

Transforming History Teaching on Ancient Kingdoms History of Thailand Using Inquiry-Based Learning Combined with Magic If Techniques to Promote Archaeological Literacy of Vocational Certificate Students

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Abstract

This research is a research and development (R&D) study with the objectives to: 1) examine the requirements, 2) develop teaching methods, 3) evaluating the effectiveness, and 4) assessment the implementation of history teaching on ancient kingdoms of Thailand using inquiry-based learning combined with the Magic If technique to enhance archaeological literacy among vocational certificate students. The research instruments included: 1) an interview form to assess teaching design needs, 2) an assessment form for the appropriateness of the learning activity set, 3) an assessment form for archaeological literacy, and 4) a questionnaire on student opinions. The target group comprised 53 students, along with five teachers and administrators. Analyze quantitative data using mean and standard deviation, and analyze qualitative data through content analysis. The

research findings revealed that: 1) Teachers and students expressed a need for instructional development in history courses, emphasizing diverse learning processes rather than rote memorization. 2) A learning activity set was designed, consisting of three learning activities with a total duration of seven hours. The appropriateness evaluation yielded the Excellent of agreement ($M=4.93$, $SD=0.11$). 3) The post-learning assessment results indicated that students' overall archaeological literacy was at the Excellent ($M=4.59$, $SD=0.23$). 4) The evaluation of instructional implementation showed that student satisfaction was at the Excellent ($M=4.89$, $SD=0.07$).

Keywords: History Teaching, Inquiry-based Learning, Magic If, Archaeological Literacy

1. Introduction

In the contemporary global social landscape, Technological and economic advancements since the late 20th century have reshaped global education and workforce demands. This transformation requires identifying and cultivating essential skills that ensure student success in the modern world. Educational institutions, business leaders, and governmental organizations have increasingly emphasized the cultivation of cognitive abilities that facilitate adaptation to dynamic work environments. These include critical thinking, creativity, collaboration, and communication. Furthermore, life skills, which encompass both personal and professional attributes such as flexibility, leadership, initiative, productivity, and social intelligence, have gained prominence as indispensable competencies. In the context of globalization, where workforce demands extend beyond foundational knowledge, there is a heightened emphasis on applied skills, such as critical analytical thinking within collaborative environments and entrepreneurial creativity, to equip students for the complexities of an evolving socio-economic landscape (Mahidol University International College, 2021). As a result, critical thinking and creative problem-solving have emerged as core competencies required for success in the contemporary era.

The pedagogical framework for social studies education must evolve to accommodate these transformations through an interdisciplinary and integrative approach aligned with the demands of the 21st century. This paradigm shift necessitates a reconceptualization of the role of educators, transitioning from traditional instructors to facilitators of knowledge acquisition and critical inquiry. Effective social studies instruction is contingent upon multiple factors, including student-teacher interaction, access to comprehensive learning resources, and the implementation of well-structured instructional methodologies. Collectively, these elements cultivate a learning environment conducive to the development of competencies required for long-term professional sustainability (Mangkhang, 2022). A fundamental objective of social studies education is to enhance critical thinking, a skill that holds significant relevance in contemporary education. Critical thinking enables students to engage in informed decision-making, both in personal and professional capacities, by systematically analyzing and synthesizing information prior to deriving conclusions. Accordingly, social studies educators must prioritize instructional strategies that promote group discourse, evidentiary reasoning, and empirically substantiated conclusions (Pinla & Pinla, 2020). More importantly, the emergence of Information and communication technologies (ICTs) as learning technologies has coincided with a growing awareness and recognition of alternative theories for learning (Fashola & Tunde, 2017).

The instructional design of social studies curricula must emphasize reflective learning, analytical engagement, and the ability to correlate historical phenomena with contemporary realities. Inquiry-based learning represents a pedagogical strategy that fosters research-driven inquiry and problem-solving skills. Unlike conventional didactic methodologies that prioritize direct information dissemination, inquiry-based learning encourages students to engage in situational analysis, question formulation, and exploratory investigation to derive insights autonomously. This approach cultivates critical thinking, analytical reasoning, problem-solving capabilities, and proficiency in the interpretation of historical evidence (Department of Education, Australian Government, 2023). The Magic If technique, which invites students to immerse themselves in a character's perspective, complements inquiry-based learning, critically assess multiple sources of information, and formulate well-reasoned conclusions (Krasner, 2009; Vironrak, 2014).

At Lanna Polytechnic Chiang Mai Technology College, both faculty members and students have critically evaluated previous instructional approaches, highlighting a predominant reliance on rote memorization for assessment purposes rather than fostering analytical and evaluative skills. To align with the 2024 vocational certificate curriculum, which underscores the development of historical analysis, critical reasoning, and investigative methodologies, the existing pedagogical structure necessitates reformation to facilitate a more comprehensive understanding of Thai historical contexts and to cultivate national identity and cultural appreciation. Additionally, the curriculum seeks to empower students with the requisite knowledge to apply historical research methodologies within both academic and professional domains (Office of Vocational Education Commission, 2024).

In response to these educational imperatives, the present research examines the integration of inquiry-based learning in conjunction with the Magic If technique in history instruction. The overarching objective is to enhance archaeological literacy among vocational certificate students by refining their capabilities in historical analysis, source interpretation, and evaluative reasoning. Furthermore, this study seeks to assess the pedagogical impact of this instructional approach concerning student engagement, learning efficacy, and knowledge retention.

In alignment with the transformative history teaching and learning in the global social landscape. This paper aims to:

1. Examine the requirements for designing ancient kingdoms history instruction using inquiry-based learning combined with the Magic If technique to enhance the archaeological literacy of vocational certificate students.
2. Develop the teaching of ancient kingdoms history through inquiry-based learning combined with the Magic If technique to promote the archaeological literacy of vocational certificate students.
3. Evaluate the effectiveness of teaching ancient kingdoms history using inquiry-based learning combined with the Magic If technique to enhance archaeological literacy of vocational certificate students.
4. Assess the implementation of history teaching on ancient kingdoms of Thailand using inquiry-based learning combined with the Magic If technique to enhance archaeological literacy among vocational certificate students.

2. Methodology

2.1. The Scope of the Study

The study was conducted in vocational education institutions that provide vocational certificate programs and implement or are in the process of adapting the 2024 vocational certificate curriculum in history, specifically under the core competency area of historical studies.

2.2. Population, Sample Group, and Key Informants

2.2.1. Population

The population consisted of 75 vocational certificate students enrolled in the Marketing Program at Lanna Polytechnic Chiang Mai Technology College, divided into two classrooms.

2.2.2. Sample Group

The study utilized two sample groups: The first group participated in Phase 1 of the research (initial investigation), The second group was involved in Phase 2 of research and instructional development.

First Sample Group: Comprised of five vocational certificate students from Lanna Polytechnic Chiang Mai Technology College, selected through voluntary sampling based on the following criteria: 1) Students were enrolled in a class taught by the researcher during the second semester of the 2024 academic year, 2) Students voluntarily agreed to participate in the research process.

Second Sample Group: Consisted of one classroom with 43 vocational certificate students from Lanna Polytechnic Chiang Mai Technology College, the sample was selected using simple random sampling, whereby the classroom was randomly chosen by lot.

2.2.3. Key Informants

The key informants included: One administrator from Lanna Polytechnic Technology College, Chiang Mai. Four instructors from the Social Skills and Life Competency Department. The total number of key informants was five individuals. Each instructor had a minimum of five years of teaching experience in vocational education institutions.

2.3. Research Instruments

2.3.1. Interview for Instructional Design Needs Assessment

The interview covered the following aspects: 1) Current teaching practices 2) Expected learning outcomes and future objectives 3) Instructional methods and learning activities 4) Assessment and evaluation methods 5) Additional comments and recommendations. This interview framework was adapted from the study by Siripongnapat (2023).

2.3.2. Evaluation of Learning Activity Suitability

The evaluation employed a five-point rating scale (ranging from strongly agree to strongly disagree) and was conducted by three experts selected through purposive sampling. Expert selection criteria required at least a master's degree or five years of teaching experience in universities or schools. The Index of Item-Objective Congruence (IOC) was 1.00, confirming the instrument's validity.

2.3.3. Assessment of Archaeological Literacy

This tool evaluated students' archaeological literacy using a five-point rating scale. The assessment was conducted by three experts (same criteria as in 3.2). The IOC was 1.00, ensuring reliability.

2.3.4. Student Perception and Feedback Questionnaire

A five-point rating scale was employed to assess student satisfaction and perspectives on the instructional approach. Open-ended questions were included to capture additional feedback. The questionnaire was adapted from Lertchanadecha (2024).

2.4. Data Collection Procedures

2.4.1 Phase 1: Assessment

Conducting a literature review on research related to the development of instructional approaches in Thai history education for vocational certificate students. Then, interviewing instructors regarding the necessity of designing ancient kingdoms history instruction using inquiry-based learning combined with the Magic If technique to enhance archaeological literacy among vocational certificate students. After that conducting focus group discussions with second-year vocational certificate students to explore their perspectives on the need for ancient kingdoms history instruction. Next, analyzing interview and focus group data to establish a foundational framework for developing the ancient kingdoms history learning activity set.

2.4.2. Phase 2: Development of Learning Activities

Conducting an extended literature review on inquiry-based learning and the Magic If technique to inform research implementation. Then, designing the ancient kingdoms history lesson plan and learning activity set. Next, revising instructional materials based on feedback from three experts selected through purposive sampling. The experts must hold at least a master's degree or have a minimum of 10 years of teaching experience in universities or schools within related disciplines. Experts evaluated the quality of the lesson plan and learning activity set.

2.4.3 Phase 3: Implementation and Evaluation

Conducting the actual instructional implementation, observing student engagement and performance, the instructional implementation followed three lesson plans, totaling seven hours of teaching. Collecting data on student learning outcomes to determine whether the instructional approach facilitated student development. Conducting a follow-up assessment of students' archaeological literacy four weeks after the initial post-test to examine knowledge retention.

2.4.4. Phase 4: Feedback and Refinement

Conducting student satisfaction surveys and teacher interviews to evaluate perceptions of the learning activity set, *identifying strengths and limitations of the instructional approach. Refining and improving the ancient kingdoms history learning activity set based on collected feedback to enhance its effectiveness*

2.5. Data Analysis

2.5.1. Analysis of Interview Data

The data collected from interviews regarding the instructional design needs for Ancient Kingdoms History using inquiry-based learning and the Magic If technique to enhance critical thinking skills among vocational certificate students were analyzed using content analysis.

2.5.2. Evaluation of Instructional Development

The assessment of the ancient kingdoms history instructional approach, designed to enhance archaeological literacy, was conducted using content analysis for the development of the learning activity set. Additionally, the suitability of the instructional approach was evaluated using a five-point rating scale with mean (*M*) and standard deviation (*SD*) calculations for each criterion. The criteria for suitability, adapted from Wongsapan (2020), are as follows: 4.51 - 5.00: Excellent, 3.51 - 4.50: Good, 2.51 - 3.50: Moderate, 1.51 - 2.50: Poor and 1.00 - 1.50: Very Poor

For the instructional approach to be deemed suitable, the expert rating average must be at least 3.50, with a standard deviation not exceeding 1.00.

2.5.3. Analysis of Learning Outcomes

To assess the impact of inquiry-based learning and the Magic If technique on students' Archaeological Intelligence, the study utilized mean (*M*) and standard deviation (*SD*) calculations, compared against the interpretation criteria of Nillapun (2015): 4.50 - 5.00: Excellent, 3.50 - 4.49: Good, 2.50 - 3.49: Moderate, 1.50 - 2.49: Poor and 1.00 - 1.49: Very Poor

2.5.4. Evaluation of Instructional Effectiveness

To assess the overall implementation of ancient kingdoms history instruction using inquiry-based learning and the Magic If technique, the study employed mean (*M*) and standard deviation (*SD*) calculations, based on the interpretation scale of Likert (1967): 4.21 - 5.00: Excellent, 3.41 - 4.20: Good, 2.61 - 3.40: Moderate, 1.81 - 2.60: Poor and 1.00 - 1.80: Very Poor

For open-ended responses, content analysis was applied to qualitatively assess student feedback and instructional effectiveness.

3. Results

These results support the advanced of instruction to design inquiry-based learning combined with magic if techniques of social studies teachers in the vocational education institution to promote archaeological literacy found that teaching and learning history was attributable effects of vocational certificate students.

It was found that the current instructional approach relies heavily on traditional curriculum structures, primarily emphasizing memorization and comprehension for the purpose of achieving assessment scores. This method does not align with the 2024 vocational certificate curriculum, which aims to foster analytical thinking and creativity as essential competencies for professional careers. According to an instructor: "Currently, our teaching approach focuses primarily on memorization. We have yet to fully implement methods that encourage students to think critically." (Instructor A)

Moreover, it was found that the existing history curriculum is content-heavy and not directly applicable to practical contexts, leading to student disengagement. The expected learning outcomes should emphasize active learning, allowing students to analyze historical narratives and connect them to contemporary events. Additionally, students should develop critical thinking skills, assess the credibility of historical information, and apply their knowledge in professional contexts. According to instructors: "Understanding history from the past to the present requires analysis and critical interpretation." (Instructor A). And "The focus should be on making history relevant to students. Right now, they study it passively without application, which leads to disengagement." (Instructor B)

Furthermore, it was determined that employing inquiry-based learning allows students to critically analyze historical concepts through structured learning scenarios. Furthermore, integrating technology as a tool for exploration and data acquisition enhances student engagement and expands the scope of information retrieval. According to an instructor: "Students

should engage with history through inquiry-based learning. The subject matter is extensive, but it should not be dull. Encouraging students to explore different topics will make history more engaging.” (Instructor C)

The interviews revealed that history education at the vocational level should focus on competency-based learning. As such, assessment methods should emphasize practical application, including presentations and project-based assignments, which provide deeper insight into student comprehension. However, standardized testing remains necessary for evaluating basic historical knowledge. According to an instructor: “Effective assessment criteria are crucial. While flexibility in evaluation is necessary, standardized multiple-choice tests are still required to measure students' general knowledge of history.” (Instructor C)

The research findings indicate that it was possible to successfully design a structured learning activity set, comprising 3 distinct learning activities with a total duration of 10 hours. These activities were designed to integrate inquiry-based learning methodologies while incorporating the Magic If technique to enhance student engagement and analytical thinking.



Figure 1. Learning Toolkit “OSCAR Model”

Table 1: Structure of the Learning Activity Set

Unit	Topic	Duration
1	Historical Processes	3 hours
Lesson	Who is in the Silence Among Us?	
2	Ancient Kingdoms in Thailand	3 hours
Lesson	Where is He in the Secret Meeting of the Nine Kingdoms?	
3	Sukhothai Period History	4 hours
Lesson	Who Rang the Bell Across the Sky?	
Total		10 hours

The learning activity set was reviewed and evaluated by experts based on two components, which are presented as follows:

Part 1: Expert Rating Scale Evaluation: A five-point rating scale was used to evaluate the learning activity set across four key areas, including content, language, visual presentation, and applicability. The results are summarized in the following table:

Table 2: Evaluation Results of the Learning Activity Set

Evaluation Criteria	M	SD	Interpretation	Rank
Promotion of conceptual thinking in social studies	5.00	0.00	Excellent	1
Practical application efficiency	5.00	0.00	Excellent	1
Connection to real-life experiences	4.89	0.19	Excellent	2
Enhancement of analytical reading skills in social studies	4.78	0.19	Excellent	3
Overall Score	4.92	0.11	Excellent	

Part 2: Qualitative Feedback from Experts: Additional open-ended feedback was collected from experts to further enhance the learning activity set. The qualitative assessment revealed that inquiry-based learning was highly effective, as it aligns with the scientific method of reasoning, promoting cause-and-effect analysis. The learning materials were found to be clear and well-structured, effectively communicating information and facilitating student engagement in self-directed research, according

to one expert: “I am very excited to see this approach being used for vocational students. This teaching method allows learners to think critically and conduct inquiries independently, which aligns well with their natural learning process.” (Expert 1)

Evaluating the effectiveness of teaching ancient kingdoms history of Thailand using inquiry-based learning combined with the Magic If technique to promote archaeological literacy, the effectiveness of the instructional approach was assessed through an evaluation of archaeological literacy among the target student group. The assessment results are presented in the following table.

Table 3: Evaluation of Archaeological Literacy

Evaluation Criteria	Pre-Learning		Post-Learning		Post-Learning (4 Weeks)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1. Archaeological Methods	4.08	0.44	4.88	0.31	4.94	0.21
2. Analysis and Interpretation of Evidence	4.00	0.38	4.71	0.38	4.79	0.35
3. Fundamental Knowledge of Archaeology	3.91	0.54	4.41	0.52	4.52	0.49
4. Documentation and Data Management	3.86	0.70	4.64	0.50	4.67	0.41
5. Conservation and Knowledge Dissemination	3.62	0.50	4.30	0.57	4.52	0.46
Overall	3.89	0.17	4.59	0.23	4.68	0.18

The results in Table 3 indicate that after completing the learning activities, students' archaeological literacy improved significantly, with the overall post-learning evaluation reaching the highest level ($M=4.59$, $SD=0.23$). Furthermore, a follow-up evaluation conducted four weeks later confirmed that the learning retention remained at the highest level ($M=4.68$, $SD=0.18$), demonstrating that the instructional approach effectively enhanced students' learning and knowledge retention.

Assessment the implementation of history teaching on ancient kingdoms of Thailand using inquiry-based learning combined with the Magic If technique to enhance archaeological literacy among vocational certificate students.

The effectiveness of the instructional implementation was assessed through student feedback, which was divided into two components:

Part 1: Quantitative Evaluation Using a Rating Scale: A five-point rating scale was used to assess various aspects of the instructional approach. The results are summarized in the following table.

Table 4: Evaluation of Teaching Effectiveness

Evaluation Criteria	<i>M</i>	<i>SD</i>	Interpretation	Rank
Instructor performance	5.00	0.00	Excellent	1
Assessment and application	4.89	0.21	Excellent	2
Teaching methods	4.88	0.25	Excellent	3
Content quality	4.86	0.26	Excellent	4
Learning management	4.82	0.33	Excellent	5
Overall Score	4.89	0.07	Excellent	

The results in Table 4 indicate that students reported the highest level of satisfaction with the instructional approach, with an overall mean score of 4.89 ($SD = 0.07$). The Excellent -rated component was instructor performance ($M=5.00$, $SD=0.00$), demonstrating strong student approval of the teaching methodology.

Part 2: Qualitative Evaluation Based on Open-Ended Questions: Three key themes emerged from the qualitative assessment, based on student responses to open-ended questions:

1. Learning Process and Classroom Activities: Students expressed a high level of satisfaction with the learning process, as the inquiry-based learning method was introduced through a mystery-solving approach, making history more engaging. This active learning strategy encouraged critical thinking, analysis, and interpretation of evidence, enabling students to apply their learning to real-life contexts, according to student feedback: “This history class is excellent! It’s more than just memorization; it fosters critical thinking and a deeper understanding of human behavior, which is useful in both present and future life.” (Student A) And “I found it fun because the activities encouraged teamwork. For example, we investigated a ‘historical crime scene’ and had to determine the culprit using historical facts, which made learning more interactive.” (Student B)

2. Learning Content and Course Materials: Students appreciated the course content and materials, noting that while the subject matter followed the standard history curriculum, the innovative teaching approach differed from traditional methods, making the material more engaging and easier to understand. Additionally, the instructional materials were clear, concise, and well-structured, aiding both learning and assignments, according to student feedback: “The content is standard, but the teaching approach is unique. It makes history, which was previously boring, more enjoyable. The instructor is creative in both teaching and assignments.” (Student C) And “The learning materials were well-prepared and engaging. Everything felt fresh and different. The documents were clear, easy to read, and highly useful for assignments.” (Student D)

Instructor's Knowledge and Classroom Atmosphere: Students highly praised the instructor's knowledge and ability to create a positive learning environment. Many students, who previously found history uninteresting, stated that the engaging teaching style had significantly changed their perception of the subject, according to student feedback: "I wish I had been taught history like this earlier. I used to dislike it, but this instructor made it fascinating!" (Student C) And "I'm proud to have such a skilled instructor. I've learned things I never expected to, and difficult topics were explained in a way that made them much easier to understand." (Student E)

3.1. New Knowledge Derived from the Study

The researcher synthesized an inquiry-based historical learning process based on the works of Michaelles (1972), Stripling (2009), Umamah et al. (2023), and the Magic If concept from Grassi et al. (2024). This synthesis resulted in the development of the OSCAR Model, a structured framework consisting of five key steps for historical inquiry-based learning, described as follows:

1. Observations and Question Points: Students collaboratively observe key issues of interest and formulate questions to guide their research direction.

2. Set Up a Hypothesis for the Study: Students predict possible outcomes of their investigation, considering various plausible explanations for their inquiries.

3. Collect and Evaluate the Evidence Found: Students gather all relevant evidence, critically assess its credibility, and determine its applicability in supporting or refuting their hypothesis.

4. Analyze Evidence and Present Findings: Students analyze the collected data, compare chronological events, synthesize insights, and connect various pieces of evidence to derive conclusions consistent with their hypothesis.

5. Reflect Outcomes Related to Life and Society: Students reflect on how historical knowledge applies to their daily lives and broader societal contexts, fostering deeper historical awareness and real-world applicability.

The OSCAR Model provides a structured, inquiry-driven approach to historical learning, fostering critical thinking, evidence-based reasoning, and real-world application of historical knowledge.

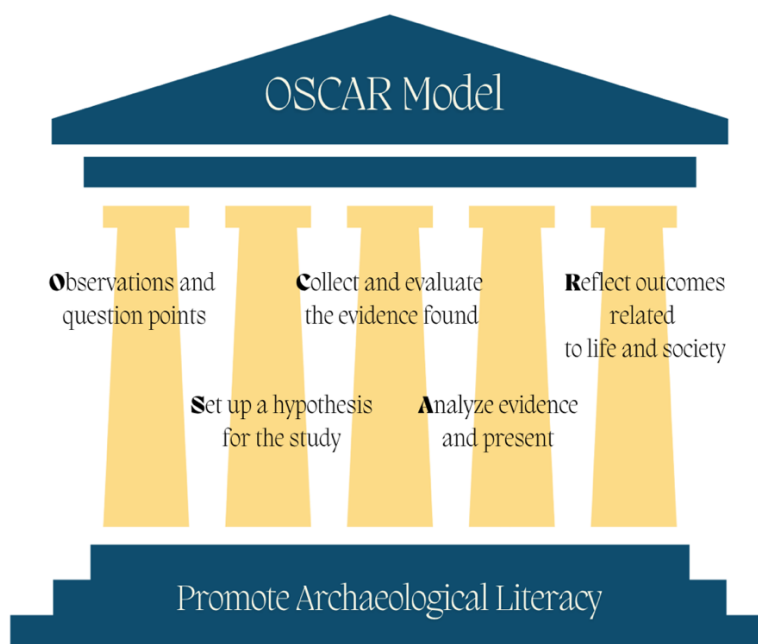


Figure 2: OSCAR Model

4. Discussion

The analysis revealed that using inquiry-based learning combined with magic if techniques in history teaching was promoted archaeological literacy of vocational certificate students as follows:

1. Examine the requirements for designing ancient kingdoms history instruction using inquiry-based learning combined with the magic if technique to enhance the archaeological literacy of vocational certificate students.

The findings indicate that both instructors and students expressed a need for innovative instructional methods in history courses. The traditional history curriculum primarily focuses on memorization, lacking engaging activities that stimulate critical thinking. This aligns with the work of Zin et al. (2009), which suggests that traditional history instruction does not sufficiently develop students' cognitive potential. Their study highlighted that passive learning models fail to meet learners' needs, making history lessons less engaging.

By contrast, active learning strategies that incorporate hands-on engagement and interactive participation can significantly enhance learning outcomes. This is especially relevant for younger learners, as student-centered approaches promote deeper comprehension and retention.

Additionally, instructors expressed a strong preference for inquiry-based learning, which emphasizes critical thinking and investigative skills. This is consistent with the findings of Boonnumudom (2020), who stated that modern classrooms should prioritize active learning by fostering intellectual curiosity and student engagement. The study further supports that encouraging students to actively seek knowledge through both mental engagement and physical participation enhances learning effectiveness and overall satisfaction.

2. Develop the teaching of ancient kingdoms history through inquiry-based learning combined with the magic if technique to promote the archaeological literacy of vocational certificate students.

The findings indicate that it was possible to successfully design a structured learning activity set, comprising 3 distinct learning activities with a total duration of 10 hours.

Upon evaluation by three subject matter experts, the learning activity set was rated at the Excellent ($M=4.93$, $SD=0.11$). The highest-rated aspects were the promotion of conceptual thinking in social studies and the effectiveness of its practical application ($M=5.00$, $SD=0.00$).

This high rating can be attributed to the unique instructional design, which differs from conventional history teaching by integrating imaginative engagement with historical inquiry. The combination of inquiry-based learning and the Magic If technique was supported by a comprehensive review of relevant literature in history education and pedagogical frameworks.

These findings align with the study by Mangkhang et al. (2021), which analyzed gaps in history curriculum and textbooks to develop an optimized instructional model. Their research underscores the importance of designing learning methodologies that bridge these gaps, fostering deeper engagement and historical comprehension. As a result, the evaluation of the instructional approach in this study also achieved the excellent of approval.

3. Evaluating the effectiveness of teaching ancient kingdoms history using inquiry-based learning combined with the magic if technique to enhance archaeological literacy

The findings indicate that after engaging in the learning activity set, students demonstrated a significant increase in archaeological literacy, with a post-learning mean score of $M=4.59$ ($SD=0.23$). A follow-up evaluation conducted four weeks later confirmed that learning retention remained at the Excellent ($M=4.68$, $SD=0.18$).

This improvement is attributed to the Magic If technique, which enhances learning by immersing students in historical scenarios through emotional and experiential engagement. According to the BBC (n.d.), the Magic If technique operates as a form of emotional memory, where learners recall past emotional experiences similar to those simulated in role-playing exercises, thereby reinforcing knowledge retention and understanding.

Additionally, the inquiry-based learning approach used in the study encouraged critical thinking and historical analysis, diverging from traditional rote memorization methods. This aligns with the research by Pana (2017), which demonstrated that inquiry-based learning combined with role-playing enhances analytical skills and evaluative thinking, allowing students to apply their historical knowledge to real-world contexts.

4. evaluate the implementation of ancient kingdoms history instruction using inquiry-based learning combined with the Magic If technique to foster the archaeological literacy of vocational certificate students.

The results indicate that students reported an excellent of satisfaction with the instructional approach, with an overall mean score of $M=4.89$ ($SD=0.07$). This satisfaction was attributed to the active learning process, where students engaged in historical investigations through a mystery-solving approach using the Magic If technique. By taking on role-playing scenarios, students assumed the identities of historical figures, enabling them to experience and analyze historical events from multiple perspectives.

This engaging and immersive approach significantly differed from traditional rote-learning methods, making history more exciting and thought-provoking for students. The findings align with the study of Wongyai and Phatphol (2019), which emphasized that learning activities should be designed to cater to students' interests and challenges. According to their research, engaging and stimulating activities—particularly those that are novel or have previously been attempted but not yet mastered—can heighten student motivation while ensuring optimal learning outcomes. Furthermore, they stress that while incorporating excitement and challenge is essential, learning activities must also maintain safety, psychological well-being, and personal development.

5. Conclusion

The findings indicate that both instructors and students expressed a strong need for innovative instructional methods in history courses, emphasizing diverse learning processes over rote memorization. As a result, a learning activity set consisting of three structured activities was successfully designed, totaling 10 hours of instructional time.

The overall evaluation of the learning activity set by experts yielded the highest level of appropriateness ($M=4.93$, $SD=0.11$). Additionally, post-learning assessments demonstrated a significant enhancement in students' archaeological literacy, with an overall mean score of $M=4.59$ ($SD=0.23$). Furthermore, the evaluation of instructional implementation reflected high student satisfaction, with an overall rating of $M=4.89$ ($SD=0.07$).

These findings underscore the effectiveness of integrating inquiry-based learning and the Magic If technique in fostering historical inquiry, critical thinking, and student engagement. This study contributes to the advancement of innovative history

education methodologies, providing a structured model that promotes active learning, analytical skills, and historical comprehension.

6. Recommendations

6.1. Recommendations from the Research

History educators should incorporate inquiry-based learning with role-playing techniques to foster engagement, critical thinking, and analytical reasoning among students.

Moreover, while critical thinking and inquiry-based strategies should be emphasized, traditional knowledge assessments should still be used to ensure students retain core historical concepts.

Additionally, the research suggests that collaborative learning activities, such as group-based investigations, improve student participation, problem-solving skills, and engagement in historical studies.

6.2. Recommendations for Future Research

Future research should explore the application of the learning model in other historical periods and topics, beyond ancient kingdoms, to assess its adaptability and effectiveness.

Furthermore, investigating the role of digital tools and augmented reality (AR) in enhancing inquiry-based historical learning could provide insights into how technology can further support experiential education.

Also, future research should examine how this instructional approach can be adapted to different educational settings, including international and multicultural classrooms, to assess its broader applicability.

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