

DEVELOPMENT OF INTEGRATED CONFLICT-TO-INNOVATION HUMAN CAPITAL MODEL THROUGH INTERNATIONAL COMMUNITY SERVICE BASED ON JAVA-THAILAND LOCAL WISDOM

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Abstract

Universities must create behavioral skills to supplement students' academic abilities in light of changes in the global workplace brought about by digital transformation, the advancement of artificial intelligence, and growing cross-cultural cooperation. The capacity to resolve disputes amicably is one of the most crucial skills as it serves as the cornerstone for enhancing cooperative communication, leadership, and creativity. The goal of this international community service project is to help students at International College, Rajamangala University of Technology Krungthep (RMUTK), Thailand, develop their behavioral competencies through a Conflict-to-Innovation Management approach that is integrated with the cultural values of Jai Yen (Thailand) and Sumeleh (Indonesia). Through interactive workshops, case-based learning, role-playing, cross-cultural reflection, and participatory assessment, the program is implemented utilizing the Participatory Action Community Service (PACS) model. After taking part in the program, participants' comprehension, attitudes, and behavioral competence were assessed using observation, participant reflection, group discussions, and questionnaires. The service's outcomes demonstrated a paradigm shift in participants from conflict avoidance to constructive conflict management, which was followed by enhanced cross-cultural leadership abilities, collaborative communication, emotion control, critical thinking, and adaptive decision-making. The Integrated Conflict-to-Innovation Human Capital Model, a conceptual model that incorporates participatory learning, psychological safety, local cultural values, and constructive conflict management as a mechanism for human capital development in the international higher education environment, was created as a result of this activity in addition to having a practical impact on the development of student competencies.

Keywords: Behavioral Competence; Conflict Management To Innovation; Cross-Cultural Leadership; Human Capital; International Community Service; Participatory Learning.

Abstrak

Universitas harus menciptakan keterampilan perilaku untuk melengkapi kemampuan akademik mahasiswa mengingat perubahan di tempat kerja global yang dipicu oleh transformasi digital, kemajuan kecerdasan buatan, dan meningkatnya kerja sama lintas budaya. Kemampuan untuk menyelesaikan perselisihan secara damai adalah salah satu keterampilan paling penting karena menjadi landasan untuk meningkatkan komunikasi kooperatif, kepemimpinan, dan kreativitas. Tujuan dari proyek pelayanan masyarakat internasional ini adalah membantu mahasiswa di International College, Rajamangala University of Technology Krungthep (RMUTK), Thailand, mengembangkan kompetensi perilaku mereka melalui pendekatan Manajemen Konflik-ke-Inovasi yang terintegrasi dengan nilai-nilai budaya Jai Yen (Thailand) dan Sumeleh (Indonesia). Melalui lokakarya interaktif, pembelajaran berbasis kasus, permainan peran, refleksi lintas budaya, dan penilaian partisipatif, program ini diimplementasikan dengan memanfaatkan model Layanan Komunitas Aksi Partisipatif (PACS). Setelah mengikuti program, pemahaman, sikap, dan kompetensi perilaku peserta dinilai menggunakan observasi, refleksi peserta, diskusi kelompok, dan kuesioner. Hasil layanan menunjukkan pergeseran paradigma pada peserta dari penghindaran konflik menjadi manajemen konflik yang konstruktif, yang diikuti oleh peningkatan kemampuan kepemimpinan lintas budaya, komunikasi kolaboratif, pengendalian emosi, berpikir kritis, dan pengambilan keputusan adaptif. Model Modal Manusia Terpadu Konflik-ke-Inovasi,

sebuah model konseptual yang menggabungkan pembelajaran partisipatif, keselamatan psikologis, nilai-nilai budaya lokal, dan manajemen konflik konstruktif sebagai mekanisme pengembangan modal manusia di lingkungan pendidikan tinggi internasional, dibuat sebagai hasil dari aktivitas ini selain memberikan dampak praktis pada pengembangan kompetensi mahasiswa

Kata kunci: *Behavioral Competencies; Conflict-To-Innovation Management; Cross-Cultural Leadership; Human Capital; International Community Service; Participatory Learning.*

1. INTRODUCTION

Digital transformation, the development of artificial intelligence (AI), and the increasingly open global collaboration have changed the competencies needed in the world of work. Individual success is no longer only determined by the mastery of hard skills, but also by the ability to adapt, think critically, communicate collaboratively, manage emotions, lead, and work in a team with diverse cultural backgrounds. This condition encourages universities to design a learning process that not only produces graduates with good academic abilities, but is also able to form behavioral competencies that suit the needs of the world of work through authentic and collaborative learning experiences (Bankins et al., 2024). In line with these developments, the World Economic Forum places social skills, leadership, creativity, adaptability, and lifelong learning as the main competencies that must be prepared to face technological changes and the global job market. Meanwhile, the OECD emphasized that investment in human capital is one of the key factors in driving productivity, innovation, and competitiveness in the era of knowledge-based economies (Beier et al., 2025).

One of the many skills needed in the twenty-first century that is gaining increasing emphasis in human resource development is the ability to resolve differences of opinion constructively. Today, conflict is seen as a process that, when addressed through open communication and a safe psychological atmosphere, can encourage idea sharing, group learning, creativity, and innovation, rather than simply a cause of organizational stress or obstacles. A lack of conflict management skills often causes individuals to choose to avoid conflict, blame the other party, or exhibit aggressive behaviors that actually worsen interpersonal relationships and teamwork effectiveness (Tunikmah et al., 2026). According to research, emotional conflict actually hinders learning and cooperation, but cognitive conflict can improve students' creative skills if it is accompanied by psychological security (Xie et al., 2022). In addition, research on technology-based organizations shows that the relationship between task conflicts and innovative work behaviors occurs through constructive conflict, cognitive flexibility, and psychological security, so that conflict can be a catalyst for innovation if managed appropriately (Al-Ghazali & Afsar, 2021). These findings confirm that the development of conflict management competencies needs to be directed not only at conflict resolution, but also at the ability to turn conflict into learning and innovation opportunities (Conflict Management-to-Innovation).

The development of the ability to manage conflict constructively cannot be achieved through the delivery of conceptual material alone, but requires a learning process that is able to form behavioral competencies through real experience, reflection, and collaborative interaction. Experiential and participatory learning approaches have been shown to improve general learning outcomes, such as critical thinking skills, communication, collaboration, and self-regulation, as participants are actively engaged in problem-solving and reflection on learning experiences (Duchatelet et al., 2024). In addition, the effectiveness of participatory learning is strongly influenced by the creation of psychological safety, which is a condition when participants feel safe to express ideas, ask questions, receive feedback, and conduct experiments without worrying about negative judgments. Recent research shows that psychological safety increases participant engagement, strengthens the quality of group interactions, and supports competency development in collaborative and multicultural learning environments (McLeod & Gupta, 2023).

Therefore, the development of behavioral competencies, such as collaborative communication, emotion regulation, adaptive decision-making, and cross-cultural leadership, requires learning strategies that integrate direct experience, reflection, and a psychologically safe learning environment as the basis for the formation of adaptive and globally competitive human capital (Duchatelet et al., 2024).

As a university that carries a learning by doing approach and international collaboration, International College, Rajamangala University of Technology Krungthep (RMUTK), Thailand, provides a learning environment that supports the development of global competencies, creativity, innovation, and cross-cultural leadership. These characteristics make RMUTK a relevant partner in the implementation of International Community Service which is oriented towards strengthening behavioral competencies through participatory learning. Although research on conflict management, behavioral competencies, psychological safety, and cross-cultural leadership continues to grow, most still address these concepts separately. Until now, studies that integrate the Conflict-to-Innovation Management approach with local cultural values in the development of behavioral competencies in the International Community Service program are still limited. This gap is the basis for the development of service programs as well as contributions offered through the integration of Jai Yen values from Thailand and Sumeleh from Indonesia to strengthen human capital in the context of international higher education (Wang et al., 2024).

Departing from this gap, this International Community Service program integrates the Conflict-to-Innovation Management approach with the values of Jai Yen from Thailand and Sumeleh from Javanese culture to strengthen students' behavioral competencies in a multicultural learning environment. This approach is designed to build psychological safety, improve collaborative communication, and develop the ability to manage conflict constructively as the foundation of cross-cultural leadership. The main contribution of this article is the preparation of the Integrated Conflict-to-Innovation Human Capital Model, which is a conceptual model that explains the relationship between participatory learning, cultural values, constructive conflict management, behavioral competencies, and human capital development in the context of international higher education.

International Community Service is one of the implementations of the tridharma of higher education which provides space for students to learn directly through collaboration with partners from various countries. This activity is not only a means of sharing knowledge, but also brings together participants with real experience in dealing with cultural differences, ways of thinking, and solving problems together. The experience helps students develop cross-cultural communication skills, leadership, adaptability, and skills to work in multicultural teams that are difficult to obtain through classroom learning. Research shows that collaborative international learning experiences contribute to increased intercultural competence and cultural intelligence, especially when participants are actively involved in cross-cultural interactions (Hackett et al., 2023). In this program, the Participatory Action Community Service (PACS) approach is used to actively involve participants from the process of identifying problems, discussions, reflections, to developing joint solutions. This kind of learning process allows participants not only to understand concepts, but also to develop behavioral competencies through hands-on experience. Various studies have also shown that experiential learning in international programs is able to strengthen global competence, cultural intelligence, and the ability to collaborate in a multicultural environment. Therefore, the implementation of International Community Service at RMUTK not only provides benefits for partners, but also becomes a transformative learning medium that strengthens students' global competencies, cultural values, and cross-cultural leadership.

Departing from these needs, the International Community Service at International College, Rajamangala University of Technology Krungthep (RMUTK), Thailand, is designed as a learning medium to develop students' behavioral competencies through a Conflict-to-Innovation

Management approach that is integrated with the values of Jai Yen and Sumeleh. This program evaluates the paradigm change of participants in viewing conflicts, the development of behavioral competencies, and the implementation of cross-cultural leadership during the activity. The results of the process are synthesized into the Integrated Conflict-to-Innovation Human Capital Model, which is expected to be a reference for the development of International Community Service and higher education programs oriented towards cross-cultural collaboration.

2. IMPLEMENTATION METHOD

2.1. Service Program Design

The International Community Service program is designed using the Participatory Action Community Service (PACS) approach which places students as the main actors in each stage of learning. Through this approach, participants not only receive material, but are also actively involved in identifying problems, discussing, reflecting on experiences, and developing solutions together with partners. Participatory approaches like this have been proven to improve the quality of learning because they encourage participant involvement, critical reflection, and collaboration in solving real problems (Findyartini et al., 2023).

The program design began with a needs assessment conducted with the International College, Rajamangala University of Technology Krungthep (RMUTK), Thailand. The results of the identification show the need to strengthen competencies in the aspects of collaborative communication, constructive conflict management, emotion regulation, and cross-cultural leadership. Based on these needs, the program was developed by integrating the Conflict-to-Innovation Management approach, participatory learning, psychological safety, and Jai Yen and Sumeleh cultural values as the foundation of learning in a multicultural environment. Experiential learning has been widely reported to be able to strengthen students' ability to reflect, collaborate, and develop professional competencies (Gallop et al., 2023).

The entire series of activities is arranged in stages, starting from needs assessment, material preparation, implementation of participatory learning, cross-cultural reflection, to program evaluation. The series is designed so that participants not only gain conceptual understanding, but also experience a learning process that encourages changes in knowledge, skills, attitudes, and behaviors. Through this process, the program is expected to strengthen behavioral competencies, develop cross-cultural leadership, and support the formation of adaptive human capital in facing global challenges.

2.2. Location, Partners, and Activity Goals

The International Community Service activity was held on February 9, 2026 at the International College, Rajamangala University of Technology Krungthep (RMUTK), Bangkok, Thailand, as an implementation of the Implementation of Arrangement (IA) between the College of Economics (STIE) Atma Bhakti, Indonesia and the International College of RMUTK, Thailand. The selection of partners is based on the commitment of the two institutions in strengthening international cooperation in the fields of education, research, and community service, while supporting the internationalization program of higher education through the development of student competencies in a multicultural learning environment.

The target of the activity is students of International College RMUTK who participate in international programs and are prepared to interact and work in a global environment that has cultural diversity. Based on the results of the need assessment, participants need to strengthen behavioral competencies, especially collaborative communication skills, constructive conflict management, emotion regulation, and cross-cultural leadership. Therefore, the program is designed to equip participants with a participatory learning experience that integrates the Conflict-to-Innovation Management approach as well as the cultural values of Jai Yen and Sumeleh in the development of cross-cultural leadership competencies.

2.3. Stages of Program Implementation

The implementation of International Community Service is carried out systematically through five interrelated stages, namely (1) need assessment, (2) program design, (3) implementation of participatory learning, (4) cross-cultural reflection, and (5) program evaluation. Each stage is designed to ensure that service activities are not only oriented to the delivery of material, but also result in changes in participants' competencies through a participatory and experiential learning process.

The first stage is a need assessment, which is carried out through coordination and discussion with leaders and lecturers of the International College RMUTK to identify the needs of partners, the characteristics of participants, and competencies that need to be strengthened. The results of the identification are the basis for determining the theme, materials, learning methods, and indicators of program success so that the activities carried out are in accordance with the needs of partners.

The second stage is program design, which includes the preparation of materials, case studies, role play scenarios, and evaluation instruments. All learning tools are structured based on the Conflict-to-Innovation Management approach by integrating the cultural values of Jai Yen from Thailand and Sumeleh from Java as the foundation for the development of collaborative communication, emotion regulation, and cross-cultural leadership.

The third stage is the implementation of participatory learning through a combination of interactive workshops, case-based learning, and role play. At this stage, participants are actively involved in discussions, case analysis, conflict resolution simulations, and the preparation of alternative solutions to various organizational problems in a multicultural context. This approach provides participants with the opportunity to develop critical thinking skills, collaborative communication, and joint decision-making.

The fourth stage is cross-cultural reflection, which is a reflection process that is carried out after all learning activities are completed. Participants were invited to reflect on their learning experiences, discuss the application of Jai Yen and Sumeleh values in conflict management, and identify changes in perspectives on conflict as opportunities for learning and innovation.

The last stage is program evaluation, which aims to assess the achievement of service goals. Evaluation is carried out through participatory observation during the activity, participant reflection, evaluative discussion, and activity documentation. The data obtained were then analyzed descriptively to identify changes in participants' competencies and became the basis for the preparation of the Integrated Conflict-to-Innovation Human Capital Model.

Table 2. Stages of Implementation of the International Community Service Program

Stages	Main Activities	Exterior
Need Assessment	Identify partner needs and participant characteristics	Competency needs map and program design
Program Planning	Preparation of materials, case studies, <i>role plays</i> , and evaluation instruments	Learning modules and tools
Implementasi	<i>Interactive workshop, case-based learning, dan role play</i>	Increased participant participation and learning experience
Cross-Cultural Reflection	Reflection on learning experience and internalization of Jai Yen and Sumeleh values	Strengthening participants' understanding and paradigm change
Program Evaluation	Observation, participant reflection, evaluative discussion, and documentation	Data on competency changes and the basis for the preparation of conceptual models

2.4. Program Data Collection and Evaluation Techniques

Data collection was carried out during the implementation of the International Community Service using several complementary techniques, namely participatory observation, group discussions, participant reflection, and activity documentation. Participatory observation was carried out by the service team to identify the level of participant involvement, communication patterns, ability to work together, and behavior changes during the interactive workshop, case-based learning, role play, and cross-cultural reflection process. In addition, participant reflection and evaluative discussions were used to obtain information on changing perspectives on conflicts, learning experiences, and participants' understanding of the application of Jai Yen and Sumeleh values in cross-cultural leadership. Documentation in the form of photos of activities, field notes, and discussion results was used as supporting data to strengthen the observation results.

Program evaluation is carried out formatively and summatively to assess the achievement of service goals. Formative evaluation was carried out during the activity through observation of participants' active participation, involvement in discussions, ability to analyze case studies, and the implementation of role play. Meanwhile, summative evaluation was carried out at the end of the activity through participant reflection and evaluative discussion to identify changes in competencies, especially in aspects of collaborative communication, constructive conflict management, emotion regulation, and cross-cultural leadership. The results of the evaluation are the basis for analyzing the effectiveness of the program as well as compiling the Integrated Conflict-to-Innovation Human Capital Model as a conceptual output of service activities.

Table 3. Program Data Collection and Evaluation Techniques

Stages	Purpose	Data Generated
Participatory observation	Observe participants' engagement and behavior changes during activities	Participant activities, communication, collaboration, and behavior during learning
Group discussions	Identify participants' understanding and response to the material	Results of discussions and alternative case resolution
Participant reflection	Exploring learning experiences and changing perspectives of participants	Reflections on conflict, leadership, and values of Jai Yen and Sumeleh
Activity documentation	Support and verify observation results	Photos of activities, field notes, and documentation of the learning process

2.5. Data Analysis Techniques

Data obtained from participatory observations, group discussions, participant reflections, and activity documentation were analyzed using qualitative descriptive analysis. The analysis process is carried out in stages through data reduction, data presentation, and drawing conclusions to identify changes in participants' competencies during the implementation of the program. The analysis focused on the development of behavioral competencies, which include collaborative communication skills, constructive conflict management, emotion regulation, decision-making, and cross-cultural leadership as indicators of achievement of service goals.

To increase the credibility of the findings, source triangulation was carried out by comparing the results of observations, participant reflections, evaluative discussions, and documentation of activities. Furthermore, the results of the analysis were interpreted by linking the field findings to the Conflict-to-Innovation Management approach, participatory learning, psychological safety, and the integration of Jai Yen and Sumeleh cultural values. The synthesis of the entire analysis process is the basis for formulating the Integrated Conflict-to-Innovation Human Capital Model as a conceptual output of the implementation of the International Commun.

Table 4. Service Dataity Analysis Techniques

Stages of Analysis	Activities	Results
Data reduction	Selecting and grouping the results of observations, reflections, discussions, and documentation	Data relevant to the purpose of service
Data presentation	Organize data in the form of narratives, tables, and discovery matrices	Overview of changes in participants' competencies
Conclusion drawing	Identify patterns of change and achievement of program objectives	Key findings and program implications
Source triangulation	Compare the results of observations, reflections, discussions, and documentation	Increased credibility and consistency of findings
Conceptual synthesis	Integrating the results of the analysis with the theoretical framework	Integrated Conflict-to-Innovation Human Capital Model

3. RESULTS AND DISCUSSION

3.1. Program Implementation and Participant Participation

The International Community Service program is implemented in accordance with the program design that has been prepared at the planning stage through the Participatory Action Community Service (PACS) approach. All stages of activities, ranging from interactive workshops, case-based learning, role play, cross-cultural reflection, to evaluation, can be implemented in accordance with the implementation plan that has been agreed with partners. The implementation of the program takes place in a participatory manner so that participants not only play the role of recipients of the material, but also actively participate in the process of discussion, case analysis, conflict resolution simulation, and cross-cultural reflection.

The results of observations during the activity showed that the participation rate of participants increased at each stage of learning. This involvement can be seen from the intensity of the group discussions, the courage of participants to express different views, the ability to analyze the root of the problem in case studies, and active participation in conflict resolution simulations. In the cross-cultural reflection session, participants also showed enthusiasm in comparing the cultural values of Jai Yen from Thailand and Sumeleh from Java as an approach to build more constructive communication in a multicultural environment.

The findings show that the participatory learning approach is able to create a learning environment that supports active participant engagement. Service activities do not stop at the transfer of knowledge about conflict management, but develop into a learning process that provides hands-on experience in identifying problems, evaluating alternative solutions, building collaboration, and reflecting on the application of cultural values in leadership practice. This condition is an important foundation for the formation of behavioral competencies which are further analyzed in the next subchapter.

Table 4. Program Implementation and Participant Response

Program Stages	Participant Activities	Observation Results
Interactive Workshop	Participating in the delivery of materials and discussions	Participants actively ask questions and share experiences
Case-Based Learning	Analyzing conflict case studies	Able to identify the root of the problem and alternative solutions

Role Play	Conflict resolution simulation	There has been an increase in collaborative communication and negotiation
Cross-Cultural Reflection	Reflections on the value of Jai Yen and Sumeleh	Participants understand the role of culture in conflict management
Evaluation	Final discussion and reflection	Participants show a change in perspective on conflict

3.2. Transformation of Participant's Paradigm towards Conflict-to-Innovation Management

One of the main achievements of the implementation of the International Community Service is the paradigm transformation of participants in viewing conflict as part of the learning and innovation process. Based on the results of participatory observation, group discussions, role plays, and participant reflections, at the beginning of the activity, most participants still viewed conflict as a condition that must be avoided because it was considered to have the potential to damage the harmony of interpersonal relationships. This perception is reflected in the tendency of participants to choose conflict avoidance strategies, maintain group agreements, and avoid expressing different opinions when faced with case studies of organizational conflicts.

The paradigm shift began to be seen after participants participated in the Conflict-to-Innovation Management session through an interactive workshop approach, case-based learning, and simulation using the Thomas-Kilmann Conflict Mode Instrument (TKI). Through the analysis of various case studies, participants began to understand that conflict does not always have a negative impact, but can be a trigger for learning, creativity, and innovation if managed constructively. In the role play session, participants also showed changes in choosing conflict resolution strategies. The approach that was originally dominated by avoiding and accommodating has evolved into a more collaborative approach through dialogue, negotiation, and the search for joint solutions according to the characteristics of the problems faced.

The transformation shows that participatory learning provides space for participants to build new understandings based on hands-on experience, not just through the delivery of material. Group discussions, case simulations, and cross-cultural reflection encourage participants to re-evaluate initial assumptions about conflict and understand that differences of views can be a source of collective learning when supported by open communication and psychological safety. Thus, conflict is no longer perceived as a threat to social relations, but as a mechanism that enriches decision-making processes and strengthens collaboration in a multicultural environment.

From the perspective of Human Resource Management, this paradigm shift is an important foundation in the development of behavioral competencies. Individuals who are able to view conflict as a learning opportunity tend to be more adaptive, open to feedback, and have better critical and collaborative thinking skills. Therefore, the results of this service show that the Conflict-to-Innovation Management approach not only increases participants' understanding of conflict management strategies, but also builds a mindset that supports the formation of human capital and cross-cultural leadership in the international higher education environment.

Table 5. Transformation of Participant's Paradigm towards Conflict-to-Innovation Management

Aspects	Before the Program	After the Program
Perception of conflict	Conflict is seen as a threat to harmony	Conflict is understood as an opportunity for learning and innovation
Conflict resolution strategies	Tends to avoid conflict (<i>conflict avoidance</i>)	Manage conflicts collaboratively (<i>constructive conflict management</i>)
Decision-making	Maintain group agreements	Prioritizing solution quality through dialogue and shared analysis

Aspects	Before the Program	After the Program
Communication	Passive and avoiding disagreements	Be more open to communicating ideas and receiving feedback
Leadership roles	Maintaining group harmony	Facilitate collaboration, dialogue, and innovation
Learning orientation	Conflict is considered a problem	Conflict is seen as a medium for learning and competency development

3.3. Development of Behavioral Competencies

The implementation of International Community Service not only changes participants' perspective on conflict, but also results in the development of behavioral competencies needed in cross-cultural leadership. Based on the results of participatory observation, role play, group discussions, and participant reflections, there were behavioral changes in aspects of collaborative communication, teamwork, emotion regulation, critical thinking, decision-making, and leadership skills in a multicultural environment. These changes show that the Conflict-to-Innovation Management approach is able to develop competencies that are not only cognitive, but also touch the affective and behavioral dimensions that are the foundation of human capital development.

One of the most notable developments is the rise of collaborative communication. At the beginning of the activity, participants tended to maintain group harmony by avoiding expressing different opinions. After participating in case-based discussions and conflict simulations, participants began to show the courage to convey ideas, provide constructive feedback, and build arguments based on analysis of the problems faced. These changes show that participants are beginning to understand the importance of open dialogue as a means of producing better quality solutions, not as a form of interpersonal confrontation.

Developments are also seen in the ability to work together in a multicultural team and make decisions adaptively. Through case-based learning and role play, participants learn to listen to diverse perspectives, evaluate alternative conflict resolution, and reach agreement through a negotiation process that respects differences. On the other hand, the integration of Jai Yen and Sumeleh values helps participants develop emotion regulation skills, so that they are better able to control responses when faced with differences of opinion. The combination of open communication, emotional control, and critical thinking skills creates a more reflective, collaborative, and common interest-oriented decision-making process.

The findings show that behavioral competencies develop as a result of the interaction between participatory learning, hands-on experience in conflict resolution, and cross-cultural reflection. In other words, these competencies are not formed through the delivery of material alone, but through learning experiences that allow participants to experience, discuss, and evaluate various real-life situations collaboratively. From the perspective of Human Resource Management, these findings reinforce that human capital development requires learning strategies that are able to form adaptive behavior, the ability to work together, emotional intelligence, and collaborative leadership as key competencies in multicultural organizations.

Table 6. Development of Participants' Behavioral Competencies During the Program

Competency Dimension	Pre-Program Conditions	Development After the Program
Collaborative communication	Tends to avoid expressing different opinions	More openly convey ideas and provide constructive feedback
Teamwork	Oriented to keep the deal	Able to build collaboration through dialogue and negotiation

Competency Dimension	Pre-Program Conditions	Development After the Program
Emotion regulation	Response to conflict is influenced by emotions and the tendency to avoid conflict	Be able to control emotions through the internalization of Jai Yen and Sumeleh values
Critical thinking	Conflict analysis still focuses on symptoms	Able to identify the root of the problem and evaluate various alternative solutions
Decision-making	Based on personal preference or maintaining group harmony	Based on situational analysis and shared goals
Cross-cultural leadership	Not yet understanding the dynamics of leadership in a multicultural team	Able to facilitate dialogue, respect diversity, and direct conflict into learning

3.4. Integration of Jai Yen and Sumeleh Values in Cross-Cultural Leadership

One of the important findings of the implementation of International Community Service is that the development of cross-cultural leadership is not only influenced by the mastery of modern conflict management concepts, but also by the ability of participants to internalize cultural values as a basis for interaction and decision-making. Based on the results of observations, role plays, group discussions, and reflections of participants, the integration of Jai Yen values from Thai culture and Sumeleh from Javanese culture makes a real contribution to the development of emotion regulation skills, collaborative communication, conflict resolution, and leadership in a multicultural environment.

During the learning process, participants not only learn the two cultural values as normative concepts, but also implement them in the completion of various organizational case studies. Jai Yen values encourage participants to maintain calm, control emotional responses, and value interpersonal relationships when faced with conflict. Meanwhile, the value of Sumeleh strengthens patience, wise acceptance, and the ability to consider various perspectives before making decisions. The combination of these two values forms a balance between self-control and the courage to dialogue so that participants are able to manage differences of opinion without sacrificing the quality of communication and interpersonal relationships.

The results of the observation show that the internalization of the two cultural values has an impact on increasing the ability of participants to build more open communication, work together in multicultural teams, and manage conflicts constructively. Participants are no longer solely oriented towards maintaining group harmony, but begin to understand that differences in perspectives can be a source of learning if managed through dialogue based on mutual respect. Thus, cultural values do not function as an obstacle to the delivery of criticism, but rather as a mechanism that strengthens psychological safety, improves the quality of interaction, and encourages collaborative decision-making.

The findings show that cross-cultural leadership develops through the integration process between professional competence and cultural intelligence. From the perspective of Human Resource Management, cross-cultural leadership is not only determined by the ability to resolve conflicts, but also by the leader's capacity to manage emotions, build trust, respect diversity, and facilitate collaboration between individuals with different cultural backgrounds. Therefore, the integration of Jai Yen and Sumeleh values expands the approach to developing behavioral competencies by showing that local wisdom can be systematically implemented as part of the human capital development strategy in the international higher education environment.

Table 7. Integration of Jai Yen and Sumeleh Values in Cross-Cultural Leadership Development

Leadership Dimension	Jai Yen's Value Contribution	Contribution to the Value of Serendipity	Impact on Competence
Emotion regulation	Maintaining calm in the face of conflict	Develop patience and self-control	Emotions are more controlled in the decision-making process
Communication	Avoid reactive responses	Cultivate empathy and appreciation for others	More open and constructive communication
Collaboration	Maintain interpersonal relationships	Prioritizing the common interest	Teamwork becomes more effective
Conflict resolution	Reduce the escalation of personal conflicts	Encourage thoughtful conflict resolution	Conflict becomes a medium for learning and innovation
Cross-cultural leadership	Respect for diversity of perspectives	Maintaining a balance between harmony and assertiveness	Develop adaptive leadership in a multicultural environment

3.5. Sintesis Integrated Conflict-to-Innovation Human Capital Model

Based on the overall results of the implementation of the International Community Service, it can be synthesized that human capital development does not take place through a separate learning activity, but is the result of the interaction of various components that reinforce each other during the learning process. The results of participatory observation, case-based learning, role play, group discussion, and cross-cultural reflection show that participant change takes place gradually, starting from the transformation of the perspective on conflict, developing into behavioral change, then internalized as behavioral competencies that support the formation of cross-cultural leadership. The findings show that conflict not only functions as a problem that must be solved, but also as a learning medium that encourages collaboration, adaptation, and innovation.

The synthesis of all findings resulted in the Integrated Conflict-to-Innovation Human Capital Model, which is a conceptual model that describes the relationship between participatory learning, psychological safety, integration of cultural values (Jai Yen and Sumeleh), constructive conflict management, and behavioral competencies as a series of processes of human capital formation. In this model, participatory learning is the starting point that provides real experience to participants through discussion, case analysis, simulation, and reflection. This process creates psychological safety, so that participants feel safe to express ideas, receive feedback, and explore various perspectives without fear of negative judgment. Furthermore, the internalization of the values of Jai Yen and Sumeleh strengthens the regulation of emotions, empathy, and appreciation for diversity, so that conflicts can be managed constructively as a source of learning and innovation.

These developments further produce behavioral competencies that include collaborative communication, critical thinking skills, emotion regulation, adaptive decision-making, cooperation in multicultural teams, and cross-cultural leadership. These competencies do not develop partially, but interact with each other in forming the capacity of individuals to work effectively in organizations that have a high level of diversity. Thus, the resulting model shows that human capital development requires the integration of learning strategies, hands-on experience, psychological safety, and cultural values as a continuous process.

From the perspective of Human Resource Management, the Integrated Conflict-to-

Innovation Human Capital Model makes a conceptual contribution by expanding the approach to developing behavioral competencies in the context of international higher education. In contrast to the conflict training approach that focuses on conflict resolution, this model places conflict as a learning vehicle that is able to form the ability to collaborate, adapt, lead, and appreciate cultural diversity. Therefore, this model has the potential to be an implementive framework for universities in designing International Community Service programs, student leadership development, and other international programs that are oriented towards strengthening human capital and cross-cultural leadership.



Image 2. Integrated Conflict-to-Innovation Human Capital Model

4. CONCLUSIONS AND SUGGESTIONS

4.1. Conclusion

The implementation of International Community Service at International College Rajamangala University of Technology Krungthep (RMUTK), Thailand has succeeded in achieving the program's goal, which is to strengthen students' behavioral competencies through a Conflict-to-Innovation Management approach that is integrated with Jai Yen and Sumeleh's cultural values. The participatory learning approach applied through interactive workshops, case-based learning, role play, and cross-cultural reflection not only improves participants' understanding of conflict management, but also encourages a paradigm shift from conflict avoidance to constructive conflict management. These changes are reflected in the development of collaborative communication, critical thinking skills, emotion regulation, adaptive decision-making, and cross-cultural leadership.

The results of this service also produced the Integrated Conflict-to-Innovation Human Capital Model, which is a conceptual model that describes that human capital development takes place through the interaction between participatory learning, psychological safety, integration of cultural values, constructive conflict management, and the formation of behavioral competencies. The model shows that conflict can be positioned as a learning medium that strengthens collaboration, innovation, and leadership in a multicultural environment. Thus, the program not only provides practical benefits for the improvement of student competencies, but also offers a

conceptual approach that can be a reference in the development of International Community Service and cross-cultural leadership programs in higher education.

4.2. Suggestions

Based on the results of the service, the Integrated Conflict-to-Innovation Human Capital Model approach is recommended to be implemented in International Community Service programs and student leadership development activities in various universities, especially those involving cross-cultural collaboration. Further development of the program can involve participants from more diverse disciplines, countries, and cultural backgrounds so that the effectiveness of the model can be tested in a broader context.

In addition, a continuous evaluation is needed to identify the sustainability of changes in participants' behavioral competencies after participating in the program, both in academic activities and when entering the world of work. Further studies can also develop this model through the integration of local cultural values from other countries so as to further enrich the cross-cultural leadership approach and make a broader contribution to the development of Human Resource Management and human capital in the international higher education environment.

5. BIBLIOGRAPHY

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6. Activity Attachment



