

ORGANIZED BY:



BOOK OF CONFERENCE PROCEEDINGS

International Conference and Global Forum

**MULTIDISCIPLINARY
RESEARCH FOR
SUSTAINABILITY**

9-10
NOV

Official Partner: Lintas Cakra Pusaka (Scholarvein)



**International Conference and
Global Forum on
Multidisciplinary Research for
Sustainability
(MRS 2017)**

November 9-10, 2017

Seoul, South Korea



Proceeding Book
of
International Conference and Global Forum on
Multidisciplinary Research for Sustainability
(MRS - 2017)

*“Enhancing innovation and value creation sustainability
through academic research”*

ISBN:

978-602-50035-2-3

Chief of Editor:

Dr. Hendrati Dwi Mulyaningsih

Cover and layout:

Gina Noviana Yuniar

Publisher:

PT. Lintas Cakra Pusaka

Office Address:

Jl. Kancra No. 11, Bandung 40262, Indonesia

Contact: (+62) 8112331733

Email: mrs@scholarvein.com

First publication, November 2017

Copyright © 2017 by PT. Lintas Cakra Pusaka.

All rights reserved. No part of this publication maybe reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval system, without permission in writing from the publisher.

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

TABLE OF CONTENTS

ORGANIZING COMMITTEE	V
SCIENTIFIC AND REVIEW COMMITTEE.....	VI
KEYNOTE SPEAKERS	VII
CONFERENCE PROGRAM	VIII
A: BUSINESS AND MANAGEMENT RESEARCH	1
B: ECONOMICS & FINANCE RESEARCH	140
C: SOCIAL & HUMANITIES RESEARCH.....	178
D: ISLAMIC STUDIES RESEARCH.....	247
E: ABSTRACT BUSINESS & MANAGEMENT RESEARCH	257
F: ABSTRACT SOCIAL SCIENCE & HUMANITIES RESEARCH.....	263
G: ABSTRACT TOURISM & HOSPITALITY RESEARCH.....	265
H: ABSTRACT EDUCATION & LITERATURE RESEARCH.....	267
I: FUTURE EVENT	270

ORGANIZING COMMITTEE

Conference Chair

Dr. Ismi Rajiani

Conference Coordinator

Desintha Asriani, MA

Conference Support

Gina Noviana Yuniar

Information and Technology Support by Scholarvein Team

SCIENTIFIC REVIEW COMMITTEE

Dr. Hendrati Dwi Mulyaningsih- Chief of Scientific Review Committee

Prof. Umi Narimawati - Universitas Komputer Indonesia, Indonesia

Assoc. Prof. Ahmad Rozelan Yunus - Universiti Teknikal Malaysia Melaka, Malaysia

Dr. Rosmeriany Nahan Suomela - Swedish School of Economics, Sweden,

Dr. Yusuke Suzumura - Hosei University, Japan

Andri Putra Kesmawan, M. IP - Universitas Gadjah Mada, Indonesia

Dr. Mardiani Tanjung - Padjadjaran University, Indonesia

Ani Wahyu Rachmawati, MSM – Research Synergy Foundation

Santi Rahmawati, MSM – Research Synergy Foundation

Febrialdy Hendratawan, MSM – Research Synergy Foundation

KEYNOTE SPEAKER



Arief budiman, Ph.D. is a researcher and lecture at Lambung Mangkurat University. He serves as Chief of International Service Department at his campus. Arief received Bachelor's degree from Lambung Mangkurat University and Master and his Ph.D. from University of Newcastle Australia under supervision of Professor Aron O'Cass.

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: Social Science and Humanities

Development of Working Operation to Improve the Quality of the Basic Education

Tawatchai Supean¹, Chutikarn Sriviboon²

^{1,2}Suan Sunandha Rajabhat University

¹tawatchai.su@ssru.ac.th

Abstract

Covering 14 provinces of Thailand's southern part including Phuket, Krabi, Trang, Phangnga, Ranong, Chumphon, Surat Thani, Nakhon Si Thammarat, Phatthalung, Songkhla, Satun, Yala, Narathiwat, and Pattani, the education management consists of basic education, 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.

Keywords: Working Operation, Basic Education

I. Introduction

Objectives

1. To study general conditions and problems on basic education management;
2. To conduct guidelines of development of working operation to improve the quality of the basic education.

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 Southern Thailand of 419 people.
2. The area of operations is northern Thailand, where the data collected from conferences and meetings with small groups of three provinces including Surat Thani, Phuket and Songkhla.
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 Southern 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. For general conditions, it is found that the numbers of learners in basic education level (pre-elementary, elementary, lower secondary and upper secondary) amount to 1,654,791 learners.

The average scores of Ordinary National Educational Test (O-Net) for grade 6 students, grade 9 students and grade 12 students in five core subjects: Thai language, social study, English language, mathematics, and science (2012 academic year) are as follows:

The scores of all five subjects of grade 6 students in 2012 academic year are lower than 50. The students earn the highest score in social study (average score = 44.19) and students in Trang gain the highest score (average score = 49.76). In addition, the lowest score is found in English subject with average score of 25.76. The students in Songkhla earn the highest score with average of 36.89.

Likewise, scores of all subjects earned by grade 9 students are lower than 50. They students earn the highest score in Thai language with average score of 47.77. Songkhla receives the highest score among 14 provinces with average score of 56.26. On the other hand, they receive the lowest score in English subject with average score of 21.15 and Songkhla gain the highest score with an average of 29.06.

Similarly, grade 6 students gain below 50 scores in all subjects. They earn the best score in Thai language with an average of 43.73. Phuket students earn the highest score with an average of 48.84. Meanwhile, the lowest score found in mathematics with an average of 16.93 and Songkhla students gain the highest score with an average of 25.35.

2. Problems of education management and guidelines for working development, it is found that:

Issues	Problem Characteristics	Guidelines for Working Development
1. Strategic Operation	1. Policies on education management has been changing in line with changed governments	1.1 Making policies of education must be concrete and practical. Actively reform education and participation of all sectors.
	2. Strategic policies and practices are frequently changed	2.1 Managements must determine strategic policies with obvious indicators. The policies must not be often changed and not be determined by political figures. 2.2 Build new working culture with more participation. 2.3 Focus on processes and methods of working rather than focusing only on outcomes. 2.4 Build educational collaboration network.
	3. Strategic planning and planned strategic operation are inefficient.	3.1 Strategic plans must reflect real education conditions. 3.2 Planning on management resource must be made together with strategic plan.

Issues	Problem Characteristics	Guidelines for Working Development
		3.3 Stipulate mechanisms driving strategic plans to practices. 3.4 Constantly monitor performances
2. Management Operation	1. Unclear strategic goals: polices on professional management development	1.1 Determine criteria, study current circumstances, make training courses, support budgets and recruit school director who capable to build and lead network 1.2 Establish policies, supervise and monitor focusing on academic services. 1.3 Supervisor should focus on internal supervision rather than activities outside schools. 1.4 Provide trainings for parents and community leaders for participating in the management.
	2. Unproductive management 3. Policy corruptions	1. Improve efficiency of operation system. 2. Adopt PDCA for management for the purpose of comprehensive operation and constantly improve the management. 3. Develop working system for inspecting, preventing and solving corruption problems.
3. Active operation	1. Performers do not understand in applying strategies to practices.	1.1 Regularly supervise teacher training or developing systems for utmost application of knowledge. 1.2 Make good understanding on strategies and strategy implementation.

Issues	Problem Characteristics	Guidelines for Working Development
	2. Relevant agencies have different practices, without unity and performers are unable to do quality jobs.	2.1 Establish concrete policies 2.2 Unify practices 2.3 Results assessment is conformant to real situations and core policies.
	3. Performers do not understand and lacking of participation in strategy implementation.	3.1 Apart of strategy stipulation, guidance for strategy implementation must be determined. 3.2 Prescribe participation process for all stakeholders to make them acknowledging and understanding in strategies.
4. Assessment operation	1. Assessments in education institutions are not conformant with indicator standards	1.1 Assessment process should be conducted relevant to real nature of each area and apply the assessment results for developing learners actively. Currently, the results are sent to teachers and managements rather than learners and schools.
	2. Processes of the Office of Nation Education Standards and Quality Assessment are unable to allow learners to be truly developed (education institutions do not actually implement).	2.1 Allow third party supervising teaching management and schools. 2.2 Third party is entitled to improve defects in teaching. 2.3 Regularly prepare performance reports to the Area Office.

IV. Conclusions and Discussion

The findings reveal that problems of education management comprising changing policies relevant to frequently changed governments; insufficient and unclear targeted strategies and corruptions; performers do not comprehend strategy implementations; different practices and lacking of participation; appraisals are irrelevant to indicators. Regarding to the results, the guidance of working development for improving quality of basic education is conducted in four aspects: 1) strategic operation; 2) management operation 3) active operation; and 4) assessment operation.

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.

Acknowledgment

The author would like to thank the Research and Development Institute, Bureau of Assets and Income, Suan Sunandha Rajabhat University, Bangkok, Thailand for financial support.

REFERENCES

- Cuptiwut, S. (2014). Solutions teachers lack the knowledge to teach students responsible. Suan Sunandha National Conference 1st, On "Art and Culture of Rattanakosin, Thailand for local development".
- Lawjirachunkul, W. (2014). Open the "Administration Model" co-education reform. Retrieved from <http://www.thairath.co.th/content/450974> retrieved on 16 December 2558B.E.
- Thongroj, P. (2013). The education reform in Thailand. Retrieved from http://planning2.mju.ac.th/government/2011119104835_planning/File20131007152733_1404.pdf: retrieved on 16 December 2558B.E.).
- Wongake, P. (2008.). Methods A focus group organized by Yoddhamnern, B., Sirirassamee, B. and Booncharak, W. (Editor). Textbooks for teaching and research, qualitative research techniques. Field research. 9th edition, Nakorn Pathom, projects, news and education population. Institute for Population and Social Research. pp. 353-364.

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/>

