They were interested and had a happy learning behavior. They were also satisfied with activities and could truly answer questions about the local contexts which is related to Tiramvanich (2002) who develops local curriculum at the early childhood level in Ubon Ratchathani Province as well as Urairat (1994) who developed local curriculum at the early childhood education level in Udon Thani. It is also related to Thiraphon AnekSin, who developed the local curriculum in early childhood development, Sa Kao

Province by providing experiences for young children through 6 main activities, enhanced child's development in 4 areas; physical, emotional - psychological, social and intellectual and promoted positive attitudes towards local context. Thiraphon AnekSin found that teaching and learning aimed at educating local people about their own local pride must provide the students with direct experiences about life, career, economy, environment and local society in teaching and learning so that they can live happily in the local area, which will benefit them. Especially, the creation of characteristics and habits or cultivating concepts about the value of things are important and should be available locally to young people who are easily to cultivate their local pride. Thonthong (2010) conducted a research on the assessment of attitudes of teachers who taught environmental education in the local area which affected the curriculum and teaching methods of teachers in primary schools in Maryland Local environment. The results found that the students had better learning behavior by studying local conditions and preserving the local environment.

## Suggestions

### 1. Suggestions for applying research results

1) The activities in the set of learning experiences for local wisdom in historic sites and important people to promote child development in Suphan Buri Province are just guidelines. Early childhood teachers should study and understand more about the curriculum and lesson plans clearly. So, they can adjust learning activities appropriately and consistently to their students and communities.

2) The activities in the set of learning experiences for young children are part of the learning in real situations. They learned from doing activities together and learned about things around them in order to feel pride in their local areas.

### 2. Suggestions for further research

There should be development of local wisdom curriculum for young children of other provinces in order to promote learning of local stories.

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