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Study of Components and Management Practices for History Learning in Samut Prakan Primary Educational Service Area Office 1

Phoom Praraksa ^{a1}

*^a Samut Prakan Primary Educational Service Area Office 1, 34/2 Sukhumvit Road, Pak Nam Subdistrict,
Mueang District, Samut Prakan Province, Postal Code 10270, Thailand*

Abstract

This research aimed to study the components and practices of history learning management in Samut Prakan Primary Educational Service Area Office 1. The research was conducted in two steps as follows: 1) to study the components of history learning management in Samut Prakan Primary Educational Service Area Office 1 by analyzing documents, related research, and site visits to study the successful history learning management of three model schools selected by purposive sampling; and 2) to study the practices of history learning management in Samut Prakan Primary Educational Service Area Office 1 by meeting nine experts selected by purposive sampling. Qualitative data were analyzed using inductive analytic.

The research results concluded that the history learning management components of Samut Prakan Primary Educational Service Area Office 1 consisted of three main components: 1) collaboration, 2) curriculum integration, and 3) practical application. Each component specified goals and guidelines, including activities and indicators of success, as follows: 1) collaboration, consisting of three sub components: school networks, collaboration with learning resources, and the role of local scholars. 2) curriculum integration, consisting of three sub components: local curriculum development, active learning design, and cross-subject integration. 3) real-life application, consisting of three sub components: projects, extracurricular activities, and knowledge dissemination.

Key Words: Learning, Management, History

Introduction

Education management to enhance social and national security requires laying the foundation for national security, namely, the nation's core institutions, comprising the nation, religion, and monarchy. These key institutions have long been integral to Thailand. The monarchy, in particular, is a pillar in building national unity and serving as a center of national spirit, love, and unity. This will contribute to social and national stability, preserve sovereignty, and overcome various threats. Educational development guidelines are designed to strengthen the security of these core national institutions and the democratic regime with the King as Head of State. These guidelines foster loyalty among Thais of all ages and people of all nationalities in Thailand, and uphold the nation's core institutions through both in- and out-of-school curricula, as well as through various communication channels, such as historical learning (Office of the Education Council Secretariat, 2017). Learning history helps people learn about the past to understand the present. It also helps us know our roots, understand and be proud of our nation, and understand the problems and environment of today's society. We can see the shortcomings, mistakes, successes, and virtues of our ancestors, understand the history and culture of our own country and other countries, and provide valuable lessons for practical guidance. As stated in the royal speech of Her Majesty Queen Sirikit, the Queen Mother of King Rama IX, given to her subjects on her birthday on August 11, 2008, it reads, "...but unfortunately, the Prime Minister doesn't allow us to study history anymore. I don't understand because when I studied in Switzerland, there was hardly any history. We had to study Swiss history. But in Thailand, oh my, our ancestors bleed blood to the land to bring us here to live comfortably and have a country. But we don't study history. We don't know where people come from. Huh? That's a strange idea. Like when I asked in America, they teach history by teaching the history of their own country. Every country teaches it, but Thailand doesn't. I don't know who or what has made this country survive until today. Wow, this is shocking..." The aforementioned royal initiatives of Her Majesty Queen Sirikit, the Queen Mother, are consistent with the stated goals of the Basic Education Core Curriculum. This has resulted in a renewed interest in teaching history, as history is extremely beneficial to everyday life. All teachers must be aware of this and design teaching strategies to ensure students understand and appreciate history. Furthermore, history teachers should understand that effective historical learning fosters attitudes and values in students, the local community, and the nation. This approach addresses the desired characteristics of the curriculum, namely, love of nation, religion, monarchy, and Thainess. This includes fostering a sense of social unity, raising awareness of the value of cultural heritage, accepting and understanding human differences, coexisting peacefully with other societies, and using reason in life (Office of the Basic Education Commission, 2011).

Announcement of the Office of the Basic Education Commission on the Office of the Basic Education Commission's Policies and Focus for Fiscal Year 2025-2026: Section 1: Instill love for the nation's main institutions and put the Royal Educational Policy into practice. Section 2: Organize learning about history, civic duties, morality, and democracy by developing learning management for history, civic duties, morality, and democracy in contemporary society. This includes developing innovative learning management for history, civic duties, morality, and democracy,

¹ Phoom Praraksa. Tel.: +66-843-928-988

E-mail address: phoom@samutprakan1.go.th

and promoting love for nation, religion, and monarchy in the new classroom with modern digital technology (Office of the Basic Education Commission, 2024). Prawet Wecha (2018) stated that learning management consists of the following key words: learning, learning management, and administration. When these three words are combined, it refers to the systematic actions of educational administrators to ensure that teachers' learning management is effectively achieved and students develop learning behaviors and learning outcomes in line with the objectives and goals of education management. The principles and scope of learning management include the relationship between learning and learning management, the principles of the curriculum, educational goals, administrative processes or procedures, and the promotion of classroom learning management. Promoting the creation of a learning atmosphere and promoting and supporting the use of media and learning resources.

From the importance, policy, focus, and context of Samut Prakan Province, which has a long history, the research question is: What are the appropriate and feasible components and practices for history learning management in Samut Prakan Primary Educational Service Area Office 1? Therefore, this research aims to study the components and practices for history learning management in Samut Prakan Primary Educational Service Area Office 1.

Theoretical Concepts and Research Framework

1. Learning management comprises the key terms learning, learning management, and administration. When these three terms are combined, they refer to the systematic actions of school administrators to ensure teachers' learning management is effective and students develop learning behaviors and achieve learning outcomes in line with educational objectives and goals. Learning management refers to the systematic actions of school administrators to ensure teachers' learning management is effective and students develop learning behaviors and achieve learning outcomes in line with educational objectives and goals. The importance of learning management is as follows: 1) It ensures that teachers' learning management in each subject area is systematic, standardized, and has a uniform procedure. 2) It enables teachers to utilize shared learning resources efficiently and maximize the benefits for students. 3) It enables teachers in each subject area to unite their morale, foster collaboration, and share knowledge with one another. 4) It provides schools with the time and budget for learning management, enabling them to utilize learning activities, media, and other resources together (Prawet Wecha, 2018).

2. The administrative components according to the POLC administration concept consist of 4 aspects: 1) Planning, which consists of setting vision, goals, objectives, strategies, and methods for organizing learning, taking into account the nature of learners, the nature of the content and goals of the curriculum, and educational development plans at all levels. 2) Organizing, which consists of dividing work lines, assigning teachers to teaching positions, and allocating various resources appropriately and in line with the tasks responsibilities, so that learning can be carried out successfully according to the objectives and goals specified in the educational institution's plan. 3) Leading, which consists of leadership and motivation. Educational administrators must be able to guide and motivate teachers to be dedicated and devoted to organizing learning to the best of their ability. 4) Controlling, which is controlling and supervising learning to be in accordance with the plan, expectations, or specified educational standards. In summary, learning administration consists of 2 components: the learning administration component, which consists of systems theory, teaching theory, learning psychology theory, and the concept of the responsible agency; and the administrative component, which consists of planning, organizing, leading, and controlling. The role of educational administrators in promoting and developing learning management includes promoting and developing teachers' learning management, promoting and developing learning media and facilitating learning management, and promoting and developing student learning activities (Natthanon Sengwan, 2021).

3. History learning: The Office of the Basic Education Commission (2011) stated that today's society is an age of information, technological advancement, and a free market where most people prioritize economic prosperity and a modern, universal lifestyle, encompassing language, clothing, food, movies, and music. This is an era where most people are fascinated by the Western world, despite the advanced and modern Korean and Japanese styles. This era is where (some) people prefer smart, intelligent, modern, up-to-date, and technologically savvy individuals. This era is where Thai children see and are fascinated by "individualism" more than public consciousness. People's ideas about universality are inevitably affected by the era of "Thai values." Thai culture and wisdom are increasingly ignored by youth. History is like a mirror reflecting human society at a certain time in a certain area, which has developed continuously up to the present. Why is history necessary to study? This may be a question that history teachers must answer, which should be as follows: 1) History teaches students to know themselves and the history of their locality and nation, to understand the development of people living in Thailand from the past, and the prosperity that has continuously evolved to the present. 2) History creates a sense of nationalism, instilling love and pride in the ancestors who founded the nation. Maintaining unity and independence up to the present, including the continuation of traditions, arts and culture that maintain uniqueness, which is the duty of the next generation to continue forever. 3) History encourages learners to be thinkers and reasoners because the historical study process or historical method aims to foster an inquiring mind, to ask questions, to search for answers by studying related evidence thoroughly, analyzing, scrutinizing facts and summarizing the research results logically. 4) History is a lesson from the past, enabling people in society to learn about the history of society in different areas and contexts at different times. They see the lessons of the past, both successes and failures, as a reminder and to help them decide on actions related to society and the nation. Lessons from the past help create a

sense of shared destiny among people in the same society, instill a sense of nationalism, and cherish the freedom and independence of their own nation.

The current direction of teaching history is not simply about teaching the past or past events. History must be linked to analytical thinking, using factual information from the past, critically assessing and making critical decisions, and relating it to current issues. The 2008 Basic Education Core Curriculum emphasizes the study of local learning resources, providing opportunities for students to observe and explore real-world settings, and to ask, listen, and read from experts. This allows students to feel a part of the story, which in turn inspires and deepens their understanding. Another goal in developing history teaching methods is to teach students to question and find answers for themselves, leading to on-site research. This involves searching for information from various sources, such as local libraries and museums, as well as interviewing community experts and specialists. Knowledge gained comes from understanding, not memorization. Teachers must shift their roles from providing knowledge to stimulating students' interest, generating questions, and using challenging questions to raise students' awareness that what they are learning contributes to their full human existence. They must also train students to think critically when presented with information available from various sources. Teachers must reframe their roles by recognizing that teachers are not knowledgeable about everything, nor must students only listen to information from one source. Instead, they must provide guidance. Create an atmosphere and activities that encourage students to study and research knowledge by themselves through various methods, allowing students to analyze and examine information from various sources in order to consider how reliable the information and knowledge they have received is (Office of the Basic Education Commission, 2011).

4. Active learning: The Office of the Basic Education Commission (2019) stated that active learning is a teaching and learning process that encourages learner participation in the classroom, creates interactions between teachers and learners, and focuses on learners' hands-on practice. Teachers serve as facilitators, inspire, advise, mentor, and coach and mentor, seeking out learning techniques and diverse learning resources to enable learners to learn meaningfully. Learners construct knowledge, gain self-understanding, use their intellect, analyze, and create innovative works that reflect key 21st century competencies, possess academic, life, and professional skills, and achieve learning goals according to their age group. Active learning emphasizes learners' interaction with teaching and learning, stimulating higher-order thinking through analysis, synthesis, and evaluation. Learners are not merely listeners; they must read, write, ask questions, and engage in collaborative discussions, engaging in hands-on practice, taking into account prior knowledge and learners' needs. Learners' roles are transformed from recipients of knowledge to participants in knowledge creation.

The importance of active learning is as follows: 1) Active Learning promotes learners' independence of thought and action, critical thinking, and creativity. Learners will have the opportunity to participate in actual practice and use their judgment in thinking and decision-making in performing activities. It aims to create learners to be the directors of learning, discover their own learning styles, and become metacognition. Therefore, Active Learning is a learning management approach that aims to enable learners to develop higher-order thinking in terms of critical thinking, analysis, problem-solving, evaluation, decision-making, and creativity. 2) Active Learning supports and promotes effective cooperation. Cooperation in group work leads to overall success. 3) Active Learning encourages learners to be dedicated to learning, motivates them to learn, and enables them to demonstrate their knowledge and abilities. When learners actively participate in activities in a conducive environment through the use of a variety of teacher-prepared activities, they choose to learn activities according to their interests and abilities, gaining responsibility and dedication to success. 4) Active Learning promotes a learning process that leads to positive development for both learners and teachers, transforming learning and teaching. Learners will have the opportunity to choose their individual aptitudes, interests, and abilities, in line with the concept of multiple intelligences, to express themselves and their own potential. Teachers must be aware of changing their roles and seek out diverse methods and activities to help enhance the potential of each learner. These things will enable teachers to develop teaching skills and expertise in their roles and responsibilities, developing themselves, their work, and their learners simultaneously.

Characteristics of Active Learning are as follows: 1) It develops thinking potential, problem solving, and knowledge application. 2) Learners participate in organizing the learning system and create knowledge through collaborative interaction rather than competition. 3) Provide opportunities for learners to participate in the learning process to the fullest extent. 4) It is an activity that allows learners to integrate data, news, and information into analytical and evaluative thinking skills. 5) Learners learn discipline in working with others. 6) Knowledge comes from experience and learners' conclusions. 7) The teacher facilitates learning management so that learners can practice by themselves. Based on the characteristics of Active Learning, there should be a consistent learning management process as follows: 1) Organize learning that develops brain potential, including thinking, problem solving, and knowledge application. 2) Organize learning that allows learners to participate in the learning process to the fullest extent. 3) Organize learners to create knowledge and organize the learning process by themselves. 4) Organize learners to participate in learning, both in terms of knowledge creation, interaction, and cooperation rather than competition. 5) Organize learners to learn about joint responsibility, work discipline, and division of responsibilities in various tasks. 6) Organize a learning process that creates situations for learners to read, speak, listen, and think deeply. Learners will be the organizers of their own learning. 7) Organize learning activities that emphasize higher-order thinking skills. 8) Organize activities that provide opportunities for learners to integrate

information, news, or data and conceptual principles. 9) The teacher will facilitate learning management, allowing learners to practice independently. 10) Organize a process for knowledge creation based on experience, knowledge creation, and student reflection.

From the literature review related to management, learning management, and historical learning management, the research conceptual framework can be summarized as follows:

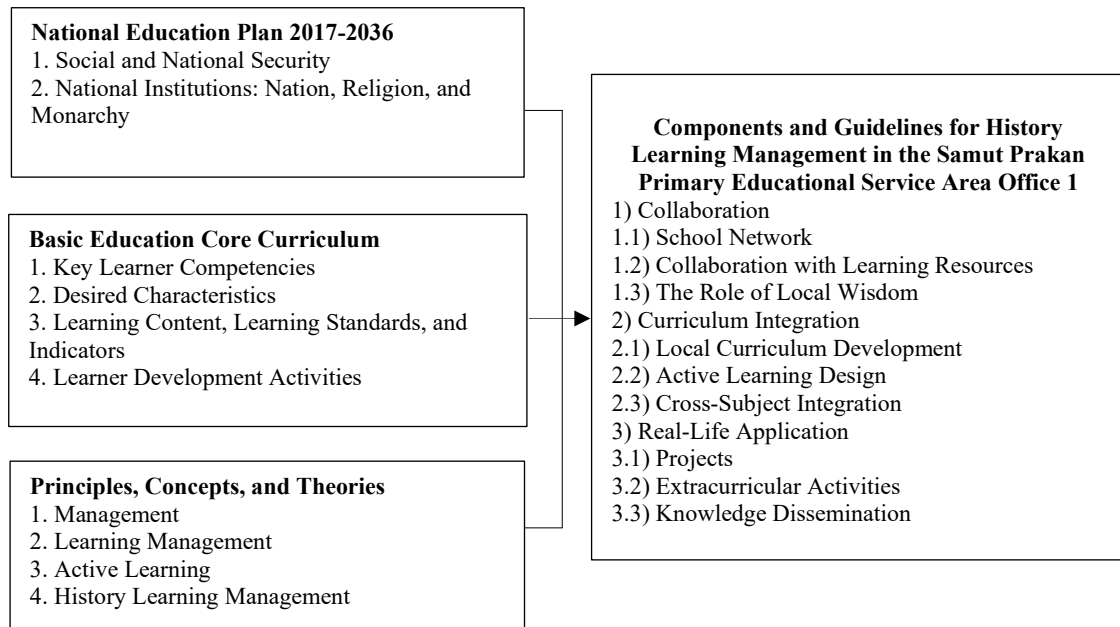


Figure 1 Research conceptual framework

Method

The research was conducted in two steps as follows:

1. Data Sources

consisted of 2 sources;

1.1 Personal Sources comprised of 2 groups were selected using purposive sampling.

1) Group 1 school administrators, teachers, community leaders, parents, local scholars, and students.

2) Group 2 Nine experts with more than five years of knowledge and experience in school administration and historical learning management, including three school administrators, three teachers, and three local scholars.

1.2 Performance Results Sources as performance reports, curriculum documents, lesson plans, and academic achievement reports.

2. Measure

2.1 Document Record Form

The document record form was created by studying documents related to the management of history learning in schools under the Samut Prakan Primary Educational Service Area Office 1 to identify issues for document recording. Three experts then reviewed the clarity, comprehensiveness, and appropriateness of language use to ensure consistency with terminology and research objectives. The experts' opinions were averaged using the Index of Item-Objective Congruence (IOC) method. The analysis revealed an IOC of 1.00 for all items, indicating that the document record form has content validity.

2.2 Field Visit Record Form

The field visit record form was created by studying documents related to the management of history learning in schools under the Samut Prakan Primary Educational Service Area Office 1 to identify issues for document recording. Three experts then reviewed the clarity, comprehensiveness, and appropriateness of language use to ensure consistency with terminology and research objectives. By finding the average of the experts' opinions by finding the index of consistency between the questions and operational definitions (Index of Item – Objective Congruence: IOC), the analysis results found that the IOC value was equal to 1.00 for every item, indicating that the field visit record form has content validity.

2.3 Expert Meeting Record Form

This form was used to develop the history learning management model of the Samut Prakan Primary Educational Service Area Office 1 was created by studying the results of the study on the components of history

learning management of the Samut Prakan Primary Educational Service Area Office 1 and the data related to the history learning management of schools under the Samut Prakan Primary Educational Service Area Office 1 to determine the topics of the expert meeting. Then, 3 experts checked the clarity, comprehensiveness, and appropriateness of the expert meeting topics and the language use to be consistent with the definitions and research objectives. The average of the experts' opinions was calculated by finding the index of consistency between the questions and the operational definitions (Index of Item - Objective Congruence: IOC). The analysis results found that the IOC value was equal to 1.00 for all items, indicating that the minutes of the meeting has content validity.

3. Procedure and design

3.1 Study of the components of history learning management in Samut Prakan Primary

Educational Service Area Office 1.

The study involved documenting the history learning management of the Samut Prakan Primary Educational Service Area Office 1, using relevant research and site visits to study the successful history learning management of three model schools. Details are as follows:

3.1.1 Study of documents and research related to history learning management at Samut Prakan Primary Educational Service Area Office 1 and analyze the components of history learning management at Samut Prakan Primary Educational Service Area Office 1.

3.1.2 Field visits to study successful history learning management models at three schools under Samut Prakan Primary Educational Service Area Office 1.

3.2 Study of the management practices of history learning of Samut Prakan Primary Educational Service Area Office 1

3.2.1 The researcher wrote an official letter inviting experts to a meeting.

3.2.2 Conducted an expert meeting to develop guidelines for history learning management for the Samut Prakan Primary Educational Service Area Office 1.

3.2.3 Summarized and prepared a meeting report.

4. Data analysis

4.1 Qualitative data analysis was conducted to study the components of history learning management in Samut Prakan Primary Educational Service Area Office 1 by studying documents, related research, and site visits to study the successful history learning management of the model school. Data was analyzed using inductive analytic.

4.2 Analyzed the meeting report to develop the history learning management guidelines of Samut Prakan Primary Educational Service Area Office 1 by inductive analytic

Results

- **The management of history learning in the Samut Prakan Primary Educational Service Area Office 1 has three main components:** 1) Collaboration, 2) Curriculum Integration, and 3) Real-world Application. Details are as follows:

1. Collaboration

Collaboration is like establishing a strong collaborative network between schools and communities to ensure that history learning is comprehensive and relevant to reality. There are three secondary components: school networks, collaboration with learning resources, and the role of local scholars. Details are as follows:

1.1 School networks refer to promoting collaborative exchange of approaches and resources for learning about history.

1.2 Collaboration with learning resources refers to establishing formal partnerships with museums, historical sites, cultural centers, and important temples in the province.

1.3 The role of local scholars refers to inviting local scholars, elders, or local experts to serve as speakers or provide information to share stories not found in textbooks.

2. Curriculum Integration

Curriculum integration involves systematically integrating historical content into the curriculum and teaching, rather than merely providing supplementary activities. It consists of three sub-components: local curriculum development, active learning design, and cross-subject integration. Details are as follows:

2.1 Local curriculum development refers to collaborating with teachers to develop a school curriculum that specifically focuses on the history of a province.

2.2 Active learning design refers to encouraging teachers to design learning activities that emphasize hands-on learning, such as surveying areas, interviewing local people, or developing projects.

2.3 Cross-subject integration refers to teaching history in conjunction with other subjects, such as art (drawing on ancient sites), Thai language (writing historical essays), or mathematics (calculating distances from important places).

3. Real-Life Application

Real-life application focuses on enabling students to apply their learning knowledge and create works that benefit the community. It consists of three sub-components: projects, extracurricular activities, and knowledge dissemination. Details are as follows:

3.1 Projects refer to supporting students in completing historical projects, such as producing a documentary video, creating an app introducing important places, or writing a comic book.

3.2 Extracurricular activities refer to organizing field trips to allow students to learn from real-world locations and gain hands-on experience.

3.3 Knowledge dissemination refers to providing students with opportunities to present their work to the public, such as organizing school exhibitions, presenting at community festivals, or disseminating it online.

This can be summarized as follows:



Figure 2 The management of history learning in the Samut Prakan Primary Educational Service Area Office 1

- **The guidelines for history learning management at Samut Prakan Primary Educational Service Area Office 1** for each component have the following goals, activities, and success indicators:

1. Collaboration

1.1 Goals

Collaboration building aims to build a strong collaborative network between schools and communities to ensure comprehensive and authentic history learning.

1.2 Activities and Success Indicators

Sub Components	Activities	Success Indicators
1.2.1 School Networks	1) Establish a "Local History Teachers Club" with teacher representatives from all schools in the area participating. 2) Create a "Local History Learning Resource and Best Practices Bank" on Samut Prakan history via online platforms such as Google Drive or the district website. 3) Organize collaborative learning exchange (PLC) activities among the network to present/critique local history lesson plans and projects.	1) Number of schools participating in the club and the number of meetings/exchanges held per year. 2) Number of learning resources collected and number of teachers accessing/downloading the best practices. 3) Teacher satisfaction scores with PLC activities and application of the results to teaching.
1.2.2 Collaboration with Learning Resources	1) Signed Memorandums of Understanding (MOUs) with key agencies, such as the Samut Prakan City Museum, important temples, and local administrative organizations (LAOs), requesting their use as learning resources and resource persons.	1) Number of successfully signed MOUs and clear indication of benefits, such as admission discounts and resource person support. 2) Number of school field trips to learning resources listed.

Sub Components	Activities	Success Indicators
	2) Created a "Learning Resource Calendar" to inform schools of appropriate times and guidelines for visiting each location, such as days when visits should not be made. 3) Promoted "Learning Resource Quality Certification" by assessing learning resources for their readiness to accept students and awarding them with plaques/certificates.	3) Number of learning resources certified by the Educational Service Area Office.
1.2.3 The Role of Local Scholars	1) Created a "Register of Local Scholars and Local Experts," categorized by area of expertise, such as historical Paknam and local traditions. With contact information 2) Establish a "Volunteer Wisdom Teacher" project to provide financial support (allowances/travel expenses) for schools to regularly invite scholars to participate in classroom or community activities. 3) Promote "Storytelling" by local scholars in digital format (videos/podcasts) for preservation and use as teaching aids.	1) Number of scholars registered in the registry 2) Number of hours the scholars participate in school activities per semester 3) Number of digital media produced and stored in the learning resource bank

2. Curriculum Integration

2.1 Goals

Curriculum integration aims to systematically integrate local history content into the curriculum and teaching, making it a core activity.

2.2 Activities and Success Indicators

Sub Components	Activities	Success Indicators
2.2.1 Local Curriculum Development	1) Organize a workshop on "Designing a Competency-Based Local Curriculum" for teachers, focusing on developing learning units on Samut Prakan history from Grades 1 to 6. 2) Develop a "Minimum Core" of local history content that all schools should include in their curriculum, such as: 1) Development of Paknam City, 2) Ways of Life and Traditions, 3) Important Places. 3) Support the development of a "Teacher's Guide" for use in teaching the local curriculum. Including information sources (textbooks/media) and assessment guidelines.	1) Percentage of schools that have developed and implemented a school curriculum with a specific local history learning unit. 2) Identifying local history issues in the school curriculum according to the established framework. 3) Developing a complete teacher's manual and implementing it in teaching.
2.2.2 Active Learning Design	1) Promoting Project-Based Learning (PBL) by including local history projects as part of the assessment in social studies subjects. 2) Organizing teacher training on "Using virtual learning resources" for situations where traveling to a physical location is not possible, such as using Google Arts & Culture or creating 360-degree media. 3) Include "Neighborhood Survey/Hero Interview" activities in the lesson plan, allowing students to practice in real communities within the school context, such as exploring Bang Nam Phueng Floating Market.	1) Number of historical projects students complete and present per semester. 2) Application of digital tools to classroom surveys/interviews. 3) Report on student survey/interview results that pass quality checks.
2.2.3 Cross-subject Integration	1) Establish a shared history "theme" for teaching across subject areas in each semester, e.g., Semester 1: "Fortresses of the Gulf of Thailand", Semester 2: "Sea Gypsies' Way of Life".	1) Identify a common historical theme in lesson plans for various subject groups, such as social studies, Thai language, and art. 2) Examine lesson plans that integrate at least three subject groups.

Sub Components	Activities	Success Indicators
	2) Support the creation of "Holistic lesson plans" that clearly identify connections to other subjects, such as Thai language, have students compose historical stories, art, paint temple murals, mathematics, and calculate the height of pagodas. 3) Organize an annual "Integrated Knowledge Exhibition" to allow students to showcase their work integrating all subjects.	3) Organize an exhibition featuring integrated work from all grade levels.

3. Real-Life Application

3.1 Goals

The real-life application aims to encourage students to apply their knowledge, create works, and benefit the community.

3.2 Activities and Success Indicators

Sub Components	Activities	Success Indicators
3.2.1 Projects	1) Organize an annual "Local History Creative Project" competition at the district level. The competition will select a variety of categories, such as short documentaries, travel apps, comic books, and e-books. 2) Establish a "Digital History Lab" in core schools to serve as a center for digital media production (video editing and graphic design) for use by other schools. 3) Support "social enterprise projects" related to history, such as the production of souvenirs inspired by local stories for sale.	1) Number of projects submitted for the competition and the level of creativity/usefulness to the community 2) Laboratory use according to the specified schedule 3) Number of projects that can generate income or have a sustainable positive impact on the community
3.2.2 Extracurricular Activities	1) Develop a "Budget for Field Trips" with a clear allocation per student to reduce the burden on parents and enable all schools to organize activities. 2) Develop a "Learning Path Map" of Samut Prakan history, such as the route to Phra Chula Fortress and Wat Asokaram, specifying learning points, activities, and thought-provoking questions. 3) Establish a "Learning Path Map" "Reflect on learning outcomes" after every field trip, such as having students write notes, create mind maps, or present memorable moments.	1) Percentage of students participating in historical field trips per semester 2) Use of learning path maps in field trip activities 3) Quality of student reflection reports after activities
3.2.3 Knowledge Dissemination	1) Establish "Regional History Communication Channels" on online platforms such as Facebook Pages and YouTube Channels to collect and disseminate student work. 2) Support presentations of work at community festivals, such as Phra Samut Chedi worship ceremonies or important provincial holidays, by coordinating with local authorities to request display space. 3) Organize an "Annual History Project Exhibition" at the district level, open to parents and the public for viewing and feedback.	1) Number of followers/views and consistency in uploading student work 2) Number of times students have exhibited their work outside of school 3) Number of visitors to the exhibition from outside school

Discussion and conclusion

The research results concluded that the history learning management components of Samut Prakan Primary Educational Service Area Office 1 consisted of three main components: 1) Collaboration, 2) Curriculum Integration, and 3) Real-life Application. Each component has its own goals and practices, including activities and indicators of success, as follows: 1) Collaboration, consisting of three secondary components: school networks, collaboration with learning resources, and the role of local scholars. 2) Curriculum Integration, consisting of three secondary components: local curriculum development, active learning design, and cross-subject integration. 3)

Real-life Application, consisting of three secondary components: projects, extracurricular activities, and knowledge dissemination. This may be due to the components and practices of history learning management developed by Samut Prakan Primary Educational Service Area Office 1 being consistent with educational administration, collaboration, curriculum integration, learning management, and real-life application. This aligns with Prawet Wecha (2018), who stated that learning management is important as follows: 1) It enables teachers to manage learning in each subject group systematically and with standards. And have the same procedure. 2) It enables teachers to use learning resources together efficiently and to the maximum benefit of the students. 3) It enables teachers in each subject area to unite their morale to create cooperation and share knowledge with each other. 4) It allows educational institutions to have time and budget for organizing learning to utilize learning activities, media, and other resources together. This is consistent with the Office of the Basic Education Commission (2011) that the current direction of teaching history is not just teaching stories from the past or past events, but must connect history with analytical thinking, thinking using basic information that is facts from the past, thinking critically and making critical decisions, linking it to current problems. The Basic Education Core Curriculum B.E. 2551 emphasizes the study of local learning resources by giving students opportunities to observe and explore real places, and to ask, listen, and read from experts so that students feel part of the story, which will inspire and increase their understanding. This is consistent with the Office of the Basic Education Commission (2019) that active learning is a teaching process that encourages student participation in the classroom, creates interaction between teachers and students, and aims for students to practice, with teachers as facilitators. (Facilitator) Inspire, consult, care, advise, act as a coach and mentor, seek learning management techniques and various learning resources for learners to learn meaningfully. Learners can create knowledge, understand themselves, use their intellect, think analytically, create innovative works that indicate important competencies in the 21st century, have academic skills, life skills and professional skills, achieve learning goals according to their age level. Active Learning is learning that emphasizes learners interacting with teaching and learning, stimulating learners to develop higher-order thinking processes by analyzing, synthesizing and evaluating. Not just a listener, learners must read, write, ask questions and discuss together, learners put into practice.

Recommendations

1. Implementation

1.1 Administrators, teachers, and educational personnel should clearly and consistently define support mechanisms in the annual budget plan to ensure continuous participation from individuals and external agencies, emphasizing network sustainability.

1.2 Administrators should promote concrete active learning and encourage teachers to use active learning designs, integrating the use of technology to expand learning boundaries when physical travel is not possible.

2. Further Research

2.1 Experimental research should be conducted to compare the academic achievement in history of students learning using the developed model with that of students learning using traditional teaching methods to confirm the model's effectiveness.

2.2 Research should be conducted to assess key student competencies and attitudes that arise from real-world applications, such as critical thinking skills, teamwork, and the ability to create innovations related to local history.

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