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# BOOK OF CONFERENCE PROCEEDINGS

International Conference and Global Forum

**MULTIDISCIPLINARY  
RESEARCH FOR  
SUSTAINABILITY**

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Multidisciplinary Research for  
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(MRS 2017)**

**November 9-10, 2017**

**Seoul, South Korea**



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# CONFERENCE CHAIR MESSAGE

We are delighted to welcome you to the International Conference and Global Forum on Multidisciplinary Research for Sustainability (MRS) hosted by Research Synergy Foundation and PT. Lintas Cakra Pusaka as official partner held on November 9 – 10, 2017 at Hi Seoul Youth Hostel, Seoul, South Korea.

The theme of MRS Conference is enhancing innovation and value creation sustainability through academic research. MRS 2017 International Conference shows up as a cutting-edge multidisciplinary platform to gather presentations and discussions of recent achievements by leading researchers in academic research.

It has been our privilege to convene this conference. Our sincere thanks, to the conference organizing committee; to the Program Chairs for their wise advice and brilliant suggestion on organizing the technical program and to the Program Committee for their thorough and timely reviewing of the papers. Recognition should go to the Local Organizing Committee members who have all worked extremely hard for the details of important aspects of the conference programs and social activities.

We welcome you to Seoul and hope that this year's conference will challenge and inspire you, and result in new knowledge, collaborations, and friendships.

Best regards,

Dr. Ismi Rajjani  
Conference Chair of MRS 2017

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His research focus are marketing Management, Consumer Behavior, International Marketing, and Consumer Behavior. He had involved in various research both national and international project. His recent research activities entitled "Service Quality in PDAM" was sponsored by Local Water Supply Utility (PDAM). He was winner of Research Higher Degree Excellence Award for the Best Dissertation from Faculty of Business and Law University of Newcastle Australia in 2008.

## Track: Business and Management

# **Methods of Educational Qualities on Higher Education into Practice: Case Study of North Eastern Region, Thailand**

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## **Abstract**

*The purposes of this research were to 1) study the current situations of educational management problems, 2) organize the methods of qualities enhancement on higher education into practice. The samples used in this research were (1) educational service users, (2) organizations which used the man powers which were the products from education, or graduate users, (3) organizations related to the educational management, (4) community organizations and social sectors in the North Eastern Region, Thailand. The total samples were 209 persons. The data was collected by qualitative methods by organizing the focus group and by quantitative method by questionnaire. The data was analyzed by using main data analysis in order to bring the clear knowledge to organize and link according to the purposes, and propose the data in the new models. The research results found that 1) there were 7 aspects of educational situations and problems, which included the students/educational institutes, teachers production and development, as well as educational man powers, educational administration and management, educational opportunities, finance for education, technology for education, and laws of education. 2) Enhancement methods of higher education qualities into the practice consisted of 3 aspects, which included studying management, learning management, and management. These could organize 4 levels of development, which included; development level, improvement level, evolution level, and revolution level.*

**Keywords:** Educational Qualities, Higher Education

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## **I. Introduction**

Education is a critical process for developing oneself throughout one's life. The developed countries therefore mainly put effort on human resource development ahead of other dimensions as it has been proved that many

nations achieve in developing their nations including US, UK, Germany, Japan, Korea, Hong Kong and Singapore, which has a dedicated and invested in the development of the nation before the country begins its rapid growth, these countries have to reform the education system effectively develop the nation of any country with a population that has been educated at a higher rate.

People with self-esteem and valuable in the development or add value to the organization or society, as numerous countries agree that the most important element of all, if someone has cultivated and cognitive development consistent with the spirit of National Peace and Order (NPO) aimed at creating stability in all dimensions including political, security, economic, social and cultural in order to change the country to democratic rule with the King as Head of State and completely sustainable in education policy that education is fundamental to the advancement of sustainable lead in the Constitution of Thailand (Draft), 2557B.E.

Education management in the northeastern region of Thailand covers 20 provinces namely Kalasin, Khon Kaen, Chaiyapum, Nakornpanom, Nakhon Ratchasima, Buriram, Buengkan, Maharakam, Mukdaharn, Yasothon, Roi Et, Srisaket, Sakolnakorn, Loei, Srisaket, Sakolnakorn, Surin, Nongkai, Nongbualampu, Udonthani, Ubol Ratchathani, and Amnart Chareon. Several levels of education are provided. The education management covers basic education comprising pre-elementary education, elementary education and secondary education. Meantime, the secondary education is categorized into general education and vocational education. This includes equivalence test and non-formal education. And, higher education comprises of diploma and degree.

Education is a crucial factor influencing a nation development. Thus, public agencies and private agencies should give importance to education. If education quality in a country was not improved, people would not have necessary knowledge and proficiencies. Developing education quality by managing the whole new education system must not be neglected and overlooked because people are the most valuable resource. They have value and ability to add value to organizations and societies. It is globally accepted that human is the most important factor of all systems. If they are trained and developed to have knowledge and proficiencies through quality education system, it will cause national efficiency and driving rapid growth and prosperity. Most importantly, development of education quality will improve quality of Thai populations.

Education is an issue that is so important in education reform, which is necessary to get a promotion and raise at every age, every part of the ongoing integration teachers, educators, educational technology into the modern child-centered creative young students how to make a conscious patriotic

youth Thailand. The national interests learning is proud to uphold the monarchy in history, where a predecessor of Thailand and the past with gratitude for the return of disciplined, strong and healthy mind, body and the other to the power of developing countries in a sustainable manner.

Office of the Education Council and Suan Sunandha Rajabhat University has jointly carried out a project to propose ways to improve the quality of national education and bringing it into practice so that all stakeholders in both public and both the provincial government and private sector, including those involved to share ideas and suggestions, which will be used as a basis for the preparation of the new National Education Plan including the development of quality education in order to raise the quality of education is substantial and comparable with other countries.

### **Objectives**

1. To study current condition and problems of education management in higher education level;
2. To conduct guidance for enhancing quality of higher education into practice.

### **II. Research Methodology**

1. The sample of attendees, which included academic representatives of various groups, where the target participants in each region as samples used in the research (1) receiving educational services (2) the agency manpower, which is a product of education or the doctor (3) organization education management (4) higher education sector, community organizations and civil society in North Eastern Thailand of 209 people.
2. The area of operations is northern Thailand, where the data collected from conferences and meetings with small groups of three provinces including Ubon Ratchathani, Udon Thani and Nakhon Ratchasima.
3. The instrument used for data collection
  - 3.1 The qualitative data collection, which is made with a small group (Focus Group Discussion) with the line of questions for brainstorming about ways to improve the quality of national education and Guidelines into practice in North Eastern Region areas as issues the need to develop a line of inquiry composed.
    1. Present and problems of education
    2. Guidelines to enhance the quality of the performance management and learning management
  - 3.2 The quantitative data collection the questionnaire structured number one issue for more targeted as the research by studying and

analyzing the principles, concepts, theories and research related to the elevated quality of national education and bringing into compliance issues. to develop and conferences to listen to the opinions of the target audience and bring the results to provide guidelines to enhance the quality of national education and leadership to the next practice.

4. How to analyze the data, the data quality of the preparation of guidelines to enhance the quality of national education and put into practice by using data analysis domain analysis (Wongake, P. 2551B.E.) Then knowledge pronounced the system operator and linked the issue in an objective and present information in new ways. The procedure is as follows:
  - 4.1 What are the core classification raised, which might be thought, action or behavior that tells different.
  - 4.2 build the core of minor issues (Theme), which has been the core. Bullets can be defined or the definition under sub-themes.
5. Identify the components of this process is an important step of the content to synthesize and identify similarities or differences, where the highlight of the issues to be studied by means of attenuation and phrases are merged
6. The link is at the core of which is to identify the relationship between the various sub-themes under the main axis to create a preliminary overview of the study. And be linked to a review of research studies to prepare guidelines to improve the quality of national education and how to treat it.

### III. Results

The findings are summarized in the following points.

1. Current condition and problems of education management are divided into seven issues. Meantime, guidance for quality development is proposed as follows:

Education management issues	Problem Characteristics	Guidance for quality development/ Suggestions
1. Learners/ academic institutions	1. Learners in universities are incapable to read or write and do not possess knowledge in basic subjects.	1.1 Change structure of basic learning and focus on basic subjects e.g. Thai language
	2. Learners do not use technology media for utmost benefits.	2.1 Campaign learners to use technology media for educational benefits and at right time.
	3. Learners choose major because of social values or parent's needs	3.1 Educate learners to select major regarding to their skills and needs.

		3.2 Change attitudes towards learning and living.
	4. The oversupply of universities and schools.	4.1 Merge universities or schools together
2. Develop instructors and educational workforce	1. Instructors are unable to clearly explain lessons so learners choose to study with tutors.	1.1 Provide training and development of instructors, especially teaching techniques and knowledge transfer. 1.2 Adjust teaching methods relevant to specific learner groups
	2. Qualifications of instructors are irrelevant to their subjects	2.1 Allow instructors to teach which subject they are proficient and in line with their qualifications.
	3. Some intellects choose to study other majors	3.1 Offer scholarships for studying in Faculty of Education. 3.2 Educate good values on studying in Faculty of Education.
	4. Instructors do not possess adequate skills and knowledge.	4.1 Train instructors to have better quality and knowledge.
	5. Inadequate numbers of instructors.	5.1 Offer instructors with knowledge of subjects with insufficient instructors.
	6. Some learners are lacking of morals.	6.1 Strict supervision and inspection process on moral.
	7. Overload job tasks and do not have time for preparing class teaching and research.	7.1 Reduce unnecessary tasks other than teaching job so that instructors have time for preparing class and research.
	8. Instructors use too complicated terms and techniques compared to learners' skills.	8.1 Adjust teaching methods relevant to learners. 8.2 Conduct teaching assessment and implement results for improvement.
3. Education management	1. Capitalism involved in education management	1.1 Assign educators to be executive and manage education. 1.2 Establish a system of supervision, control and inspection.
	2. Pattern of education management conforms to local nature.	2.1 Apply sufficient economy theory. 2.2 Educate professional knowledge along with living knowledge. 2.3 Determine Dharma subject/course in schools and universities.
	3. Unequal budget allocation for research	3.1 Allocate research budgets equally for all universities.
4. Learning opportunities	1. Unequal learning opportunities	1.1 Give equal opportunity to study for everyone.

		1.2 Apply media or information technology for teaching and learning.
5. Finance for education	1. Unequal budgets for education of each university	1.1 Provide equal budgets for each university
	2. Offered budget is inadequate for operation	2.1 Enhance adequate budget for education operation.
6. Technology for learning	1. Technology is not beneficial applied for teaching and learning	1.1 Promote creative technology application for utmost benefits. 1.2 Apply more technology media as a tool for teaching
7. Educational laws	1. Too many rules and laws	1.1 Adjust rules and laws to appropriate level.

2. Guidance for enhancing education quality into practice consists of three dimensions including learning, teaching and management. It is divided into four levels: development, improvement, reform and revolution as following details:

Enhancement Issues	Level of Development	Enhancement Issues
1. Learning	1. Development	1.1 Develop free diversified E-book for researching by students. 1.2 Develop E-learning for testing knowledge of learners and apply technology with teaching media. 1.3 Develop instructors, executives, educational supervisor and specialists on education. 1.4 Develop education quality and achievements. 1.5 Practice along with theory study. 1.6 Update and diversify teaching tools and media 1.7 Develop teaching based on learners to develop skills for 21 <sup>st</sup> century.
	2. Improvement	1. Improve media, textbooks, teaching methods, materials, tools and buildings. 5. Improve curriculum in line with demands of learners and stakeholders. 6. Improve measurement and assessment systems regarding to real condition for the purpose of seeking development way. 7. Improve learning methods and processes.
	3. Reform	1. Diversified teaching methods 2. Manage learning sources outside classroom. 5. Reform education quality assurance system 6. Reform curriculum focusing on learners applying knowledge for practice and promoting Thai identity.
	4. Revolution	1. Teaching should conform to requirements. 2. Effective grade repetition or remedial teaching.
2. Teaching	1. Development	1. Develop process and technique of new learning and focusing on learners and instructors should adapt teaching process.

Enhancement Issues	Level of Development	Enhancement Issues
		<ol style="list-style-type: none"> <li>2. Adopt local wisdom and knowledge equivalence to obtain academic qualification.</li> <li>3. Develop educational technology for supporting teaching and learning.</li> <li>4. Develop English teaching so learners are capable to use it in daily lives.</li> </ol>
	2. Improvement	<ol style="list-style-type: none"> <li>1. Improve teaching management of instructors and promote instructors to apply different teaching management.</li> <li>3. Implement different technology media to enhance efficiency conformant with capability of learners.</li> <li>5. Improve measurement and assessment criteria.</li> <li>7. Improve teaching methods to allow learners to have skills of analytical thinking, synthesis and application in daily lives.</li> </ol>
	3. Reform	<ol style="list-style-type: none"> <li>1. Use teaching media</li> <li>2. Reform teaching in term of unified and distinct learning management for the whole system.</li> <li>4. Supervise training conformant with required standards and same direction.</li> <li>5. Focus on instructors with specific proficiency into practice.</li> <li>6. Educate morals and values and focus on public interest.</li> </ol>
	4. Revolution	<ol style="list-style-type: none"> <li>3. Research pattern and learning pattern relevant to each university.</li> <li>4. Enhance quality of instructors. It should measure learner quality rather than instructor's performances.</li> <li>5. Determine strict assessment criteria for application with insufficient instructors.</li> </ol>
3. Management	1. Development	<ol style="list-style-type: none"> <li>2. Develop personnel for supporting information technology system.</li> <li>3. Enhance online test system.</li> <li>4. Set criteria for developing inefficient instructors</li> </ol>
	2. Improvement	<ol style="list-style-type: none"> <li>1. Personnel in all dimensions (Organize positions in line with proficiency)</li> <li>4. Allow performers participating in management.</li> <li>5. Increase budgets for small institutions.</li> </ol>
	3. Reform	<ol style="list-style-type: none"> <li>1. Internet network system</li> <li>2. Reform executives with professional attitudes, unbiased and no power abuse.</li> <li>3. Reform education quality assurance system, internal control and budget allocation.</li> </ol>
	4. Revolution	<ol style="list-style-type: none"> <li>1. Conduct a model scheme on education technology and improve it constantly.</li> <li>2. Update new performance measurement and assessment systems.</li> <li>5. Eradicate patronage system and corruptions.</li> </ol>

#### IV. Conclusions and Discussion

This study has led the researchers to conclude discussions on two main issues, namely (1) the issue of education, (2) raise the quality of education guidelines to follow.

1. The issue of education in Thailand is a long time, the nature of the problem, there are similarities with the problem in the early days, which shows that the education of Thailand have not resolved effectively students unwanted behavior analytical thinking the self-learning, which affect the achievement below the threshold in line with Thongroj (Thongroj, P. 2556B.E.) said that the learning achievement of children in Thailand are low, where the spike in youth behavior education is critical to accelerate the correction of such a system reflects the problems of education in the whole of Thailand have not been able to compete on an international level.
1. In addition, the production of quality teachers who teach not how many teachers lack the training mission has many applications in line with the concept of Thongroj (Thongroj, P. 2556B.E.) of the teacher must be reformed to enhance the quality status of teachers and good management on the part of the management program of performance, the assessment does not reflect the quality of education truly, finance and budget, not enough demand, educational technologies are outdated and do not enough and law-related education is not conducive to the ease of working in line with Lawjirachunkul (Lawjirachunkul, W., 2557B.E.) that allocated a headcount to make higher education a child receives a lot of money to get that result the issue of quality of education, and in some areas there is no need to study because the executive branch has focused more popular disciplines are needed.
2. Guidelines to enhance the quality of education into practice, the guidelines for improving the quality of education, which are the three parts corresponding to the concept of Thongroj (Thongroj, P. 2556B.E.), who proposed the creation of a society of learning are as follows: (1) reform enhance teacher quality, teacher status and a good deal that is when all subjects are taught with the expertise of the instructor does not replace the teacher responsible for teaching courses at all, where throughout the course of time and with the teaching of the course is to teach all those who have experience proficiency courses that give more and more until it closed course, where the new courses are updated or changed (Cuptiwut, W.2557B.E.), (2) reform the learning quality, modern and good management system, (3) quality advanced technology to reform, and use less system management, (4) higher education reform, the current direction redundancy, lack of quality and performance, and (5) reform, redundant power distribution inefficiency.

## **Suggestions**

Bringing the issue into the action mentioned above suggests that the agency responsible for the education of vision problems and creating solutions for education Thailand has been developed to maximize the potential of personality staff and national competitiveness. But why the results did not meet the targets set, therefore, those involved must be analyzed deeply and act seriously and sincerity to resolve the issue in a systematic way, where most importantly have continued.

### **Acknowledgment**

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## **FUTURE EVENTS**

January 8-9, 2018

Korea International Conference on Emerging Trends in Business, Economic  
and Social Science Studies (KIBES)

<http://www.kibes.researchsynergy.org/>

January 18-19, 2018

Singapore International Conference on Management, Business, Economic,  
and Social Science (SIMBES)

<http://www.simbes.researchsynergy.org/>

January 22-23, 2018

Hong Kong International Conference on Business, Social Science and  
Management Studies for Sustainable Innovation (HIBSSI)

<http://www.hibssi.researchsynergy.org/>

January 29-30, 2018

Japan International Conference on Business, Management Studies and  
Social Science (JIBUMS)

<http://www.jibums.researchsynergy.org/>

February 15-16, 2018

Singapore International Conference on Marketing, Management Science  
and Business Theory and Practice (SIMBUT)

<http://www.simbut.researchsynergy.org/>

February 5-6, 2018

Korea International Conference on Business, Management and Social  
Science: Theory, Current Issues and Research (KIMTIR)

<http://www.kimtir.researchsynergy.org/>

February 19-20, 2018

Hongkong International Conference on International Business, Economic  
Studies and Humanities (HIBESH)

<http://www.hibesh.researchsynergy.org/>

February 26-27, 2018

Japan International Conference on Global Business Practice and Theory,  
Management Studies and Social Science (JIGMES)

<http://www.jigmes.researchsynergy.org/>

