

**DEVELOPING LOCAL-BASED CURRICULUM GUIDELINES FOR
ISLAMIC PRIVATE SCHOOLS IN SOUTHERN THAILAND**

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ABSTRACT

The purpose of this study is to develop the guidelines for constructing the local-based curriculum applicable to Islamic private schools in southern border provinces of Thailand.

To achieve the purpose of the study three steps of data collection had been undertaken as follow:

Firstly, the National Education Act of 2542/1999 had been reviewed.

Secondly, 360 teachers from nine schools were randomized as samples of the study and 25 school administrators from 26 large schools were selected. Data obtained from these samples had been analyzed as basic data to develop the guidelines for constructing the local-based curriculum. Standards of each subject area in the proposed guidelines had been reviewed by subject specialists before proceeding to a panel of experts.

Thirdly, 23 educational experts had been invited to participate in the study. A purposive method was employed for selecting educational experts. To achieve consensus among expert panelists regarding the proposed guidelines, the Delphi technique was applied.

The research results showed that:

1. The National Education Act of 2542/1999 had provided wide opportunities for designing a local-based curriculum. No single section in this Act was opposed to the construction of a local-based curriculum.

2. Goals, structure, and contents of current curricula were moderately consistent with local needs.

3. The final findings accomplished by the application of Delphi technique showed that there were four items in the proposed guidelines which consensus was not achieved, namely, item numbers 1.3, 9.3, 11.5 and 17.3.2. Their interquartile ranges were ≥ 2.00 . The application of Wilcoxon matched-pair signed-rank test showed that there were no significant changes took place in rounds two and three except for item 9.7 and 17.6.1. However, there were no significant changes took place in rounds three and four.

Findings of the study recommended that the guidelines for constructing the local-based curriculum should be developed for both integrated and separated curriculum. Eight subject areas of religious studies were proposed to be incorporated in the curriculum. Contents suggested in the national curriculum had to be tailored to suit local needs and those contents should not be in conflict with the teachings of Islam.

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