

Buddhist Way and History Learning Management in the 21st Century

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ABSTRACT

The study of history is the study of human behavior in the past focusing on meat, being a lesson to teach people in Thai society and worthy of study. In terms of history, there are educational benefits. This has enabled people in each generation to learn their own stories by inscribing them in books, media, and evidence from various learning sources. In this course article, the authors aimed to present: 1) a study of the meaning of history, educational methods, as well as the concept of interpreting to integrate history teaching in the 21st century; 2) a study of lessons from Thai history to integrate teaching in the 21st century. Active Learning that gives learners the opportunity to participate and interact with learning activities through a variety of Thai national history subjects for the integration of teaching in the 21st century integrating ideas and principles in history courses in the 21st century by using community-based learning resources as a learning based on a study to integrate ideas and principles from the past, then bring evidence from the integration study, learning management in history subjects in the 21st century, a study to integrate the ideas and principles from the past, study integration in classes. Learning management in history subjects in the 21st century is to integrate ideas and principles from the past, then bring evidence from the integration study learning management in history subjects in the 21st century for placing emphasis on integrated learning management by the process of organizing learning experiences according to interests and abilities by linking the contents of various sciences, related to learners to change their behavior enabling apply knowledge, skills and attitudes to create jobs, solve problems and use in daily life by oneself. Knowledge gained from: 1) the subject Buddhist way and history learning management in the 21st century to integrate history teaching 2) to integrate doctrine with historical knowledge in the 21st century. 3) They have studied lessons from Thai national history to integrate teaching in the 21st century by Dhamma from the past, then bring evidence from integrative studies, learning management in the 21st century by using community learning resources as community-based learning.

Keywords

Buddhist Way, History Learning Management, 21st Century

I. INTRODUCTION

History [1] is the knowledge of past human actions obtained by studying it through historical means which gives importance to accurate and reliable facts to explain cause and effect.

Historical knowledge changes and varies according to facts, interpretation and explanation of the study, including the subject and objectives of the study of "national history" is a study of history which focuses on being a nation state (or state of the nation) according to western ideas. Each nation or country has its own way of studying national history but have the same objective, make the students feel proud and have a sense of belonging together to love the nation and jointly build and develop the nation according to the ideology of each nation.

Prof. Dr. Thongchai Winichakul, a Southeast Asian history scholar in the United States, explains the term history and reminds history students/readers to be interesting as follows: "To understand the past is history...we must understand that knowledge of the past is continually rebuilding because the perspectives of the times (when history was written) were constantly changing..."

Objectives of the study Buddhist way and history learning management in the 21st century is learning management in social studies group history course and its goal is to focus on having the learners have complete learning

behaviors in 3 aspects, namely Cognitive domain, Affective domain and Psychomotor domain. Therefore, students must be encouraged to think rationally, able to search for knowledge on their own by searching, seeking, exploring, checking systematically in order to create a body of knowledge that can be used to solve problems in the future teaching management in the 21st century.

This article presents the Buddhist way of life and history learning management in the 21st century, with issues to be studied in 3 aspects, namely Cognitive domain, Affective domain and Psychomotor domain, intellectual development of learners in the 21st century, including appraisal skills, information management skills, judging skills, fact-finding skills, and analytical thinking skills. 2) Study attitudes, values, acceptance, differences of coexistence, the reasoning of learners in the 21st century 3) Range skills, reading process skills, observation, classification, storage attempt to gather information, data collection sobriety, capturing key points, summarizing of the points of interest, beautiful writing, perseverance, patience in finding the facts. The expected benefit is to make students absorb learning with moral principles, have reason to think by using information from a variety of documentary sources, media, and historical information have the skills to manage learning having a positive attitude, appreciating information, distinguishing

information, correctly communicating the information learned through a variety of channels.

II. SUBJECT/STUDY ISSUES

The study of history [2] makes people in each civilized society learn their own stories, study experiences, both successes and failure to be a machine decide on future actions. History thus helps people in a society feel that shared the same fate have national identity and cherish freedom. However, to promote learning and point out the development of humanity over time until knowledge understanding of human civilization understand the similarities and the differences of people in each area. Not only did a "History" that teacher teach in the subject of social studies, but also religion and culture can be project clearly in these past images. However, at present, learning management in history subjects at the school level faces many problems. One important problem is from the teachers. Many history teachers lack an understanding of the historical method and the depth of its content. Teachers also use teaching methods. "Tell the past to memorize" rather than "Tell the past to answer the question 'Why?'".

From such issues history education. The key problem is teachers who lack knowledge and understanding in teaching history, lack of skills in the process of transferring knowledge and skills necessary to teach and integrate Buddhist principles with history teaching to students in the 21st century.

The 21st century skills [3]; Transferable skills refer to a group of knowledge, skills and work habits which is believed to be crucial to success in lifelong learning. United States of America concept "Skills of the New Future: Learning in the 21st Century" has been developed. The sector arising from the field outside of education includes large leading private companies such as Apple Inc. Microsoft company. The Walt Disney Company, National Professional Organization and the State Office of Education. They merged and formed the partnership for 21st century skills, or the P21 Network for short. These organizations are concerned and see the need for young people to have skills for living in a 21st century world that has changed from the 19th and the 20th centuries having developed a vision and mindset for learning in the 21st century. Learning and innovation skills, or 3R and 4C, which have the following components: 3 R: Reading, Writing, and Arithmetic (Mathematics) and 4 C: Critical thinking (Analytical thinking), Communication, Collaboration and Creativity including life and career skills and information, media and technology skills and new management of education.

Skills of the 21st century [4] mentioned about skills for living in the 21st century as follows: Subject matters are important. But it is not enough for learning to live in the world of the 21st century. Nowadays, learning the subject matter (content or subject matter) should be learning from the students' own research by the teacher to help guide and help design activities that allow each student to assess their own learning progress. Skills needed in the 21st century.

Knowledge areas are as follows:

1. Global awareness
2. Knowledge of finance, economics, business and entrepreneurship (entrepreneurial literacy)
3. Knowledge of good citizenship (Civic literacy)

4. Health literacy

5. Environmental knowledge (Environmental literacy)

The core subjects that students need to learn are as follows:

1. Mother tongue and major languages of the world
2. Art
3. Mathematics
4. Government and citizenship
5. Economics
6. Science
7. Geography
8. History

The core subjects led to the formulation of conceptual frameworks and important strategies for learning management in interdisciplinary content for the 21st century by promoting understanding of core subject content and inserting 21st century skills into all core subjects as follows:

1. Learning and innovation skills; it will determine the students' readiness to enter today's more complex world of work: 1.1) Creativity and innovation, 1.2) Critical thinking and problem solving 1.3) Communication and collaboration.

2. Informational, media and technology skills. At present, information is disseminated through many media and technology. Learners must be able to demonstrate critical thinking skills and perform a variety of tasks by relying on knowledge in many areas as follows: 2.1) Information knowledge, 2.2) Media knowledge, and 2.3) Technology knowledge.

3. Life and career to live and work successfully in today's era. Students are expected to develop the following key life skills: 3.1) Flexibility and adaptability, 3.2) Initiative and independent, 3.3) Cross-cultural social and social skills, 3.4) Being a creator manufacturer (Productivity) and accountability is reliable, and 3.5) Leadership and responsibility.

From such issues, learners in the 21st century must have knowledge in various sciences and disciplines, more diversified and what is needed are skills in all 3 areas, namely learning and innovation skills, information skills and life and career skills, therefore, will be consistent with the Basic Education Core Curriculum 2008 aims to develop all learners which is strength of the nation to be a human being with balance in terms of physique, knowledge, virtue, and awareness of being a Thai citizen and a global citizen, adhere to the democratic government with the King as Head of State, have the basic knowledge and skills, including attitudes, necessary for further education, careers and lifelong education with a focus on learners based on the belief that everyone can learn and develop themselves to their full potential, study issues include:

1. Teaching history subjects can start from media searching for information from any source.

Teachers can study from the curriculum, Social studies, learning subject group religion and culture in the Basic Education Core Curriculum, B.E.2551 start by understanding the 3 main points:

1. Goals of learner development are defined in 5 things:

1.1 Develop learners to be quality individuals, meaning learners have specific knowledge and abilities, behaviour of learning, perseverance, patience, knowledge of

potential, responsibility continuously improve and develop ourselves, love own honour and dignity.

1.2 Able to live happily with others; it is considered the heart of the social studies of many virtues that must encourage children to realize the importance of coexistence, such as love and understanding of family including colleagues, lovers, executives know how to forgive, help others, be kind, respect the freedom of oneself and others, accepting of individual differences.

1.3 Understanding and appreciating the value of living together in society means being a global citizen beginning with consciousness of the importance of living together as a society, having a public mind, loving and being proud of Thai hood, sacrificing one's own interests and those of their clan to protect the interests of society and the nation, accepting differences, volunteering, and participating in local and national development, etc.

1.4 Understand and appreciate and conserve resources and environment a global crisis that counting the days will be intense. And there are far-reaching effects such as efficient use of resources (economical, cost-effective), consciousness and volunteer spirit in preserving the environment, etc.

1.5 Awareness and adaptation in the world of globalization effectively include understanding changes in the context of time, self-development to be up-to-date with information, have the ability to use technology, the ability to communicate.

2. The key competencies of learners are defined in 5 areas, namely 1) the ability to communicate, 2) the ability to think, 3) the ability to solve problems, 4) the ability to use life skills, and 5) the ability to use technology

3. There are 8 desirable characteristics: 1) love the Nation, Religion, King, 2) honesty, 3) discipline, 4) eager to learn, 5) live with sufficiency, 6) work hard, 7) love Thai hood, and 8) have a public mind, both aiming to develop key competencies of learners, desirable characteristics, it is what the curriculum expects to happen in the learner no matter what subject it teaches for the subject.[5]

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2. Which of the five principles of learner development can be integrated?

2.1 Develop learners to be quality individuals. Learners have their own unique abilities, behaviour of learning, perseverance, patience, knowledge of potential, responsibility, continuously improve and develop ourselves, love your own honour and dignity.

Those who will succeed in life must have individual principles. The one path: the three diversifications: Tañhā (craving), Diṭṭhi (view), Māna (conceit) are slow defilements that cause protracted thinking to cause problems, hindering access to the truth. If a learner possesses these three insights, then he is not considered an individual quality people.

2.2 able to live happily with others children realize the importance of living together, such as loving and understanding the family including colleagues, lovers, executives know how to forgive, help others, be kind, respect the freedom of oneself and others, accepting of individual differences.

Therefore, those who will live happily together. There is fellowship, that is, the unity of the group that leads to happiness in practice, fellowship consists of:

1. Physical unity is working together with sacrifice.

2. Mental unity is having the readiness to do everything.

3. The unity of thought is to help each other to create prosperity for the public. Do not think for personal gain and there are other Dhamma principles such as having the 6 virtues of happiness and the Saṅgahavatthu IV.

2.3 Understanding and valuing social coexistence means being a citizen of the world (community, locality, nation, global society), starting with consciousness of the importance of living together as a society, having a public mind, loving and being proud of Thai hood, sacrificing one's own interests and those of their clan to protect the interests of society and the nation, acceptance of differences, volunteering, and participation in local and national development.

2.4 Awareness and adaptation in the world of globalization effectively include understanding changes in the context of time, self-development to be up-to-date with information have the ability to use technology have the ability to communicate.

According to the teachings of the Buddha that “Tumhehi kiccam ātappam” who do it is you, “Akkhātāro tathagata” the Tathāgata is only a pointer. Educators, therefore, have applied the educational management, active learning, teaching of teachers in the 4.0 era. The role of the teacher has changed to be a guide. Education in the era of Thailand 4.0 is the preparation of people or educating people only but to prepare humans to be humans, that is, in addition to educating must encourage learners to love to learn, to have virtue, to be able to live happily in society, studying history. Therefore, it is important for students to learn from the past in order to have a conceptual process skill development, learning history in the 21st century

Issue 1: Study the meaning of history; the concept of interpretation can be integrated into the teaching of history in the 21st century in a way that

Issue 2: The study of history has a concept that can be integrated into the teaching of history in the 21st century by “What processes?”

The word “history” comes from the English word which is derived from the Greek word “Histori” or “Historia” meaning investigation who first coined the term. Herodotus (484 – 425 B.C.), an ancient Greek philosopher who began historical research, is regarded as the father of history can be said “History” is therefore the study of the past that historians have come up with evidence, then discussing the meaning of various stories in the present, in line with:

Danai Chaiyotha said that history is a story that humans have done, both successes and failures, including things that humans have studied in the fields of art, war, politics, government, literature, creed, religion, philosophy, society, economy, science and hope.

Siriporn Manopichatewatthana (2004: 25) said that active learning is learning that learners have a role to take responsibility for their own learning energetically by doing and think about what they are doing from information or teaching and learning activities received through reading, speaking, listening, thinking, writing, discussing, problem solving, and social interaction in place of lecturing.

Meyers and Jones (1993:4) defined active learning as learning that allows learners to apply information, concepts, or new skills in learning. It is knowledge that comes from experience, creation, testing, and revision of learners.

Marks (1970:23) defines active learning as an arrangement of action experience. It aims to enable students to discover math concepts through operations such as measuring, counting papers, weighing, various handmade activities, scientific observations and experiments, after that, have students summarize the facts and rules.

Shenker, Goss & Bernstein (1996:1) states that active learning management is a learning management that requires learners to participate in their own learning roles rather than creating new knowledge or perspectives to use as a single recipient. It is the act of oneself that leads to thinking about what one is doing.

Petty (2004:1) stated that active learning management is a learning management that provides opportunities for learners to interact with each other. Instructors will encourage learners to learn more than learners gain knowledge from lectures alone.

Proper study of history, whether it's national history or local history, a way that goes hand in hand with practice. In the past, history is memorization, narrative, art, drama, tales, music. History is about asking questions to generate ideas, events that happened in the past which may differ which leads to building wisdom for educators in order to resolve doubts with a scientific approach to discovering evidence and arrive at the referenced source along with the answers to that question. Office of Academic and Educational Standards, The Office of the Basic Education Commission has stated that nowadays, history teachers only focus on the subject of studying “who, what, where, when” only, causing students to become bored because the content cannot be can create valuable benefits for students but when creating an understanding of “Why did it happen? Why did it happen? Why did it change and how did it happen? How did you change? How does it affect anything?” to be a true “professional”.

Therefore, integrating teachers in the 21st century is necessary to convey history, helping students to stimulate their feelings about past and present humanity, satisfies curiosity resulting in enjoyment in the stories of different peoples about how to live personality and character as well as thoughts and actions, activities.

Office of Academic and Educational Standards, Office of the Basic Education Commission has explained that “History” is a science that is beneficial to life today. Therefore, teachers must have knowledge of Thai history, community history, community life, settlement era in the community and learning resources in the community by using the strengths of the community as a learning base for students with the following principles.

1. A teacher who understands the problems and environment of today's society, community history, way of life, investigating the past of people in the community, behaviour and thoughts “How do people's beliefs in society arise? Has there been any changes or developments? which will lead to analysis to understand the problem rationally. There are measures to solve the problem, so it will be more effective and appropriate.

2. Those who learn the roots of Thai hood understand and take pride in one's nationality which brings sacrifice love homeland, love Thainess and proud of his own country.

3. Learn the lessons of the past, see flaws - mistakes, successes, goodness of ancestors which is derived from analysing historical events, “Why and How”, which is not just teaching to know “Who did what, Where and When” so that learners understand in terms that are “Lessons in the past” plan to support when events happened suddenly.

4. Know the history and culture of one's own country, and other countries, including way of thinking, practice, understanding the roots of Thainess including understanding the roots of humanity located in different areas.

5. Know the record of human behaviour in the past recognizing the past doesn't just have to be learned from the teacher in the classroom but learners can find knowledge such as historical media, libraries, museums, community learning resources from the internet with historical evidence and can be checked.

6. Know how to study important stories that are believed to have actually happened. Learning in the 21st century must

point out historical evidence from discoveries, evidence, and supporting data as follows:

The study of history has a concept that can be integrated into the teaching of history in the 21st century through a variety of processes which teachers must focus on motivating students. Let the students come up with questions. The teacher is the person who guides the learning resources to the students for students to have a process of analytical thinking Self-synthesis until a learning process called "Active learning" leads to the search for answers by the learners themselves.

Issue 1: Active learning that allows students to participate and interact with learning activities through various practices with the subject of Thai national history. How can it be used to integrate teaching in the 21st century?

Issue 2: Active learning in Thai national history in the 21st century "can be integrated into teaching in "What ways?"

Learning management with "Active learning" is a process of learning through practice or taking action. The "knowledge" that occurs is the knowledge gained from experience. In the process of organizing activities, learning is learners must have the opportunity to do more than just listen. Teachers must organize activities for students to learn by reading, writing, interacting and problem solving. It also allows students to use higher thinking processes, including analysis, synthesis, and valuation.

The 21st century is an age of information and changes with the advancement of technology, information makes communication without borders, access to resources can be done anytime, anywhere. The effect of the era of globalization has resulted in the need for learners to be capable of continuous self-learning and to be self-seekers, knowledge all the time. In addition, there are many new bodies of knowledge emerging every second, causing the subject content to be overflowing more than to be able to learn from the classroom which the traditional way of teaching by "saying, telling" that cannot be developed learners to apply the knowledge gained in class to practice well.

Characteristics of active learning "History" in the 21st century

1. Must focus on developing thinking potential, problem solving and application of knowledge for students.

2. Give students the opportunity to participate in organizing the learning system and create a body of knowledge by interacting together in the form of cooperation rather than competition.

3. Give learners the opportunity to participate in the learning process to the maximum, give students the opportunity to express their opinions.

4. Activities that allow learners to integrate information, news, and information into analytical thinking and self-assessment skills.

5. Cultivate students to learn discipline in working with others.

6. Aim for learners to gain knowledge from experience and the student's conclusion.

7. Teachers are facilitators of learning management for students to practice by themselves.

Characteristics of the learning process of "Active Learning" history subjects in the 21st century

1. Should provide learning that develops the potential of the brain, namely thinking, problem solving and applying knowledge in students' way of life.

2. Learning should be provided that allows learners to participate in the learning process to the maximum.

3. Students should be arranged to build a body of knowledge and manage their own learning process.

4. Students should be organized to participate in learning, both in terms of creating a body of knowledge collaborative interaction create collaboration rather than competition.

5. Arrange for students to learn about shared responsibility, discipline in work and division of duties, responsible for various missions

6. Organize learning processes that create situations for learners to read, speak, listen and think deeply. Learners will be self-learning system.

7. Organize learning management activities that emphasize higher thinking skills.

8. Organize activities that allow learners to integrate information, news or information and concepts and concepts.

9. Teachers will be the facilitators of learning management for students to practice by themselves.

10. Organize the process of creating knowledge that arises from experience, building knowledge and reviewing conclusions of learners.

Types of activities that are Active Learning History in the 21st century:

1. Should organize a learning process that reduces the role of teaching and direct knowledge of teachers but gives students the opportunity, participate in building knowledge and organize a self-learning system.

2. There should be activities to develop learners' learning to bring knowledge understanding to application, able to analyse, synthesize, evaluate, create things develop thinking process skills to a higher level.

3. There should be activities linked to students with the surrounding environment problems of the community, society or the nation or used in new situations.

5. Activities should be organized to encourage learners to use their own ideas rationally, have the opportunity to participate in discussions and present their work.

6. Activities should focus on interaction between learners and teachers and interaction between learners together.

Issue 3: 1) Integration of ideas and principles in history courses in the 21st century, 2) The integration of ideas and principles in history courses in the 21st century with a learning management process using Active Learning, Buddhist methods, and learning in history courses in the 21st century is a challenge for teachers to implement media, lesson plans that can respond according to the indicators according to the curriculum specified by the educational institution. Teachers must have Buddhist methods or strategies for teaching and learning to students by communicating with students to understand their tasks. Interested students are curious in that regard. Therefore, I would like to use the Buddha's teachings as a method that can be adapted for the development of learners according to the era. And I would like to give an example of the doctrines of the Buddha and His Holiness that they disseminated the teachings that he had attained enlightenment for people of all groups to learn the teachings of the Buddha and His Holiness which has 4

important characteristics: Sandassanā, in teaching the Dhamma, they would explain to the listeners clearly, truly seeing the truth; Even so, that's true, eager to follow that principle to be successful and the Buddha will create an atmosphere conducive to learning with the principles of 4S.

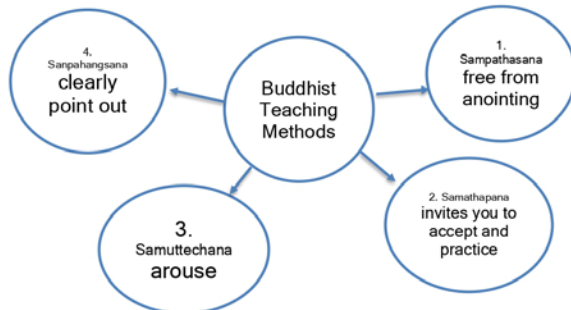


Figure 1 Buddhism, the teaching method of the Buddha in the time of the Buddha

In learning management in history subjects, emphasis is placed on the learners to have complete learning behaviours in 3 aspects, namely Cognitive domain, Affective domain and Psychomotor domain should encourage students to think rationally, able to search for knowledge on their own by searching, seeking, exploring, checking systematically in order to create a body of knowledge that can be used to solve problems in the future which has scholars has proposed a process for learning history Integrating teaching in the 21st century with a historical approach. The teacher may lead the historical method which consists of 5 steps:

1) The setting up problem or hypothesis step by using observations of learners and instructors together to find insights about the stories, events or behaviours of historical figures, then proceed to study the scope and approach to the problem in order to obtain detailed facts. And then ask students to guess the answer or formulate a possible approach in the form of a hypothesis.

2) Knowledge seeking by collecting evidence (Data Collection); Instructors give advice on research methods and tell the source where learners can seek and collect evidence may be given in the form of a bibliography or reference book and if possible, the instructor may provide evidence. The document is intended to facilitate the curiosity of the learners. One important feature is the classification of primary, second and third levels of evidence for credibility in the evidence as a criterion.

3) Data Analysis & Evaluation Step: Teachers must rely on important principles which are divided into 2 steps:

3.1) External Criticism: comparison with other evidence that mentions the same facts to detect flaws and errors in non-primary evidence researching the background in the introduction and summary abstracts helps learners gain a broad understanding of the entire text.

3.2) Internal evaluation (internal criticism); The learners try to use intelligence and knowledge to find reasons consistency. The truth and what is the purpose of the evidence in order to get the facts in the most accurate manner in the process of synthesis.

4) Data in interpretation and synthesis, taking evidence that has been analysed and evaluated to interpret and

synthesize facts in the form of concepts or concepts by bringing evidence or facts into consideration, explaining, criticizing and express opinions, then summarize, combine and synthesize together to become the concept of learning.

5) Information presentation stage; Presenting knowledge and ideas that have been analysed and synthesized to others through lectures, discussions, seminars, writing articles, reports, etc., in which the presenter must use the ability to outline the story and concise writing guidelines to make it interesting, valuable, continuous, inspiring readers or listeners to follow the presentation.

Teaching history in the 21st century, teachers should integrate the principles into the students. For learners to acquire principles organize assigned activities to achieve success, teachers should write about perseverance, insert novels such as Mahājanaka Jātaka to achieve results, it requires perseverance, effort, mindfulness, and morality in learning until the path is born, the success of the effort, etc.

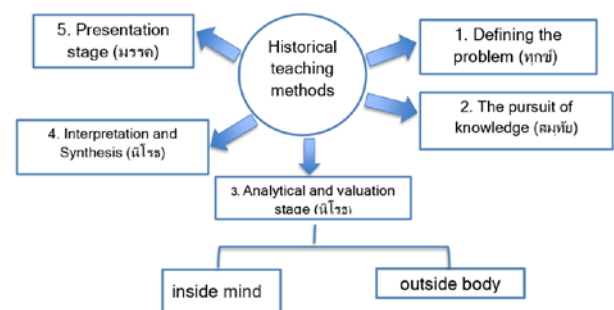


Figure 2 Diagram of how to teach history

According to the announcement of the Ministry of Education on the management of educational institutions curriculum structure, 8 learning subject groups and 1 history basic subject of basic education institutions to emphasize that educational institutions use it to promote history learning by using the active learning management process with a variety of methods both in the dimension of learning management measurement and evaluation including the use of media and learning resources such as:

1. Use of the best practice case of history teaching from schools under the Office of the Basic Education Commission (OBEC) to propose a history learning program near them to the creation of “a sustainable community” to learn from the community close to the students and create media to convey experiences on social media such as podcast, TikTok, YouTube to create awareness of the history, community products, strengths, uniqueness and pride until having a positive impact on their own community.

2. Presentation “Learn proudly to young Thai historians” Studying Thai history in the classroom with animation media “THE DIARY, recording the history of the Thai nation and the monarchy” from the Foundation for Distance Education via Satellite under the Royal Patronage of His Majesty the King expanded to learning from the history school surrounding the school to become proud and pass on pride to the public in many forms Both volunteer projects and little guide.

3. Various forms of modern history learning media and sources, such as animation, “THE DIARY, recording the

history of the Thai nation and the monarchy” from the Foundation for Distance Education via Satellite Under the Royal Patronage of His Majesty the King learn with fun and age appropriate with 68 episodes that summarize history since the Sukhothai period until Rattanakosin and tie the story to follow suitable for the age of students.

3.1 Cartoon animation media “City of Creation of Cittanakhon and Sammādiṭṭhi Through Dimensional Maya” from the Safe and Creative Media Fund that presents moral concepts that are easy to understand for young people which can be studied in depth through the bestowed books “Chittanakhon, the Capital of the World” and “Sammādiṭṭhi”, both of which are the writings of Somdej Phra Nyanasamvara (His Holiness XIX), King Rama IX, had proofread the original Sammādiṭṭhi book by himself. Inside there is content about the Dhamma principles leading a happy life and right opinion which is the basis of success in life.

3.2 History learning media outside the virtual classroom (Virtual Field Trip); learning about the history of Thailand in 3 periods.

3.3 Virtual reality technology (VR: Augmented Reality); learning about history through the King Rama X banknotes, learn history from things close to you.

3.4 History learning media through contemporary communication; learning about the development of Thai history; Rattanakosin Period Educational Institutions can use such media as part of learning management for history subjects that reach students’ hearts. It makes learners understand and realize the importance of Thai history, creating more love, commitment, cherishment and pride in Thailand.

4. Presentation, demonstration and presentation of Dusit Thani board game media from the Educational Institution Foundation in the reign of King Rama VI and Princess Bejaratana Rajasuda which ingeniously creates learning in various sciences through playing board games including creating interactions and active learning between teachers and students resulting in a positive attitude toward oneself, society, community and the nation.

Therefore, the aforementioned Buddhist methods for learning history in the 21st century can be applied to educational management at all levels from elementary, secondary and higher education depending on different content. However, managing to learn history can be synthesized as a guideline to be used according to the student development process as follows:

1. Review of history; a review of existing knowledge and understanding to connect knowledge about the historical past by recognizing and touching from a variety of media such as images, charts, news events school guest book, video, story, legend, etc., and ask questions to ask students about the events that happened “Who, What, Where, How, Why,” etc.

2. Historical analysis encourages learners to separate facts and opinions from each other by dividing students and historical topics into groups, brainstorming sessions for discussion and explain the reasons according to the opinions of each learner. Teachers may use mind mapping techniques, go down to study and find information at academic resources in the community, etc. that help learners to think about what they know for themselves, etc.

3. History Synthesis Stage; the use of evidence that has been analysed and evaluated, then interpreted and synthesized in order to understand facts in the form of concepts or concepts, by using evidence or facts to consider and explain, criticize and comment again, then summarize, combine and synthesize together to become the concept of learning from other groups, etc.

4. History propagation stage; a transfer of the work of learners who can apply the knowledge gained to present in small groups for friends to comment and improve, correct, or encourage or invite people outside the classroom, appreciate and have a sense of good things in the past by inserting moral and ethical principles into it.

In summary, Buddhist way and learning management in history subjects in the 21st century.

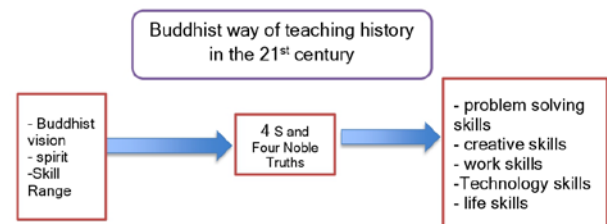


Figure 3 Buddhist methods for teaching history in the 21st century

CONCLUSION

Learning management with Buddhist teaching methods in history subjects able to integrate the principle of Buddha’s vision, spirituality, and spiritual skills integrate the Dhamma principles with the 4-S principles, namely: 1) Sandassanā, clearly explained, as if leading them by the hand to come and see with their eyes, speaking and explaining to the audience “clearly”, 2) Samādapānā; incitement to take upon learners; inspiration towards the Goal, 3) Samuttejanā, inspiring courage, encouragement, and confidence that he could do so without being shaken by the obstacles that should have come. No matter how big and difficult it is, “Intrepidity”, and 4) Sampahamsanā; has a way of teaching that helps listeners to be cheerful, joyful, not bored, filled with hope because they see the benefits that they should receive from the practice of “Cheerful”, integrating teaching and learning. In history courses in the 21st century, it is a challenge for executives to stimulate the learning of students, raise awareness participation with learning management history dissemination of knowledge of history through a variety of media channels Virtual reality (VR: Augmented Reality), board games, virtual classroom (Virtual Field Trip), and Active Learning between teachers and students resulting in an attitude positive attitude toward oneself, society, community and the nation.

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