

The Guideline of Community Based Historical Learning to Enhance Digital Citizenship of Secondary school students in Education Sandbox

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Abstract

This study of Participatory Action Research aimed to 1) study the guideline of community based historical learning management to enhance digital citizenship of secondary school students in the Education Sandbox and 2) propose a guideline of community based historical learning management to enhance digital citizenship of secondary school students in the Education Sandbox. The research sample was 1) a team of ten faculty members and social studies teachers; and 2) a team of 5 learning management experts. Purposive sampling was used to pick 15 persons, and the study tools were 1) a document analysis form 2) an unstructured interview template 3) an Assessment form for an appropriate learning management approach. The qualitative data were content evaluated and presented in descriptive analysis. The study discovered that:

1. The study the guideline of community based historical learning management to enhance digital citizenship of secondary school students in the Education Sandbox discovered that management of community-based historical learning is a concept of history learning management together with Community-Based Learning: CBL by connecting students' understanding as local members with a sense of history in their area with the learning process by employing local history content as a learning point that leads to the development of digital-based learning innovations to promote tourism in the community, in which teachers must manage learning to engage students in designing, planning as well as choosing study areas that interest them and in the education sandbox area, some several measurements and assessments respond to education management. And 2. The propose a guideline of community based historical learning management to enhance digital citizenship of secondary school students in the Education Sandbox, it was discovered that the researcher developed a community-based historical learning management approach known as the Guideline of Community Based Historical Learning: CBHL or 3P Model, which consists of 1. Prepare 2. Process and 3) Present, with the results of the highest degree of suitability assessment for learning management.

Keywords: community-based historical learning, digital citizenship, secondary school students, education sandbox, social studies

1. Introduction

The operation that was carried out in order to achieve the United Nations Sustainable Development Goals 2030 (SDGs 2030) in accordance with the national education standards corresponding to the characteristics of Thai people 4.0 with three important features: 1) students are eager to learn and have lifelong learning skills in order to keep up with the digital world and the future world, to have competency resulting from knowledge and know-how in various fields, to have aesthetics, preservation, and application to use Thai wisdom and life skills to create a job or a career based on sufficiency, life stability, and good quality of life for oneself, family, and society 2) co-creators of innovation are those who have intellectual in the twenty-first century, digital intelligence, creative thinking skills, cross-cultural skills, cross-disciplinary competence, and entrepreneurial characteristics to co-create and develop technological or social innovations to increase opportunities and value for themselves and society 3) powerful citizens. They are patriotic people who care about their community, know what is right and wrong, and understand what it means to be a Thai citizen and a global citizen, volunteers with an ideology and participation in national development based on democratic, equitable, and equal ideals for

sustainable management of natural resources and the environment, as well as peaceful coexistence in Thai society and the global community. Third, powerful citizens. They are patriotic people who care about their community, know what is right and wrong, and understand what it means to be a Thai citizen and a global citizen, volunteers with an ideology and participation in national development based on democratic, equitable, and equal ideals for sustainable management of natural resources and the environment, as well as peaceful coexistence in Thai society and the global community (Thailand Education Scheme (2017-2036)). These three competencies are crucial in the development of strong citizens among the citizens of countries. In addition to globalization flow bringing about rapid changes in social, economic, political, technical, scientific, and environmental dimensions, all countries prioritize education management and make it consistent with education management that responds to the global agenda on sustainable development goals.

Reviewing the vision of the Social Studies Curriculum in Basic Education B.E. 2551 to identify ways to develop every student who is a nation's strength into a balanced human in terms of body, knowledge, morality, consciousness of being a Thai citizen and being the people of the world, adhering to the democratic framework of government with the King as Head of State, having knowledge and fundamental skills, as well as the attitude required to continue their education, employment, and lifelong learning, with a strong emphasis on students and the conviction that everyone can learn and develop themselves following their potential (Ministry of Education, 2008). In terms of creating opportunities and equality, there are important development goals in the national strategy for 20 years 2018-2037 that focus on leveraging the power of various sectors, including the private sector, civil society, and local communities, To have the knowledge and fundamental skills, as well as the attitude required to continue their education, employment, and lifelong learning, with a strong emphasis on students and the conviction that everyone can learn and develop themselves by their potential (Ministry of Education, 2008). In terms of creating opportunities and equality, there are important development goals in the national strategy for 20 years 2018-2037 that focus on leveraging the power of various sectors, including the private sector, civil society, and local communities, to facilitate the assembly of people to think together to act for the public good (Office of the National Economics and Social Development Council, 2018). Integration of spatial identity in the community as a learning management base for social studies, which has various learning dimensions such as community history, community geography, ethnic culture, history of Buddhist art, and ecological culture, among others, must be focused in educational management (Mangkhang, 2022).

The problems and impediments, they experience in studying history stem from the fact that Thailand's history teaching and learning methods emphasize the transfer of current knowledge rather than the production of new knowledge. Teachers are in charge of passing on knowledge to students. Measurements also emphasize multiple-choice tests and memorization exclusively. In terms of teaching materials, it was discovered that there were still missing textbooks and that the information contained in the textbook contained errors that were not appropriate for the maturity level of the students, resulting in an important problem that students do not see the importance of studying history subjects. The memorization teaching and measuring method does not challenge or promote thinking, and students become bored while learning (Phongsripian, 2000). Vertical historical studies method or the history of icebergs is a learning idea that gives perspective to study the history in depth from where it appears. Both teachers and students need to have a solid understanding of historical events that have happened in the past. The historical story has been recorded, and some historical stories have been published because of historians' work, which shows a reflection on the past and stories that are created with references to sources or historical evidence derived from the discovery is historical search and bring into the analysis. There is a logic check, and it is reasonable that teachers and students comprehend the process and always analyze their mental processes. Because historical memory is delicate, knowledge integration in teaching and learning must be prudent to prepare the community to agree on a body of knowledge (Black, 2011; Mangkhang, Wannapaisan, Jarupongputtana, & Kaewpanya, 2021) to encourage education management for long-term development following the educational management criteria of National Education Plan of Thailand that it aspires to create Thai citizens to be strong, aware about societal and environmental changes, and a citizen who can live in a society in a balanced manner.

Community-based learning (CBL) is a school management strategy that enables students to learn to know what they want to learn, that the community is a vast learning resource to support student learning, and that learning with the community as the foundation will result in learning outcomes that cover both academic knowledge, work and career, individual and societal development, the value of administration and work, understanding and use of community resources (Owens and Wang, 1996). However, the learning process that occurs in this group is natural and has always been learned by individuals, particularly in the past. What is known as a body of knowledge will be created in the community, transferred to the community, and then used for the benefit of the

community (Dulyakasem, 2004), which can be integrated with the management of history learning to help strengthen students' teaching and learning history by the spatial context in the local community to create a sense of participation in learning and incubating strong local citizenship.

The norms of appropriate and responsible behavior towards the use of digital technology are developing strong citizens in the dimension of digital citizenship to be citizens who can use the Internet to govern, control, self-regulate, know right and wrong, and know someone's trick. Understand how to utilize technology wisely and responsibly. As a result of the Disruption Society phenomena, digital citizens must be aware of the opportunities and risks in the digital world, as well as grasping for their rights and responsibilities in the online world (Chusaengnil, 2019). It is a phenomenon that occurs when humans attempt to adapt to drastic societal changes. With the loss of conventional beliefs that society is experiencing as a result of new phenomena such as migration, natural disasters, the environment, technology, depopulation, economics, politics, and diseases, humans are changing their way of life in the future (Beck, 2017). There is a fundamental paradigm shift in the transformational society that will be contested during calls for society to maintain but yet value new technologies (Bezold, 2009). This phenomenon causes the education system to reconsider and prepare students to be ready for the possibilities in various dimensions that will happen to world citizens, such as climate change, epidemic situations, artificial intelligence that replaces human resources in the production system or changed interactions with people, all of which will affect people's lifestyles that will change drastically in the future.

As a result, the researcher is interested in studying community based historical learning management guideline to promote digital citizenship of secondary school students in the education sandbox area to propose a guideline for teaching and learning community based historical learning that will help promote digital citizenship for students and youth in education sandbox area to learn local history and be aware of the responsibility to maintain and continue to preserve their local historic areas.

2. Method

Step 1 The research model

This study was participatory action research (PAR), with data collected and analyzed from document analysis and interview forms, as well as analyzing information derived from the assessment form, and the findings were presented in a descriptive analysis using quantitative and qualitative data for data synthesis and narration.

Step 2 Populations and samples

population used in the research included two main target groups: 1) informants who were faculty members and 2) social studies teachers. 2) A group of learning management professionals who serve as evaluators for learning management approaches. The researcher chooses samples to enable data collection and extract information from them. The study included 15 sample participants, which included

- 1) Purposive sampling was used by a team of ten faculty members and social studies teachers.
- 2) Purposive sampling was used by a team of five learning management experts.

Step 3 Tools used in research

Tools used to gather data include:

- 1) Document analysis form
- 2) Unstructured interview template for community based historical learning management to encourage digital citizenship of secondary school students in the educational sandbox area.
- 3) Assessment form for appropriate learning management approach

Step 4 Data collection

- 1) Documentary study. Collecting data from documents, books, journals, theoretical concepts, and related research to utilize the material gathered to examine the research issues.
- 2) Situational Assessment. It is a compilation of qualitative data derived through the synthesis of relevant documents and research, as well as interviews with faculty members and teachers. The tools utilized are an unstructured interview form for community-based historical learning management to enhance secondary school students' digital citizenship in the educational sandbox area.
- 3) Design and Development. It is a quantitative data collection created by designing and developing a community-based historical learning management approach to encourage digital citizenship among secondary school students in sandbox areas. Then, learning management professionals conduct quality audits to ensure that

the quality and appropriateness are acceptable. The assessment form is the tool utilized for the appropriate learning management approach.

Step 5 Data analysis

1) Qualitative information. The data were evaluated for study objectives by the research team using interpretational analysis gathered via document analysis and interviews to summarize issues by data group and analyze data relationships.

2) Quantitative information. The information acquired from the assessment form was analyzed by the researcher using a statistical package program that could be utilized to examine the data suitably. This is a descriptive statistics analysis that will show the outcomes of statistical analysis as mean and standard deviation.

3. Results

For the research at this time, the research team has classified the data obtained from the study and presented the research results according to the determined objectives. The study results can be summarized as follows:

1) The study the guideline of community based historical learning management to enhance digital citizenship of secondary school students in the Education Sandbox discovered that management of community-based historical learning is a concept of history learning management together with Community-Based Learning: CBL by connecting students' understanding as local members with a sense of history in their area with the learning process by employing local history content as a learning point that leads to the development of digital-based learning innovations to promote tourism in the community, in which teachers must manage to learn to engage students in designing, planning as well as choosing study areas that interest them and in the education sandbox area some several measurements and assessments respond to education management. The essential aspects of community-based history learning management can be determined from the examination of documents and sample interviews that there is a history learning management process that connects classroom activity with the community. It is a learning approach that allows students to learn and build 21st-century skills since students go to the area to study the history of the community, practice problem-solving abilities in real-life scenarios in the community in a group setting, and may use knowledge to solve a variety of difficulties It is a type of learning that encourages and challenges students to think creatively and solve problems. To successfully apply the learning process, teachers must explicitly specify learning strategies and learning outcomes. Students learn through planning and acting in the community through collaboration between educational networks and community and student participation.

2) It was discovered that the researcher established a community based history learning management called the Guideline of Community Based Historical Learning: CBHL or 3P Model consisting of 1. Prepare 2. process and 3. present while proposing a community based history learning management strategy to promote digital citizenship of secondary school students in the educational sandbox area with the following details:

2.1) Prepare: P1 It is the process of planning and studying the community, analyzing the community context and local history, and designing an Action Plan with the cooperation of the learning process participants, including coordinating the learning network in the community to ask for cooperation in the interview, field studies in community areas, and historical studies through people in the community.

2.2) Procedure: P2 It is a community based learning management technique integrated with the project process, which is learning in the community through step-by-step real-world experience. Students will discover history in the real world and bring it back to share their knowledge, as well as summarize the learning points gathered through reflection to show their research outcomes.

2.3) Present: P3 It is an assessment of students based on real-world conditions using a variety of techniques, methods, and tools to examine the knowledge and historical process skills that arise in students. Emphasis is placed on students to examine their acquired knowledge and reflect on learning outcomes through either narrating their creative work in various forms or writing etc., which will allow students to reflect on learning results in a broader range, as seen by the diagram below.

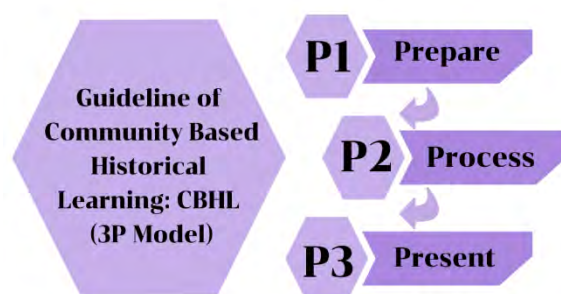


Figure 1. Guideline of Community Based Historical Learning: CBHL or 3P Model

Source: Thananthong & Mangkhang (2023)

Following the development of a learning management guideline by the researcher, the appropriateness of the learning management approach was evaluated by a learning management expert. The outcomes were as follows.

Table 1. Shows the outcomes of the evaluation of the applicability of the community based historical learning management guideline (n = 5)

No.	Assessment items	\bar{x}	SD	Conversion Result
1	The Learning management guidelines that responds to the needs of educational institutions and local development.	4.80	0.45	most
2	The Learning management guidelines that raises awareness of the value of studying local history.	4.60	0.55	most
3	The Learning management guidelines that improves comprehension of the local historical context.	4.40	0.89	a lot
4	The Learning management guidelines that promotes a feeling of history and appreciation for local history.	4.80	0.45	most
5	The Learning management guidelines that allows students to learn through real-world practice.	4.60	0.89	most
6	The Learning management guidelines that encourage children and youths to be proud as local active citizens	4.80	0.45	most
7	The Learning management guidelines that encourages creativity.	4.20	1.10	a lot
8	The Learning management guidelines that includes a procedure appropriate for local history content and helps students develop digital citizenship skills.	4.80	0.45	most
9	The Learning management guidelines that includes learning activities that encourage conversation and the sharing of ideas in order to find answers together.	4.60	0.89	most
10	The Learning management guidelines is flexible to apply appropriately to learning and classroom practice.	4.40	0.55	a lot
overall average		4.60	0.67	most

Source: Thananthong & Mangkhang (2023)

From table 1. It demonstrates that the developed community based history learning management guideline is at the highest level of overall appropriateness. (\bar{x} =4.60, SD=0.67). There were four important issues with the highest assessment results (\bar{x} = 4.80), which were as follows: 1) The Learning management guidelines that responds to the needs of educational institutions and local development; 2) The Learning management guidelines that promotes a feeling of history and appreciation for local history; 3) The Learning management guidelines that encourage children and youths to be proud as local active citizens and 4) The Learning management guidelines that includes a procedure appropriate for local history content and helps students develop digital citizenship skills. This demonstrates that the community-based history learning management approach is appropriate for classroom teaching and learning.

4. Discussion

1) The study of management of community based historical learning to enhance digital citizenship of secondary school students in the educational sandbox area discovered that management of community-based historical learning is a concept of history learning management together with Community Based Learning: CBL by connecting students' understanding as local members with a sense of history in their area with the learning process by employing local history content as a learning point that leads to the development of digital-based learning innovations to promote tourism in the community, in which teachers must manage to learn to engage students in designing, planning as well as choosing study areas that interest them and in the education sandbox area, some several measurements and assessments respond to education management. This is consistent with the work of Supho (2004), who proposed that the community serves as a learning center and plays a role in teaching students due to its proximity. As a result, it is a good learning medium for conveying perspectives and experiences to students, and in addition to content, by allowing community members to participate in teaching, students will be aware of and experience the environmental problems that occur in the community. As a result, learners will have a better understanding of the issues that arise. This is similar to the work of Mangkang (2022), who proposed that teaching social studies is necessary to select the content to be learned by emphasizing teaching and learning to promote and develop citizens' understanding of social conditions, trends, and problems related to life in the future society. The instructional design essentially requires students to investigate the key trends and issues confronting today that will have an impact on the shaping of future societies, with an emphasis on making decisions and providing experiences in the decision process using inquiry tools and tactics and applying them as citizenship skills to examine the world that will change in the future. According to Owens and Wang (1996), community-based learning is a teaching and learning strategy that allows students to learn what they want to learn when a community has extensive learning resources and learning spaces to support student learning. Community-based learning will result in learning that covers academic knowledge, work and career, individual and societal development, the value of management, and the task of understanding and utilizing community based learning resources. Furthermore, Sriwilai (2002) proposed that learning management in the context of community wisdom and culture, has something to do with the learners, which the community's learners should be aware of when organizing activities in which the villagers who took part and shared their knowledge will be proud and grateful that they can help the community and that someone will benefit from their wisdom. Furthermore, by teaching learners to learn and perform works of wisdom or understanding of community culture, the community accepts the learner's ability, which is beneficial for living in the community with cultural understanding and becoming an inheritor of the culture later on.

2) Proposal a guideline of the community based historical learning management to promote digital citizenship of secondary school students in the educational sandbox area, it was discovered that the researcher developed a community based historical learning management guideline known as the Guideline of Community Based Historical Learning: CBHL or 3P Model, which consists of 1. Prepare 2. Process and 3) Present with the results of the highest level assessment of suitability for learning management, by Sriwilai's (2002) concept, who proposed that learning management in the context of community wisdom and culture is something that the learners in the community should be aware of when organizing activities in which the villagers have participated. Villagers who pass on their knowledge will feel proud and grateful that they can benefit the community and that someone will benefit from their wisdom. Furthermore, by teaching learners to learn and perform works of wisdom or understanding of community culture, the community accepts the learner's ability, which is beneficial for living in the community with cultural understanding and becoming an inheritor of the culture later on. It is consistent with Panich's (2015) concept, according to which organizing teaching and learning activities for learners to do, experience, or experience emotionally will help learners practice understanding the value and lead to a paradigm shift or a higher level of thought. This is in line with the findings of Mangkang, et al. (2015), who proposed that education management for strong localities must meet the needs of students and empower them to see the value and understand the culture of the community, local identity, and students' freedom to design their learning.

5. Conclusion

The researcher is interested in studying community based historical learning management guideline to promote digital citizenship of secondary school students in the education sandbox area to propose a guideline for teaching and learning community based historical learning that will help promote digital citizenship for students and youth in education sandbox area to learn local history and be aware of the responsibility to maintain and continue to preserve their local historic areas.

6. Suggestions from the Research

6.1 Suggestions for Implementing Research Results

1. Documentation should be promoted as an electronic historical database, and learning materials should be developed in the community to become a database and learning resource.
2. Collaboration between educational institutions and communities should be established to improve the efficiency of local history learning management

6.2 Suggestions for Next Research

1. To create a learning process that extends to tourism innovation and generates income for learners in educational sandbox areas, guidelines for learning for the disabled and informal education should be developed.
2. It is necessary to assess the need for developing a local curriculum that integrates social studies content for learners in local history areas.
3. The outcomes of the community-based history learning management approach should be studied to promote digital citizenship among secondary school students in the educational sandbox area in various contexts.

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