

The Dissemination of Thai Drama's MADANABADHA of King Vajiravudh

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Abstract: This paper has an objective to study the drama of His Majesty King Vajiravudh in the subject of MADANABADHA which publicly appeared in the Basic Education Core Curriculum and performance in schools. The scope of the study emphasized on teaching management, drama staging on the MADANABADHA and royal writings that appeared in the Basic Education Core Curriculum. The results show that the drama of MADANABADHA is a teaching and learning tool for teachers to disseminate information, knowledge, news, ideas, practices through demonstration, viewing of performances and practices for students to learn democracy, see rights and equality in finding woman's partners to be assertive, good leadership and a good follower. It is to develop one's own skill for both body and mind, intelligence, knowledge and morality with ethics and culture of living and to be able to live happily with others consistent with strategy of the National Education Management Plan and the development of learner's quality to have competency and desirable characteristics. In addition, the royal writing "MADANABADHA" is regarded by the club literature as a well-written book proposed as the selective literature according to the announcement of Ministry of Education which contains contemporary contents. By using rose as a symbol that most people understand in the meaning of love, it represents the right and equality of women that is an important part of the development of Thailand towards becoming a concrete democracy. It plays an important role in the royal drama "MADANABADHA" in King Vajiravudh to be appeared in the basic education system and became popular in educational institutions from the past to present.

Keywords: King Vajiravudh, The performance of MADANABADHA, Royal Writings, Learning Activities

1. Introduction

Educational institution is a learning management resource that uses dramas as a tool to disseminate knowledge through plays by acting as stories in various forms. His Majesty King Vajiravudh has seen the importance and special features in access. Therefore, he has written royal writings to present the concepts, practices, and stories to people. Currently, the royal writings by His Majesty King Vajiravudh titled "MADANABADHA" is included in the Basic Education Core Curriculum and has been popular for being exhibited continuously until the present.

The educational institution is a teaching and learning place for students at least 12 years which is basic education [1] having a teaching and learning process using dramas as a tool of teachers to disseminate information, knowledge, news, ideas, practices to students using motions and gestures developed from human instinctive body language [3] to role-playing in real life and fictional characters.

His Majesty King Vajiravudh has focused a special feature of drama that can convince the mind to create fun and enjoyment through various forms of performances, thus writing the royal writings for both in Thai, English and French as many as 120 stories to disseminate knowledge to the people in various fields, resulting in the diversity of His Majesty's writing to access people with different tastes to be accepted widely and to be introduced into the education system.

Currently, the royal plays of His Majesty the King Vajiravudh has been included in the Basic Education Core Curriculum and being popular performances. There is a current reference which is the dialogue play of MADANABADHA appeared in the Thai language Grade 11 with the contemporary content showing the pain is caused by love. By using the rose as a symbol where people of all nations and languages understand the meaning of love [4] together with ideas, mottos and royalty reflecting the rights in finding a partner through the teaching and learning that focuses on learning by doing, participation in theatrical performances, online publication. It corresponds to the age group [7] who need confidence, interest from the opposite sex including preparing for marriage and family life [8] encouraging students to develop democracy, leadership, followers and assertiveness [9] correspond with learner development to thrive as good citizens for national development including promoting and developing the quality of students to be competent and desirable characteristics according to the objectives of the Basic Education Core Curriculum, B.E. 2551.

In the paper, the researchers aimed to study the dissemination of the drama titled "MADANABADHA" from the royal writings of King Vajiravudh by studying the historical document, government documents, basic education core curriculum, play performances, photos, movies, interviews and observations. The aforementioned

study will serve as references in academy and interested people as well as used to study as a guideline for teaching and learning through dramas and to disseminate educational information in future.

2. Research Objectives

To study the drama of His Majesty the King Vajiravudh titled “MADANABADHA” which appeared to be published in the Basic Education Core Curriculum and performances in educational institutions.

3. Research Methods

This research was a qualitative research. The researchers have conducted the research in 4 stages, consisting of study of major historical subjects, photo study, animation related to the staging of the drama “MADANABADHA”, media evidences published online in 2020, interviews and observations of teachers and students involved in teaching and staging. Then, the researchers took the information obtained and investigate the relationship of the royal writings of King Vajiravudh titled “MADANABADHA” in the Basic Education Core Curriculum, teaching and learning management and publishing the performance online. In analysis, the researchers sorted the data and arranged according to the issues of the study: meanings, forms, contents, roles in the staging to process it through the relationship of royal plays of His Majesty King Vajiravudh as shown in Fig. 1.

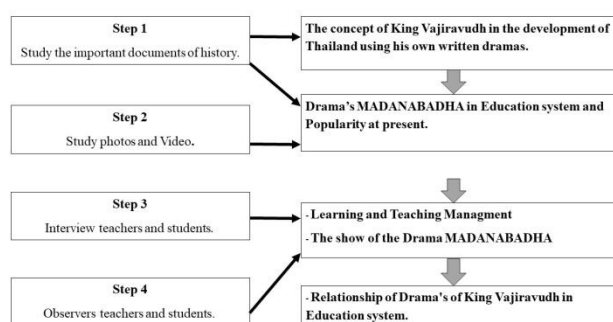


Fig.1 Methods of Study

4. Results

The data obtained from the study can be summarized by the following points of explanation

1. The dialogue play titled of “MADANABADHA”

The dialogue play titled of “MADANABADHA” is a royal writing of King Vajiravudh in 1923. There are 5 acts of MADANABADHA in total which are the acts of pain or suffering due to love [10], which is a valuable Thai literature in both speech and linguistic aesthetics hailed from the club literature as a well-written book in the genre of dialogue drama [11] and it received the announcement of the Ministry of Education to propose as the dialogue play in the story of MADANABADHA as the selection of literature due to the value suitable for ages and potential of students [5]. The act appears in the Basic Education Core Curriculum in the group of learning Thai language for the grade 11 which is the act no.1. It is about the story of the Suthet God who falls in love with the goddess named Mattana but she does not accept his love. Suthet then asked “Maya Win” to use a magic spell to summon her to receive his love. It appeared that Mattana responded in a fuss-free way. Suthet therefore cancelled the magic. When Mattana was conscious, she denied his love. Suthet was so angry and cursed her to be born in the human world. She asked to be born as a rose. Suthet cursed her to be a human only on the full moon, one day night. When she is in love, she will become a real human [12]. There is a style of showing the characters to speak their own lines, sing, play music and have music scenes for the performance. It results in the students to gain knowledge and understanding from practice as the real experience. It can be seen the suffering caused by love according to Buddha doctrines "Where there is love, there is suffering" and “No beloved, No suffering of the people there”[2], including the women's right to choose a spouse under the age of students appropriately.

2. Learning and Teaching Management

The study management of dramas of “MADANABADHA” emphasizes on the learning by doing to allow students to participate in theatrical performances through demonstrated teaching, watching performances, and practicing in both learning subjects and learner development activities. It can arrange the teaching in a variety of ways, such as lecturing, demonstrating, role-playing, using of theatrical methods, using of situation simulations, practicing, team teaching, using of senses, project-based teaching, project teaching, unit-based learning, using audio-visual aids, activity-style teaching, play-on-lessons teaching, etc. It have been drama staged in classroom in schools and published on-line medias. In addition, the students will gain knowledge, understanding, concepts and practices

for themselves in love, preservation of right benefit of choosing their own partners. Then, the students are also given freedom to create, imagine, learn to have democracy [9], able to adapt, solve problems, work in groups with others according to the age of students in adolescence. They can find their own potentials to prove their abilities on becoming the success to be the perfect adults with confidence. [8] It is in line with John Dewey's view that education is the learning by action for prosperity. It grows physically, emotionally, socially, and intellectually including by the framework aim of the Basic Education Core Curriculum, B.E. 2551. It is to develop students to have competencies and desirable characteristics. They can apply the experience gained from learning and apply it in real life in accordance with the state of Thai society governed by Democracy with the King as the head of state and be able to coexist with others in society appropriately and happily.



Fig. 2 Example The results of the students of the MADANABADHA drama disseminating on the online media. [14]



Fig.3 Example The results of the students of the MADANABADHA drama disseminating on the online media. [14]

3. Results of teaching and learning management.

3.1 Learning Competencies of learner

From teaching and learning management, there is the online publishing performance using the play of MADANABADHA from the chapter of His Majesty King Vajiravudh as a teaching tool of teachers. It results in students being able to learn or perform tasks or create good work according to the quality development of students to have five important competencies [13] as follows:

1. Communication Capacity. Students can convey their own feelings and thoughts in the performance and intents on the right to freedom of negotiation and choose their own partners freely with the best their own benefits as the main.

2. Thinking Capacity. Students can think, analyze and synthesize creatively with discretion in choosing their own partners according to preferences, voluntary, appropriate, beneficial to themselves.

3. Problem-Solving Capacity. Students can solve their own love problems through analyzing, planning, implementing corrective actions in accordance with the rationality of one's rights and freedoms that are beneficial in a constructive way, both directly and indirectly.

4. Capacity for Applying Life Skills. Students can use their knowledge, skills and processes to prevent and avoid risky behaviors, sexual abuse, violence, dealing with the problems and the conflicts arising from love situation by exercising their rights and freedoms appropriately.

5. Capacity for Technological Application. Students can choose and use technologies in a creative way to obtain information, chat and exchange on selecting an identifiable partner from reliable and verifiable sources including the expression of rights on their own love freely.

3.2 Desirable characteristic

Desirable characteristics are characteristics that will occur to students after learning a dialogue play of the story of MADANABADHA from the royal play of King Vajiravudh The Basic Education Core Curriculum, BE 2551, has defined eight desirable characteristics [14] as follows:

1.Love Nation, religion and King is the characteristic which expresses good citizenship reflecting the Thai students' social conditions abide by in respect, admiration, uplifting, loyalty to benefactors, seniors and people with authority greater than themselves or the King.

2.Honesty and integrity is the characteristic of those who act according to the truth of both physically and verbally, to be ashamed, and afraid of wrongdoing, which reflects of King Rama VI's efforts to honor the rights and equality of women in their discretion as self-esteem and courage to express their feelings including acceptance of choices and decisions.

3.Self-discipline is the characteristic of those who act in accordance with agreements, rules and regulations that reflect supports that the people have discipline, democracy self-control, not violating the rights of others and not force others to act according to their own desire as a result of those that have suffered and damaged.

4.Avidity for learning is the characteristics of those who express an intention assiduously, seek knowledge from learning sources, summarize as cognitive knowledge, transfer, publish and use in daily life. It reflects the direction of national development towards civilization starting with the development of Thai people to be knowledgeable equally and thoroughly to know learning throughout life. When needed to know something, they shall know it deeply and carefully put it as the input for the development of progress in their own life and the country.

5.Observance of principles of Sufficiency Economy Philosophy in one's way of life is the characteristic of those who lead a life sufficiently in what they have earned, without reason to persecute, take advantage of others by acting both directly and indirectly, to be aware of changes in social and environmental conditions and adapt happily. It reflects the perspective on accepting the changes that will take place in the country. The adoption of western culture to be in line with the Thai culture.

6.Dedication and commitment to work is the characteristic of those who express intention to perform the duties assigned by the efforts and devote in both mind and in practice to achieve the goals assigned with responsibility. It reflects the guidelines for people to follow.

7.Cherishing Thai-ness is the characteristic of those who show pride, see value, participate in conservation and inheritance, and disseminate Thai wisdom, traditions, art and Thai culture, Thai language usage, Thai dress, and manners of self-reserved love. It reflects the promotion of women to always have the rights to choose men they love.

8.Public-mindedness is the characteristic of those who share their own happiness for common interests, understand, see sympathy, volunteer to help society, conserve environment, take action to solve problems or co-create something good to happen in the community without expecting anything in return. It reflects the value of humanity in the birth and the cessation in the world. It shall create benefits and good things to appear.

4. Guidelines for teaching and learning

Guidelines for teaching and learning by using the dialogue play in the concept of MADANABADHA as a tool for teaching and learning of teachers. It should be organized into learning by doing, because it will help the students to gain knowledge, understand and remember what is being learned longer and better. It will be able to manage integrated teaching and learning between subject groups or as a part of learner development activities such as scout activities, fire camping, club activities, community activities, and block course activities to allow students to develop their own potentials thoroughly.

5. Guidelines for play staging.

Guidelines for play staging may be organized in classes or performed at academy events. In this way, students show together in the whole class, separate into groups, plan, divide duties, conduct, practice, exhibit and evaluate the performance such as Thai language day activities, Rama VI day activities, king's birthday, history week corresponding to the context of the educational institution by emphasizing on students' knowledge, understanding, fun and enjoyment. It is to learn how to have democracy in the work If they are working with their classmates. They can express their skills on the drama. It can be applied to their life appropriately

5. Discussion

In this study, the researcher discovered the key findings of this research as follows

Dissemination of a play on MADANABADHA is from the royal writing of King Vajiravudh in the Basic Education Core Curriculum, BE 2551, the Thai language learning subject, subject no. 5, local literature and literature, grade 11 corresponding to the learning age of the students in adolescence who are interested in love and care of opposite sex. Learning of drama exhibition is about learning how to have democracy. It affects the development of students to have competency in communication, thinking, problem solving, using life skills, using of technology, and giving rise to desirable characteristics. As a result, students are aware of the pain caused by love, applying to solve problems in life, using their own right to choose partners, and to be able to work with others in society appropriately and happily.

6. Recommendations

The relation study between royal plays by King Vajiravudh titled of MADANABADHA inserted into the Basic Education Core Curriculum, teaching and learning management, online publishing is a complex study. The researchers must consider it in two dimensions to demonstrate the effects and reflects including factors that are involved. It starts with the origin of the drama to bring the drama into the education system. Dramas are popular today. The use of drama as a teaching tool for teachers. The role of drama effects on the performance and desirable characteristics of the students by separating the data and sorting by the themes of the study: which are meaning, form, content, role in the performance to process the relationship between the plays of His Majesty King Vajiravudh in education. In this regard, there are still many dimensions that the interested people can study in other issues such as the staging of royal theaters in basic educational institutions, the use of dramas to learn about democracy, cultivating Thai values through drama, etc.

7. Conclusion

The dissemination of the drama titled of "MADANABADHA" from the royal writing of King Vajiravudh appears in the Basic Education Core Curriculum. The play of MADANABADHA is used as a tool for teaching and learning of teachers to disseminate information, knowledge, news, ideas, practices to students who are different in natural learning to learn by doing, see the right and equality in choosing partners, learn how to have democracy from staging dramas, have the skills to develop potentials thoroughly corresponding to the age range, age of the learner, John Dewey's theory of learning and to develop the quality of students to be competent and desirable characteristics according to the objectives of the Basic Education Core Curriculum, BE 2551. It results in the drama royal writing of the story of MADANABADHA in King Vajiravudh appears in the basic education system and popular in educational exhibition from past to present

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