

Guidelines for Utilizing Performing Arts to Cultivate Citizenship for Youth in the Digital Era: The Bureau of Civil Politics Promotion, King Prajadhipok's Institute

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ABSTRACT

The youth are vital citizens in the digital era, and the King Prajadhipok's Institute's Bureau of Civil Politics Promotion effectively utilizes the unique qualities of performing arts to cultivate citizenship among them. This article studies the guidelines for applying performing arts to citizenship cultivation for digital youth, specifically analyzing the Good Citizen Youth Project (2023-2025) using a mixed-methods approach and descriptive analysis. The result that research identifies performing arts as a powerful communication tool for storytelling and identity expression across physical and digital platforms. The framework integrates three core processes: participatory lectures for knowledge building, role model demonstrations to inspire conviction, and practical digital media creation. Key components involve facilitators, participants, and "local asset" content grounded in the five pillars of democracy, history, and culture. Cultivation occurs at the individual level through direct experience and at the media level by empowering youth as digital storytellers on platforms like TikTok, fostering cultural awareness and creative political participation. Furthermore, performing arts have evolved from historical governance instruments into mechanisms for developing "critical citizens" prepared for digital challenges. The integration of traditional culture with modern technology not only preserves national heritage but also yields tangible results through effective social media expansion and widespread public acceptance.

Keywords: Performing Arts, Cultivation, Citizenship, Digital, King Prajadhipok's Institute

Introduction

Youth are pivotal citizens in the digital era. The **Office of Promotion of Citizen Politics** at King Prajadhipok's Institute (KPI) leverages the unique attributes of performing arts to effectively cultivate citizenship among the younger generation. Typically, the cultivation of citizenship—the intergenerational transmission of knowledge regarding legal rights, duties, and social participation—is a long-term process. However, rapid shifts in socio-economics, technology, and government policy continuously reshape civic attitudes, particularly within the borderless digital landscape. Recognizing the urgency of contemporary challenges, such as negative political behaviors influenced by socio-psychological trends, the Office initiated the '**Good Citizen Youth Project.**' This project utilizes performing arts as a strategic tool to instill civic values at the individual level and facilitate widespread dissemination through social media platforms.

Performing arts are human communication tools used to convey stories, experiences, emotions, opinions, and needs through gestures, tone, and facial expressions, whether through self-representation or role-playing. Elements of performance range from simple to elaborate, reflecting lifestyles, ethnicities, beliefs, history, and folklore. These performances, varying in length, rely heavily on both

improvisation and scripted narratives, which adapt to social, economic, and political contexts. According to Manissa Vasinarom (2021), the unique attributes of performing arts—imitation, creation, recording, validation, presentation, and dissemination—possess a transformative power that renders concepts tangible and lifelike. This persuasive nature makes performing arts an effective tool for training and education (Kanpidcha Sumawan, 2021), particularly in cultivating skills such as digital storytelling, public speaking, personality development, identity expression, and policy communication.

A "citizen" is defined as an individual who possesses legal rights and duties and actively participates in social development. Today, citizenship manifests both in person and across social media platforms. Its core substance encompasses beliefs, rituals, traditions, laws, and socio-economic conditions, all of which are transmitted to the youth through various digital platforms, spanning both private and public spheres.

In Thailand, the cultivation of citizenship occurs through families, local communities, and the "Civic Duty" curriculum mandated by the Ministry of Education, alongside state-led activities (Kulthida Ounjit, Vijitra Srison, & Santhan Chayanon, 2024). While the use of performing arts for this purpose—such as drama, folk performances, ballet (Gonçalves, n.d.), film (Turnbull, 2013), and Chinese opera (Sikkhakosol, 2014)—is recognized globally, Thai efforts often fall short. This lack of success stems from a reliance on rote memorization and a lack of practical understanding, leading to a disconnect from local roots, democratic values, and creative media literacy. Consequently, civic expression often deviates from its intended purpose, resulting in inappropriate political behaviors frequently observed on social media.

Recognizing these challenges, the Office of Promotion of Citizen Politics at King Prajadhipok's Institute (KPI) has integrated performing arts into its youth development strategy, aligned with the "KPI-CDG" (King Prajadhipok-Citizen Democracy Governance) policy. The "Good Citizen Youth Project" is a three-day intensive program where participants must demonstrate their understanding by producing short "local asset" videos on TikTok and defending their work before a committee. The project's success is evidenced by high viewership and the participants' ability to transmit these values to other youth (King Prajadhipok's Institute, 2025).

Despite its potential, the use of performing arts to instill citizenship in Thai youth remains limited. There is a notable lack of formalized processes for curriculum development, subject integration, and activity selection tailored for the youth. This study, therefore, addresses these gaps by investigating the effective use of performing arts for citizenship cultivation in the digital age, focusing on the "Good Citizen Youth Project" as a case study to identify guidelines for achieving impactful, short-term results.

Consequently, this research aims to investigate the guidelines for citizenship cultivation through performing arts, as implemented by the Office of Promotion of Citizen Politics, KPI, between 2023 and 2025, with a particular focus on its manifestation across social media platforms. Utilizing a mixed-methods approach, this study seeks to provide a comprehensive framework for instructional management and activity design aimed at fostering civic virtues in youth. Furthermore, it highlights the importance of raising awareness for local cultural preservation and establishing sustainable democratic foundations at the individual level, ultimately offering practical applications for relevant academic and professional fields.

Research objective

To study the guidelines for utilizing performing arts to cultivate citizenship for Youth in the Digital Era by the Bureau of Civil Politics Promotion, King Prajadhipok's Institute.

Literature Review

The guidelines for utilizing performing arts to cultivate citizenship in the digital youth era by the Bureau of Civil Politics Promotion, King Prajadhipok's Institute, have the following key points of interest:

Performing Arts

Performing arts function as a communicative instrument for leaders to articulate their identity, self-image, and social standing through the narration of personal experiences, utilizing both self-representation and role-playing. These narratives are presented through live performances or recorded media, possessing the inherent capacity to imitate, construct, validate, and record behavioral patterns within individuals and across various platforms—ranging from still and motion pictures to digital video clips—which allow for both instantaneous dissemination and retroactive review. The structural components of performing arts comprise the sender, receiver, message, process, outcome, and impact, while the content is categorized into three distinct domains: (1) way of life, regulatory practices, and governance; (2) beliefs, rituals, and traditions; and (3) history, chronicles, and cultural folklore (Manissa Vasinarom, 2019). Collectively defined as "culture," these elements manifest within the citizenry at local, national, and digital levels, remaining dynamic and subject to shifts in social, governmental, and leadership contexts (Manisa Vasinarom, 2023). While transmission occurs through both interpersonal and technological channels, the most sustainable preservation is achieved through the internal cultivation of these values within the individual (Rojana Suntaranont, 2006).

Artificial Intelligence (AI) and online platforms are a type of performing arts used as tools for recording, creating, presenting, and disseminating stories of individuals or citizens. They can widely and rapidly generate awareness and persuasion, as seen in viral trends on social media that lead to discussion, following, and adherence (e.g., food, singing, performance). Nevertheless, the use of AI and online platforms still requires human practice and data input from individuals, groups, and society to produce results from commands, such as documentaries, fiction, cartoons, animation, eBooks, posters, and voiceovers. Popular online platforms among youth include TikTok, YouTube, Facebook, Instagram, and Line.

The use of performing arts occurs both in normal times and on special occasions for individuals, groups, and society. This is evident from the various roles of performing arts (Surapone Virulrak, 2001), including communication, exercise, tool of status for a specific class, entertainment, public relations, preservation of community identity, socializing, creativity, dissemination of political policies, and education.

Regarding citizenship cultivation, established guidelines utilize performing arts as a primary vehicle (Kigozi, 2023), often through the concept of "Edutainment." These methods include demonstrations, mandatory practices, instructional teaching, performance viewing, and role-playing, all of which are applicable to individuals across all social strata (Prince Damrong Rajanubhab, 1923). This is historically evident during the Thai Cultural Revolution under Field Marshal Plaek Phibunsongkhram, where government policies were disseminated by mandating "Ram Wong" (folk dance) sessions every Wednesday. During this era, the Fine Arts Department and the Public Relations Department were tasked with creating and broadcasting performances and songs related to civic duty. In particular, the "Standard Ram Wong" emerged as an influential tool for instilling citizenship, with its impact persisting to the present day. Furthermore, the mandatory "Civic Duty" curriculum was established to cultivate citizenship in alignment with "Statism" (Ratthaniyom) ideologies. Although this curriculum initially fluctuated following the end of that premiership, "Civic Duty" was officially reinstated in 2008 as an elective course within the Basic Education Core Curriculum for secondary levels. This reinstatement serves to instill citizenship according to contemporary state ideologies (Ministry of Education, 2008), a practice that continues to this day.

Citizenship

A citizen is defined as the populace or the inhabitants (*Royal Society*, 2011), or a member of society who adheres to values, ideals, and social behaviors, possesses legal rights and duties, is socially

responsible, knowledgeable about politics and governance, participates in social and political development, has freedom of expression, and is protected by law (Jaruwan Kaewmano, 2025).

Citizenship is the status of an individual recognized by customs, laws, or state policies that guarantee an individual's rights and duties. Rights here include daily life, occupation, education, governance, voting, travel, property ownership, diplomacy, tax payment, military service, preservation of community identity, and freedom of expression. Citizenship is crucial for the perception, understanding, beliefs, religion, rituals, way of life, regulations, social laws, and the policies of community leaders (Thawilwadee Bureekul & Ratchawadee Sangmahhamad, 2014).

Current citizenship can be categorized into four social levels: family, locality, nation, and online community. In Thailand, the Bureau of Civil Politics Promotion, King Prajadhipok's Institute, studies five desirable characteristics of Thai citizens: Reasonableness, Discipline, Honesty, Responsibility, and Public Mind (Public Conscience), often referred to as the Five Roots of Democracy (Saranyu Mansub, 2013).

Digital Citizenship is an individual's ability to use information and communication technology safely, ethically, responsibly, respectfully of rules, protect rights, and appropriately use technology in compliance with national and international laws and policies. Expressing citizenship using performing arts in the digital era necessitates knowledge and understanding of all levels of citizenship, including digital citizenship, to effectively study, promote, disseminate, and cultivate citizenship among youth (Kwanchanok Aiyuen, Usa Ngammeearee, & Somjai Suebsoh, 2024).

Youth Cultivation

Youth are individuals who are over 15 years old but have not yet reached 18 years old and are not legally emancipated by marriage (*Royal Society*, 2011). In terms of education, this group is typically in the 12-year basic education system, covering both academic (Matthayom 4-6 / Grade 10-12) and vocational streams (High Vocational Certificate). This group is interested in technology, entertainment media, social media, education, work opportunities, family, livelihood, economy, society, and political issues, governance, human rights, and the environment. These interests may arise from cultivation within the family and the youth's social environment.

Youth cultivation is defined as the process of shaping moral virtues, ethics, values, and ideologies in alignment with the standards established by societal leaders. This cultivation necessitates a collaborative effort across multiple sectors, including families, guardians, peers, teachers, communities, and relevant stakeholders. Such efforts are manifested through religious beliefs and practices, ceremonial protocols—including royal and state ceremonies—as well as educational curricula, academic subjects, and structured activities. The methods employed for youth cultivation include role modeling, guidance, training, consistent practical application, the use of illustrative examples, and the creation of an environment conducive to holistic development (Ratchaburi Provincial Public Relations Office, 2024).

The youth cultivation methods are inherently embedded within the functional attributes of performing arts, specifically through role modeling, imitation, demonstration, practical application, pattern construction, validation, and dissemination. Examples include historical dramas or period-based performances, chronicles, biographies of leaders, legends, and the representation of local community identities. A pivotal attribute of performing arts is their persuasive power and emotional resonance, which effectively reach the audience's psyche. Historically, this has been evidenced by the dissemination of governance policies through the "Standard Ram Wong," Lanna folk dances, Nora, Northeastern folk dances, Khon, and local folk songs. In the contemporary context, this includes the promotion of community identities through "local asset" documentary clips on social media, as well as the dissemination of ideologies and practical guidelines through public speaking by student leaders and community representatives.

The Bureau of Civil Politics Promotion, King Prajadhipok's Institute

The Bureau of Civil Politics Promotion is an internal division of the King Prajadhipok's Institute (KPI) responsible for managing education and training programs (certificate, achievement, and diploma courses), organizing seminars on disseminating knowledge about democracy, promoting activities related to democratic governance, and building networks for democratic development (76 Civil Politics Development Centers). This also includes training for the Project Citizen program and other tasks assigned by the Secretary-General.

During in 2023 to 2025, Mr. Vitavas Chaipakpoom, the Secretary-General of KPI, emphasized a policy focusing on citizenship, with the vision that the Civil Politics Development Centers would serve as centers for promoting network participation to create sustainable citizen strength. This strategy was divided into three parts: Creating Citizenship, Developing Networks for Civil Politics, and Enhancing the Potential of Civil Politics Center Committee Members (Bureau of Civil Politics Promotion, KPI, 2023).

This policy led to the creation of courses and activities by the Bureau of Civil Politics Promotion, KPI, which organized training projects to provide knowledge, promote skills, instill positive attitudes, and encourage adherence to democratic values among the public. Mr. Kookiat Phoomiratana, Advisor to the Secretary-General of KPI on Civil Politics Promotion, designed the Bureau's curriculum for training civil politics centers, personnel, and interested agencies. This included short courses, as well as orientation and farewell activities for other KPI courses, with the evaluation based on the Institute's citizenship characteristics: KPI – CDG (King Prajadhipok Institute – Citizens Democracy Governance).

The Good Citizen Youth Project is a short course organized by the Bureau of Civil Politics Promotion, KPI. The concept aims to promote knowledge, understanding, and core principles of democracy under a constitutional monarchy, history, culture, local leadership development based on good governance and ethics, awareness of social change, and networking among high-potential young leaders who are socially responsible. The goal is to sustainably create tangible outcomes, activities, and projects for social mechanisms and public benefit. The pilot training project covered the entire country, divided into Bangkok and 14 areas/20 provinces, with each session lasting three days. The target group consisted of 60 youth leaders from 10 schools who were currently studying in high school and were members of the student council or student government, accompanied by one advisor teacher from each school. The activities included participatory lectures, discussions, field trips, development and presentation of citizenship promotion projects, and practical training. The content was divided into five subjects: Good Citizenship and the Democratic Way of Life; Political History and Governance under a Constitutional Monarchy; Digital Technology, Social Development, and Cultural Heritage; Culture and Cultural Routes; and Project Development and Citizenship Dissemination. The graduation requirement was full attendance and participation, as well as the creation and presentation of a project for citizenship development and expansion in the community. Follow-up was conducted after the project completion to track achievements and dissemination by the participants (Nampheung Jewpanya, 2023).

Research methodology

This study employs a mixed-methods research design, integrating documentary research and empirical data collection. The methodology encompasses the analysis of various sources, including the operational manuals of the "Good Citizen Youth Project" by the Office of Promotion of Citizen Politics, project performance reports, historical documents, local cultural data, and training materials. Primary data were gathered through semi-structured interviews with curriculum developers, facilitators, and participants selected via purposive sampling. Furthermore, the study utilized observational techniques to analyze viewership metrics, the content of digital media produced by participants, and the subsequent impact expansion across social media platforms. The research instruments included data recording

forms, in-depth interview guides, and observation forms. The collected data were processed and validated using triangulation methods, with the findings presented through descriptive analysis.

Findings

The study on the guidelines for utilizing performing arts to cultivate citizenship in the digital youth era by the Bureau of Civil Politics Promotion, King Prajadhipok's Institute, yields the following key points:

1. Communication Tool for Leaders to Cultivate Citizenship for Youth in the Digital Era

Performing arts are both an art and a science essential for governing leaders (Jessada Thongrungrroj, 2016). The study of performing arts was historically one of the eighteen core liberal arts for kings or governing leaders (Prince Damrong Rajanubhab, 1923), intended to facilitate learning, understand humanity, communicate effectively with individuals and society, and enable the appropriate selection and creation of performance. The inherent ability of performing arts to manifest abstract concepts concretely, persuade, and deeply reach the minds of individuals and society makes it a powerful tool for citizenship cultivation in youth.

Changes in social, economic, political, cultural, and technological landscapes impact the understanding and practice of digital citizenship. Attitudinal and behavioral expressions manifest in two forms: the individual and the media. The expressions of individuals and media are interconnected, affecting both closed groups and wider societal dissemination, with both short-term and long-term consequences. Therefore, cultivating citizenship in the digital era youth is crucial for fostering responsibility and participation in the development of their locality, nation, and online society.

Citizenship cultivation involves establishing knowledge and understanding of one's roots, including ethnicity, history, culture, and governance at both the local and national levels, to ensure appropriate self-conduct and national development. Given current global trends and technological advancements, citizens must learn and comprehend these elements to properly conduct themselves and contribute to the development of online society.

The Bureau of Civil Politics Promotion, King Prajadhipok's Institute, adopted the concept of using performing arts for youth cultivation, blending principles of Thai citizenship and digital citizenship. They organized the Good Citizen Youth Project to cultivate citizenship in digital youth across three dimensions: Local Citizenship, National Citizenship, and Digital Citizenship. The project criteria required participants to be youth leaders from schools, accompanied by their advisor teachers, ensuring both in-depth and widespread dissemination. Specifically, cultivation occurs within the youth, is presented via the TikTok social media platform, and is subsequently transmitted to other youth within their schools or communities using the processes learned during the project training.

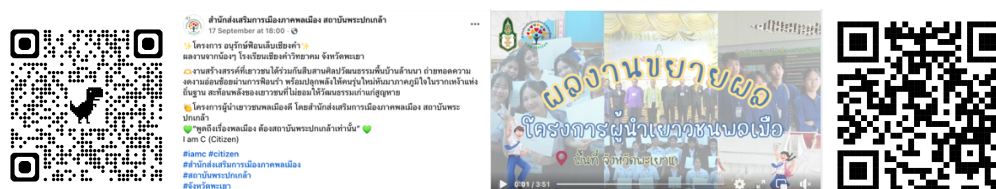


Figure 1. Activity of the Good Citizen Youth Project, King Prajadhipok's Institute
Source: Manissa Vasinaram, 2025

2. Forms of Performing Arts for Cultivating Citizenship for Youth in the Digital Era

The cultivation of citizenship in digital youth is categorized into two forms: cultivation within the individual and cultivation via social media (Bray & Chappell, 2011). The Bureau of Civil Politics Promotion, King Prajadhipok's Institute, selected specific forms of performing arts for cultivating citizenship in digital youth, based on the psychology of adolescents aged 15–18 years. These include: participatory lecturing, discussion, group meetings, field trips, interviewing local wisdom experts and

specialized speakers, practical training, project development and presentation, and follow-up on project dissemination. These activities constitute training grounded in the Five Democratic Roots, with details as presented below:

Table 1: Forms and Methods of Citizenship Cultivation for Digital Youth

Forms of Cultivation	Cultivation Methods	Observed Outcomes
Cultivation Within the Individual	Participatory lecturing on the content of each activity module.	Knowledge and understanding of local citizenship, Thai citizenship, and digital citizenship; of one's own roots, history, local culture, and democratic governance; and of appropriate principles for media production and dissemination.
	Discussion of activity content by linking reasons to social context and change.	Critical thinking through connecting historical evidence and likelihood within the context of the specific period.
	Field trips to designated local community sites, such as museums.	Knowledge and understanding of local citizenship, and the development of public conscience (public mind) and a sense of responsibility.
	Development and presentation of local asset projects (local identity "ของดีท้องถิ่น") to the curriculum committee.	Knowledge and understanding of local assets/wisdom, pride in one's own roots, the application of the Five Democratic Roots in their work, dissemination on TikTok, and knowledge transfer to youth in schools or local communities.
	Practical training according to the agreements for project participation and the activities within each subject.	Knowledge, understanding, and adherence to the Five Democratic Roots (the principles of Discipline, Honesty, Reasonableness, Responsibility, and Public Conscience).
Cultivation via Social Media	Scriptwriting, filming, editing, and disseminating short video clips on local assets/wisdom (local identity "ของดีท้องถิ่น") within the Good Citizen Youth Project.	Local citizenship internalized within the individual; audience interest; role modeling (or a model for self-conduct); promotion/public relations of local assets/wisdom; and the study of in-depth information for self and societal development.

Source: Manissa Vasinarom, 2025

3. Components of Performing Arts for Cultivating Citizenship for Youth in the Digital Era

The components of performing arts for cultivating citizenship in digital youth include the Instructor, Trainees, Message, Method, Output, and Outcome, detailed as follows:

a. Instructor

The project instructors are divided into three groups: Lecture Instructors, Local Instructors, and Committee Instructors. The Lecture Instructors provide knowledge on citizenship, history, culture, cultural routes, democratic governance under a constitutional monarchy, and digital media. They also offer guidance, stimulate thought according to the content, and serve as role models adhering to the Five Democratic Roots. The Local Instructors provide specific local knowledge, including local sages, museum guides, learning center experts, and leaders at historical and community landmarks. The Committee Instructors are responsible for verification, evaluation, and offering advice to the trainees. The core approaches used by the instructors via performing arts for youth cultivation are: building knowledge and understanding based on reasonableness, linking the context of social change through participatory lecturing, and modeling appropriate self-conduct for the trainees. This results in the trainees developing trust, faith, and adherence. Furthermore, providing opportunities for youth to express themselves by telling the story of their local assets in a digital media format, linked to their own

concept of citizenship, fosters the characteristics of modern citizens who are capable of using technology for political and social participation (Mossberger, Tolbert, and McNeal, 2004).

b. Trainees

The project trainees are divided into two groups: School Youth Leaders and Advisor Teachers. The School Youth Leaders are the primary trainees, playing a crucial role in learning, internalizing, developing, and presenting the "local assets" media. The Advisor Teachers act as observers and provide guidance to their respective school youth leader groups. The use of performing arts within the trainee group for cultivation focuses on self-acceptance, expression of opinions, and participation for the development of their community. The activity of expressing themselves by narrating their local assets through digital media demonstrates the appropriate cultivation of local and digital citizenship.

c. Message

The core substance for cultivating citizenship in youth is divided into three levels: local, national, and online. The key substance is structured around 4 main topics:

1. **Citizenship:** Includes knowledge and understanding of one's role and duties, regulations, state policies as a member of society, as well as responsibility and participation in social development.
2. **Democratic Governance under a Constitutional Monarchy:** Includes knowledge and understanding of the beliefs and traditions of royal governance, the transition from local to national governance, and the roles of the monarch as a governing leader.
3. **Culture:** Includes knowledge and understanding of one's roots from history, ethnicity, local identity, way of life, and cultural routes, leading to Thai nationhood and the changing social context affecting local culture.
4. **Digital Citizenship:** Includes knowledge and understanding of one's role and duties in using digital media appropriately and safely.

These four substantive issues are compiled into the training content and activities, demonstrated through the storytelling of local assets, the presentation of short video clips on TikTok, and the transfer of knowledge to school youth, as well as the presentation of self-identity and societal image on social media (Krissana Saengchan & Keskarnok Choempadit, 2023). This serves as a pathway for social development and participation.

d. Method

The main method used for citizenship cultivation in the Good Citizen Youth Project is knowledge provision to build understanding, leading to practical action, following the guidelines of cultural transmission through performing arts—starting from individual-to-individual and group transmission (Purita Rueangjirayot, 2019). Transmission via technological media is another concurrent approach.

The training process begins with lectures on citizenship, local history, local culture, cultural routes, and governance under a constitutional monarchy. This is followed by field trips to local museums, learning centers, and historical sites, led by local instructors or folk sages. Subsequently, trainees learn scriptwriting and video clip creation for social media. They are then assigned group work by school to present a "local assets" topic, allowing them to hold meetings and express opinions, with guidance from their advisor teachers. The final process involves presenting to the curriculum committee and fellow trainees, along with answering committee questions to verify their knowledge, understanding of the core substance, and media production process compliance with digital media laws.

In the activity process, youth use Storytelling to write scripts and create narratives about their local assets, which serves as training for systematic thinking. Each group presents their story verbally, through role-playing, interviews, narration, voice-over, improvisation, etc. TikTok, a familiar platform for youth, is utilized as a tool for creation and dissemination, employing a concise and engaging presentation format. This performing arts approach makes the learning process appealing and suitable for the learning behavior of the digital generation (Ribble, 2015).

e. Output

The resulting output of the activities, based on project evaluation results, interviews, and observation of the work clips, indicates that the youth gained knowledge and understanding of citizenship in Thai society from the training on Good Citizenship and the Democratic Way of Life, local history, and democratic governance under a constitutional monarchy. Furthermore, they developed pride in their locality and cultural identity by applying the processes and skills acquired from the Digital Technology, Social Development, and Cultural Heritage course in their daily lives. This signifies the attributes of an active citizen (Putnam, 2000), demonstrating the simultaneous cultivation of citizenship both within the individual and through digital media.

f. Outcome

The dissemination of the youth's internalized citizenship and their video clips on TikTok resulted in widespread recognition on social media, evidenced by millions of views and shares of the short video clips by both youth and the Bureau of Civil Politics Promotion, KPI (King Prajadhipok's Institute, 2025). The resulting impact is online social participation, high engagement (views and shares), and adherence/imitation by other youth. This expansion demonstrates the creation of inspiration from the youth's work for others, learning, creativity, and the development of their locality, and the strengthening of digital citizenship, which is a success in cultivating citizenship in the digital era. (Jinjutha Limsawat, Sumamarn Chawna, Rungnapa Rungrod, Onuma Phoombura, & Komgrit Pensuk., (2025))

4. Content of Performing Arts for Cultivating Citizenship for Youth in the Digital Era

The design of the curriculum, content, and activities for the project, using performing arts as a communication tool for youth cultivation, highlights the following keywords: Citizenship, Democratic Governance under a Constitutional Monarchy, Youth, and Digital. Since citizenship necessitates knowledge and understanding of locality, history, and culture, this guided the selection of five subjects for the curriculum:

1. Good Citizenship and the Democratic Way of Life
2. Political History and Governance under a Constitutional Monarchy
3. Digital Technology, Social Development, and Cultural Heritage
4. Culture and Cultural Routes
5. Project Development and Citizenship Dissemination

The core content of performing arts utilized for citizenship cultivation is storytelling, which is vital for expressing knowledge and understanding of one's roots and locality, as well as for dissemination in the community and online society. This directly leads to the project activity of presenting short video clips to narrate the stories of local assets/wisdom "*local identity* (ของดีท้องถิ่น)", which include beliefs, traditions, music, songs, performances, consumer goods, food, and tourist attractions. Besides fostering local and digital citizenship, this activity can be leveraged for other benefits, such as education, public relations, and the creative economy.

5. Core Substance of Performing Arts for Cultivating Citizenship for Youth in the Digital Era

The core substance for cultivating citizenship according to the "Five Democratic Roots (KPI-CDG)" concept in digital youth emphasizes the link with behavior in Thai society and the online world.

a. Discipline

Discipline is defined as adherence to community rules, laws, state policies, and online social regulations. In this project, trainees demonstrated discipline by adhering to project rules during their participation, including the creation and dissemination of clips on TikTok. This process promotes social and digital citizenship.

b. Reason

Reason refers to the ability to use intellect to thoroughly contemplate facts before making decisions or expressing opinions. Trainees engaged in discussion and expressed opinions during lectures, fieldwork, scriptwriting exercises, and presentation clips by linking social context based on reasonableness/rationality.

c. Integrity

Integrity involves holding firmly to truth and righteousness for oneself and others in all situations. Participants used the acquired information honestly in their video clip presentations, providing acknowledgment and referencing the sources to give credit to the data providers.

d. Responsibility

Responsibility is the awareness of one's role, duty, and the consequences of one's actions. Participants fulfilled their role as citizens in developing their locality by narrating the stories of local assets/wisdom. The data was sourced from community members or local venues. The resulting clips enabled both the trainees and the audience to share the information widely.

e. Public Consciousness

Public Consciousness (or Public Mind) is prioritizing the common good over personal gain. Participants served as representatives or youth leaders who sacrificed their leisure time (weekends) to join activities aimed at their self and local community development. The video clips produced by the youth resulted in viewers becoming more familiar with the communities, consequently boosting tourism, trade of products/services, and access to local areas.

6. Role of Performing Arts in Cultivating Citizenship for Youth in the Digital Era

The Good Citizen Youth Project demonstrates the powerful and effective role of performing arts as a communication tool through 6 key functions:

1. Building knowledge and understanding of one's own roots.
2. Participation in the conservation, development, transfer, and dissemination of local and national culture.
3. Creating awareness of the importance of, and appropriate expression within, democratic governance under a constitutional monarchy.
4. Appropriate use of technology for disseminating information, news, policies, and expressing opinions in online society, including appropriate participation in online community development.
5. Using performing arts for critical storytelling about oneself and society through communication channels in both private and public media spaces.
6. Cultivating the characteristics of citizenship desired by the leadership.

7. Transformation of Performing Arts for Cultivating Citizenship for Youth in the Digital Era

The implementation of the Good Citizen Youth Project shows a transformation in the approach to using performing arts for citizenship cultivation, moving away from a traditional classroom-based training model, with details as follows:

a. Instructor

The instructor's role shifted from being a Knowledge Giver (Lecturer), who emphasized lectures and memorization, to being a Learning Facilitator or Coach. This new role focuses on encouraging research, critical analysis, knowledge consolidation, and self-creation of knowledge. Activities now emphasize experience exchange based on reasonableness and participation.

b. Trainees

The trainee's role shifted from being a Knowledge Receiver (focused on listening, note-taking, and memorization) to becoming a Practitioner, Learning Reflector (abstracting lessons from practice), Creator, and Active Participant. They are now expected to adhere to the project's agreement/charter, use critical thinking skills, produce works related to their locality, utilize technology

for creation and dissemination, express opinions, and interact with others in line with the attributes of a digital citizen.

c. Media and Learning Resources

The learning materials shifted from in-class learning, fieldwork, and traditional media content to a large digital data repository. This presents engaging information on borderless online platforms, accessible anywhere, anytime with the internet, thus catering to the diverse needs and behaviors of citizens.

d. Activities and Curriculum

The curriculum shifted its focus from emphasizing purely academic information and classroom-bound practice to a multidisciplinary integrated design that stresses hands-on practice and the concrete presentation of results. Performing arts are used as a communication tool to narrate individual and societal content through the creation of short video clips to disseminate local culture and expand interaction widely on social media platforms.

e. Policy and Regulations

The approach to citizenship cultivation shifted from emphasizing strict adherence to state rules and policies to creating a Critical Citizen (พลเมืองที่มีวิญญาน) who appropriately fulfills duties and exercises rights in both the real and digital worlds.

8. Utilizing Performing Arts for Citizenship Cultivation in Digital-Age Youth

The study identified four key dimensions in the utilization of performing arts to foster citizenship among youth through the "Good Citizen Youth Project" by the Office of Promotion of Citizen Politics, KPI: interpersonal transmission, curricular activities, experiential learning, and digital media integration.

8.1 Interpersonal Transmission: Facilitators and Local Sages: Acting as role models, facilitators and local experts utilized performing arts processes grounded in the "Five Pillars of Democracy." Through rational communication and participatory lectures, they established a rapport that inspired faith and a readiness to comply among the youth. Youth and Teacher Advisors: Collaborative activities and brainstorming sessions facilitated mutual identity recognition, aligned with social psychology and behavioral principles. Teacher advisors functioned as observers and facilitators, supporting the transmission of "good citizen" cultural constructs and peer-to-peer communication, which deepened the impact through shared experiences.

8.2 Curricular Activities The curriculum emphasized "community roots"—specifically history, culture, and governance—to ensure youth understood their origins before progressing to "duties" as both physical and digital citizens. A diverse range of speakers, including academic experts from KPI and local sages, provided multi-dimensional learning. The core strategy involved a structured sequence: perception (lectures), sensation (field visits), crystallization (scriptwriting), and expression (TikTok production). This sequence effectively bridged theoretical knowledge with tangible daily practice while integrating the "Five Pillars of Democracy" as a foundational requirement for all activities.

8.3 Experiential Learning Learning was categorized into two approaches: Direct Experience (Field Trips & Practice): Visits to museums, historical sites, and community landmarks placed youth within "real-life scenarios" of history. Interviewing local sages helped students practice data collection and natural communication (improvisation). Digital Platform Utilization: TikTok served as a stage for youth to become active participants. By employing storytelling, scriptwriting, and digital performance to present "local assets," the learning outcomes achieved viral status. This transformed youth into "proactive digital citizens" who contribute to online society with accurate and creative content.

8.4 Digital Media Integration Digital storytelling through TikTok aligned with the behavioral patterns of modern youth. The focus was on concise yet engaging scriptwriting, filming, and editing. Expressing digital citizenship via social media acted as a form of public relations and creative socio-political participation. This included practicing online etiquette and demonstrating integrity through proper data citation. Furthermore, the wide-scale awareness generated—evidenced by millions

of views and shares—inspired and expanded the concept of citizenship from the individual level to the national online community.

9. Processes of Utilizing Performing Arts for Citizenship Cultivation

The process of employing performing arts to instill citizenship reveals key elements across various methodological stages, as detailed below:

9.1 Interactive Storytelling and Dialogue This stage serves as the cognitive foundation, facilitating the transmission of knowledge regarding historical roots, culture, and civic principles (The Five Pillars of Democracy). Through two-way communication, an open space for exchange is created using inquiry-based learning, discussion, and the connection of content to contemporary social contexts. This approach ensures that youth develop "rational understanding" and a sense of social belonging, while utilizing performing arts techniques to demonstrate behavioral models.

9.2 Modeling and Role Play This stage involves concrete expression, where facilitators and teacher advisors act as "Learning Directors." They embody the "Role Model" in terms of ethics and civic conduct. Youth learn and internalize these values through observation and demonstrations of effective data searching, interviewing local sages, and maintaining appropriate social decorum. This modeling fosters confidence and provides the inspiration necessary for emulation.

9.3 Active Learning Action This stage transforms "spectators" into "performers" within the digital arena through a structured sequence:

1. Researching: Identifying "local assets" through direct experience and site visits.
2. Creating and Fact-Checking: Writing scripts, filming, and editing while ensuring data accuracy and proper citation, adhering to digital citizenship principles.
3. Presenting and Feedback: Delivering performances to a committee to practice sophisticated communication and real-time problem-solving (Improvisation).
4. Public Engagement: Disseminating content via TikTok to inspire others and expand the impact of citizenship to a broader societal scale.



Figure 2: The Sequential Process of Utilizing Performing Arts for Citizenship Cultivation in the "Good Citizen Youth Project," Office of Promotion of Citizen Politics, King Prajadhipok's Institute.

Source: Manissa Vasinaron, 2025

10. Guidelines for Organizing Citizenship Cultivation Activities for Digital-Age Youth

The guidelines for utilizing performing arts to instill citizenship in youth within the digital era are categorized into two primary dimensions: the Individual Dimension and the Media Dimension.

10.1 Individual Transformation Dimension This dimension focuses on nurturing mindset, spirit, and behavior through performing arts processes that emphasize social relations:

Role Modeling & Internalization: Youth absorb civic values by observing "Facilitators" (facilitators and teacher advisors) who serve as civic role models. Their use of rational communication and participatory methods fosters trust and a sincere willingness to emulate these behaviors.

Experiential Learning & Roots Connection: Organizing field trips to authentic sites—such as historical landmarks, museums, and community centers—allows youth to experience local history and identity firsthand. Interacting with local sages and community members instills a sense of pride in their heritage.

The 5 Core Values Integration: Discipline, integrity, rationality, responsibility, and public-mindedness are woven into every training activity. This integration ensures that youth crystallize these virtues within their spirit, forming the foundation of a "good citizen."

10.2 Media and Digital Representation Dimension This dimension focuses on leveraging technology as a platform for expression and the broad dissemination of civic values:

Digital Storytelling: Performing arts techniques are used to transform academic knowledge into engaging narratives. Through scriptwriting, filming, and editing short videos on TikTok under the theme of "Local Assets," youth practice powerful and creative communication.

Fact-Checking and Integrity: Media production activities are coupled with rigorous data verification and proper citation. This process adheres to digital laws and ethics, training youth to become responsible digital citizens who are accountable for the information they disseminate.

Social Engagement as a Change Agent: Online platforms serve as tools for building engagement with the public. By sharing beneficial information and participating appropriately in online discourse, youth transition from being mere "passive recipients" to becoming "Change Agents" in the digital world.

Conclusions and Discussion

Performing arts serve as a highly effective communicative instrument for instilling citizenship in digital-age youth. Rooted in the individual, performing arts function to record, present, and create narratives of individuals and society. Through methods such as imitation, pattern construction, modeling, and dissemination via storytelling—covering life paths, history, and governance—youth can articulate their heritage. Whether through self-representation or role-playing, these narratives reach the digital community, a method increasingly recognized as vital for youth cultivation (Morgan, 2021).

The Evolution of Citizenship Cultivation: Historically, citizenship was instilled through demonstrations within families, schools, and communities. Over time, this role diminished, becoming confined to formal "Civic Duty" subjects in social studies curricula. However, effective cultivation requires genuine understanding and continuous experiential learning between the sender and receiver. This study aligns with the success of "Standard Ram Wong" during the era of Field Marshal Plaek Phibunsongkhram and contemporary theatrical creations (Thepparak & Hongwitayakorn, 2014). Notably, the "Good Citizen Youth Project" demonstrates that integrating performing arts with digital media allows for broader and more rapid impact through both promotional and educational lenses.

Transforming Rote Learning into Active Engagement: The process has shifted from memorization to active participation in lectures, field visits, and "Digital Performance." This phenomenon resonates with Augusto Boal's (1979) theory of the "Spect-actor," where the boundary between the audience and the performer is dissolved to empower individuals as agents of social change.

By following a sequence of "**Knowing Roots**" (History and Identity), "**Building Pride**," and "**Taking Action**," youth internalize civic behaviors. Leveraging the synergy between youth networks and the TikTok algorithm, learning transcends the physical camp, creating a wide-scale social impact with views reaching millions.

Two Key Dimensions of Digital Citizenship Cultivation:

1. **The Individual Dimension:** Integrating knowledge, skills, and creativity into the person.
2. **The Social Media Dimension:** Moving from live stage performances to "Digital Performance" to suit modern behaviors that demand speed, conciseness, and immediate engagement. According to **Bandyopadhyay (2020)**, short-video platforms are uniquely effective in persuasive communication for younger demographics. By using community identity as "raw material," history is tangibly linked to being a good citizen.

Strategic Implications and Sustainability: The decision by the Office of Promotion of Citizen Politics (KPI) to use performing arts highlights its unique ability to persuade and reach the "audience's psyche" (**Manisa Vasinarom, 2021**). It fosters community cooperation and leaves a **Digital Footprint** that ensures sustainable dissemination (**Talkatalka, n.d.; TechTarget, 2023**). Producing short videos on TikTok not only makes content accessible but also develops essential **Digital Literacy** and **Digital Communication** skills among youth (**Ribble, 2015**), ultimately transforming them into "**Change Agents**" within the digital landscape (**Choi, 2016**).

Final Remarks: Given the rapid shifts in technology and social trends, cultivating citizenship requires consistent role models and multi-sectoral collaboration. It must be grounded in learning psychology and social behavior appropriate for each age group (**Jirasuk Sooksawat, 2025**). Utilizing performing arts as a medium is a high-potential strategy that should be further promoted to build a sustainable democratic foundation in Thai society.

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