

**International Academic Multidisciplinary Research Conference 2017**

**Proceeding of**

**INTERNATIONAL BUSINESS ECONOMIC TOURISM SCIENCES TECHNOLOGY  
HUMANITIES SOCIAL SCIENCES AND EDUCATION RESEARCH CONFERENCE**

*Berlin, Germany  
23 – 25 October, 2017*

**THE 2017 ICBTS**



**Edited by Chayanan Kerdpitak, CK Research, Thailand  
Kai Heuer, Wismar University, Germany  
Ebrahim Soltani, Hamdanbin Smart University, UAE  
Gilbert Nartea, Lincoln University, New Zealand  
Vipin Nadda, University of Sunderland, United Kingdom**

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**Conference Proceedings**

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**Conference Three Themes**

*The International Business Tourism and Applied Sciences Research Conference*

*The International Education Social Sciences and Humanities Research Conference*

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# Conference Proceedings

INTERNATIONAL BUSINESS ECONOMIC TOURISM SCIENCES TECHNOLOGY  
HUMANITIES SOCIAL SCIENCES AND EDUCATION RESEARCH CONFERENCE

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## THE 2017 ICBTS

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## INTRODUCTION

We would like to welcome our colleagues to the International Business Tourism Transport Technology Social Sciences Humanities Education Research Conference. It is the seven series in 2016 of Conference on Business Tourism and Apply Sciences was held in Amsterdam. As always many members of the ICBTS 2016 community look forward to meeting, sharing and exchanging their research ideas and results in both a formal and informal setting which the conference provides. Likewise, the concept of alternating the international conference every one month on April to November between Europe and the rest of the world is now well established. This year's event in London (UK) Paris (France) Munich (Germany) Amsterdam (Netherlands) Boston (USA) Toronto (Canada) London (United Kingdom) Zurich (Switzerland) Berlin (Germany) Tokyo (Japan) and another continues with the cultural following the very successful and productive event held in London-Zurich in August 2016 in the field of various types for international academic research conference on Business Economics Social Sciences Humanities Education and Apply Sciences. As usual The ICBTS 2016 brings together leading academics, researchers and practitioners to exchange ideas, views and the latest research in the field of Business Tourism and Apply Sciences.

The theme of this event The 2016 ICBTS International Business Tourism Social Sciences Humanities and Education Research Conference is "Opportunities and Development of Global Business Economics Social Sciences Humanities and Education" It is also represents an emerging and highly challenging area of research and practice for both academics and practitioners a like, The current industrial context is characterized by increasing global competition, decreasing product life cycles, Global Business, Tourism Development, Social Sciences Humanities Education Apply Sciences and Technology collaborative networked organizations, higher levels of uncertainties and, above all, and customers. In our view holding this event in Tokyo represents a timely opportunity for academics and researchers to explore pertinent issues surrounding Business Economics Tourism Social Sciences Humanities Education Sciences and Technology.

Potential authors were invited to submit an abstract to the International Conference Session Chairs. All abstracts were reviewed by two experts from the International review committee and final papers were further reviewed by this volume with 30 contributing authors coming from 18 countries. This book of proceedings has been organized according to following categories:

- Business
- Management
- Marketing
- Accounting
- Financial
- Banking
- Economic
- Education
- Marketing
- Logistics Management
- Social Sciences
- Supply Chain management
- Industrial Management
- Information Technology
- Sciences Technology
- Transport and Traffic
- Tourism Strategic
- Tourism Management
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- Tourism Development Policy and Planning
- Technology Application
- Communication and Sciences
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- Health care Management
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**Professor Dr. Ebrahim Soltani**

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## **SPEAKER BACKGROUND**



**Professor Dr. Kai Heuer**

Prof. Dr. Kai Heuer is full professor for business administration at the Business Faculty of Wismar University in Germany. Before, he served as a full professor at the Environmental Campus of Trier University of Applied Sciences. He studied business administration in Germany and the U.S.A. and holds an MBA and a doctoral degree. He has management experience from leading positions in different companies and as business consultant. His research areas are management accounting, organizational development, and international management where he has published numerous papers, reports and textbooks. He is the head of Master Program in Business at Wismar University and a member of the Schmalenbach-Society for Business Economics, Cologne; managing director of the Institute of Health-, Senior- and Social Management; and a former member of the board of the Centre for Aviation Law and Management.

## **SPEAKER BACKGROUND**



### **Dr. Tariq Khan**

**Dr Tariq Khan** is a Lecturer and Director of Postgraduate Programmes of Business School in Brunel University, Uxbridge, London, United Kingdom. He received his BEng in Aerospace Engineering from Kingston University, his MSc in Manufacturing Technology from University of Warwick, and his PhD in Intelligent Education Systems from University of Salford. He subsequently worked as a research associate in Heriot-Watt University Edinburgh and as a senior lecturer at London Metropolitan University. He has specialist teaching in Business Process Modelling, Web Programming, Software Engineering, Classical Logic, Human Computer Studies. He has Book and published over 20 papers and reports in such journals as Information Systems Evaluation and Integration (ISEing). He supervised a considerable number of PhD theses and is a consultant on business and supply chain and engineering industry in England and United Kingdom.

## **SPEAKER BACKGROUND**



### **Dr. Chayanan Kerdpitak**

**Dr. Chayanan Kerdpitak** is a Lecturer and management committee of Doctor of Business Administration Programmes of College Management Innovation in Valaya Alongkorn Rajabhat University in Thailand and a management committee of CK Research Consultant in Bangkok. I was a Lecturer of Principle Marketing, Sales Management, Consumer Behavior, and Marketing Research at The Suan Dusit University in Thailand. She received a Ph.D. in the field of Business Logistics within Industrial at Ramkhamhaeng University, Thailand. She has published over 20 proceeding paper and some reports in such journals as International Journal Business and Economics Research. She has been a consultant on Import Automobile Industry from Germany for International Marketing and Marketing Research. Chayanan graduated a B.B.A and M.B.A in Business Administration from The Ramkhamhaeng University, Bangkok, Thailand (Major in Marketing).

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Charles Wild	

## 2017 ICBTS CONFERENCE BERLIN PROGRAM

<b>The 2017 ICBTS International Multidiscipline Research Conference</b>	
<b>23 October 17</b> 9.00- 09.30 (M)	<b>REGISTRATION &amp; WELCOME</b> Welcome meeting at The Park Inn by Radisson Berlin City West, Germany
	<b>Academic Advisory &amp; Session Chair</b> Professor Dr. Kai Heuer, Germany Dr. Hen Friman, Israel
<b>23 October 17(M)</b>	<b>Session A</b>
<b>23 October 17(M)</b> 09.00-10.30 (M)	<p><b>Session A1</b></p> <p><b>Paper 1(23)</b> DEVELOPMENT FOR 21<sup>ST</sup> CENTURY SKILLS BY USING PROCESSES OF RESEARCH BASED LEARNING Asst. Prof. Poonyapon Chanfoy</p> <p><b>Paper 2(24)</b> ACTIVE LEARNING BY USING PROCESSES OF PROBLEM BASED LEARNING Asst. Prof. Suphanwadee Waiyaroop</p> <p><b>Paper 3(27)</b> ORGANIZED ACTIVE LEARNING BY INSTRUCTIONAL MODEL WITH PROJECT BASED LEARNING Asst. Prof. Sirimaneer Banjong</p> <p><b>Paper 4(29)</b> PARTICIPATORY LEARNING: FROM THEORY TO PRACTICE IN PSYCHOLOGY FOR TEACHER COURSE Mr. Panuwat Sivaskunraj</p> <p><b>Paper 5(35)</b> PROBLEM-BASED LEARNING WITH MATHEMATICS TEACHING: PRINCIPLES AND GUIDELINES Mr. Teerawit Tinprapa</p> <p><b>Paper 6(132)</b> LANGUAGE TEACHING AND LEARNING OPINIONS ON CULTURAL DIVERSITY Awwal Ibrahim Dansadau</p>
10.31 - 10.45	Morning Break
10.46 - 12.00	<p><b>Session A 2</b></p> <p><b>Paper 1(36)</b> RB : THE DEVELOPMENT OF LEARNERS' LEARNING SKILLS Mrs. Teeraporn Plailek</p> <p><b>Paper 2(37)</b> THE NATURE AND USE OF RESEARCH-BASED LEARNING FOR ENHANCING PRE-SERVICE TEACHERS' RESEARCH SKILLS Dr. Sasiporn Phongploenpis</p> <p><b>Paper 3(33)</b> TECHNIQUE OF FOLLOW UP ON WORK PROGRESS IN OFFICE ADMINISTRATION Miss Nipawan Tharasak</p> <p><b>Paper 4(39)</b> THE STUDY OF TECHNOLOGY ASSISTED OFFICE ADMINISTRATION OF SUANSUNANDHARAJABHAT UNIVERSITY Miss Suntaree Patcharaprateep</p>

	<p><b>Paper 5(144)</b> Examining Motivation to Teach Levels of Pre-Service Teachers in Terms of Some Variables Ipek Som Onal</p>
12.01-13.00	<b>Lunch Break</b>
13.01-15.00	<p><b>Session A 3</b></p> <p><b>Paper 1(9)</b> ACTING AS A TOOL TO EXPRESS POWER OF MEDIUM Dr. Kusuma Teppharak</p> <p><b>Paper 2(10)</b> EQUIPMENT DESIGN TO CREATE TIE-DYE FABRIC PATTERN Mr. Tanutpong Phriwanrat</p> <p><b>Paper 3(11)</b> WICKERWORK PROCESS ANALYSIS APPLY FOR HOME DECORATION DESIGN: PRANEE HANDICRAFT SING BURI THAILAND Mr. Akapong Inkuer</p> <p><b>Paper 4(12)</b> SOUVENIRS DESIGN FROM ARTS AND CULTURAL Mr. Noppadon Sangwalpetch</p> <p><b>Paper 5(13)</b> THAI PERFORMING ARTS IN KING PRAJADHIPOK'S LAWS Asst. Prof. Manissa Vasinarom</p> <p><b>Paper 6(116)</b> ESL Basic Learners: Personal Histories of Writing Ketskanda Jaturongkachoke and Supat Kookiattokoon and Supamit Chanseawrassamee</p> <p><b>Paper 7(150)</b> Feasibility Study of Implementation of Coaching in Training of Nurses in Bahman hospital in Tehran (IRAN) Associate Prof. Dr. Mohammad Ghahramani and Fatemeh Hydari</p> <p><b>Paper 8(127)</b> Renewable Energy by Project-based learning Hen Friman and Idan Halbi and Ifaa Banner and Bosmat Shalom-tuchin and Yulia Einav</p>
15.00- 15.15	<b>Afternoon Break</b>
15.16- 17.00	<p><b>Session A 4</b></p> <p><b>Paper 1(14)</b> FABRIC PRINTING DESIGN OF SARONG AS A RESULT OF A STUDY OF TEXTILE PATTERNS OF LAO-SONG (THAI SONG DAM), SUPHAN BURI PROVINCE Mr. Suwit Sadsunk</p> <p><b>Paper 2(15)</b> THE ART OF THE FABRIC PATTERN DESIGN BY STUDYING THE WOODEN CARVING ON GINGERBREAD IN VIMANMEK MANSION IN THAILAND Mrs. Chanoknart Mayusoh</p> <p><b>Paper 3(17)</b> A WESTERN TREATMENT OF NONWESTERN NATIONAL IDENTITY: A CASE STUDY OF <i>THE KING AND I</i> Asst. Prof. Dr. Chutima Maneewattana</p> <p><b>Paper 4(16)</b> MAINTAINING SIGNIFICANCE OF REALIA IN TRANSLATED PLAY Dr. Nataporn Rattanachaiwong</p> <p><b>Paper 5(40)</b> THE EXPOSURE AND SATISFACTION OF THE GRADUATE STUDENTS FOR THE CHANNAL OF THE INFORMATION AT SUANSUNANDHA RAJABHAT UNIVERSITY Miss Netdao Yooyong</p> <p><b>Paper 6(128)</b> AN EVOLUTION PERSPECTIVE ON THE ROLE OF UNIVERSITIES IN REGIONAL INNOVATION</p>

	<p>Jong-Ho LEE</p> <p><b>Paper 7(124)</b> PLANNING SCHOOL FEEDING POLICY TOWARDS ECONOMIC DIVERSIFICATION IN AFRICA Shuaibu Saminu</p>
23 October 17(M)	<b>Session B</b>
23 October 17(M) 09.00-10.30 (M)	<p><b>Session B1</b></p> <p><b>Paper 1(1)</b> “SPIRITUAL TOURISM” THE NEW TOURIST DESTINATION FOR THAI TOURISM CASE STUDY IN “WAT TATON” CHAING-MAI THAILAND Dr. Supakit Mulpramook</p> <p><b>Paper 2 (3)</b> THE STUDY ON MEDIA EXPOSURE BEHAVIOR IN POLITICAL ISSUES OF UNIVERSITY STUDENTS Mr. Veerapon Vongprasert</p> <p><b>Paper 3 (5)</b> THE STUDY OF THE PARTICIPATION OF THE PRESIDENT OF STUDENT COUNCIL ELECTION, UNDERGRADUATE PROGRAM, SUAN SUNANDHA RAJABHAT UNIVERSITY Asst. Prof. Dr. Sudabhorn Arundee</p> <p><b>Paper 4 (8)</b> ROLE OF PROVINCIAL GOVERNOR IN CONTROL OF LOCAL ADMINISTRATION ORGANIZATIONS : CASE STUDY NONGBUALAMPHU PROVINCE Dr. Barameeboon Sangchan</p> <p><b>Paper 5 (18)</b> FINANCIAL STABILITY IN SAMUT SONGKRAM FROM HOUSEHOLD SAVING POTENTIAL Dr. Krisada Sungkhamanee</p> <p><b>Paper 6 (104)</b> THE IMPACT OF “PIPELINE DIPLOMACY” ON CONFLICT RESOLUTION IN THE CAUCASUS-CASPIAN REGION-THE CASE OF AZERBAIJAN AND AFGHANISTAN Dogan Girgin</p>
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12.01- 13.00	<b>Lunch Break</b>
13.01-15.00	<p><b>Session B 3</b></p> <p><b>Paper 1 (30)</b> THE DEVELOPMENT OF ONLINE ADMISSION FOR GRADUATE STUDENTS, SUAUN SUNANDHA RAJABHAT UNIVERSITY Miss Khatcharin Thapthimthet</p> <p><b>Paper 2 (28)</b> ORGANIZED ACTIVE LEARNING BY CREATIVE BASED LEARNING Mrs. Chompunuj Limlertmonkol</p> <p><b>Paper 3 (31)</b> KNOWLEDGE MANAGEMENT FOR THE GUIDELINES OF INFORMATION RESOURCE ACQUISITION: A CASE OF ACADEMIC RESOURCE CENTER, SUAN SUNANDHA RAJABHAT UNIVERSITY Acting Sub Lt. Nitima Kaewmanee</p> <p><b>Paper 4 (19)</b> VITAL FACTORS OF RECENTLY GRADUATES FOR APPLYING JOBS IN ASEAN LABOR MARKET Dr. Natnaporn Aeknarajindawat</p> <p><b>Paper 5 (25)</b> KNOWLEDGE MANAGEMENT: GUIDE TO WRITE A RESEARCH PROPOSAL Miss Yanika Chuentako</p> <p><b>Paper 6 (34)</b> KNOWLEDGE ON FOLLOWING-UP AND RECORDING ACCORDING TO PERSONNEL DEVELOPMENT TRAINNING Miss Supassawee Morakul</p> <p><b>Paper 7 (114)</b> AGRICULTURAL TRADE UNDER WTO REGIME: OPPORTUNITIES AND CHALLENGES Dr. MOHD ADIL</p> <p><b>Paper 8 (115)</b> RACE OF RELIGIONS AND THE RICE OF RADICALISM IN WEST PAPUA INDONESIA Umar Werfete and Suparto Iribaram</p>
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15.16 - 17.00	<p><b>Session B 4</b></p> <p><b>Paper 1(7)</b> DEVELOPMENT OF A SOLUTION TO THE TRAFFIC ISSUES INSIDE SUAN SUNANDHA RAJABHAT UNIVERSITY Mr. Wichar Kunkum</p> <p><b>Paper 2 (6)</b> THE STUDY OF SATISFACTION OF THE DEVELOPMENT OF GRADE VALIDATION SYSTEM BASED ON CURRICULUM STRUCTURE, UNDERGRADUATE STUDENTS, SUAN SUNANDHA RAJABHAT UNIVERSITY Miss Wanwika Sattaworn</p> <p><b>Paper 3 (32)</b> DEVELOPMENT OF THE “I” SYSTEM FOR THE CORRECTION OF INTERNET LEARNING VIA THE INTERNET SUAN SUNANDHA RAJABHAT UNIVERSITY Miss Pinyaphat Kongsorn</p> <p><b>Paper 4 (38)</b> KNOWLEDGE MANAGEMENT FOR PROCESS DEVELOPMENT: INFORMATION RESOURCES CLASSIFICATION AND CATALOGING IN THE LIBRARY OF SUAN SUNANDHA RAJABHAT UNIVERSITY Miss Supaporn Wongsa</p> <p><b>Paper 5 (4)</b> THE STUDY OF APPLICANTS’ SATISFACTION OF UNIVERSITY ADMISSION SYSTEM : UNDERGRADUATE LEVEL, SUAN SUNANDHA RAJABHAT UNIVERSITY Miss Chontiya Ledanan</p>

	<p><b>Paper 6 (116)</b> THE EFFECTIVENESS OF USING GAMES IN LEARNING ENGLISH VOCABULARY: AN ANALYTIC IN THE SAUDI ARABIAN CONTEXT Ayedh Dhawi Mohammed Almohanna, Saudi Arabia</p> <p><b>Paper 7 (133)</b> SOCIAL MEDIA AND ARABIC: CODE-SWITCHING AMONGST ALGERIAN STUDENTS LIVING IN THE UK Linda Merzougui</p>
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24 October 17 (T) 09.30 – 10.30	<p><b>Session C1</b></p> <p><b>Paper 1(48)</b> GERMAN LEADERSHIP IN EU FOREIGN POLICY AFTER EUROZONE CRISIS? Merve Yavuz</p> <p><b>Paper 2 (7)</b> CULTURAL AND ART EDUCATION: A MEANS FOR SOCIAL STABILITY IN NORTHERN GHANA Dr. Eric Appau Asante and MAVIS DONKOR</p> <p><b>Paper 3 (53)</b> INNOVATIVE ACADEMY PROJECT -DISINFECTION OF EFFLUENTS WITH RENEWABLE ENERGY Hen Friman and Faina Nakonechny</p> <p><b>Paper 4 (61)</b> EDUCATION, BUSINESS AND AGRICULTURE: AN INTEGRATION FOR ECONOMIC TRANSFORMATION IN DEVELOPING NATIONS- THE NIGERIAN EXPERIENCE Dr. Matthew Ojong Achigbe</p>
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<b>24 October 17(T)</b>	<b>Session E</b>

<p>24 October 17 (T) 09.30 – 10.30</p>	<p><b>Session E1</b>  <b>Paper 1(141)</b> TOURISM STRATEGY IN THE SUN TRIANGLE ANALYSIS WITH THE THEORY BASED ON RESOURCES AND INSTITUTIONAL THEORY  José G. Vargas-Hernández and Lic. Ana Yanetly Arias Orozco, Mexico  <b>Paper 2 (144)</b> CONTRADICTIONS AMONG STUDENTS OF BEING MALES AND FEMALES IN LEARNING ENGLISH AS A FOREIGN LANGUAGE.  Amina Babou, Algeria  <b>Paper 3 (145)</b> THE RELATIONSHIP BETWEEN SYSTEM OF SUGGESTIONS AND THE PRODUCTIVITY OF HUMAN RESOURCES: A CASE STUDY OF TEHRAN PROVINCE GASCO  Ali Aolatshah, Iran  <b>Paper 4 (120)</b> BLEMISHES IN SYLLABUS DESIGNING OF ENGLISH AT PRIMARY LEVEL OF EDUCATION IN PAKISTAN: AN OBSTACLE IN ATTAINING LANGUAGE PROFICIENCY  Zohaib Zahid and Dr Mamuna Ghani, Pakistan</p>
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<p>10.46 - 12.00</p>	<p><b>Session E2</b>  <b>Paper 1 (158)</b> TRAVELING THROUGH THE TOURISM PROMOTION TERMINOLOGY: CONSIDERATIONS UPON THE ADOPTION OF ENGLISH TERMS IN THE OFFICIAL WEBSITES OF ROME, MILAN, LUGANO AND BELLINZONA.  Claudia Maria ASTORINO  <b>Paper 2(31)</b> ADVANCING SUSTAINABLE AGRO-TOURISM IN THE WESTERN BALKANS: INSIGHTS FROM THE KATUN PROJECT  Djurdjica Perovic and Sanja Pekovic andTatjana Stanovcic andJovana Vukcevic, Montenegro  <b>Paper 3 (163)</b> SHARING ECONOMY: THE ESTABLISHMENT OF ORGANIZATIONAL IDENTITY OVERTIME, CONSIDERING IDENTIFY CLAIMS AND LEGITIMACY GRANTING  João Miguel O. Cotrim and Prof. Francisco Nunes  <b>Paper 4 (143)</b> REGENERATING PATRIARCHY: A STUDY ON GEORGE ORWELL'S VIEWS ON WOMEN AND FEMALE CHARATER  Khaled Zouaoui  <b>Paper 5 (154)</b> SATISFACTION OF INDIVIDUAL LEARNING NEEDS IN THE INTEGRATED TEACHING/LERNING MODEL IN PRIMARY SCHOOL  Professor Anita Petere</p>
<p>12.01</p>	<p style="text-align: center;"><b>Conference Close</b></p>
<p><b>23 -24 October 17</b></p>	<p style="text-align: center;"><b>Participation and Discussion</b></p> <ol style="list-style-type: none"> <li>1. Dr. Mustafa Arslan., Georgia,</li> <li>2. Dr. Dr Olufemi Aramide, Nigeria</li> <li>3. Dr. Asif Iqbal, China</li> <li>4. Professor Wang Zhuquan, China</li> <li>5. Dr. Sumit Kumar dey, India</li> </ol>
<p><b>25 October 2017</b></p>	<p style="text-align: center;"><b>Free day for Participants</b></p>

# ACTIVE LEARNING BY USING PROCESSES OF PROBLEM BASED LEARNING

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## ABSTRACT

Active Learning is a teaching process that one of the teachers often chooses to apply to students in modern times. This is the nature of learning management by the learner to act. Learn how to master self-discipline by being a facilitator . This article demonstrates a problem-based learning model that is based on the reflection of knowledge management(KM.) by fellow instructors who share this interest. This is a form of Active Learning. It will be presented in two main areas are 1) design process(KM.) to study problem-based learning and 2) problem-based learning knowledge include that process or process of learning management, role of the instructor, role of the learner as well as the factors supporting and limiting problem-based learning management. This allows the learner to learn by applying knowledge to systematic thinking can solve critical problems consistent with the situation and context along with skills in lifelong pursuit of knowledge and continuous development. The result of the reflection of knowledge management(KM.) will be used as a guide to develop learning management using a problem-based model.

**Keywords:** Problem Based Learning, Active Learning

## INTRODUCTION

Nowadays, it is a time of learning society that has access to knowledgeable resources and knowledge is rapidly changing in the midst of modern technology, so learning in the classroom is in line with the changes that occur. Instructors should be aware of the quality of learning outcomes provided to learners so that they can use learning as a tool to effectively socialize. The learner must be able to recognize. "How to learn" by the practice of building knowledge from the experience of self-learning is Active Learning , the format has changed. Affect the instructor who needs to change the course of study. Teaching in accordance with the age is based on the students. Reduce the knowledge to be supportive, motivate, reinforce and facilitate learning more in order for the learner to self-learn to achieve the set goals.

## OBJECTIVE

1. To study the problem-based learning approach as a basis for consistency and achievement of learning outcomes of the course.
2. To develop learning management using a problem-based model.

## DESIGN PROCESS (KM.) TO STUDY PROBLEM-BASED LEARNING

Process of designing to study problem-based learning is a seven-step process.

### Step 1: Knowledge Identification

At this stage, it is the processing of knowledge about theories, principles and definitions of participatory learning management. It combines the knowledge gained from such resources as educators. From academic articles Based on research results. And synthesize it into information.

#### Step 2: Knowledge Creation and Acquisition

At this stage, the information from various reliable sources, for example, from a thesis / dissertation database system from the research database and from the books.

#### Step 3: Knowledge Organization

At this stage, all data will be analyzed. Then extract the knowledge. To be consistent and cover all the knowledge. Then the information is synthesized into categories, categories, or related topics to facilitate the implementation.

#### Step 4: Knowledge Codification and Refinement

In this step, the knowledge gained from Step 3 is considered and easy to understand the application.

#### Step 5: Knowledge Access

At this stage, it will be a form of knowledge in the form of a textbook, book or e-book for easy access to information.

#### Step 6: Knowledge Sharing

#### Step 7: Learning

The author uses the knowledge management process, finally, the form of participatory learning management.

### **PROBLEM-BASED LEARNING KNOWLEDGE**

#### **Principles of problem-based learning management**

Problem-based learning is based on principles that believe. "Problems can motivate learners to have doubts and need the knowledge to eliminate them." Help learners learn meaningfully can improve the skills that are essential to life and lifelong learning [8]

The concept of problem-based learning management is the learning process that starts with the problem through the creation of knowledge and learning from the working group. The problem is the beginning of the learning process and as a stimulus to improve problem solving skills searching for synthesized information to understand the mechanism of the problem itself and how to solve problems together, both instructors and learners can find the answer rationally. On the part of the Office of the Secretary of the Education Council [6] a summary of the main aspects of problem-based learning is the teaching and learning management of problematic situations and the beginning of the learning process. The problem is a stimulus to the learning process and the problem that is used in organizing the learning process should be a common problem in the learner's daily life. To see the true benefits Learners seek and seek self-knowledge (Self-Directed Learning), which results in self-responsibility for learners time management as well as self-assessment. The learners have to learn in small groups to share knowledge encourages problem solving skills in a credible, reliable way, learn the differences between individuals and practice self-control to develop teamwork skills. Because knowledge is so diverse, the acquired content is analyzed by the group and synthesized together to crystallize into group knowledge. Evaluation is an evaluation of the actual situation by considering the progress of the work of the students themselves. This is in line with Chirree [3] who says problem-based learning is problematic because problem is good, where learners are motivated to seek knowledge in selecting effective problem-solving, the instructor must take into account the content

curriculum, the activities, the learning process and the teaching activities as well as the evaluation methods, which should be a realistic assessment by assessing both the content, the process and the group.

### **The process of problem-based learning management**

The classroom management process in accordance with the purpose of the course, the course and the subject matter are important issues that the instructor must plan in advance to achieve the purpose of the study. By sharing, studying, researching and exchanging, the instructor can summarize the learning process as follows:

Problem-based learning management process

There are 5 steps in learning management process.

Step 1: Problem

Starting from the instructor will encourage students to realize how. What is the learner does not know? But need to know (the problem), based on the learning outcomes of the course because if the neglect or ignorance of the learner is important to their learning, the instructor should prepare the teaching and conduct the learning as follows.

1.1 Define the problem framework (There must be a problem that corresponds to the course). There are two components to consider: content and learning outcomes.

1.2 Define problems and present problems by the instructor, learner or both instructor and learner determine problematic issues may be presented in the form of case studies, creating a scenario or story telling is a problem, presenting this issue Instructors must be sure, the presentations can stimulate the learner to see the real problems until the interest want to find out the answer because it is an important issue.

Step 2: What is the thing to know? (Analyze problems and assumptions)

When the students know the problem, the instructors should:

2.1 Create learning atmosphere for learners to analyze themselves. What information or issues do not know and need to find the answer? Teach learners to ask questions such as: What, why, why, what, how, by the instructor, to supplement the key issues that are still missing and save the question.

2.2 Divide learners into group members to discuss and discuss ideas for answers according to the following points:

2.2.1. What are some possible solutions to this problem? (Possible), and what information will be researched from?

2.2.2 Operational Planning

2.2.3. Evaluate the evaluation based on the problem framework in step 1.

Step 3: Learn what you need to know. (Data collection)

Follow the guidelines in step 2 by research from a variety of sources conducting research, analysis, synthesis, summary information.

Step 4: Presents the results of step 3 (presentation of data). Summarize and evaluate the work together

Each group presents information on issues and findings then they decided to conclude that the information can summarize the answer to the problem or not (Describe the reasons to trust). The learners bring the information to complete the re-presentation of the work and all parties jointly evaluate the work.

### Step 5: Apply knowledge

The learner understands what he/she has learned clearly from his/her practice, looks for answers on his/her own (solves the problem), and can apply the knowledge.

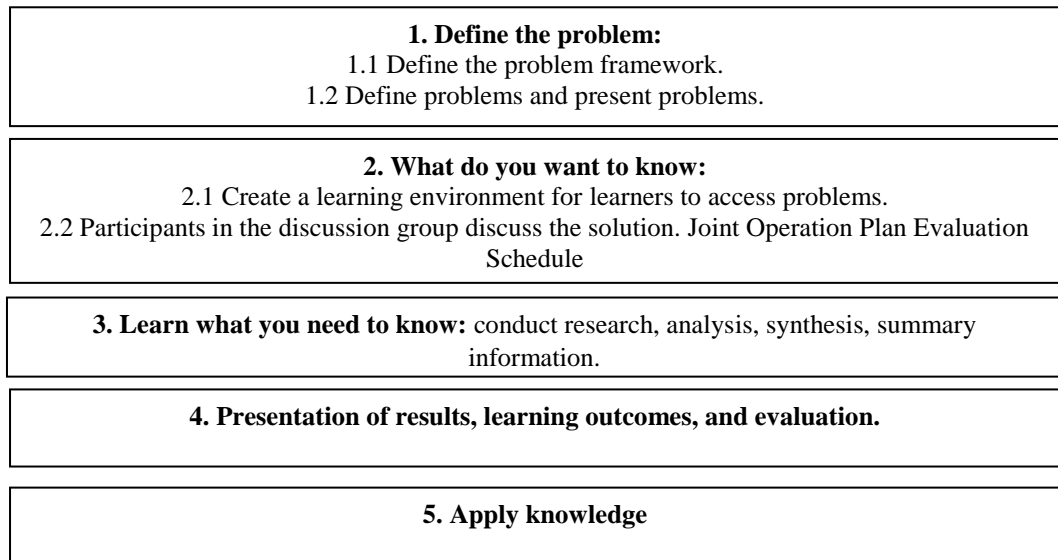


Figure: An illustration of the problem-based learning management process

The process or process of learning management should proceed in a step-by-step manner. The instructors and learners have an integrated role.

### **Role of instructor Role of learner**

Problem-based learning management is important to the role of the instructor and learner.

Instructor should conduct learning by Office of the Secretary of the Education Council [7]

1. Instructor must always strive for knowledge, seek knowledge to develop themselves.
2. Instructor must recognize the learner individually, understand the potential of the learner to be able to give advice Learners at any time.
3. Instructor need to understand the process of problem-based learning management as clearly as possible at all stages to recommend provide counseling to the students properly.
4. Instructor must have high skills and potential in learning management and follow-up evaluation of learner development.
5. Instructor must be a facilitator, with the provision of adequate learning media support, provide the resource, prepare libraries, the internet, etc.
6. Instructor must have a psychological motivation for the learner to motivate learners to stay awake to learn all the time.
7. Instructor must clarify and adjust their attitudes to understand and appreciate the value of this learning.
8. The instructor must have the knowledge, ability to measure and evaluate learners according to the actual conditions to cover the knowledge, process skills and attitudes to all stages of learning management.

On the part of the learner is the researcher. Set up a questionable issue. Together, analyze, synthesize, offer opinions. Evaluate the message, know and find a common conclusion.

In conclusion, the role of the instructor in the baseline learning management is to study the problem-based learning process as a basis for understanding because that need to follow the steps. The lesson is analyzed and planned. What could be a significant problem in motivating students to learn? Encourage and facilitate everyone to participate in thinking, solving, synthesizing, and evaluating things. The role of the learner is to act as a self-learning activity in the learning process, so he must be responsible and eager to learn. Participate in discussion, offer opinions. And exchange with friends until they understand and learn by themselves.

However, from the implementation of problem-based learning management, it was found that the learning management has both the following factors and constraints: Rusada [6] will take a break gathering information, factors, and limitations of problem-based learning from a range of sources.

### **Factors promoting problem-based learning management**

1. Encourage deep learning, which results in learner's understanding and long-term recognition born to be truly learned.

2. Encourage self-learning. This is a necessary feature that everyone should have because they can develop into people who have lifelong learning.

3. Problems in learning as a result, students will see the importance of learning what they are doing in the future, giving them the motivation to learn, be better able to recognize them.

4. Instructors and learners enjoy learning. Learners enjoy learning because they have a role to play in their own learning, such as debating, debating, during group work. The instructor sees the development of the ideas and skills that occur in the learner. In addition, the instructors also have the opportunity to learn cross-disciplinary fields because the problem is integrated by learning with the learner. Can see the linkage of science more clearly, resulting in broad ideas.

5. Promote teamwork helps to make a holistic decision. This is more efficient and effective than solo work.

6. Encourage opportunities to practice communication skills, problem solving, critical thinking. Conclusion when there is a conflict, etc.

7. The learner has a clear freedom of self-learning.

8. A student-centered learning. The learner will change from listening and memorizing to being a participant, directing and responsible for his or her learning.

9. There is integration between majors. In line with the professional practice that requires many subjects to come together to diagnose and solve problems.

10. It is a creative learning because the students have to rely on existing knowledge to create a new knowledge.

11. Enhance the ability to use the resources of learners better.

12. Promote the accumulation, learning and retention of new information.

### **Limitations of problem-based learning are as follows.**

1. Learners may not be confident in the knowledge they are researching. Because it cannot be set, objectives can have a negative impact on learning.

2. Takes more time both the learner and the instructor, because they need to research and study by themselves, need more time compared to learning by listening. The instructor will spend a lot of time preparing.

3. Problem-Based Learning may not be suitable for students who do not like debates. Like listening

4. In case of the large number of learners requires a lot of investment, both times consuming and difficult to manage, but it is possible in the short run. It can be seen that there must be continuous monitoring and supervision of teaching and learning and make adjustments as deemed appropriate. In addition, the learner must be prepared to recognize and be aware of the responsibility for self-learning give counsel in the early stages of learning that may not be adaptable. The instructor must be aware of the changing role whether it is taught in small groups. Preparation lesson Measurement and evaluation, etc. If done in full can reduce the problems or disadvantages of this kind of learning.

5. It is learning to take responsibility and self-discipline.

6. Instructors may not be able to use their existing knowledge to convey to the learner.

7. Learning from the students are supervised. The tendency is to learn systematically. I do not know what is important and important.

Concluding that the factors of promotion and limitations of problem-based learning management are of interesting. Instructor should study and prepare the prevention in advance to make the teaching effective.

### **RESULTS**

The results found that 1) Problem-based learning management is an alternative that instructors can use to manage their learning. Learners will learn to understand what to learn and instructor understands learners. 2) Problem-based learning should be conducted in all steps but can add or subtract details based on each item to fit the situation and context.

### **DISCUSSION**

Problem-based learning is a learning process that is a new knowledge-building process based on existing knowledge. Problems are the starting point for learners to know the needs. The learner will practice cognitive development through problem solving, step-by-step learning, self-directed learning, and mutual learning with friends and instructors. Learning occurs so that it is meaningful, deep approach [6] (Rusada Japakiya) and can effectively develop learners. This is consistent with research by [9] Pranee Heepkaew, (2009). Development of problem solving ability and science learning achievement. Resources and Environment of Mathayomsuksa 3 Students. The research found that the student's learning achievement is higher because the learner is self-learning, the learning content is better and [10] Pakkanat Sawutdivisit, (2013: 18) makes learners more satisfied, which affects the performance, which can be used as a guideline for defining a problem-based learning process.

### **CONCLUSION**

Problem-based learning management is an interesting learning style and has beneficial effects for learners, especially the learning process suitable for current social conditions. From the reflection of the

learners found that, learners have a good understanding of the lesson. Sharing ideas, exchanging ideas and learning, resulting in a variety of ideas, resulted in scores of learners receiving satisfactory grades as well as the instructor himself developed good learning management. We have studied a variety of information with the learners to integrate together. However, the learning management is also cautious, so that the instructor is aware of the application to the next opportunity.

#### ACKNOWLEDGMENTS

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