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13TH INTERNATIONAL CONFERENCE

AC-ESI-2018

ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATIONS

AC-ESI @2018 MILAN.IT

CO-ORGANIZED BY:

OFFICE OF GENERAL EDUCATION AND INNOVATIVE ELECTRONIC LEARNING, SUAN SUNANDHA RAJABHAT UNIVERSITY, BANGKOK, THAILAND

RUSSIAN PRESIDENTIAL ACADEMY OF NATIONAL ECONOMY AND PUBLIC ADMINISTRATION SOUTH RUSSIA INSTITUTE OF MANAGEMENT, ROSTOV-ON-DON, RUSSIA

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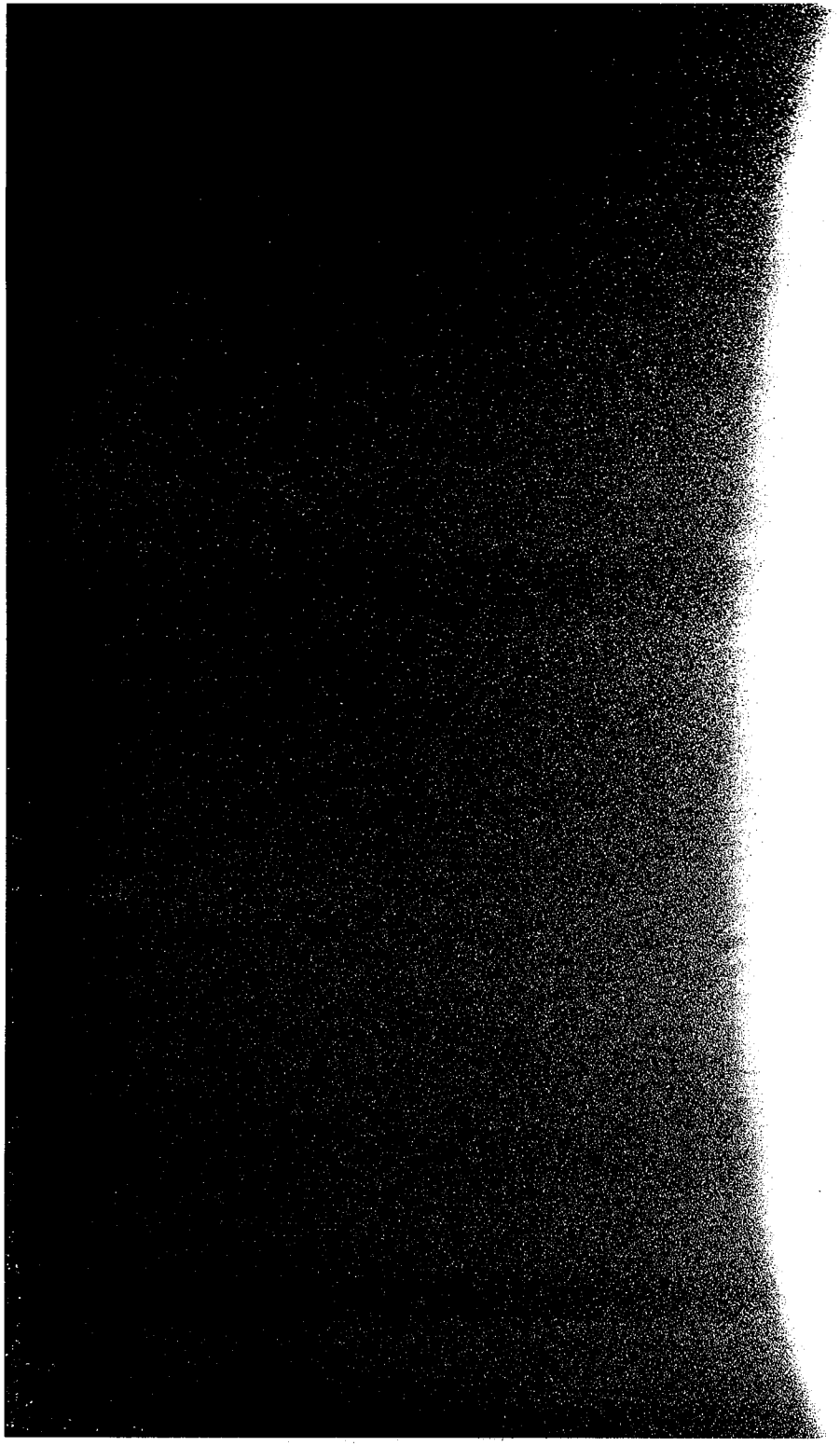

INTERNATIONAL ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATIONS

AC-ESI-2018

PROCEEDINGS

MILAN, ITALY

MAY, 2018

Dear ladies and gentleman, participants of International Academic Conference on Educational & Social Innovations, academics and scholars, presenters of research centers, educational institutes and business!

Today, in the era of global innovatization, spreading of modern forms of business and public administration, the social and economic role of education for increasing global management competitiveness and self-sufficiency becames a most important determinant, an effectiveness of international collaboration in discussing on actual educational issues and challenges is timely increasing.

And I would like to express my deep gratitude to partnered journals, educational institutions of Thailand, Russia, Indonesia, Germany, Iran, India, China whose efforts made possible this meeting of scholars and educators, interested in effective solution of global and national economy challenges using powerfull resources of social, cultural and innovative success.

And, of course, I would like to thank all participants for coming here, for their wonderful and useful research.

I want to say, that Suan Sunandha Rajabhat University – as a leading public University of Thailand – is very proud to be an organizer of this significant and important conference.

To each participant I wish success, finding a new colleagues and friends, development of scientific and business contacts, new scientific discoveries that are benefit for society, business and government. And also enjoy your time in fashion and design capital of the world.

Dr.Luedech Girdwichai, professor
President of Suan Sunandha Rajabhat University
Bangkok, Thailand

On behalf of the Organizational Committee, I welcome you to International Academic Conference on Educational & Social Innovations, in Milan!

AC-ESI-18 attracts researchers, educators and practitioners in all fields of modern education and education institutes management.

Participants have found in these meetings an excellent opportunity to share their experiences with colleagues from distance places and often continued to cooperate with them on their subjects of interest.

AC-ESI – 2018 has been established on a global basis.

We have received more than 80 submissions from 12 countries, each submission was peer-reviewed by at least two anonymous reviewers and a total of 51 papers were accepted for presentation in the conference.

Accepted papers are scheduled for presentation in 5 big sessions.

We would like to express our sincere appreciation to all the reviewers and chairs and members of various committees of AC-ESI -2018 conferences for their precious time and expertise.

I would like to express our sincere gratitude to everyone involved in making the joint conference a success. Many thanks go to the organizing committee, special session organizers, and the organizational committees and reviewers, the conference participants, and of course, to all the contributing authors who will be sharing the results of their research.

It is our great pleasure to have you with us at the joint conference, where I hope new ties will be made and existing ones renewed and strengthened.

Please accept our best wishes for a wonderful stay in Italy!

Grazie !

Dr. Preecha Pongpeng

Director of Office of General Education and Innovative Electronic Learning
Suan Sunandha Rajabhat University, Bangkok, Thailand

Dear friends and colleagues!

This conference is a meaningful crystallization of international initiatives among the number of institution towards practical cooperation in interdisciplinary studies, which will be contribute to the strengthening of the national educational systems.

The characteristic of the education in our era is change at the speed of light, which led us to the consensus that experts from many countries and many different disciplines must meet and discuss the phenomena, and then suggest solutions. We should be able to delve deeper by discussing problems across different disciplines as widely as possible, and thus grasping more profound solutions and suggestions.

The motivation for this conference is to help one's country through offering individual expertise and point of view based on one's individual discipline. As we gather from many different countries and many different disciplines, I believe that we should be able to expand the scope of our efforts and must aim at more challenging global contributions.

I hope all the participants of this conference will enjoy and get opportunities to enhance relationships of knowledge exchange.

I would like to extend my sincere gratitude to the organizing committee and especially to my Thai colleagues for given abilities to be a co-organizer and member of organizational board of AC-ESI – 2018, to be involved in the process of new international tradition formation!

Dr. Elena Zolochevskaya
Russian Presidential Academy of
National Economy and Public Administration,
South Russia institute of management,
Rostov-on-Don, Russia

Welcome to International Academic Conference on Educational & Social Innovations!

As a co-organizer of AC-ESI-2018 we tried to make a conference aimed to create a strong platform for academic and educational international collaboration.

Sustainable economical development always requires a breaking of any boundaries between scientists, an increasing of international informational and technological exchange, new forms of cross-cultural and transnational collaboration.

Due to this I am very glad to see here, in hospitable Italy, presenters of dozens countries from four continents. It proves that our activity in a direction of common, global study of patters for effective, competitive and successful development of educational practices is important, is required by society, science and business.

Suan Sunandha Rajabhat University is strongly related with educational and science provision for progress of Thailand and AEC. Academics of our university conduct research in all areas of economical and social development of Thailand and ASEAN.

We are science partners with Thai Government, presenters of Thai and international business and non-governmental organizations. Active external collaboration of SSRU with educational and research centers of ASEAN, Europe, Australia and USA opens huge prospects of international science collaboration and science exchange.

Furthermore, for making our conference work more effective and memorable, we tried to provide maximum comfortable conditions for all our delegates.

Therefore, I hope that the AC-ESI-2018 will achieve all set objectives to provide our delegates with education, networking, leadership enhancement and sweet memories.

Dr. Nattapong Techarattanased

Deputy director of Office of General Education
and Innovative Electronic Learning
Suan Sunandha Rajabhat University,
Bangkok, Thailand

In the modern conditions world transfers from the multilevel system of national social systems with strictly identified boundaries of economical interests and kinds of international collaboration to the absolutely complicated mix of transnational business, national states and international organizations whose interests are actively interact, intersect, overlap and even conflict each other's! Private sector is effectively using advantages of educational and cultural globalization, is mostly able to create multilevel markets and complex market strategies, to spread internal corporative net-work outside – to the directions of states, customers of educational products, institutes and competitors.

It shows how important and how significant is international science collaboration, international research and discussions on different issues of actual education and social development. Practical experience in economical stimulation, reformation of educational systems, regional integration, governmental support of educational and research institutes, increasing of national external competitiveness is very difficult to over-evaluate.

Being an educational and science leader of Thailand and ASEAN, an effective example of business-government-science collaboration, Office of General Education and Innovative Electronic Learning at Suan Sunandha Rajabhat University is really appreciated to be a co-organizer and informational partner of Academic Conference on Educational & Social Innovations, to be involved in the processes of international science collaborations and innovative ideas' transfer! Hope these collaborations will have bright and significant prospects.

Finally, I would like to welcome all participants of AC-ESI – 2018 and to wish new science results and findings, ideas and conclusions!

Dr. Jarumon Nookhong
Deputy Director of Office of
General Education and Innovative Electronic Learning
Suan Sunandha Rajabhat University,
Bangkok, Thailand

As a Member of Editorial board of Academic Conference on Educational & Social Innovations - 2018 I am delighted to welcome all participants in Milan!

The aim of AC-ESI- 2018 is to serve as a primary channel of knowledge sharing and the promotion of educational and social innovations internationally.

An important goal of the conference is to encourage learning from each other by exchanging ideas and views, and building networks.

A successful conference cannot be organized without the effort of many persons.

I would like to thank both working teams from the Office of General Education and Innovative Electronic Learning Suan Sunandha Rajabhat University and South Russia institute of management of Russian Presidential Academy of National Economy and Public Administration for their enormous contribution towards the detailed arrangement of this conference.

Furthermore, I would like to express my gratitude to the authors who submitted their papers to the AC-ESI 2018 as well as reviewers for their contributions and effort to an excellent conference proceeding.

Finally, I hope you will enjoy the conference and have a wonderful time during your stay in Italy.

Warmest Regards,

Mr. Apisit Rattanatranurak
Deputy director of office of
General Education and Innovative Electronic Learning
Suan Sunandha Rajabhat University,
Bangkok, Thailand

Warm greetings from AC-ESI – 2018 organizing committee!

As a coordinator of our International conference organization I tried to do everything for making this year conference the best one!

We spent many hours for choosing venue; we spent gigabytes of internet traffic sending mails and calls for papers!

Hope, all these spent were not useless. And our conference will be very successful, productive and important for society, science and business.

I am glad to note, that a number of AC-ESI – 2018 participants is still high!

Geography of our conference is covered 9 countries from Asia, East Europe, Middle East and even Africa!

Enjoy Italian natural and cultural heritage, world most famous outlets and restaurants! Don't forget to taste risotto with local wine, visit Da Vici museum and listen magic opera in La-Scala!

And to get new knowledge, new ideas and new friends from AC-ESI–2018!!!

Dr. Denis Ushakov, professor
AC-ESI – 2018 coordinator
International college
Suan Sunandha Rajabhat University,
Bangkok, Thailand

AC-ESI-2018

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INTERNATIONAL ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATIONS

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=AGENDA=

Day 1 07 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy

13.00 Registration open — Foyer
Participants arrival, registration

14.00 Organizational meeting — Meeting Room
Networking

15.00 **Seminar "International publishing: guidelines to success"**
By Ms. Darina Prokhorova
Editor –in – chief of Journal of International Studies, Poland

17.00 Welcoming dinner — Restaurant

Day 2 08 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy

9.00 Opening ceremony — Meeting Room
Welcome speeches:
Dr. Preecha Pongpeng
Director of Office of General Education and Innovative Electronic Learning, Suan Sunandha Rajabhat University, Bangkok, Thailand
Dr. Zolochevskaya Elena
Dean of faculty of Public Administration, South Russia institute of Management of Russian Presidential Academy of National Economy and Public Administration
Dr. Bundit Pungnirund
Dean of College of Innovations and Management, Suan Sunandha Rajabhat University, Bangkok, Thailand
Ms. Darina Prokhorova
Editor –in – chief of Journal of International Studies, Poland
Dr. Oleg Patlasov
Omsk Humanitarian Academy, Omsk, Russia
Dr. Denis Ushakov
Organizational board of AC-ESI– 2018

09.40 **University's Management And Students' Satisfaction: An Empirical Study Through Structural Equation Modelling**
Key-note speech by Dr. Johan W de Jager
Tshwane University of Technology, Pretoria, South Africa

10.30 Group photo

10.40 Coffee-break — Foyer

11.00 **Formation of the Social Successfulness of Students with Disabilities in the System of Continuous Inclusive Education**
Key-note speech by Dr. Preecha Phongpheng
Office of General Education and Innovative Electronic Learning Suan Sunandha Rajabhat University, Bangkok, Thailand

11.40 **Human capital and decentralization of education (the case of Tlajomulco de Zuniga Jalisco, Mexico)**
Key-note speech by Dr. José G. Vargas-Hernández
University Center for Economic and Managerial Sciences, University of Guadalajara, México

12.20 **Educating Young People in Multicultural Environment of Higher Education Institution**
Key-note speech by Dr. Nattapong Techarattanased
Office of General Education and Innovative Electronic Learning Suan Sunandha Rajabhat University, Bangkok, Thailand

13.00 **Lunch** — Restaurant

14.00	**Session 1 – Environmental education: ways and challenges of implementation**	
14.00	Sinchai Poolklai & Adisak Chuchat	
14.20	Jürgen Drissner	
14.40	Pattamaporn Kaewkongka & Apirati Triyawat	
15.00	Wipada Chaiwchan & Kittipat Bualek	
15.20	Kvetoslava Rešetová	
15.45	**Coffee break**	Foyer
16.00	Pawinee Ratabakorn & Uraiwan Tunnukul	
16.20	Anosha Rojanapanich &Prem Thanatripop	
16.40	Pachara Wangmee &Worakarn Jantarasingharn	
17.00	Unnop Panpuang & Saysunee Sangphueak	
18.00	**Dinner**	Restaurant

Day 3 09 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy

08.30	**Registration open**	Foyer
09.00	**Session 2 – Human capital: educational and managerial issues of formation and development**	
09.00	Pramsuk Huanprapai & Sasinan Prajongjai	
09.20	Ria Mardiana Yusuf	
09.40	Nattaporn Srichana & Warawut Chuenkrut	
10.00	Pordee Sukpun & Paweena Sribunrueng	
10.20	Aekkaphob Intarapoo & Pattiya Traiteepung	
10.45	**Coffee – break**	Foyer
11.00	Bundit Pungnirund	
11.20	Sarawut Yamdee & Supas Amornchantanakorn	
11.40	Mahir Pradana	
12.00	Pimporn Thongmuang	
12.20	Larisa Nevskaya & Svetlana Akhmetova	
12.40	**Lunch**	Restaurant
13.30	**Session 3 – Modern teaching: modern technologies and practical methods**	
13.30	Nuntiya Noichun & Narasak Phunaploy	
13.50	Zhang Li-Ping	
14.10	Watchara Sungkobol & Sasiwimon Maneewong	
14.30	Awad Soliman Keshta	
14.50	Kanpetch Saranontawat & Pimporn Thongmuang	
15.10	Toratane Munegumi	
15.30	**Coffee – break**	Foyer
15.50	Arias Sinthu & Aknarin Piyaphanyamongkol	
16.10	Nutcha Phasuk & Natwalun Wangnil	
16.30	Krit Chaisaengduean, Tospon Pimpa	
16.50	Farangis Saeedi	
17.10	Arunroong Wongkungwan & Sathiya Phunaploy	
18.00	**Dinner**	Restaurant

Day 4 10 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy

08.30	**Registration open**	Foyer
09.00	**Session 4 – Management in educational institutes: modern issues and future prospects**	
09.00	Pennapha Meeto & Raweewan Khankham	
09.15	Amber Osman & Muhammad Imtiaz Subbani	
09.30	Bundit Phrapratanporn & Kulnidawan Dumkum	
09.45	Vera Gnevasheva	
10.00	Yuttana Rattanasuwan & Piyanun Thanchai	
10.15	Ratanaporn Sukserm & Thidarat Choknakawaro	
10.30	Juan Francisco Aguirre Chavez	
10.45	**Coffee – break**	Foyer
11.00	Supaporn Wimonchailerk & Rutchanewan Panbua	
11.15	Runglaksamee Rodkam & Paphitchaya Silpaksa	
11.30	Vanthangpui Khobung	
11.45	Aina Jacob Kola	
12.00	Paakpoom Klaythong & Patcharida Wisaiket	
12.15	Arun Sumdee & Anutsara Chanprapas	
12.30	**Lunch**	Restaurant
13.30	**Session 5 – Usage of ICT and social networking in educational process**	
13.30	Kiattiphoom Phachuen	
13.50	Chun-Pei Lin	
14.10	Piched Girdwichai	
14.30	Siriporn Meenanan & Naruecha Narapong	
14.50	Atef Abuhmaid	
15.10	Pirawat Chaiyaphoomsakul, Sawitree Charamporn & Apisit Rattanatranurak	
15.30	**Coffee – break**	Foyer
15.50	Nuntiya Noichun	
16.10	Nuntinee Nakdontee & Patompong Punnabhum	
16.30	Sudarat Srima & Krisana Aree	
16.50	Vasyuta Eugenia	
17.10	Grigoryeva Natalya & Kolycheva Zhanna	
17.30	**Dinner**	Restaurant
	Awards and closing ceremony	

LIST OF SESSIONS:

Day 2 Meeting room
14.00-17.30

Session 1 **Environmental education: ways and challenges of implementation**
Chairman: Dr. Jürgen Drissner

1	Sinchai Poolklai Adisak Chuchat	*Suan Sunandha Rajabhat University, Bangkok, Thailand*	Environmental education and behavioral change
2	Jürgen Drissner	*University of Ulm, Germany*	Environmental education outside school: effects of a half-day teaching programme
3	Pattamaporn Kaewkongka Apirati Triyawat	*Suan Sunandha Rajabhat University, Bangkok, Thailand*	"Public-based-learning": environmental controversies for pedagogical purposes
4	Wipada Chaiwchan Kittipat Bualek	*Suan Sunandha Rajabhat University, Bangkok, Thailand*	Considering students' environmental self determination
5	Kvetoslava Rešetová	*Slovak University of Technology in Bratislava, Slovakia*	Publishing opportunities of doctoral candidates
6	Pawinee Ratabakorn Uraiwan Tunnukul	*Suan Sunandha Rajabhat University, Bangkok, Thailand*	Educational environment for teenagers' moral relations development
7	Anosha Rojanapanich Prem Thanatripop	*Suan Sunandha Rajabhat University, Bangkok, Thailand*	Analyzing business factors of students' environmental attitudes
8	Pachara Wangmee Worakarn Jantarasingharn	*Suan Sunandha Rajabhat University, Bangkok, Thailand*	Conceptual model for teaching the relationship of daily life and human environmental impact
9	Unnop Panpuang Saysunee Sangphueak	*Suan Sunandha Rajabhat University, Bangkok, Thailand*	Sustainable development and teaching perspectives

Day 3 Meeting room
09.00-12.30

Session 2 **Human capital: educational and managerial issues of formation and development**

Chairman: Dr. José G. Vargas-Hernández

1	Pramsuk Huanprapai Sasinan Prajongjai *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Social capital and knowledge management in the context of staff empowerment
2	Ria Mardiana Yusuf *Hasanuddin University, Makassar, Indonesia*	The practice of human resource strategic roles by "ulrich" model
3	Nattaporn Srichana Warawut Chuenkrut *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Student's research work as the condition of professional education
4	Pordee Sukpan Paweena Sribunrueng *Suan Sunandha Rajabhat University, Bangkok, Thailand*	University students' entrepreneurial intentions: ways for in-study implementation
5	Aekkaphob Intarapoo Pattiya Traiteepung *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Strengthening the basic competence of sciences for master students
6	Bundit Pungnirund *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Interpersonal intelligence: how gender difference impacts
7	Sarawut Yamdee Supas Amornchantanakorn *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Egocentrism and development of students identity
8	Mahir Pradana *Telkom University, Bandung Indonesia*	Do employees' performances depend on their motivations? (case study at Indonesian National bureau of plantation)
9	Pimporn Thongmuang *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Self-health care behaviors of elderly
10	Larisa Nevskaya Svetlana Akhmetova *Perm National Research Polytechnic University, Russia*	Current trends in the development of innovative activeness of enterprise personnel

Day 3 Meeting room
13.30-17.30

Session 3 **Modern teaching: modern technologies and practical methods**

Chairman: Dr. Bundit Pungnirund

1	Nuntiya Noichun Narasak Phunaploy *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Problem based learning (PBL-civics) model development to improve the motivation and learning outcomes
2	Zhang Li-Ping *Yu Qiu Shanghai University of Engineering Science, Shanghai, China*	Study of cooperative education pattern
3	Watchara Sungkobol Sasiwimon Maneewong *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Analysis of mathematical education on economics specialty
4	Awad Soliman Keshta *Islamic University of Gaza (IUG), Gaza, Palestine*	The effectiveness of a blended learning program on developing palestinian tenth graders english writing skills
5	Kanpetch Saranontawat Pimporn Thongmuang *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Innovative methods of teachers' practice-orientation development
6	Toratane Munegumi *Naruto University of Education, Naruto, Tokushima, Japan*	Considering future directions for the specialized evaluation of educational programs for science teachers
7	Arias Sinthu Aknarin Piyaphanyamongkol *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Dialogue-based teaching model in college English teaching
8	Nutcha Phasuk Natwalun Wangnil *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Business field trips impact on education processes
9	Krit Chaisaengduean Tospon Pimpa *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Project-based hybrid business education of graduate and undergraduate group
10	Farangis Saeedi *Guilan University, Rasht, Iran*	The effect of negotiation on second language acquisition
11	Arunroong Wongkungwan Sathiya Phunaploy *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Environmentors: mentoring at-risk through university partnerships

Day 4 Meeting room

Session 4 **Management in educational institutes: modern issues and future prospects**
09.00-12.30
Chairman: Dr. Muhammad Imtiaz Subhani

1	Pennapha Meeto Raweewan Khankham *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Academic freedom and leadership in modern academic institutions
2	Amber Osman Muhammad Imtiaz Subhani *Iqra University, Karachi, Pakistan*	Misuse of higher education
3	Bundit Phrapratanporn Kulnidawan Dumkum *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Extension analysis of employee management based on social network model
4	Vera Gnevasheva *Moscow University for the Humanities, Moscow, Russia*	Student's view of education as the merit and private economic goods
5	Yuttana Rattanasuwan Piyanun Thanchai *Suan Sunandha Rajabhat University, Bangkok, Thailand*	High school students' conceptions of learning in different domains
6	Ratanaporn Sukserm Thidarat Choknakawaro *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Educational pedagogy for sustainability: developing programs to transform behaviors
7	Juan Francisco Aguirre Chavez *Autonomous University of Chihuahua, Chihuahua, México*	A gender study on college students' academic self-efficacy
8	Supaporn Wimonchailerk Rutchanewan Panbua *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Multi-subject incentive cooperation of students' network entrepreneurial education
9	Runglaksamee Rodkam Paphitchaya Silpaksa *Suan Sunandha Rajabhat University, Bangkok, Thailand*	School-community participation in developing a local sustainability agenda
10	Vanthangpui Khobung *Educational Research and Training NCERT Bhopal, India.*	Tribal self-help groups in Manipur: a gender perspective
11	Aina Jacob Kola *College of Agriculture, Igboora, Oyo State, Nigeria*	Repositioning science education in nigerian colleges of education through public-private partnership (PPP)
12	Paakpoom Klaythong Patcharida Wisaiket *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Vocational education by transferring notions and all-round cultivation
13	Arun Sumdee Anutsara Chanprapas *Suan Sunandha Rajabhat University, Bangkok, Thailand*	The function of physical education for building social values

Day 4 Meeting room

Session 5 **Usage of ICT and social networking in educational process**
13.30-17.30
Chairman: Dr. Atef Abuhmaid

1	Kiattiphoom Phachuen *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Application of classroom assistant software based on Android
2	Chun-Pei Lin *Huaqiao University, Quanzhou, China*	An effect of existing knowledge assets to inbound/outbound disruptive innovation
3	Piched Girdwichai *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Analytical study on improving expertise of university students through innovative training project
4	Siriporn Meenanan Naruecha Narapong *Suan Sunandha Rajabhat University, Bangkok, Thailand*	College students' information quality and study on correspondence and education system in "Internet+" era
5	Atef Abuhmaid *Middle East University, Amman, Jordan*	Information and communication technology integration within the practicum
6	Pirawat Chaiyaphoomsakul Sawitree Charamporn Apisit Rattanatranurak *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Video converter using GPU on web application
7	Nuntiya Noichun *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Applications as IT-element of special disciplines teaching
8	Nuntinee Nakdontee Patompong Punnabhum *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Designing of individual educational path of teacher's professional development in conditions of information educational environment
9	Sudarat Srima Krisana Aree *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Trend of visual communication design education in the cultural and creative industries
10	Natalya Grigoryeva *Southern University (IMBL), Russia* Zhanna Kolycheva *Don State Technical University, Russia*	Taxation and employment: considering relationships and factors of efficiency
11	Vasyuta Eugenia *The Russian Presidential Academy Of National EconomyAnd Public Administration, South Russia Institute of Management, Rostov-on-Don, Russia*	Medical tourism in Russia: growth potential and competitiveness issues

role's of strategic human resource have been implemented at Indonesian Nickle Mining Company.

The Implication of the Research for CEO's of Organizations

1. Implementation of four-roles of human resource should be increase, specially the strategic partner role of employee.
2. Get employee and HR personnel to involve in operations meeting and another strategic role.
3. Give to company human resource an opportunity to become involved in planning and policy planning even shared information.

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STRENGTHENING THE BASIC COMPETENCE OF SCIENCES FOR MASTER STUDENTS

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Based on National Qualification Framework master student in science education alumnus is targeting to well understanding about materials or concepts that rely on memorization will impact on students' inability to construct relationships between concepts, integrate new concepts with previous concepts to create imagination in understanding concepts. In order to achieve the specific target, the research used explorative research design with writing test data, then for triangulation data, the test result is followed up with in-depth interview. In-depth interviews were conducted through clinical interviews and individual demonstration interviews. The results showed that the initial ability of science S2 students in science subjects is low. On a scale of 0-100 the profiles of basic competence in science of the students is 35.4 for Physics, 43.7 for Biology and 49.7 for Chemistry. Interviews indicate that unfavorable learning materials are complex materials and a lot of discussion on work mechanism, abstract material and many scientific terms and materials that require a high level of understanding. Based on these results need to be developed student centered learning that is learning that activate and cause high curiosity. Implementable learning is a learning model with experiment / practice, problem solving, assignment or project, invention and simulation so that students find their own concept or material to be learned. The results of this learning will be more memorable and not easy to forget.

Keywords: Basic concept, Science education

As an effort to achieve a qualification of graduates in accordance with National Qualification Framework (known as, NQF) Master's study program in science education has developed and implemented the Curriculum of 2015.

In addition to compliance with the NQF, the graduate qualifications of the program are also combined with efforts to strengthen the science teacher profession.

Based on these matters, it is hoped that the Magister program in science education will produce graduates who meet the qualifications of NQF for professions related to education in science, including to strengthening science teacher competence.

The development and application of curricula that support teacher competence will be more effective if based on the initial state of the student. The result of the research on the initial condition of the students shows that the ability of the basic mastery of the subject matter of science of Science Education Program, which covers the basic mastery of physics, chemistry, and biology matter is low. The early capabilities of basic mastery of physics, chemistry, and biology are not closely related to the diverse backgrounds of the students.

On a scale of 0100, profiles the basic mastery of physics is 37.85, the Biology 28.10 and 44.30 for the basics chemistry.

Mastery in scientific subject matter related to one of the competence that must be mastered by the teacher, that is professional competence. Mastery in scientific subject matter is important, because teachers who are less mastering the field of science is believed will not be able to conduct teaching in field as well. In addition, the mastery of science is important when viewed from the direction of world developments that tend to go to research-based education in the field of science, which is often called discipline-based education research (McDermott, 2013), which results are then implemented in the learning is often called researchbased learning (Cochran & Heron, 2006).

Understanding materials or concepts that rely on memorization will impact on students' inability to construct relationships between concepts, integrate new concepts with previous concepts to create imagination in understanding concepts. These things may result an impact on the error of the concept. Misunderstanding concepts will have an impact on delivering wrong information.

Based on the results of the studies that have been described, the difficulty of understanding the basic materials of the field of science could be took into consideration to analyze the difficulties of the students. Therefore, on this occasion that will be examined is the ability of Magister science education students in understanding the material on the field of science.

The research is emphasized on the mastery of the basic skills of scientific subject matter, the problem that caused the low level of the ability of the basic skill of science in the students of General Education Program of Suan Sunadha Rajabhat University (SSRU). Research methods The research was conducted by explorative research design using written test technique to reveal the basic capability of scientific subject matter. For the purpose of data triangulation, the test result was followed up with in-depth interview (Shaffer & McDermott, 2005).

In-depth interviews were conducted through clinical interviews (Jones 2010) and individual demonstration interviews (McDermott, 2013). The results of the tests and interviews are then analyzed and patterned so as to acquire the basic skills of scientific subject matter from the students of the Magister science education program of the Postgraduate of SSRU.

Discussion

Physics components.

In the field of physics, there are 3 items that are answered less than 10 respondents, that is item number 6, 11 and 20. The items are only answered correctly by respondents 0, 9 and 6. Respondents' inability to answer question number 6 seems to be caused by an incomprehension of the true and virtual image concept in the mirror.

The results of this study are in accordance with the results of Heron and Mc Dermott (1998). Problems related to the concept of this shadow is actually easy to understand if the learning ever done a simple experiment with a flat mirror. The inability of respondents to answer the number 11 relating to speed and mathematical operations (Shaffer & McDermott, 2005).While the inability of respondents to answer the number 20 associated with light, apparently caused by difficulties often caused by the misconception (Hazelton et al., 2012; Shaffer & McDermott, 2005).

The fact of the difficulty in correctly answering questions related to the basic skills of the subject of physics science shows that respondents do not understand the basic concept correctly. This is because respondents only memorize the basic concept, do not understand the basic concept as a whole. So when respondents have to think with high-level thinking (HOTS) they just guess the answer.

By simply memorizing, at least the respondent is only capable of working on standard questions, unable to explain the phenomenon by applying reasoning (Hazelton et al., 2012). For example almost all (44 out of 50) can answer correctly about the number 55 but none of them answer correctly about number 6.

Biology components.

In the field of biological sciences, there are 2 items, which answered less than 10 the number of respondents, namely the number 28 and 36. The item is only answered correctly in succession by respondents as much as 9 and 7. Inability of respondents answered about the number 28 and 36 caused by the lack of understanding of the mechanism of the heart's work, the guidance of evolution.

Questions relating to the mechanism of the heart's work and evolutionary guidance are easy to understand if the respondent can reason properly. The reality of the results of this study proves the truth of the findings stating that students often fail in doing reasoning (Hazelton et al., 2012).

Problems related to chemical reactions related to metabolic mechanisms, processes in microbiology and requiring biochemical understanding by most respondents are an obstacle to answering correctly. Likewise with the questions that the material many and many scientific terms. This is supported by interviews stating that chemical reactions associated with metabolic mechanisms, microbiological processes, scientific terms, nomenclature in both plant and animal classification become the burden for respondents, both with Biology education background and non-educational background Biology.

Chemistry components.

In component of chemistry field, there is only 1 item that answered less than 10 respondents, that item 47 is only answered correctly by 5 respondents. The inability of respondents to answer number 47 is caused by the lack of understanding of the number of ions in the molecule, the difficulty often caused by misconceptions (Hazelton et al., 2012; Shaffer & McDermott, 2005). Difficulties in understanding and reasoning in chemistry concepts from written tests are almost non-existent.

However, according to interviews, respondents stated that writing chemical reactions and chemical equilibrium is a constraint in understanding basic materials of chemical science. The difficulty in understanding and reasoning in basic concepts of chemistry is in line with what has been revealed by Moon et al. (2016). The solution that can be done to overcome this is the need to develop a clear and planned learning strategy (McDermott, 2013).

Difficulties in understanding basic concepts cannot be overcome with the application of traditional learning (lectures and questioning) but with studentcentered learning such as what is expected by the respondents is learning that activates and raises high curiosity.

Some learning models that can be used include Project Based Learning, Discovery Learning, Inquiry Learning, and Problem Based Learning with science approach or known as

Scientific approach. At least the learning in the science study program on the concentration of Integrated Science and Biological concentration has been carried out by experiment / practicum. Thus the students are trained to find their own concepts or materials that will be studied, so that learning outcomes will be more memorable and not easy to forget.

While the mastery of Biology material ability at the concentration of Biology education is 45. The result shows that the initial test value of mastering the basic skill of science materials from each basic component both Integrated Science concentration, and Biology concentration is low, that is under 50.

This condition is easy to understand as revealed in interviews that respondents feel uncomfortable because they feel not mastering the whole basic materials in accordance with the field of science. If it is not followed up will have an impact on the quality of learning that becomes the responsibility later.

Based on the basic capability profile of the subject matter of science students, the concentration of science and biology is a challenge for the SSRU Postgraduate study program to prepare a curriculum and require the use of learning strategies that can meet the challenges of the field work. It should also be considered to be able to carry out experimental or practicum activities to improve students' understanding and reasoning.

Conclusion

Initial mastery of the basic skills of science subjects for Magister science education students is low. Mastery of basic science skills of the magister science education student is not related to various backgrounds of the students. Not all the basic capabilities of the subject matter of science are well controlled, especially the abstract, complex and many scientific terms. The material that deals with many interrelationships with other concepts or material discusses mechanisms and processes, complex and abstract, many foreign terms or scientific terms, demands reasoning and a high level of comprehension and not easily memorized is an unwelcome material.

While the preferred material is the basic material that is simple or not complex and not much is discussed, concrete and related to everyday life, not many scientific terms and easy to memorize. It is necessary to develop a lesson that fits the needs of the students in facing field challenges and learning models that enable students to find concepts and reasoning through practical / experimental, problem-solving, assignment or project activities, findings and simulations.

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