

## **Innovative of Local History Learning Design Through Area-Based Approach of Social Studies Teachers to the Promoting Happiness Historical Consciousness of Basic Education Students in Northern Thailand**

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### **Abstract**

The research aimed to 1) study innovation of area-based approach in local history learning, 2) to propose guidelines for organizing innovation of area-based approach in local history learning to promote the happiness historical consciousness (HHC) and 3) to study results of area-based approach in local history learning to promote the happiness historical consciousness of basic education students in the northern Thailand. Participatory Action Research (PAR) was used with the samples consisting of: 1) 19 school administrators and social studies teachers; 2) 385 basic education students ;and 3) 5 learning management .Purposive sampling was used to come up with a total of samples accounting for 409 people. The qualitative data were analyzed by conducting content analysis. The quantitative data were analyzed by using the statistical package to find mean and standard deviation. From research results, it was found that:

1) The above mentioned innovation should be organized in the form of hybrid learning which can organize learning and teaching in authentic classrooms and virtual classrooms, and connect knowledge of local history in learning management. This is to make students able to learn history profoundly and to inspire students with local history education; 2) The guideline of organizing this innovations consisted of 4 steps called ***“The Four P's of Area-Based Approach in Local History Learning: 4P”*** and had overall efficiency at the highest level ;and 3) Participatory area-based approach in local history learning was at a high level.

**Keywords:** *Learning innovation, area-based approach, local history learning design, basic education, happiness historical consciousness*

### **1) Introduction**

The 20 year National Strategy B.E. 2561-2580 (2018-2037) of developing and reinforcing potentials of the human resource mentions related factors and the environment to build the ecosystem supporting human resource development inclusively. This consists of development of human potentials throughout the lifetime together with important reform in terms of changing values and cultures so that

people will have goodness in their "ways" of conducting life and have mutual conscience in building pleasant society. This also includes the reform of breakthrough learning in every level from the level of childhood to lifetime learning through developing the learning system responding to changes in the 21st century, designing the new learning system, changing teachers' roles, increasing efficiency of the educational management system and developing the lifetime learning system. The objective for this is to develop students to be able to supervise learning which is suitable for themselves continuously even though they are already out of the educational system (Office of the National Economics and Social Development Council, 2018). Moreover, scientific and technological changes result in moving, shaping and refining the population in the global community to be citizens of the world and to be in the same society together. The peaceful existence of the world society depends on the fact that all the people must be good citizens at the global level and the national level all the way down to the smallest society. Therefore, the social studies subject is very important in developing students' desired characteristics so that students will become good citizens, have reasons with meritorious thought, think creatively and adhere to virtues. Moreover, students can use knowledge obtained from the subject to conduct life happily by using scientific techniques from science, technology, social science and humanities to adapt in living to be compatible with the natural and social environment happily. The social studies subject must allow students to seek for knowledge and experiences related to groups, communities, society with similar and different cultures, direct and indirect socialization. Students should be given an opportunity to do this as being members who live together based on social norms with systems, values, beliefs, social traditions, related institutions influencing social behaviors. Moreover, students should be able to analyze social and cultural conditions, and the Thai society and other societies in the world in order to bring about good understandings among one another (Ministry of education, 2002). Therefore, in human resource development, building qualities of educational management should be focused. This is the main pillar in training and taking care of citizens in the society to be ready to support world citizenship in the next century.

The social studies action approach is an important instrument in building people, the society and the nation. It is the main mechanism in developing manpower to have qualities so that people can live together with others in the society happily in the rapidly changing trend of the 21st century world. Due to the fact that education has an important role in building advantages of the country for competition and standing firmly on the world stage under the economical and social system which is dynamic, countries all over the world place importance and devote themselves to educational development to develop their own human resources to be able to keep up with changes of the economical and social system of the country, the region and the world together with maintenance of national identities. For Thailand, it places importance on educational management, developing potentials and capabilities of the Thai people so that they have skills, knowledge, abilities and capacities which meet the demand of the labor market and national development. However, this is to be done under the external pressure from globalization and the domestic pressure which are critical problems the country must face. The objective is to bring about good life qualities for the Thai people, to make the Thai society become a society with virtues and ethics, and to make the country able to step over middle-income trap of the country to become a developed country. Then, the country will be able to support changes of the world at the present time and in the future through important changes which will have an impact on the education system, the economic and social system of Thailand (Education Council Secretariat, 2017).

Moreover, in terms of building opportunities, equality according to the 20 year National Strategy B.E. 2561-2580 (2018-2037), the strategy places importance on pulling energy of sectors from private sectors, the civil society and the local community for mutual driving. It does this by supporting integration of the civil society in thinking and doing together for the public, decentralization and distributing responsibilities to the mechanism of local administration, strengthening the community for self management and preparing the Thai population to be ready in the health, economic, social and environmental dimension to become quality population. People in the population can depend on themselves and benefit the family, the community and the society as long as possible. Moreover, the state gives guarantee for the access to quality services and welfare justly and thoroughly (National Economic and Social Development Board, 2017). Therefore, educational management must focus on integrating cooperation from every sector, pulling local energy to participate in managing education at the basic education level and non formal education in order to develop qualities of Thai citizens in the Thai society. They are the ones who must live in the trend of changes of the world society.

The concept of the happiness history in the local history dimension refers to the study on the community history or the village history based on the data from legends, stories and background of villages which have been passed on through saying of villagers who are the local people. Therefore, the data obtained came from experiences of the researcher who entered the community to conduct the research. Then, he collected all the data obtained from sayings regarding history, legends and documents recorded, memorized and passed on by someone, and organized them (Wittayapak, 2003). Local history shows background of local people in general or history of the mass society in the district which does not emphasize the history from the central state power or does not focus on explaining about cities or city rulers or important people of the city. Instead, it traces changes or movement of ways of life, cultures, societies, politics and economy of general people in the local community whereby the local history has given identities and self of people in the local community. In fact, local history can be used to develop the district in terms of local education in order to build conscience for loving the hometown and recognize the root of one's background (Chobyod, 2019). Therefore, local educational management must focus on the study through the local history or the root of the community in order to understand local identities, background and intention towards citizen production in the future. This will be an important approach in developing the innovation of local learning management efficiently and responding to world situations changing accordingly in dimensions such as epidemic situations, technological changes in a disruptive manner and learning styles of citizens in the new century etc.

Exponentially technological innovations and progress bring about disruptive technology. This does not only have an impact on the economic system but also on living of people around the world who are facing digital technology in daily life a lot in terms of teaching in schools, use of information for administration, management and working. Technology plays an important role by involving in every matter in daily life (Bamrungseththapong, Tharnpanya and Satjajaruthai, 2020). Regarding the development of students' capacities, it is necessary that teachers must change forms according to world situations. They should seek for area-based learning innovations to respond to varieties and changes in the disruptive society.

From the study on the history of the Ancient City of Mueang Hariphunchai, it was found that it is located at present Lamphun province, appearing in the evidence or ancient documents such as the Camadevivamsa scripture (a Pali chronicle), Jinakalamali (Chiang Mai chronicle), religion chronicles or Yonok historical records. The city was a community being into Buddhism since the 13th Buddhist era (Saenchit, 2009). Hariphunchai development was an important development of the ancient community in the Chiang Mai-Lamphun basin plain. In other words, it was a matter of entering the large-scale urban society with more complicated social organization. The origin of Hariphunchai city is regarded as the symbol of major social changes bringing about prosperity in northern Thailand for the first time (Chanrang, 2016). Therefore, the history of Hariphunchai city reflects the development of Thai major civilization in the past passing on through ways of thinking, ways of living of the Hariphunchai people up to the present time.

According to the local development plan of B.E. 2561-2565, Strategy 2 deals with the task to develop cities and local communities to be strong on the basis of the local community cultural capital and ecological sustainability. This will be done by focusing on supporting lifetime learning environments with international educational standards. Another task is to accelerate knowledge management in terms of intellectual capital and local cultures in order to upgrade learning and teaching in basic education to become efficient learning and teaching management. Moreover, the cooperation network of international education is to be built. Lifetime learning at every age must be supported. Specialized skills necessary in the 21st century and personnel of vocational education must be developed in order to support the development of industrial sectors (Lamphun Provincial Administrative Organization, 2019) in the same direction. The development strategy of B.E. 2561-2565 has been determined for 5 issues as follows: 1) Eco City; 2) Creative Craft Innopolis; 3) Green Agricultural City, 4) Cultural Experience Destination and 5) Life Quality City. In any case, area-based development based on the heritage and green ecosystem focuses on developing cities and rural areas to be strong on the basis of the local cultures and ecological sustainability. It is the upgrading of participation in developing cities of sectors involving spatially at every level. Moreover, it is also the matter of promoting and supporting to bring about the mechanism of area-based solutions and development with civil society networks. The objective for this is to support the lifetime learning environment with the standard of international education and to support wisdom inheritance and extension, local traditions and cultures (Lamphun Provincial Office, 2020).

For this reason, the research team views that there should be development of innovations of participatory area-based approach learning in local history to promote the historical conscience of basic education students. This is an instrument which will bring about local history learning to be cultural capital which is socially important and to be conservation, reform, promotion of local wisdom, arts, good cultures, customs and traditions. Doing all of these things with the objective for promotion will bring about educational management for sustainable locality further.

## **2) Objectives of the research**

2.1) to study innovation of area-based approach in local history learning

2.2) to propose guidelines for organizing innovation of area-based approach in local history learning to promote the happiness historical consciousness (HHC)

2.3) to study results of area-based approach in local history learning to promote the happiness historical consciousness of basic education students in the northern Thailand

### **3) Methodology**

This research was conducted by using Participatory Action Research (PAR) whereby the data were collected from document analysis and interview forms. Data analysis was conducted from assessment forms. Then, study results were presented in the form of descriptive analysis by using quantitative data and qualitative data to support data synthesis and description.

#### **3.1) Population and samples**

The population used in the study consisted of 2 main target groups, namely 1) the group of school administrators and social studies teachers in Lamphun province accounting for 62 people, 2) the group of learning management experts accounting for 10 people and basic education students of 8 locations in in Lamphun province accounting for 8,087 people. The population came up with a total of 8,159 people whereby the research team would select samples out of this for convenience in data collection and to obtain data from the sample with following details:

The sample in the research accounted for a total of 409 people, consisting of:

1. School administrators and social studies teachers accounting for 19 people obtained from using purposive sampling from schools with learning and teaching of Hariphunchai history.
2. Learning management experts accounting for 5 people obtained from using snowball sampling.
3. Basic education students accounting for 385 people obtained from using purposive sampling from schools which organized learning and teaching of Hariphunchai history.

#### **3.2) Instruments used in the study**

Instruments used to collect data consisted of:

1. Unstructured interview forms on guidelines of organizing participatory area-based approach learning of local history.
2. Assessment forms of guidelines of organizing participatory area-based approach learning in local history.
3. Assessment forms of conscience of the happiness history.

#### **3.3) Data collection**

1. Documentary Study was conducted by collecting data from documents, books, journals in terms of theories, concepts and related research works in order to use the obtained data to support the analysis of study issues.
2. Field study was divided into 3 periods as follows:

Period 1 Situational analysis refers to collecting qualitative data by synthesizing documents and related research works, interviewing school administrators, social studies teachers and students. The instrument used was unstructured interview forms on guidelines of organizing innovations of participatory area-based approach in local history learning;

Period 2 Design and development refers to collecting quantitative data by designing and developing innovations of participatory area-based approach of local history learning. Qualities were checked and suitability of the developed guideline was to be found. Quality checking was conducted by educational experts. The instrument used was the assessment form of guidelines of organizing innovations of participatory area-based approach in local history learning;

Period 3 Assessing results of participatory area-based approach in local history learning from basic education students in Lamphun province of Thailand was conducted by using the instrument which was the happiness historical consciousness assessment form. The objective of using this type of the instrument was to assess historical conscience.

### **3.4) Data analysis**

1. For qualitative data, the research team analyzed the data according to the purpose of the data by using the data analysis method of interpretation. The data were obtained from document analysis and interviewing. This was done to summarize issues according to data groups and to analyze data relationships.

2. For quantitative data, the research team analyzed the data obtained from the assessment form by using the statistical package. This statistical package was able to analyze the data appropriately based on the analysis of descriptive statistics. Results of statistical data analysis were shown as mean and standard deviation.

### **3.5) Data validation**

For qualitative research, the research team conducted data validation along with data collection or so-called triangulation, namely 1) checking data by taking into consideration personnel sources, namely school administrators, teachers, educational supervisors and academicians etc., 2) checking the researcher by the researcher team together with assistant researchers who entered the area mutually in exchanging data and 3) checking methods of data collection by using the method of data collection from sources to collect data for the same subject matter. Moreover, the observance method along with interrogation, interviewing, focus group discussion was used by taking into consideration the answers to see if they were consistent with the context of schools or consistent with existing previous secondary data in the database, namely documents and related research works etc. (Chantavanich, S., 2018)

For quantitative research, the research team conducted field editing, which was preliminary editing of data at the same time with conducting the interview or the inquiry. Editing was conducted to see if there was incompleteness of any answers so that actions were to be taken for requesting more information if necessary. The objective was to reduce deviation of the data to remain at the least (Buosonte, R., 2013).

### **3.6) Ethical considerations**

For perfection of the research work, the research team has kept the data confidential whereby in the interview, there was no mentioning of any particular names, there was no identity disclosure of respondents and the researcher did not give his personal opinions in the research work. There were only data obtained from the synthesis and analysis from the data to be collected. Research participants would not be imposed or put in danger from findings of the research in every way. The research takes into consideration high respect for dignity of the research requiring priorities and receiving consent considerably from research participants before conducting the research.

#### 4) Results

For the research at this time, the research team categorized the data obtained from conducting the study and presented research results according to the determined objective. Research results can be summarized as follows:

**4.1) The study on innovation of area-based approach in local history learning** should be organized in the form of hybrid learning which can organize learning and teaching in real classrooms and virtual classrooms, and connect knowledge of local history in learning management by integrating the historical method with Participatory Action Learning (PAL). The objectives for this are to make students able to learn history profoundly and to inspire students with in-depth searching for local history.

**4.2) Results of guidelines of organizing innovation of area-based approach in local history learning to promote happiness historical consciousness.** The researcher took actions in development according to the conceptual framework “CADDIE Model” of Mangkhang (2018) whereby it was found that guidelines of organizing innovation of participatory area-based approach in local history learning consisted of 4 steps called “*The Four P's of Area-Based Approach in Local History Learning: 4P*” developed from: the concept of Participatory Action Research (PAR) of Kemmis & Mc Taggart (1988); the concept of the Historical method of Tosila & Isarankura Na Ayudhaya (2012) the concept of the Development of global-mindedness for youths according to buddhist dhamma of Sripahol (2005) and the Area-Based Approach in Social Studies Learning concept of Mangkhang (2021) with details according to Picture 1.

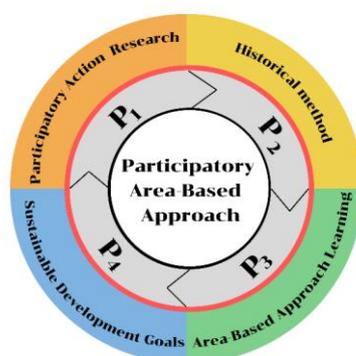


Figure 1. The Four P's of Area-Based Approach in Local History Learning

Source: Mangkhang, et al. (2021)

Step 1 Planning (Plan: P-1) refers to designing the guideline of action learning in the classroom as steps in posing questions of what to study and why by determining problems as the starting point of studying interesting stories in the past to be used as guidelines leading to research and searching data.

Step 2 Taking actions according to the determined plan (Practice: P-2) refers to organizing activities or the learning process according to the determined guideline. However, taking actions according to the determined guideline had a chance to vary according to situations and people. It was the step in data collection from questioning to consider, analyze and interpret the data systematically. This was divided into 2 periods, namely Period 1- Evidence collection refers to data searching from a variety of available different sources in order to have information about the subject matter required to be studied and Period 2- Analyzing, interpreting and assessing the evidence refers to evidence examination by emphasizing analysis and interpretation in order to obtain reliable facts and to receive recognition at the most.

Step 3 Observing results from practices (Product: P-3) refers to checking results of using the innovation of authentic classroom learning and interpreting according to the learning context. Then, this was compared systematically to lead to explanation of learning results by making a summary and connecting facts. It was the step which processed related evidences in order to obtain complete data and perfect facts.

Step 4 Result reflection (Present: P-4) refers to result reflection of learning management, teaching plans and presenting feedback through fact presentation. Facts obtained from the study were organized, presented and explained reasonably whereby the origin of evidences or data sources were told correctly and openly so that they could be checked.

The guideline of organizing innovation of area-based approach in local history learning can be used both in real classrooms and virtual classrooms in line with the concept of hybrid learning with details as follows:

Table 1

*The steps of guidelines of organizing innovation of area-based approach in local history learning according to the concept of hybrid learning*

<b>Area-Based Approach Learning</b>	<b>Authentic classroom (Onsite)</b>	<b>Virtual classrooms (Online)</b>
Step 1 Planning (Plan: P-1)	Planning in real classrooms, determining questions related to education, determining problems, reviewing learning and teaching activities, measuring and assessing results and mutually	Planning online meeting programs such as Google Meet, Zoom, Line etc. Regarding determining questions related to education, determining problems, reviewing learning and teaching activities, measuring and

<b>Area-Based Approach Learning</b>	<b>Authentic classroom (Onsite)</b>	<b>Virtual classrooms (Online)</b>
	discussing issues to be studied together	assessing results and mutually discussing issues to be studied together, virtual classrooms can be built through Google Classroom to bring about efficiency in sharing data and discussing data clearly
Step 2 Taking actions according to the determined plan (Practice: P-2)	Organizing activities through the learning process with determined guidelines by collecting data from posing questions to take into consideration for analyzing and interpreting data to be studied, collecting data and analyzing data in real classrooms in order to obtain reliable and recognized facts at the most. The method of entering actual areas can be used in order to collect and additional details besides studying from documents and analyzing from primary evidences.	Taking actions by searching for data through the electronic database, related documents and other online data sources. In case of collecting area-based data, online programs can be used for help such as Google Earth, Google Map etc. in order to be able to collect area-based data required to support the study and the analysis of primary data.
Step 3 Observing results from practices (Product: P-3)	Observe performance of learning in the classroom through participatory observance. Moreover, focus group discussion can be used in distilling the data, feelings and learning results from learning with determined learning guidelines.	Observe through socialization, focus group discussion through online programs or determine students to prepare E-Portfolios so that students can report learning results, the learning process and reflect learning efficiently. Moreover, reporting in the form of E-Portfolios also helps students have freedom to present their learning performances variously in

Area-Based Approach Learning	Authentic classroom (Onsite)	Virtual classrooms (Online)
		order to respond to students' styles and learning.
Step 4 Result reflection (Present: P-4)	Organize focus group discussion to reflect results of leaning management, the learning process and the field process which have built students' new knowledge obtained from learning management in real classrooms or allow students to organize a learning exhibition in real classrooms in order to propagate the knowledge obtained from learning.	Organize to have a session for result reflection of building new knowledge through focus group discussion in online programs or organize for preparing videos or infographic medias to summarize learning results and reflect learning results of the process occurring in learning, YouTube, Twitter etc.

**Source:** The research of Area-Based Approach to Local Curriculum Development on the History of Hariphunchai to Promote Happiness History of Consciousness among Students in Hariphunchai Area, Lamphun Province.

From result assessment of development performance of ways of organizing innovation of area-based approach learning in local history to promote conscience of the happiness history, it was found that

Table 2

*Shows appropriateness results of innovation of area-based approach learning in local history to promote the happiness historical consciousness of students*

No.	Assessment items	$\bar{x}$	SD	Interpretation
1	Learning innovations meet the demand of schools and local development	4.80	0.45	Most suitable
2	Learning innovations promote awareness of importance of the Hariphunchai identity, city of happiness	4.00	0.00	Much suitable
3	Learning innovations promote understandings in the local context, which is the area of happiness history	4.60	0.89	Most suitable
4	Learning innovations promote historical conscience and appreciation of local history	5.00	0.00	Most suitable
5	Learning innovations gives an opportunity to students to learn through actual practices.	4.60	0.55	Most suitable

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No.	Assessment items	$\bar{x}$	SD	Interpretation
6	Learning innovations promote knowledge, understandings of background, government and important people of the city of Hariphunchai.	4.60	0.55	Most suitable
7	Learning innovations promote knowledge, abilities regarding geography and cultures of the city of Hariphunchai.	4.60	0.55	Most suitable
8	Learning innovations promote knowledge, abilities regarding tourist attractions development as well as development of students' occupational skills.	5.00	0.00	Most suitable
9	Learning innovations bring about pride in children and the youth as being strong citizens of the district.	4.00	0.00	Much suitable
10	Learning innovations promote creative thinking.	4.60	0.89	Most suitable
11	Learning innovations have the process suitable for the content of local history.	3.80	0.45	Moderately suitable
12	Learning innovations have learning activities which give an opportunity for discussion and exchanging opinions to find common ground solutions.	4.60	0.89	Most suitable
13	Learning innovations allow students to produce medias and local materials and equipment to be used in supporting learning.	4.60	0.89	Most suitable
14	Learning innovations bring about new knowledge which can be used to create innovations for the community.	4.40	0.89	Much suitable
15	Learning innovations have flexibility in use for learning and actual practices in the classroom suitably.	4.80	0.45	Most suitable
Combined Mean		4.53	0.50	Most suitable

**Source:** The research of Area-Based Approach to Local Curriculum Development on the History of Hariphunchai to Promote Happiness History of Consciousness among Students in Hariphunchai Area, Lamphun Province.

From Table 2, it was found that the suitability level of ways of organizing innovation of area-based approach learning in local history to promote conscience of the happiness history in an overall picture had the most suitability ( $\bar{x} = 4.53$ ,  $SD = 0.50$ ). When individual items were taken into consideration, it was found that ways of organizing innovations had suitability at the highest level accounting for 11 issues. The experts viewed that ways of organizing innovations helped promote historical conscience and make students appreciate the history in their own community, and promoted knowledge, abilities in developing tourist attraction as well as developing occupational skills of students at the highest level ( $\bar{x} = 5.00$ ,  $SD = 0.00$ ). Moreover, it was found that developed guidelines of organizing learning

innovations had suitability at the highest level for other 9 items, namely (1) Learning innovations meet the demand of schools and local development, (2) Learning innovations have flexibility in use for learning and actual practices in the classroom suitably ( $\bar{x} = 4.80$ ), (3) Learning innovations promote understandings in the local context, which is the area of happiness history, (4) Learning innovations gives an opportunity to students to learn through actual practices, (5) Learning innovations promote knowledge, understandings of background, government and important people of the city of Hariphunchai, (6) Learning innovations promote knowledge, abilities regarding geography and cultures of the city of Hariphunchai, (7) Learning innovations promote creative thinking, (8) Learning innovations have learning activities which give an opportunity for discussion and exchanging opinions together and (9) Learning innovations allow students to produce medias and local materials and equipment to be used in supporting learning ( $\bar{x} = 4.60$ ).

**4.3) Regarding results of area-based approach in local history learning to promote the happiness historical consciousness of basic education students in the northern Thailand, it was found that, it was found that**

Table 3.

*Results of the happiness historical consciousness levels through area-based approach learning in local history*

No.	Assessment items	$\bar{x}$	SD	Perception level
1	Building understandings towards changes and local development systematically	4.58	0.59	Highest
2	Building awareness of roles in conserving and propagating local history regarding civil rights	4.41	0.84	High
3	Building understandings in the community area, being able to connect events in the past, at the present time and in the future in the local history area	4.52	0.49	Highest
4	Building conscience of happiness history and appreciation of local history	4.58	0.97	Highest
5	Being able to interpret relationships between the past, the present time and the future influencing social changes	4.35	0.68	High
6	Developing thinking skills of historical multiperspective	4.47	0.60	High
7	Building knowledge, understandings regarding values, identities and naturalness of studying mainstream history and local history	4.35	0.68	High
8	Building knowledge, understandings regarding roles and duties in studying in-depth data appearing in local history	4.82	0.38	Highest

No.	Assessment items	$\bar{x}$	SD	Perception level
9	Building pride as being strong citizens through local history	4.76	0.42	Highest
10	Building creative thinking from social landscape values appearing in local history	4.82	0.38	Highest
11	Developing process skills in learning of cultural differences	4.35	0.58	High
12	Developing questioning skills and multiperspective thinking to lead to discussion and mutual exchanging opinions	4.52	0.60	Highest
13	Being able to learn local history through evidences, ancient remains, oral history or legends in the district with judgment	4.58	0.49	Highest
14	Building new knowledge which can be used to create innovations for local sustainable development	4.58	0.49	Highest
15	Building carefulness in expressing opinions and feeling towards local history with judgment by holding on to evidences and the local context mainly	4.52	0.84	Highest
Combined Mean		4.55	0.60	Highest

**Source:** The research of Area-Based Approach to Local Curriculum Development on the History of Hariphunchai to Promote Happiness History of Consciousness among Students in Hariphunchai Area, Lamphun Province.

From Table 3, it was found that basic education students had the perception of the happiness historical consciousness through area-based approach learning in local history at the highest level ( $\bar{x} = 4.55$ ,  $SD = 0.60$ ). When individual items were taken into consideration, it was found that the perception of historical conscience through area-based approach learning in local history was at the highest level for 10 issues. Students had knowledge, understandings regarding roles and duties in studying in-depth data appearing in their own local history and had creative thinking from social landscape values appearing in local history at the highest level ( $\bar{x} = 4.82$ ). Moreover, it was found that students had the perception of historical conscience at the highest level for other 8 issues, namely (1) Building pride as being strong citizens through local history ( $\bar{x} = 4.76$ ), (2) Building understandings towards changes and local development systematically, (3) Building conscience of happiness history and appreciation of local history, (4) Being able to learn local history through evidences, ancient remains, oral history or legends in the district with judgment, (5) Building new knowledge which can be used to create innovations for local sustainable development ( $\bar{x} = 4.58$ ), (6) Building understandings in the community area, being able to connect events in the past, at the present time and in the future in the local history area, (7) Developing questioning skills and multiperspective thinking to lead to discussion and exchanging opinions together, (8) Building carefulness in expressing opinions and feeling towards local history with judgment by holding on to evidences and the local context mainly ( $\bar{x} = 4.52$ ) respectively.

## 5) Discussion and Conclusion

**5.1) The study on innovation of area-based approach learning in local history** should be organized in the form of hybrid learning which can organize learning and teaching in real classrooms and virtual classrooms, and connect knowledge of local history in learning management by integrating the historical method with participatory learning (PL). The objectives for this are to make students able to learn history profoundly and to inspire students with studying local history continuously through lifetime. From the study on the demand for developing the local curriculum of Hariphunchai history for secondary education students, it was found that there was much demand in developing the local curriculum of Hariphunchai history for secondary education students from local administration organizations, the civil society, the community and schools. This is due to the fact that Hariphunchai history has interesting content suitable to be used in instructional management in order to build identities for the community. It is also suitable for student to learn history and background of their own communities and helps students appreciate and love the local history. Then, they will value the local history highly and realize its values in their communities. This is in line with the work of Thadtong (2007) stating that the local context in the Thai society varies in each district. There is certain knowledge relevant to the people in the district, which is in line with problem conditions and demand of each district itself. The knowledge can be used to bring about benefits appropriately such as arts, cultures, traditions or occupations in the district because there is content necessary for and consistent with ways of life of the people in the community. Therefore, this can be used to build local curriculum so that students can achieve being a complete member of the community and the curriculum are in line with learning standards, including the goals mutually determine of schools and the policy national of education curriculum. For making the local curriculum for schools, it can be conducted by allowing schools, parents, local scholars, business people in the community to participate in the process of preparing the local curriculum. The reason to do this is to obtain data, opinions and various perspectives, covering important matters which local students should know and there should be consistency with problem conditions and meet the demand of the district truly. Moreover, Thongthew (2001) proposes that local curriculum are the curriculum which meet the area-based demand and specific characteristics of the community. He focuses on the impact of the curriculum and the educational system in schools on the community and the district. Academic Department (1997) notes that the local curriculum must be experience mass organized inside and outside the classroom in order to develop students to have knowledge, abilities, skills, attitudes and living qualities by using local resources equally. This is in line with the concept of Choiekewong (2002) stating that local curriculum are important to ways of life of people in the community. They can also be applied in everyday life and lead to sustainable development. Therefore, developing local curriculum is necessary and very important because each district has different conditions in terms of natural surroundings, resources, economy and society. This has an effect on needs and identities of each district. In bringing the model curriculum or the central curriculum characterized by broadness to be used, purposes have been determined as educational values more than as practical approach to be used in instructional management at the local level. Therefore, it is necessary that there must be development or adjustment of curriculum so that students will learn real life in their own districts and receive experiences corresponding to their lives, economic and social conditions, true environment. Moreover, curriculum

users are given and opportunity to participate in developing curriculum as well to bring about local learning continuously.

**5.2) Results of guidelines of organizing innovation of area-based approach in local history learning to promote the happiness historical consciousness.** The researcher took actions in development according to the conceptual framework “CADDIE Model” of Mangkhang (2018) whereby it was found that guidelines of organizing innovation of participatory area-based approach in local history learning consisted of 4 steps called *“The Four P’s of Area-Based Approach in Local History Learning: 4P”* and results of efficiency assessment in an overall picture were at a high level. This is in line with the work of Buosonte (2013) proposing that for developing curriculum to be used as an instrument to direct educational management in each level and each institute or educational agency, participatory action research will have a very important role in the aspect of data acquisition to be used to support decision-making in developing curriculum to be in line with target groups especially for local curriculum development. This local curriculum development is part of the curriculum of basic schools which basic education school must develop in order to be used in organizing learning and teaching to be consistent with the environment or the context of the community. Moreover, Buasri (1999) presents that local curriculum must specify main components of curriculum building in terms of principles, purposes, structures, explanation of individual subjects, content scope, school hours, guideline of organizing learning and teaching, instructional medias, result measurement and assessment. As a result, the local curriculum on history of Hariphunchai city is suitable for actual implementation in schools.

**5.3) Results of area-based approach in local history learning to promote the happiness historical consciousness of basic education students in the northern Thailand** in an overall picture was at a high level. This is in line with the work of Supho (2004) stating that the community should be made as a learning center to have roles in instructional management to students. Due to closeness, the community is a good learning media to transfer aspects and experiences to students well. Apart from the subject matter, allowing people in the community to have roles in teaching will make students know and feel problems conditions regarding occurring circumstances in the community. As a result, students have knowledge, understandings about incurred problems. Sriwilai (2002) presents that learning management in the content of wisdom and community cultures has something to do with students in the community, which they must know. The fact that villagers participate in the process of organizing activities and they are the ones who transfer knowledge makes them proud and glad for what they have done to benefit the community. They are also glad for the fact that there are people who become wisdom successors. Moreover, training students to learn and be able to perform wisdom work or to understand community cultures makes the community accept students' abilities. This benefits living in the community understandably in cultures. Students will become cultural successors later on. Results of suitability assessment from experts indicate that the developed curriculum is so efficient that they can develop strong citizenship for secondary education students of Lamphun province. This is in line with the work of Mangkhang (2017) stating that ideal of the social studies curriculum is, therefore, the knowledge value which the state uses to instill perfect citizenship with an important objective to prepare desired citizens to enter the world society. Educational management which "focuses on strong citizenship development" is to develop curriculum and implement the curriculum, which is maximum benefits oriented for students. the objective is to make each student

come up with true desired characteristics, to make students learn happily through the natural process fulfilled according to potentials and to respond to differences of each student. This is related to the concept of Chuaratanaphong (1996) stating that in rural areas there is a great number of local resources especially for local wisdom or villagers' wisdom and there are values implies progress for a long time. However, the model curriculum or the core curriculum cannot bring the mentioned local resources into use. On the other hand, the local curriculum can integrate local resources and folk wisdom to be used in learning and teaching in terms of occupations, handicraft, agriculture, music, performance, literature, manners. As a result, students know their own districts, not only love them but also have deep connection with them and are able to use local resources to earn a living.

## 6) Suggestions

From research results, the research team has suggestions as follows:

### 6.1) Suggestions from research

1. Documentation should be promoted to be used as historical database. Learning medias should be built in the community to become a database and a digital learning center of local history.
2. School administrators, social studies teachers and community leaders should promote cooperation between schools and communities in building areas for learning the happiness history. Classes for local education should be organized to be conducted together with the community to bring back memories of happiness which the community appreciates together through events, important people and lost arts and cultures.

### 6.2) Suggestions for conducting prospect research

1. There should have local curriculum development on history of Hariphunchai city for the handicapped and informal education in order to build the learning process with equality.
2. There should be research and development to develop the transdisciplinary learning center of local history and to build stories of the community in developing the local curriculum integrating the subject matter in the social studies subject for ethnic students in Lamphun province.
3. Results of using the local curriculum of Hariphunchai city history promoting learning history in the post-digital society for students in Lamphun province.

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