



ASEAN 共生時代のグローバルリーダーとしての科学教員リカレントプログラムの開発

TWINCLE

Joint Research Forum

2016.3.19



TWINCLE PROGRAM JOINT RESEARCH FORUM

Presenter Guidelines

Time

- Each presenter will have 15 minutes for presentation. Please plan your talk for 10 minutes to allow 5 minutes Question and Answer.

Time Slot: 10 Minutes for presentation + 5 Minutes for Q & A Power Point Slide Guide

- There is no perfect number for a power point presentation, but less is better. We suggest around 8-10 slides for a 10-minute presentation

Equipment

- Video projectors and laptop computer will be available in the presentation room.

Preparation

- Presenters must upload their presentation to the laptop computer in the presentation room 15 minutes before the session starts. We recommend that you send the PowerPoint slide **prior to departure** to sapto.ashardianto@chiba-u.jp

or take the presentation file using USB **one day prior** to the Forum to **Sapto Ashardianto** on Friday (18th March 2016)

Special Request*

- As we received very broad presentation topic, by the end of your presentation please add your opinion of **how does your topic presentation relates** to the forum theme “The Vision of Interdisciplinary Education”

Time	Detail activities	Venue
09:00	Welcoming speech	University Hall (Keyaki Kaikan)
09:20~10:50	Presentation, 1st Session	
10:50~11:00	Break	
11:00~12:50	Presentation 2nd Session	
12:50	Closing remarks	

No	Speaker in 1 st Session	No	Speaker in 2 nd Session
1	Chiba University, Japan	7	University of San Carlos, Philippines
2	Chulalongkorn Demonstration School, Thailand	8	Nanyang Technological University, Singapore
3	Udayana University, Indonesia	9	1 (One) Senior High School & Bandung Institute of Technology (ITB), Indonesia
4	Mahidol University, Thailand	10	King Mongkut's University of Technology Thonburi (KMUTT), Thailand
5	3 (Three) Senior High School, Depok, Indonesia	11	Bogor Agricultural University, (IPB) Indonesia
6	Vietnam National University, Vietnam	12	Gadjah Mada University (UGM) & 3 (Three) Senior High School Yogyakarta, Indonesia
		13	Kasetsart University, Thailand

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(Chiba University, JAPAN)

[2] RESEARCH AND DEVELOPMENT OF JUNIOR PLANETARIUM INNOVATION FOR STUDIES IN ASTRONOMY

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(Chulalongkorn Demonstration School, THAILAND)

[3] SPEECH ACT THEORY IN TEACHING JAPANESE

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(Udayana University, INDONESIA)

[4] INTEGRATING THE DISCIPLINES: THE FUTURE OF INTERDISCIPLINARY EDUCATION

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(Mahidol University, THAILAND)

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(University of San Carlos, PHILIPPINES)

[8] PRODUCING A SCIENTIFIC EXPLANATION IN DYNAMICS – WHAT IT TAKES

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[9] LESSON LEARNED FROM ONE SENIOR HIGH SCHOOL BANDUNG, INDONESIA AND FUTURE REGIONAL COLLABORATION PROGRAM

Rossi Rahayu¹ & Ivonne M Radjawane²
(1 (One) Senior High School Bandung¹ & Bandung Institute of Technology, INDONESIA)

[10] INTERNATIONALIZATION AT KMUTT “BE READY FOR GLOBAL ENGINEER”

Anak Khantachawana
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[11] RESEARCH AND EDUCATION ON THE BENEFITS OF GREEN OPEN SPACE

Bambang Sulistyantara
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[12] FOSTERING RESEARCH, COMMUNITY SERVICE, AND EDUCATION (FREED PROGRAM)

Muh Aris Marfai, Slamet Suprayogu, & Wahid Sumanto²
(Gadjah Mada University & 3 (Three) Senior High School Yogyakarta², INDONESIA)

[13] THE VISION OF FUTURE INTER-DISCIPLINARY EDUCATION: PERSPECTIVE OF THAILAND

Surachai Jewcharoensakul
(Kasetsart University, THAILAND)

DEVELOPMENT OF THE RECURRENT EDUCATIONAL PROGRAM FOR SCIENCE/ TECHNOLOGY TEACHERS IN THE ASEAN SYMBIOSIS ERA

Fujita Takeshi,
Faculty of Education , Chiba University, Japan

In order to secure the innovation spirit of science and technology and also to maintain the sustainable development, it is certain that science/technology education from a global point of view plays an important role. In the global society, cultivation of science/technology teacher who is able to guide students with a global mindset has become a great task. The purpose of this study is to develop the recurrent educational program for in-service Japanese teachers of science/technology, which could cultivate teacher to continually improve practical leadership in ASEAN symbiosis era. The development of this program would be achieved by the following four steps.

Step 1, development of “teacher lab”: to develop scientific-experiments program for secondary school science/technology teacher

Step 2, teacher’s participation into teacher lab: to improve the capability of teacher through the active learning and collaborative activities with graduate students.

Step 3, practice of science lesson: to conduct the lesson at the ASEAN countries, which are developed in “teacher lab”

Step 4, evaluation of science lesson: to evaluate the lesson with the ASEAN teachers and students.

Through these experiences, in-service science/technology teacher would be expected to gain a global mindset in the science/technology education. In the fiscal year 2015, the “Step1”, development of teacher lab, mainly has been tackled. As for the teaching materials that should be developed in the process, it is indispensable to be relevant with the actual world and everyday life. Then, by taking up the scene of familiar problem solving and taking into project-based activities, we aim at improving teacher’s teaching skills.

Keywords: *Globalization, Recurrent educational program, In-service teachers, Science/Technology, ASEAN, Globalization, Internationalization, Global Engineer*

RESEARCH AND DEVELOPMENT OF JUNIOR PLANETARIUM INNOVATION FOR STUDIES IN ASTRONOMY

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A researcher and students in the astronomical club created and improved the Junior Planetarium which was tested, adjusted and later demonstrated in 4 scientific events from 2009 to 2012 in order to look at stars during daytime. Indeed, the model will not be displayed unless there are students explaining astronomical knowledge. Respondents of satisfaction survey were people joining these fares, and then the data from survey was applied by both the statistical analysis to find satisfactory score and the T-test to assess the understanding of participants. The result of this research and development represented that the model was initially built by using black plastic garbage bags as the background of the sky— and PVC tubes as the main structure. However, inventors found that bad smell from chemicals of black plastic garbage bags and spaces between pieces of black flute board could annoy the aesthetic experience of visitors. To tackle these, the last scientific event was— therefore— made of black acrylic sheet connected by a hinge aluminium with nuts and bolts since it was stronger and more durable than the former. This innovation was literally recognised as the most tenacious structure, and was immensely satisfactory for participants as we can see from the range of average satisfactory score between 4.30 and 4.63, and the after-participating student's understanding of astronomical knowledge is higher than the former measured by statistical significance at 0.01 level.

Keywords: *Research and development, Innovation, Junior planetarium, Astronomical studies*

SPEECH ACT THEORY IN TEACHING JAPANESE

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Many scholars have addressed speech act theories namely Geoffrey Leech, Searle, and Tanaka Noriko. However, view of previous studies discussed how the speech act theories could be optimized in teaching Japanese with its rich honorific systems. This paper is specifically aimed at pointing out how the theories are highly relevant in teaching apology strategies in Japanese language, especially for non-native Japanese students. The data was taken from the handbook of *minna no nihon go* and *Erin ga chousen!*. The method of collecting data was documentation method. The techniques applied were reading attentively, taking note, and classifying the data. Regarding the method of analyzing the data, descriptive qualitative approach was applied. Results show that understanding of speech act theory has a crucial role in teaching Japanese language in a classroom setting. Consequently, Japanese teachers should pay attention on the importance of the theory. The theory of speech act explains completely factors relation to the expressions of apologizing in the language. Provided with sufficient knowledge about speech act theory, students do not only recognize the expressions of apologizing, but also enable to use the expression appropriately in communication. Furthermore, students also have a chance to improve their etiquette in communication especially to those who have higher level like a teacher.

Keywords: *speech act, apology, teaching Japanese*

INTEGRATING THE DISCIPLINES: THE FUTURE OF INTERDISCIPLINARY EDUCATION

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There are various important but complex problems, phenomena and concepts that resist understanding or resolution when approached from single disciplines. Climate change and world poverty are clear examples, but equally, a full understanding of identity, public health, human rights, or knowledge can only be constructed by applying multiple perspectives and ways of thinking. While disciplinary depth is essential for investigating these complex issues, they also require what Howard Gardner (2006) calls a 'synthesizing mind'. They require investigators who can engage in interdisciplinary translation and synthesis, as part of multidisciplinary teams or individually, in order to develop more complete pictures than would be possible from any one disciplinary perspective. The implication is that we must educate for both disciplinary and interdisciplinary expertise. Interdisciplinary subjects are pivotal for this interdisciplinary education, teaching how to understand, navigate and employ multiple and often contrary ways of knowing. Mahidol University recognizes that many of today's problems are most effectively addressed by using flexible methodologies and a full range of conceptual tools. In order to better prepare students and faculty to understand and respond to challenges and opportunities that are increasingly multi-faceted, complex and quickly evolving, the University encourages interdisciplinary education in many forms. While continuing to celebrate the value and integrity of its traditional disciplines, the University also fosters informal and formal collaborations among faculty across these boundaries. Yet because of the complexity of working across multiple ways of knowing, interdisciplinary subjects are challenging to teach. Learning from Mahidol University, this presentation provides some strategies to support the successful design, organization, teaching, and evaluation of interdisciplinary subjects.

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LEARNING HISTORY USING PLAYING METHODS

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One of the teaching methods that is applied for studying history at school is a method of learning while playing. This method is a combination of three subjects at school, which are history, Indonesian language and arts. Students are given the freedom to display historical based material, formed through their favorite poem, song or drama. In this activity, students are allowed to make their own song based on any tone of popular songs that they like. This activity can be performed as an individual game or in a group. Game in a group is displayed through entertainment performance that students in one group have agreed and follow the required subject material which is taught in the class. Individual assessments are assessed when students answered some questions which are questioned to them.

The steps are:

1. The teacher divides the students into groups (max 6 students each group)
2. Each group should choose the type of subject appearance whether a poem, song or drama
3. Each group makes analysis questions about the subject that has been agreed in advance
4. Each group made an attractively poem, song or drama and will be assessed by teachers as they appear later.
5. On the appointed schedule day each group show that they have made and the other groups could provide support the game. After completion of the appearance, the group will read out questions that have been made and answered by students from other groups (individually). That determines whether or not the answer is a group that appears and teacher stay judging from the most correct answer. And so on up to the other group

In conclusion, this method "learning while play" proven to encourages students to read and understand history subject better than before. In addition, students could also entertainment themselves as this game activity held outside of the classroom (school yard, field), thus students can learn history in more relax environment. Aspects that can be taken from this method are cognitive, psychomotoric and affective aspects.

Keywords: *teaching method, learning history, playing methods, game lesson, outdoor class.*

PROMOTING MOBILITY OF INTEGRATED CURRICULUM FOR TEACHER EDUCATION

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Supposing many changes in Vietnam education towards 2020 (reform of foundation and higher education system, national curriculum, teacher preparing policy and system etc.), we look forward to having the opportunity to fully contributing to the teacher education field in ASEAN. However, we realise the critical issue of new vision, solutions as well as flexibility here and would happily take on the challenge of any initiative that would suit level of expertise and next step of the university development and actually implement changes to integrated curriculum on teacher education.

This paper analyses ongoing work at the University of Education, VNU to reform teacher education program by re-design the structure, modules development plan, new ways and environment for teaching and learning, as well as promoting integrated curriculum strategy. The paper concludes that teacher education contributes main forces and efforts to education reform in Vietnam to 2020, and the more teacher education is a “beacon” for investment, talent and curriculum - the more this kind of “barometer” is inevitable.

The process of renewing curricula focuses on new integrated conception of curriculum development, on a structural and process level (modularization, interdisciplinary structures, flexibility), and educational values and intended outcomes (lifelong/life-wide learning skills, competence-orientation/outcomes in a knowledge society, etc.) to fit the principles of ASEAN education manifests (AUN, AIMS, SEAMEO-RIHED etc.).

Keywords: *Integrated/interdisciplinary curriculum, teacher education reform, curriculum design and development*

INSTRUCTIONAL PRACTICES OF GRADUATE PROGRAMS IN THE UNIVERSITY OF SAN CARLOS: PROPOSED BLENDED LEARNING COURSE

Dr. Rita May P. Tagalog
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This study investigated the instructional practices of the Graduate Programs of the University of San Carlos (USC). The instructional practices involved were the Learning Environment that consists of the Time and Place for graduate classes, Teaching Methodologies employed, Learning Support which refers to computer mediated instructional tools, and the Benefits and Challenges if these are blended with Teaching Methodologies and Learning Support. The study utilized the descriptive survey method of research using a researcher made questionnaire and a faculty interview schedule. Focus group discussion was conducted to validate the data collected. The respondents of the study consisted of 138 graduate students, 23 graduate faculty, and 9 administrators who are also teaching in the graduate programs. The findings of the study revealed that students, faculty, and administrators agree on the flexibility of the learning environment such as time and place to hold graduate classes. They also agree on the varied teaching methodologies to be employed in the class. Furthermore, they have agreed that the mixed computer mediated instructional tools be utilized as learning support in class. Perceptions on the benefits and challenges of blending teaching methodologies and learning support are diverse; however, all the respondents claimed that a blended learning course design is feasible and can be implemented.

This study recommends that the University of San Carlos, Department of Teacher Education implement the blended learning course. Stakeholders in the implementation must undergo orientation and regular training to equip them of the process. Training for teachers on blended learning should be part of the faculty development plan. Administrators must show commitment by providing the incentives, reward, or support for teachers in implementing the blended course. Finally, the institution must explore on a design to address the needs of the 21st century skilled graduates.

Keywords: *Graduate Instructional Practices; University of San Carlos; Blended Learning*

PRODUCING A SCIENTIFIC EXPLANATION IN DYNAMICS – WHAT IT TAKES

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Producing scientific explanation is a key objective in the local physics syllabus. Yet, studies show that students often find it difficult to produce an acceptable scientific explanation. Yeo and Gilbert (2014) show that a scientific explanation can be described in terms of its function, form and level. The objective of this study is thus to identify the competencies students need in order to produce an acceptable scientific explanation in physics. We do this by examining students' produced explanations of various topics in physics obtained through think-aloud interviews. Using multimodal analysis, we identified a set of explanatory behaviors exhibited by students who produced explanations considered acceptable. This presentation shall focus on the behaviors of producing explanation in Dynamics. These behaviors show that the production of scientific explanations in Dynamics involves not only content knowledge but includes contextual knowledge. It also involves a process of abstraction from concrete to abstract using representations to elaborate, extend and transform meanings from descriptive to consequential ones. Implications to teaching and learning physics will be proposed in this presentation.

LESSON LEARNED FROM ONE SENIOR HIGH SCHOOL BANDUNG, INDONESIA AND FUTURE REGIONAL COLLABORATION PROGRAM

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One Senior High School (in Indonesian namely SMAN 1) is the oldest state senior high school in Bandung City, West Java, Indonesia and established in 1950. The total student body is 1174 and number of teachers is 76 peoples. The students are divided into 30 classes where each grade consist of 10 classes. Besides learning activities in the classroom, the school improves inteligent multiple learning, such as the activities in arts, culture, sports and group discussion in social and science program. The academic achievements that has been reached by our students are in arts and science fields. The graduated students have been admitted in state universities as well as recognize private one, but only small number of students continue their studying abroad.

TWINCLE activity is held in our school last September 2015. The topic was about anti earthquake building and vegetables contain beta carotene that can produce the light if they are lighted ultra violet light. Both of the experiments are new things for our students and gave enlighten for the students. This program is very important for us, since we can improve knowledge and add student's experience in International socialization. Our students are motivated to improve and prepare ourselves to face the obstacles in big scale. Some of them feel interested in continuing their education to Chiba University. Based on TWINCLE program experience, we propose an International Teacher and Students Regional Collaboration in Southeast Asia (ITS-RCS) that will be conducted among the ASEAN Countries, but also can be extended for other Asia countries. Chiba University and its linkage universities can be act as the facilitator or supporting for this program. The activity can be the learning method based on research which can be practiced at school and sharing knowledge, research through the online learning course, and capacity building program can be provided, therefore the learning quality of each shool can be improved and produced the good quality of our students. We also propose sister school between Indonesia high school and Japanese high school including the student exchange and homestay program.

INTERNATIONALIZATION AT KMUTT “BE READY FOR A GLOBAL ENGINEER”

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1. Introduction

King Mongkut’s University of Technology Thonburi (KMUTT) was the first national university which became the first autonomous university in Thailand since 1998. Since ASEAN community will start from 2015, Thailand as one of the member should prepare for strengthening our student ability in order to become global player. Among 222 MOUs with world-wide universities, Japanese university is the great partner in terms of the strategic to sending a huge number of student going aboard. So, various student mobility programs were introduced and established in order to increase the number of inbound and outbound student. In the present presentation, methodology for increasing number of inbound and outbound student were introduced.

2. Methodology

Based on the job finding survey of KMUTT students on 2011-2012, it is found that the number of students who got the job from private sector has increased from 79% to 89%. Moreover, it is clear that the English language proficiency is the most important key success factor. In order to improve English skill and enhance internationalization of university, increasing number of student mobility is one of the effective way. KMUTT then pay much efforts on integrating experiences outside classroom such as industry internship, community service, cross-cultural activity, etc. into a study program. Global PBL program was implemented to enhance the competency skill of the student. Theme of the project was designed by the students from each country from the group. Discussion and problem solving were done based on multidisciplinary, global and industry-academia collaborating project based learning (PBL). At a final stage, the students must present the outcome of the project in English. Moreover, KMUTT also invests a strategic budget to increase the number of inbound and outbound students and expanding the number of student exchange under MOU with many strategic partners. It is not that easy to attract foreign students from aboard to enroll in science and engineering program in Thailand, then short term exchange with non-academic based program is a good initiative project. After KMUTT announced this student mobility program to all partner universities, the number of inbound students increased rapidly. As a result, student engagement between Thai and foreign students becomes visible and enthusiasm.

3. Summary

Based on various student mobility program KMUTT has implemented, the number of inbound student increases from 32 to 346 from year 2011 to 2014 while the number of outbound student increases from 35 to 227 from year 2011 to 2014. The international program increases up to 35 programs in 5 years. With effort for

strengthening internationalization, the number of international students is expected to be 10% of total students in KMUTT in the next 10 years.

4. Reference

Annual report, King Mongkut's University of Technology Thonburi (KMUTT), 2014

Keywords: *Internationalization, Global Engineer*

RESEARCH AND EDUCATION ON THE BENEFITS OF GREEN OPEN SPACE

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Green open space is an area whether located in urban or rural, which is mostly covered by vegetation, in both form of natural or man-made. Green open space gives us some benefits in many ways in order to protect ecological function of an area, to improve environmental comfort and human health. Among ecological benefits, green open space could reduce air pollution and controlling storm water in urban area. The study of these benefits can be conducted in small spot and the larger areas. This presentation shows research process due to find out the basic information of green open space benefit to reduce air pollution and to reduce stormwater run-off. Research on pollution reduction was conducted with a sampling area at high way Jagorawi at Bogor city, specifically to know in controlling NO_x and SO_x. While, the benefit of green open space to control stormwater run-off was conducted at Pulau Laut, Kabupaten Kota Baru, South Kalimantan, and at upper stream of Ciliwung watershed, Bogor. These research results are very important to be used as a lecture material for students of senior high school, in the aspect of environmental education, and especially on the benefits of green open space and those research methods, and to be discussed in connection with human health and environmental comfort.

Keywords: *Green open space, air pollution, run-off, environmental education, research method*

**FOSTERING RESEARCH, COMMUNITY SERVICE, AND EDUCATION
(FREED PROGRAM)**

**Muh Aris Marfai,
Slamet Suprayogi,
Wahid Sumanto**

***Faculty of Geography, Gadjah Mada University, Indonesia
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Faculty of Geography, Universitas GadjahMada has been establishing numerous international and national collaboration, which Chiba University, Japan, High School 3 and 6, Yogyakarta, Indonesia also Provincial Government of North Kalimantan, Indonesia are among of them. Through these potential partners, the Faculty of Geography intends to expand the network into a program entitled: "Fostering Research, Community Service and Education". The program is designed to allow partners collaborate accordingly in the form of joint research, conduct community service, and strengthening education program. The main objective of the program is to ensure the sustainable and beneficial networking among partners. Therefore, this abstract would like to summarize any potential activities, such as student exchanges or staff exchanges to gain more knowledge. Student exchanges between UGM and Chiba University has been routine agenda for the past 5 years, either in short-term (3-4 weeks) and long-term period (more than 4 weeks). Staff exchange is somewhat possible, not only between universities, but also possible to be applied with other institution such as Provincial Government and Higher Education. As some of the other program also make possible for staff to conduct short course to any international partners they have, thus FREED Program also try to accommodate that possibility as well. Meanwhile other possibility would be to send student to international/national partner to conduct community service such as teaching, community assistance, research work and other.

THE VISION OF FUTURE INTER-DISCIPLINARY EDUCATION: PERSPECTIVE OF THAILAND

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As the world had changed; life style and thinking process of the new generation had changed, it had caused and effected to teaching and learning styles in all process as well. As well as the teacher profession development needed to be change and cooperate, and then, Inter-disciplinary Education Program is one of the solutions to provide a chance and opportunity to open mind of the teacher profession in future. The objective of the study was to find out the process of teacher profession development for future.

The result of the study reveal as the following; 1) in order to get an expected teacher competency and well behavior, such as; good, smart, discipline, be honest, well perform of their responsibility, know how to teach and advice the students, then, the selection process was necessary, such as he/she needed to shown the empirical evidence of being good to oneself, family, community or social, he/she needed to be smart, shown and maintain good grade and responsibility of their studied, had shown the strong intention to be a teacher in future. 2) Inter-disciplinary in education with the University abroad was necessary, in order to open mind and vision of the teacher profession in the new world, such as; the teacher profession development needed to provide the students to learn and understand inter-disciplinary of gaining knowledge, learning to live and work with the others, varieties of teaching methodology, culture and implementation of living in being as good citizen of community, nation and future peace World. Recommendation: formal education, non-formal education, in-formal education, vocation education and training to provide "Life-long learning" in order to educate and provide job to people was necessary to improve human resource and well perform of human being for each nation and the peace World.

Keywords: *Inter-disciplinary, teacher profession development*