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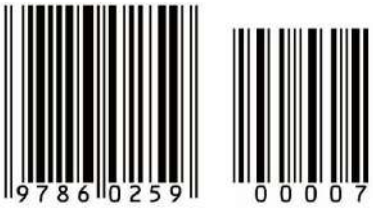

Building an Entreprenurial Mental Attitude for International Students at Thai Global Business Administration Technological College Bangkok Thailand

LAPORAN AKHIR

ASOSIASI DOSEN AKUNTANSI INDONESIA (ADAI)
ASSOCIATION OF ASIA PACIFIC ACADEMICION (ASIA)
THAI GLOBAL BUSINESS ADMINISTRATION TECHNOLOGICAL COLLEGE
BANGKOK THAILAND (TGBC)
SHINAWATRA UNIVERSITY THAILAND
INTERNATIONAL COMMUNITY SERVICES

Building an Entreprenurial Mental Attitude for International Students
at Thai Global Business Administration Technological College
Bangkok Thailand

TGBC Thailand, June 23, 2026

Host

Dewan Pimpinan Pusat
Asosiasi Dosen Akuntansi Indonesia

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ASOSIASI DOSEN AKUNTANSI INDONESIA

8th INTERNATIONAL COMMUNITY SERVICES
Association of Asia Pacific Academicion
Dewan Pimpinan Pusat Asosiasi Dosen Akuntansi Indonesia
Building an Entreprenurial Mental Attitude for International Students
at Thai Global Business Administration Technological College
Bangkok Thailand
Shinawatra University Thailand

Theme:
Building an Entreprenurial Mental Attitude for International Students at Thai Global Business Administration Technological College Bangkok Thailand

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OPENING REMARK

THE 8th – 2026 ANNUAL INTERNATIONAL COMMUNITY SERVICES (AICS) ASSOCIATION OF INDONESIAN ACCOUNTING LECTURERS (ADAI)

“Building an Entrepreneurial Mental Attitude for International Students at Thai Global Business Administration Technological College, Bangkok, Thailand”

In the name of Allah, The Most Gracious the Merciful

Assalamu’alaikum Wr. Wb.

Thank God, we pray for the presence of Allah SWT who has given His guidance and guidance so that we can complete this community service activity report. Heartiest Greeting from Indonesian Accounting Lecturer Association (ADAI) - Indonesia, to you All in all over the Indonesia. Honorable, Keynote Speaker. Respectable, all presenters for this The 7th Annual International Community Services (AISC). Beloved committee, Lecturers, participants, ladies and gentlemen, my Name is Arfan Ikhsan Lubis as Chairman of the Asosiasi Dosen Akuntansi Indonesia (Association of Indonesian Accounting Lecturers/ADAI), it is such an honor for me to welcome you all to our THE 8th ANNUAL INTERNATIONAL COMMUNITY SERVICES (AICS).This is our 8th International Community Services by the theme: ***"Building an Entreprenurial Mental Attitude for International Students at Thai Global Business Administration Technological College Bangkok Thailand.”***

Today’s students are tomorrow’s leaders, innovators, and change-makers. However, the challenges they will face are far more complex than those of previous generations. The conventional path of education that emphasizes theoretical mastery alone is no longer sufficient. Instead, students must be equipped with a transformative mindset a mindset that embraces uncertainty, fosters creativity, encourages calculated risk-taking, and promotes continuous learning.

An entrepreneurial mental attitude is not limited to the act of starting a business. It is a way of thinking, perceiving, and responding to the world. It is about developing the courage to step beyond comfort zones, the resilience to rise after failure, and the vision to identify opportunities where others see obstacles. It is about cultivating independence without losing the spirit of collaboration, and pursuing innovation without neglecting ethical responsibility.

For international students, this mindset becomes even more significant. Living and learning in a multicultural environment presents both opportunities and challenges. Differences in language, culture, values, and perspectives can either become barriers or powerful sources of inspiration. Those who possess an entrepreneurial mindset are able to transform diversity into strength, turning cross-cultural interactions into platforms for innovation and global collaboration.

This International Community Service Program is designed as a platform for knowledge exchange, experiential learning, and character development. Through this initiative, we aim to bridge academic knowledge with real-world application, connecting theory with practice, and ideas with impact. We hope that participants will not only gain insights into entrepreneurship, but also develop

a deeper awareness of their own potential as agents of change in their respective communities and countries.

Moreover, this program reflects the spirit of global partnership and academic solidarity. It symbolizes the importance of collaboration between institutions across borders in addressing common challenges and shaping a better future. We believe that through mutual respect, shared knowledge, and collective effort, we can create meaningful contributions that extend beyond classrooms and institutions.

On this occasion, we would like to express our sincere appreciation to the leadership and academic community of Thai Global Business Administration Technological College for their warm hospitality, support, and collaboration. Your commitment to international engagement and student development is truly inspiring, and we are honored to be part of this joint initiative.

We also extend our gratitude to all lecturers, facilitators, and organizers who have dedicated their time, energy, and expertise to make this program possible. Your contributions are invaluable in shaping a learning environment that is dynamic, inclusive, and impactful.

To all participating, we encourage you to actively engage in this program with curiosity, openness, and enthusiasm. Do not hesitate to ask questions, share ideas, and challenge perspectives. Remember that the essence of learning lies not only in receiving knowledge, but also in transforming it into meaningful action. Let this experience be a stepping stone toward becoming individuals who are not only job seekers, but also job creators individuals who contribute positively to society and the global economy.

In closing, we hope that this program will leave a lasting impact on all participants, inspiring you to develop a strong entrepreneurial character, a global perspective, and a lifelong commitment to learning and innovation. May this collaboration continue to grow and bring greater benefits in the future.

JAKARTA, JUNE 2026
Best regard,

Dr. Arfan Ikhsan Lubis., SE., M.Si., CATr
Chairman of the Association of Indonesian Accounting Lecturers (ADAI)

OPENING REMARK

THE 8th – 2026 ANNUAL INTERNATIONAL COMMUNITY SERVICES (AICS) ASSOCIATION OF INDONESIAN ACCOUNTING LECTURERS (ADAI)

"Building an Entrepreneurial Mental Attitude for International Students at Thai Global Business Administration Technological College, Bangkok, Thailand"

In the name of Allah, The Most Gracious the Merciful

Assalamu'alaikum Wr. Wb.

Peace be upon us all, Distinguished guests, ladies and gentlemen, Honorable leaders and representatives of Thai Global Business Administration Technological College, Bangkok, Thailand; Respected professors, lecturers, speakers, and distinguished international collaborators; And my dear international students, future leaders, innovators, and change-makers of the global community.
First and foremost, let us bow our heads in gratitude to Almighty God for His infinite blessings, grace, and guidance, which have enabled us to gather here today in good health, in unity, and with a shared purpose.

It is both an honor and a profound privilege to stand before you in this meaningful International Community Service Program, a platform that transcends borders, cultures, and disciplines in the spirit of knowledge-sharing, empowerment, and global collaboration.

Today, we come together under a theme that is not only relevant but urgently needed in our time: *"Building an Entrepreneurial Mental Attitude for International Students."* This theme is not merely an academic concept or a motivational slogan it is a call to transformation. It is a call to rethink the way we educate, the way we learn, and most importantly, the way we perceive ourselves in a rapidly evolving global landscape.

We are living in an era often described as volatile, uncertain, complex, and ambiguous—an era where disruption is not an exception but a constant. Technological advancements, economic shifts, environmental challenges, and social transformations are reshaping the world at an unprecedented pace. In such a reality, knowledge alone is no longer power. Instead, the ability to adapt, to innovate, to collaborate, and to create value becomes the true currency of success.

This is where the importance of an entrepreneurial mental attitude becomes profoundly evident. An entrepreneurial mindset goes far beyond the act of establishing a business or generating profit. It is, fundamentally, a way of being a deeply rooted orientation toward life itself. It is the courage to imagine possibilities where others see limitations. It is the resilience to stand firm in the face of failure, to learn, to rise again, and to move forward with greater wisdom. It is the discipline to transform ideas into action, and action into impact.

At its core, an entrepreneurial mental attitude is built upon several essential pillars: creativity, innovation, critical thinking, adaptability, initiative, perseverance, and ethical responsibility. It is

about embracing uncertainty not as a threat, but as an opportunity for growth. It is about cultivating a mindset that does not wait for change, but actively creates it.

In this context, international students occupy a uniquely strategic and powerful position. You are individuals who have stepped beyond the familiar boundaries of your home countries, who have embraced diversity, and who have chosen to learn in a multicultural environment. This experience alone has already equipped you with a level of adaptability, openness, and intercultural competence that is invaluable in today's globalized world.

However, the question remains: how can this potential be transformed into real impact? The answer lies in the development of an entrepreneurial mental attitude. By nurturing this mindset, international students can evolve into global problem-solvers individuals who are not only capable of navigating complexity but also of designing innovative solutions to address it. You become not just participants in the global economy, but contributors to its transformation. You become creators of opportunities, rather than seekers of security. This International Community Service Program is designed precisely with that vision in mind. It is not merely a transfer of knowledge from speakers to participants. It is a space of engagement, reflection, and co-creation. It is a living laboratory where ideas are exchanged, perspectives are challenged, and new understandings are formed.

Through this program, we aspire to achieve several meaningful outcomes. We hope that each participant will:

- Develop a deep awareness of their own potential and capabilities, recognizing that innovation begins from within
- Cultivate a growth mindset that embraces challenges as opportunities for learning and development
- Strengthen critical and analytical thinking skills in addressing real-world problems from a global perspective
- Enhance creativity and the ability to generate innovative ideas that create tangible value
- Build confidence to take initiative, make decisions, and lead in uncertain environments
- Foster resilience and perseverance in the face of setbacks and failures
- Understand the importance of ethics, integrity, and social responsibility as the foundation of sustainable entrepreneurship
- Expand international networks that encourage long-term collaboration and mutual growth

More importantly, we hope that this program will inspire a shift in perspective from a mindset of limitation to a mindset of possibility; from a focus on individual success to a commitment to collective impact; from passive learning to active creation.

Ladies and gentlemen,

Education, in its truest sense, is not about the accumulation of information. It is about transformation. It is about shaping individuals who are not only knowledgeable but also wise; not only skilled but also principled; not only ambitious but also compassionate.

In this regard, entrepreneurship must also be understood beyond its economic dimension. True entrepreneurship is not solely about profit it is about purpose. It is about creating solutions that improve lives, empower communities, and contribute to a more just and sustainable world. It is about aligning innovation with values, and success with meaning. As we reflect on this, we must ask ourselves: What kind of leaders do we want to create? What kind of world do we want to build? If we aspire to build a world that is inclusive, innovative, and sustainable, then we must cultivate individuals who are not afraid to think differently, who are willing to challenge the status quo, and who are committed to making a positive difference. This is the essence of the entrepreneurial mental attitude we seek to build today.

We also recognize that such transformation cannot happen in isolation. It requires collaboration across disciplines, across institutions, and across nations. This program stands as a testament to the

power of international partnership. It reflects our shared commitment to advancing education, empowering students, and addressing global challenges through collective effort.

To our esteemed partners at Thai Global Business Administration Technological College, we extend our deepest appreciation for your warm collaboration, your openness, and your dedication to fostering an environment of learning and innovation. Your commitment to international engagement is truly commendable and serves as an inspiration for us all.

To the speakers and facilitators, we express our sincere gratitude for your willingness to share your knowledge, insights, and experiences. Your contributions are invaluable in shaping the perspectives and aspirations of our students.

And to our dear students, I would like to say this:

You are not merely participants in this program you are the heart of it. You are the reason we are here. Within each of you lies the potential to create change, to inspire others, and to shape the future. Do not underestimate the power of your ideas, your voice, and your actions. Take this opportunity not only to learn, but to question, to reflect, and to grow. Step beyond your comfort zone. Embrace uncertainty. Be curious. Be courageous. And most importantly, be purposeful in everything that you do.

Remember that success is not defined solely by achievements, but by the impact you create in the lives of others.

Before I conclude, allow me to emphasize that building an entrepreneurial mindset is not a one-day event, nor is it a one-time achievement. It is a lifelong journey a continuous process of learning, unlearning, and relearning. It requires commitment, discipline, and a willingness to evolve.

Therefore, let this program be the beginning of that journey a starting point for a future filled with innovation, leadership, and meaningful contribution.

Finally, we extend our heartfelt thanks to all individuals and institutions who have contributed to the successful organization of this International Community Service Program. Your dedication, hard work, and collaboration have made this event possible.

May this program bring lasting knowledge, meaningful connections, and transformative experiences to all participants. May it inspire new ideas, new initiatives, and new pathways toward a better future.

Thank you very much for your attention.
Wassalamu'alaikum warahmatullahi wabarakatuh.
Peace be upon us all.

JAKARTA, JUNE 2026
Waasalam,

DR. NGATEMIN., SPD., M.SI., CATR
Secretary General Association of Indonesian Accounting Lecturers (ADAI)

PREFACE FROM THE ORGANIZING COMMITTEE

THE 8th – 2026 ANNUAL INTERNATIONAL COMMUNITY SERVICES (AICS) ASSOCIATION OF INDONESIAN ACCOUNTING LECTURERS (ADAI)

"Building an Entrepreneurial Mental Attitude for International Students at Thai Global Business Administration Technological College, Bangkok, Thailand"

In the name of Allah, The Most Gracious the Merciful
Peace be upon us all,
Distinguished guests, ladies and gentlemen,

With deep gratitude to Almighty God for His blessings and guidance, we are honored to present this International Community Service Program (PKM Internasional) entitled *"Building an Entrepreneurial Mental Attitude for International Students at Thai Global Business Administration Technological College, Bangkok, Thailand."* This program represents a meaningful initiative of the organizing committee in fostering academic collaboration, knowledge exchange, and global engagement among institutions and students across nations. This activity is designed as a strategic response to the increasingly complex challenges of the global era. In a world shaped by rapid technological advancement, economic transformation, and cross-cultural interaction, students are required not only to excel academically but also to develop a strong entrepreneurial mindset.

Such a mindset is essential in enabling them to adapt, innovate, and create value in a highly competitive and dynamic environment.

As the organizing committee, we believe that entrepreneurship is not merely about establishing businesses or generating profit. Rather, it is about cultivating a way of thinking that emphasizes creativity, resilience, initiative, and the courage to face uncertainty. It is about shaping individuals who are capable of transforming challenges into opportunities and ideas into impactful actions.

This program is therefore structured to provide participants particularly international students with opportunities to explore and internalize the principles of entrepreneurial thinking. Through interactive sessions, knowledge sharing, and collaborative discussions, participants are encouraged to develop critical thinking skills, enhance their creativity, and strengthen their confidence in taking initiative within a global context.

We also recognize that international students possess unique advantages in building an entrepreneurial mindset. Their exposure to diverse cultures, perspectives, and learning environments equips them with the adaptability and openness needed to navigate global challenges. By integrating these experiences with entrepreneurial values, we hope to contribute to the development of future leaders who are not only globally competitive but also socially responsible.

Furthermore, this program serves as a platform for strengthening international partnerships. The collaboration between institutions in organizing this activity reflects a shared commitment to advancing education, empowering students, and promoting cross-border cooperation. We believe that such partnerships are essential in creating sustainable impact and fostering innovation at a global scale.

The organizing committee is fully aware that the success of this program would not have been possible without the support and contributions of many parties. Therefore, we would like to express our sincere appreciation to:

- The leadership and management of Thai Global Business Administration Technological College for their warm cooperation and support
- The speakers and facilitators for their valuable insights and dedication in sharing knowledge
- The academic partners and collaborators for their trust and commitment
- And all participants, especially the international students, whose enthusiasm and engagement bring life to this program

We sincerely hope that this program will provide meaningful experiences, broaden perspectives, and inspire participants to continuously develop their entrepreneurial potential. More importantly, we hope that the values and insights gained from this activity will extend beyond this event and contribute to long-term personal and professional growth.

Finally, we acknowledge that this program is only a starting point. The journey of building an entrepreneurial mental attitude is a continuous process that requires commitment, practice, and lifelong learning. We encourage all participants to carry forward the spirit of this program in their respective academic, professional, and social endeavors.

May this initiative bring benefit, inspiration, and positive impact to all parties involved.

Thank you.
Wassalamu'alaikum warahmatullahi wabarakatuh,
Peace be upon us all.

JAKARTA, June 2026
Head of the Steering Committee Team

Dr. Muhamad Yamin Noch
Vice V Chairman ADAI

ABOUT US

ASSOCIATION OF INDONESIAN ACCOUNTING LECTURES

ASOSIASI DOSEN AKUNTANSI INDONESIA

The Association of Indonesian Accounting Lecturers (ADAI) is an association of Accounting Lecturers, both those who teach at State Universities (PTN) and lecturers who teach at Private Universities (PTS) in the territory of the Republic of Indonesia. The Indonesian Accounting Lecturers Association was founded by Mr. Dr. Arfan Ikhsan., SE., M.Si., CATr and Mr. Dr. Muhammad Yamin Noch., SE., M.SA.

Currently, the Association of Indonesian Accounting Lecturers (ADAI) is the only accounting lecturers association in Indonesia which is organized institutionally to support the activities of the Tridharma of Accounting Lecturers in Indonesia. As mandated in Law Number 14 of 2005 concerning Teachers and Lecturers, and Republic of Indonesia Government Regulation Number 37 of 2009 concerning Lecturers, it is stated that lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service.

The main task of the lecturer is to carry out the tridharma of higher education, namely: 1) Education and Teaching, 2) Writing Scientific Writing, and 3) Carrying out Community Service with a workload commensurate with at least 12 (twelve) credits and a maximum of 16 (six twelve) credits in each semester according to academic qualifications. The implementation of lecturers' main duties needs to be evaluated and reported periodically as a form of accountability for lecturers' performance to stakeholders.

Seeing the increasingly heavy workload of accounting lecturers, the Association of Indonesian Accounting Lecturers (ADAI) is here to be able to gather the potential resources of accounting lecturers spread across Indonesia to work hand in hand, encourage each other and also cooperate with each other in sharing information, transforming knowledge, solving problems. academically as well as being a driver of national development in realizing an intellectual society based on Pancasila and the Constitution of the Unitary State of the Republic of Indonesia (NKRI).

The Indonesian Accounting Lecturers Association was founded on the Deed of Notary Abi Jumroh., SH., M.Kn number 04 (Zero Empat) concerning the Establishment of the Indonesian Accounting Lecturers Association (ADAI) dated 13 September 2017 and Amendments to ADAI's AD/ART Number 150 of 2022. Decree Minister of Law and Human Rights (Kemenkumham) Number AHU-0015491.AH.01.07. YEAR 2017 concerning Ratification of the Establishment of the Legal Entity of the Indonesian Accounting Lecturers Association.

The Association of Indonesian Accounting Lecturers carries the vision of **Becoming the Leading Association in The Development of Knowledge, Expertise, Competence, Spirituality, Solidarity, Responsibility and Professionalism of Lecturers in The Field of Accounting** with the motto that **Together We Can Achieve Excellence in Education**. The Association of Indonesian Accounting Lecturers is currently joining and becoming part of the Asia Pacific Academic Association which includes all academics throughout Asia Pacific.

VISION

"To become a leading association in the development of knowledge, expertise, competence, spirituality, solidarity, responsibility, and professionalism of lecturers in the field of accounting."

Together we can achieve excellent in education

NEWS LETTER
INTERNATIONAL COMMUNITY SERVICES
ASSOCIATION OF INDONESIAN ACCOUNTING LECTURERS
Number : 14/AICS/DPP-ADAI/B/VI/2026

Today: Monday, Date: 23 June 2026, Location: TGBC Thailand.

We, the undersigned :

Name	:	Dr. Arfan Ikhsan, SE., M.Si
Position	:	President of ADAI

With Partners :

Name	:	Dr. Pratana Srisuk
Position	:	Director
Name of Institution	:	Thai Global Business College

Declare that Community Service activities have been carried out:

Form of Activity	:	Anuual International Community Services
Theme of Activity	:	"*Building an Entreprenurial Mental Attitude for International Students at Thai Global Business Administration Technological College Bangkok Thailand*
".Committee	:	1. Dr. Arfan Ikhsan Lubis (Chairman of ADAI) 2. Dr. Muhamad Yamin Noch., SE., M.SA (Organizing Committee) 3. All ADAI Members involved (Names attached)
Implementation Date	:	23 June 2026
Place	:	TGBC Thailand
Information (in any)	:	_____

The partner institution hereby declares that the implementation of the aforementioned activity has been received and carried out satisfactorily.

This statement report is made truthfully and in good faith to be used as appropriate.

Bangkok June 23, 2026

Chairman of ADAI	Community Partners,
Dr. Arfan Ikhsan., SE., M.Si	**Dr. Pratanna Sirusak**
NIDN. 00280179001	Director, TGBC

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THAI GLOBAL BUSINESS ADMINISTRATION TECHNOLOGICAL COLLEGE
TGBC
SAMUT PRAKAN THAILAND

ABSTRACT

This International Community Service Program (PKM Internasional) entitled *"Building an Entrepreneurial Mental Attitude for International Students at Thai Global Business Administration Technological College, Bangkok, Thailand"* was conducted as a strategic initiative to address the evolving demands of the global educational and socio-economic landscape. In an era characterized by rapid technological disruption, economic volatility, and increasing cross-border competition, higher education institutions are expected to produce graduates who are not only academically competent but also equipped with a transformative mindset. In this context, the development of an entrepreneurial mental attitude becomes a critical component in preparing international students to navigate uncertainty, create value, and contribute meaningfully to society.

The primary objective of this program was to foster and strengthen entrepreneurial thinking among international students by emphasizing key attributes such as creativity, innovation, critical thinking, adaptability, resilience, leadership, and calculated risk-taking. Unlike conventional approaches that often limit entrepreneurship to business creation, this program positioned entrepreneurial mindset as a holistic life skill one that shapes how individuals perceive challenges, identify opportunities, and respond proactively to complex global issues.

The implementation of this program adopted a participatory and experiential learning approach. A combination of interactive lectures, focus group discussions, case study analyses, reflective sessions, and cross-cultural exchanges was utilized to ensure active engagement and deeper understanding among participants. Students were encouraged to explore real-world problems, particularly those relevant to global and multicultural contexts, and to collaboratively design innovative and feasible solutions. The integration of diverse cultural perspectives played a significant role in enriching the learning experience, as participants brought unique insights and approaches influenced by their respective backgrounds.

Furthermore, the program emphasized the importance of integrating ethical values, social responsibility, and sustainability into entrepreneurial practices. Participants were guided to understand that true entrepreneurship is not solely profit-oriented but also purpose-driven aimed at generating positive social impact and addressing pressing global challenges such as inequality, environmental sustainability, and inclusive economic development.

The outcomes of the program indicate a significant improvement in participants' awareness and understanding of entrepreneurial concepts beyond traditional business frameworks. Students demonstrated enhanced confidence in articulating ideas, increased motivation to initiate innovative projects, and a stronger willingness to engage in collaborative problem-solving. In addition, the program successfully cultivated a growth mindset among participants, encouraging them to embrace failure as part of the learning process and to continuously seek improvement.

Another important outcome of this program was the strengthening of international academic collaboration and networking. The interaction between students, lecturers, and institutions from different countries created a dynamic platform for knowledge exchange and partnership development. This not only enriched the participants' global perspectives but also opened opportunities for future collaborative initiatives in education, research, and community service.

Despite its positive impact, the program also identified several areas for improvement. The relatively short duration of the activity limited the depth of practical application and long-term evaluation of participants' behavioral changes. Therefore, it is recommended that future programs incorporate follow-up activities, mentorship schemes, and project-based implementations to ensure sustainability and measurable long-term outcomes.

In conclusion, this International Community Service Program has successfully contributed to building the foundational elements of an entrepreneurial mental attitude among international students at Thai Global Business Administration Technological College. By integrating knowledge, skills, values, and cross-cultural experiences, the program has laid the groundwork for developing globally competitive, innovative, and socially responsible individuals. Continuous efforts and expanded program designs are essential to further strengthen the impact and ensure that entrepreneurial mindset becomes an integral part of students' personal and professional development in the global era.

Keywords: Innovation; Creativity; Critical Thinking; Global Competence; Cross-Cultural Collaboration; Student Empowerment; Sustainable Entrepreneurship; Experiential Learning; Higher Education Development

CHAPTER I
INTRODUCTION

1.1. BACKGROUND

The development of the global world in the last decade has shown a very rapid, complex, and often unpredictable transformation. Global phenomena such as the industrial revolution 4.0 and the transition to society 5.0 have driven significant changes in various sectors of life, ranging from the economy, education, to social interaction patterns. Digitalization, automation, artificial intelligence, and cross-border economic integration have created a highly competitive global ecosystem that is full of opportunities.

Based on the *World Economic Forum (WEF) Future of Jobs Report*, it is projected that around **44% of the workforce's core skills will undergo changes in the next five years**, while millions of jobs will be replaced by automation, but at the same time new types of jobs will also emerge that demand creativity, innovation, and critical thinking skills. These data show that an individual's future success is no longer determined solely by mastering technical knowledge, but by adaptability and a flexible and innovative mindset. In addition, a report from *the Global Entrepreneurship Monitor (GEM)* shows that the level of global entrepreneurship continues to increase, especially among the younger generation. However, there is a significant gap between **entrepreneurial intention** and **actual ability to realize the business**, especially among students. This indicates that although interest in entrepreneurship is quite high, there are still weaknesses in the formation of mentality and practical readiness to become entrepreneurs.

In the context of higher education, this condition is a serious challenge. Universities are required to not only produce graduates who excel academically, but also have readiness to face the dynamic world of work. But in reality, various studies show that many college graduates still face difficulties in adapting to the demands of the global workforce. Data from *the International Labour Organization (ILO)* shows that the global youth unemployment rate is still in the range **of 13–15%,** which is partly due to the mismatch between the competence of graduates and the needs of the job market.

In the Southeast Asian region, including Thailand as one of the centers of international education, labor competition is increasingly fierce along with the increase

in cross-border labor mobility. Thailand itself, based on data from *the Office of the National Economic and Social Development Council (NESDC),* continues to encourage entrepreneurial development as one of the main strategies in increasing the competitiveness of the national economy. This is in line with the government's efforts to strengthen the small and medium enterprises (SMEs) sector and encourage technology-based innovation.

In this context, students, especially international students, have a very strategic role. They are a group that not only has access to global education, but also has rich cross-cultural experience. International students tend to have higher levels of adaptability, cross-cultural communication skills, and a broad global perspective. This potential should be the main capital in building superior entrepreneurial capacity. However, the reality on the ground shows that this potential has not been fully optimized. Many international students are still focused on formal academic achievements, such as grades and graduation, without being balanced with the development of soft skills and an entrepreneurial mindset. Based on several higher education studies, more than **60% of students tend to have an orientation as a job seeker rather** than as a job creator. This shows that there is a gap between the education system and real-world needs.

One of the main factors causing this condition is the learning approach that is still dominated by conventional methods that are theoretical in nature and do not provide space for exploration, creativity, and practical experience. In fact, the formation of **an entrepreneurial mental attitude** requires a more holistic approach, which includes cognitive, affective, and psychomotor aspects simultaneously.

Entrepreneurial mental attitude itself is a concept that reflects an individual's mindset and attitude in facing opportunities and challenges. This mentality includes a variety of important characteristics, such as:

1. **Creativity in generating new ideas**, namely the ability of individuals to think out of the box, combining various knowledge and experiences, and producing original ideas that are relevant to the needs and problems faced. Creativity is the main foundation in the entrepreneurial process because it is from here that new opportunities can be identified and developed.
2. **Innovation in creating solutions**, namely the ability to implement creative ideas into products, services, or processes that have utility value and competitiveness. Innovation

is not only technological, but can also be in the form of social innovations, business models, or new approaches to solving problems.

3. **Courage in taking measurable risks**, i.e. the readiness of individuals to face uncertainty by considering rational analysis. An entrepreneurial mentality does not avoid risks, but is able to manage and minimize their impact through careful planning and strategy.
4. **Resilience in the face of failure**, which is the ability to bounce back after experiencing failure, making it a learning process, and remaining consistent in achieving goals. Resilience is an important character that distinguishes individuals who survive from those who give up in the entrepreneurial process.
5. **Critical thinking and problem solving skills**, namely the capacity to analyze problems in depth, evaluate various alternative solutions, and make appropriate decisions based on logical considerations and available data. This ability is critical in the face of the complexity of global challenges.
6. **Orientation to value creation**, which is the ability to produce real benefits, both in economic, social, and environmental aspects. Modern entrepreneurship is not only profit-oriented, but also on sustainability and a positive impact on society at large.
7. **Independence and initiative are high**, namely a proactive attitude in acting without having to wait for directions, as well as the ability to manage oneself in achieving goals. Individuals who are independent and have high initiative tend to be faster in seizing opportunities and executing ideas. Individuals who have an entrepreneurial mentality are not only able to adapt to change, but are also able to be the drivers of change themselves. They not only look for opportunities, but also create opportunities. In a global context full of uncertainty, this mentality is one of the key competencies that must be possessed by the younger generation, especially students.

Therefore, a structured and systematic intervention is needed to develop an entrepreneurial mentality among international students. One form of such intervention is through **International Community Service (International PKM) activities**. This activity not only functions as a means of knowledge transfer, but also as a medium for transforming values, mindsets, and behaviors.

PKM International with the theme *"Building an Entrepreneurial Mental Attitude for International Students at Thai Global Business Administration Technological College, Bangkok, Thailand"* is designed as a program that integrates educational, participatory,

and collaborative approaches. This program provides a space for students to not only understand the concept of entrepreneurship theoretically, but also to experience firsthand the process of thinking and acting as an entrepreneur.

Through methods such as interactive discussions, case studies, simulations, and cross-cultural exchanging experiences, students are encouraged to develop analytical skills, creativity, and courage in making decisions. In addition, the program also emphasizes the importance of ethical values, integrity, and social responsibility in entrepreneurial practices, so that students are not only oriented to economic gain, but also to the social impact they produce.

This activity also has strategic value in strengthening international cooperation between educational institutions. In the era of globalization, cross-border collaboration is key in facing various complex global challenges. Through PKM International, there is an exchange of knowledge, experience, and network development that can provide long-term benefits for institutions, lecturers, and students. Furthermore, this activity is expected to make a real contribution in supporting the achievement of *the Sustainable Development Goals (SDGs*), especially in the fields of quality education (SDG 4) and decent work and economic growth (SDG 8). By building an entrepreneurial mentality in international students, it is hoped that a generation will be born that is not only academically competent, but also able to create innovations that have a positive impact on society and the environment.

Thus, the implementation of this International PKM is very relevant and important as part of higher education transformation efforts in facing global challenges. This activity not only focuses on individual capacity building, but also on the formation of a global generation that is innovative, adaptive, with integrity, and has high competitiveness at the international level.

Figure 1. The Atmosphere of TGBC International Community Services Activities

In an effort to strengthen the role of academics in facing global challenges and improving the quality of internationally competitive human resources, the Indonesian Accounting Lecturers Association (ADAI) has established a strategic collaboration with Thai Global Business Administration Technological College (TGBC), Bangkok, Thailand. This collaboration was realized through the implementation of International Community Service (PKM International) activities with the theme *"Building an Entrepreneurial Mental Attitude for International Students at Thai Global Business Administration Technological College, Bangkok, Thailand."*

This collaboration is motivated by the common vision between ADAI, ASIA and TGBC in developing higher education that is not only oriented towards academic achievement, but also on the formation of students' character, mindset, and global competence. In this context, strengthening the entrepreneurial mentality is the main focus, considering the importance of this ability in facing the dynamics of the increasingly complex and competitive world of work and business.

As a professional organization that houses accounting lecturers in Indonesia, ADAI and ASIA are committed to contributing not only in the field of education and research, but also in community service, including at the international level. Meanwhile, TGBC as a higher education institution in Thailand that is oriented towards business and technology

development, has a multicultural academic environment with international students from various countries. This condition makes TGBC a strategic partner in the implementation of cross-cultural service programs.

Through this collaboration, the two parties seek to create synergies in the form of knowledge transfer, exchange of experiences, and capacity building of international students. This International PKM activity is designed with a participatory and interactive approach, which actively involves students in the learning process. The material presented is not only conceptual, but also applicative, with an emphasis on the development of creativity, innovation, critical thinking skills, and courage in taking initiatives.

In addition, this activity is also a means to strengthen international networks between academics, students, and educational institutions. The collaboration between ADAI and TGBC reflects the importance of cross-border cooperation in facing global challenges, especially in the field of education and human resource development. Through the interaction built in this activity, it is hoped that sustainable relationships will be created that can be developed in other forms of cooperation in the future, such as joint research, lecturer and student exchanges, and other capacity building programs.

Furthermore, the implementation of this activity also shows the commitment of the two institutions in supporting the development of entrepreneurship that is not only oriented to economic aspects, but also pays attention to ethical values, integrity, and social responsibility. Thus, students are not only equipped with the ability to create business opportunities, but also with the awareness to make a positive contribution to society.

With the collaboration between ADAI, ASIA and TGBC in the implementation of this International PKM, it is hoped that it can have a significant impact in building an entrepreneurial mentality among international students. This program is not only a forum for learning, but also a concrete step in creating a young generation that is innovative, adaptive, and able to compete at the global level.

Figure 2. MoU Signing Between ADAI Universities Delegation with Shinawatra University and Thai Global Business College

1.2. PARTNER PROBLEMS

Based on the background that has been described, the formulation of the problem in this International Community Service activity is as follows:

1. How to build and develop an entrepreneurial mental attitude in international students?
2. What are the factors that influence the formation of an entrepreneurial mindset in a cross-cultural context?
3. What is the role of PKM International activities in increasing student awareness and entrepreneurial skills?
4. What are effective methods to instill entrepreneurial values in international students?

1.3. GOALS

The objectives of this International Community Service activity are:

1. Increase the understanding of international students about the concept and importance of entrepreneurial mental attitude.
2. Develop a creative, innovative, and adaptive mindset in the face of global challenges.
3. Encourage students to have the courage to take the initiative and create opportunities.
4. Foster awareness of the importance of integrity, ethics, and social responsibility in entrepreneurship.
5. Facilitate the exchange of knowledge and experience between students from various cultural backgrounds.
6. Strengthening international collaboration between educational institutions in the field of community service.

1.4. BENEFITS OF THE ACTIVITY

This activity is expected to provide benefits for various parties, including:

A. For International Students:

a. Increase insight and understanding of entrepreneurship in a global context
b. Develop critical thinking and problem solving skills
c. Increase confidence and adaptability
d. Expanding international networks

B. For Educational Institutions:

a. Strengthening international cooperation
b. Improving the quality of community service programs

c. Encourage innovation in the learning process

C. For the Global Society and Environment:

a. Creating individuals who are able to make a real contribution
b. Encouraging the birth of innovations that have a social impact
c. Supporting economic development based on creativity and entrepreneurship

1.5. SCOPE OF ACTIVITIES

The scope of this International Community Service activity includes:

a. Provision of material related to the concept and practice of entrepreneurial mindset
b. Interactive discussions and cross-cultural experience sharing
c. Case studies and analysis of global problems
d. Development of creative and innovative ideas by participants
e. Evaluation of participants' understanding and reflection on the material provided

This activity is focused on international students at Thai Global Business Administration Technological College, Bangkok, Thailand, as the main target in capacity building and entrepreneurial mindset.

1.6. WRITING SYSTEMATICS

The systematics of writing this International Community Service report are arranged as follows:

1. **CHAPTER I Introduction**: Contains the background, formulation of the problem, objectives, benefits, scope, and systematics of the writing.
2. **CHAPTER II Literature Review**: Outlining theoretical concepts related to entrepreneurial mindset and student development.
3. **CHAPTER III Implementation Methods**: Explain the methods, approaches, and stages of the activity.
4. **CHAPTER IV Results and Discussion**: Describe the results of the activities and the impact analysis obtained.
5. **CHAPTER V Conclusion**: Contains conclusions and recommendations.

With the preparation of this Chapter I, it is hoped that it can provide a comprehensive initial overview of the basis for the implementation of International Community Service activities and the direction and goals to be achieved.

CHAPTER II

TARGET AND OUTPUT

A. TARGET

As for the solution to the partner's problem, we, the ADAI 8th International Community Service team, will do the following: 1). Increase the understanding of international students about the concept and importance of entrepreneurial mental attitude. 2). Developing a creative, innovative, and adaptive mindset in facing global challenges. 3). Encourage students to have the courage to take the initiative and create opportunities. 4). Fostering awareness of the importance of integrity, ethics, and social responsibility in entrepreneurship. 5) Facilitate the exchange of knowledge and experience between students from various cultural backgrounds. 6). Strengthening international collaboration between educational institutions in the field of community service.

B. OUTPUT

In addition, the scientific outputs expected through this international community service activity are as follows:

Tabel 2.1. Output

No	Output Types	Achievement Indicators
1	Scientific publications in journals/proceedings	*Published*
2	Publication in mass media (print/electronic)	yes
3	Increasing independence for partners operating in the palm oil sector	yes
4	Increased quantity and quality of products	yes
5	Improving understanding and skills of Entrepreneurial for TGBC International student in BANGKOK	yes

6	Improving understanding of soft skills, finance and digital business for TGBC International Student in Bangkok Thailand.	yes
7	Services, models, social engineering, systems, products/goods	No
8	Intellectual property rights (patents, simple patents, copyrights, trademarks, trade secrets, industrial product designs, plant variety protection, topographic protection)	No
9	Teaching materials	No

CHAPTER III

IMPLEMENTATION METHOD

A. METHOD OFFERED

The training was conducted through lectures, Q&A, and practice.

1. Lectures and Q&A

The lecture method is the most common basic method used in training or seminars on entrepreneurial mental attitudes. Through this method, the presenter delivered material systematically to provide basic understanding to students about the importance of entrepreneurship mindset. In the lecture session, the material can be directed to the formation of a mindset such as courage to face challenges, creativity in seeing opportunities, the ability to adapt to change, and the importance of having a vision and purpose in life. Lectures can also be used to provide motivation and build awareness that success is not only determined by academic intelligence, but also by a strong mental attitude. In order for the lecture method not to be boring, the delivery of material must be communicative, inspiring, and relevant to student life. Presenters can use inspirational stories, simple illustrations, motivational videos, or real experiences from entrepreneurs. The language used should also be not too formal so that students feel closer and easily understand the content of the material. In this context, lectures not only serve as a transfer of knowledge, but also as a means of building enthusiasm, self-awareness, and motivation to grow.

2. Question and Answer Method

The question and answer method is used to create two-way communication between the presenter and the participants. Through this method, students are given space to

express their opinions, ask questions, share experiences, and discuss the obstacles they face related to the development of entrepreneurial mentality. This method is very important because it helps students think critically and actively understand the material presented. In addition, the Q&A made the training atmosphere more lively and interactive.

In its implementation, the speaker can provide triggering questions such as: "Why are many people afraid to start a business?", "What is the most inhibiting the courage of students to develop?", or "How to turn failure into learning?". Questions like this will encourage students to do self-reflection and think more deeply. Presenters can also provide participants with opportunities to share their business ideas, organizational experiences, or future goals. From this process, students learn to respect the opinions of others, build the courage to speak up, and develop communication skills that are an important part of the entrepreneurial spirit.

In addition, the question and answer method helps the presenter to find out the level of understanding of the participants in the material that has been given. If there are misunderstandings or doubts, the presenter can immediately provide explanations and reinforcements. Thus, this method not only increases student participation, but also deepens their understanding and emotional engagement with the training material.

3. Practice Method

The practical method is the most effective method in building an entrepreneurial mental attitude because students do not only hear the theory, but immediately experience and try. In this method, participants are involved in real activities that practice creativity, courage to make decisions, the ability to work together, and problem solving. Practice can be done in various forms, such as simple business simulations, business idea preparation, customer service role plays, product presentations, and small group projects.

Through practice, students learn that entrepreneurship requires real action, not just discourse. For example, students may be asked to create a simple business concept based on the problems around them. From these activities, they will learn to recognize opportunities, develop strategies, build teamwork, and face criticism and challenges. A hands-on experience like this is usually more memorable than just listening to a theory explanation.

Practice methods also help build student confidence. When they successfully convey ideas, complete challenges, or work in a team, there will be a belief that they have the potential to grow. Even when they make mistakes in practice, students learn that failure is not the end of everything, but part of the learning process. This value is at the core of the entrepreneurial mentality, which is the courage to try, learn from experience, and continue to grow. By combining lecture, question and answer methods, and practice in a balanced manner, training on entrepreneurial mental attitudes will be more effective, engaging, and impactful. Lectures provide understanding, questions and answers build engagement and reflection, while practice forms real experiences that reinforce students' mindset changes.

B. ACTIVITY RELATIONSHIP

This activity involves several elements at the TGBC Bangkok Thailand including:

1. Shinawatra University (SIU) and TGBC Lecturer.
2. TGBC International Students.
3. Accounting lecturers who are members of the Indonesian Accounting Lecturers Association, both those who participate offline and online.

4. Academicians who are members of Association of Asia Pacific Academicians, both those who participate offline and online.

C. EVALUATION DESIGN

The evaluation of this service activity is carried out by measuring the success of the activity by setting the following benchmarks:

1. The evaluation of PKMI activities for TGBC International students on entrepreneurial mentality can be carried out by looking at changes in students' understanding, attitudes, skills, and readiness to develop an entrepreneurial mindset after participating in activities. The evaluation focuses not only on the technical success of the event, but also on the impact it has on the mindset and character of the participants. Thus, evaluation is a tool to find out the extent to which activities are able to form students who are more creative, independent, innovative, and dare to face challenges.
2. From the aspect of understanding, the evaluation can see whether TGBC International students have understood the basic concepts of the entrepreneurial mindset, such as the importance of creativity, the ability to read opportunities, the courage to take risks, and the ability to solve problems. This can be found out through discussion sessions, participant reflections, and simple post-tests after the activity. If students begin to be able to explain the importance of innovation and independence in facing the world of work and social life, then the activity can be said to have succeeded in increasing the participants' insights.
3. From the aspect of mental attitudes, evaluation can be directed to changes in student behavior and mindset. For example, whether students become more confident in conveying ideas, more active in discussions, more daring to try new things, and more optimistic about the future. These changes are usually seen in the participants' participation during the activity, their enthusiasm in the practice sessions, and their

courage in coming up with ideas. A good entrepreneurial mentality is characterized by the emergence of a spirit to develop, not afraid of failure, and having the motivation to create opportunities.

4. In addition, evaluations can also be carried out on the aspect of practical skills. In PKMI activities, TGBC International students can be given the task of making simple business ideas, business simulations, or group projects. From these activities, teamwork, communication, creativity, leadership, and decision-making skills can be assessed. Evaluation of practices like this is important because entrepreneurship is not sufficiently understood theoretically, but must be trained through hands-on experience.
5. In terms of organizing activities, evaluation can include the quality of the material, the delivery method, the relevance of the theme, and the effectiveness of the speakers. Students may be asked to provide feedback on whether the material is easy to understand, whether the lecture methods and practices are interesting, and whether the activities provide inspiration and benefits for their self-development. This evaluation is important so that the next PKMI activities can be arranged more innovatively and in accordance with the needs of students.
6. In the end, the success of PKMI's activities on entrepreneurial mentality can be seen from the emergence of student awareness to become more independent, creative, and productive individuals. Good activities not only produce participants who understand entrepreneurship theory, but also students who have the courage to act, the ability to see opportunities, and the spirit of making a positive contribution to society and organizations.

Figure 3. **Opening Session International Community Services**

Figure 4. **International Community Services Participants**

CHAPTER IV

OUTPUT RESULTS

A. HISTORY OF TGBC THAILAND

Thai Global Business Administration Technological College or better known by its abbreviation TGBC is one of the thriving vocational and business education institutions in Thailand with an orientation on global education, technology, business, and professional skills development. The campus was established in 2016 under the vision and leadership of Dr. Jet Praphamontripong as the recipient of the institution's establishment license. Since its inception, TGBC was built with the aim of creating educational institutions that are able to answer the needs of the modern world of work that continues to change due to technological developments, economic digitalization, and labor market globalization.

The background of the establishment of TGBC cannot be separated from the dynamics of the development of higher and vocational education in Thailand. In recent decades, Thailand has faced a major challenge in preparing a workforce with practical skills, technological mastery, international communication, and entrepreneurial skills. Many educational institutions are starting to shift their approach to learning from purely theoretical to practice-based learning and industry competencies. In this context, TGBC is present as a campus that seeks to integrate business education, technology, foreign languages, and entrepreneurship in one more applicable learning system.

In its early development, TGBC focused on vocational education and professional skills development in the fields of business and technology. The campus develops a learning approach that emphasizes hands-on practice, job training, soft skills development, and international communication skills. This educational model is designed so that graduates not only understand theory, but also be prepared to face the industrial world and the international job market. TGBC then developed into an institution that is quite active in building international education networks in the ASEAN region.

In its academic structure, TGBC has several fields or educational programs that

focus on:

1. Business Administration
2. Digital Business
3. Information Technology
4. Language and Communication
5. Entrepreneurship
6. Mobile Application for Business
7. Hospitality and Service
8. International Business Skills

The programs are designed to support the needs of modern industries based on global technology and services. In addition, TGBC also pays great attention to the development of foreign language skills such as English, Chinese, and Thai as part of its education internationalization strategy.

Institutionally, TGBC has developed as a vocational and technological college-based campus that emphasizes the development of work competencies rather than a purely academic approach. Therefore, the learning system on this campus integrates a lot:

1. Laboratory practice,
2. Business simulation,
3. Short course internasional,
4. Internship,
5. Community service,
6. And cross-cultural collaboration.

This makes TGBC quite attractive to international students, especially from ASEAN countries such as Indonesia, Myanmar, and Malaysia.

In its development, TGBC began to actively establish international cooperation

with various universities and educational organizations from outside Thailand. One form of cooperation that is quite often carried out is:

1. Student exchange,
2. Short course program,
3. Visiting lecturer,
4. International community service,
5. Internship,
6. And the signing of a memorandum of understanding (mou).

Some of the Indonesian campuses that are known to have collaborated with TGBC include universities in the fields of business, economics, and technology. This cooperation program focuses not only on academics, but also cultural exchange and the development of students' global experiences.

International students who take courses at TGBC typically get cross-cultural learning experiences such as:

1. Thai language classes,
2. Thai cultural training,
3. traditional food cooking practices,
4. International Business Seminars,
5. and community-based entrepreneurship activities.

This approach is one of the hallmarks of TGBC in building education that is not only oriented towards work competencies, but also understanding global culture and international communication skills.

Currently, TGBC is led by Dr. Prathana Srisuk as the campus director. Under his leadership, TGBC continues to strengthen its identity as an international educational institution based on technology and business. This campus is active in developing

international networks, expanding academic cooperation, and improving the quality of learning to be able to compete in the ASEAN educational environment.

Regarding the number of students, until now there has been no official data that has been publicly published regarding the total number of TGBC students. However, based on various documentation of international activities and academic cooperation, TGBC is known to have local Thai students as well as international students from several ASEAN countries. Campus activities that are quite active in short course programs, cultural exchanges, and internships show that TGBC is developing as an international vocational education institution that is expanding its influence in the Southeast Asian region.

B. OVERVIEW OF THE TGBC

1. Business Administration

The Business Administration program is designed to equip students with the foundational knowledge and modern business management skills. This program studies how to manage organizations, human resources, marketing, finance, and business strategies so that a company can run effectively and competitively. Students not only learn the theory of business administration, but also the practice of decision-making, leadership, organizational communication, and small and medium-sized business development.

In this program, students are also trained to understand the dynamics of the global business world, including how to deal with market competition and economic changes. Courses studied include marketing principles, basic economics, business law, organizational management, and entrepreneurship. This program is suitable for students who want to become managers, entrepreneurs, business consultants, and organizational leaders in the future.

2. Digital Business

The Digital Business program focuses on developing businesses based on digital technology. Students learn how technology is used to create business innovation, digital marketing, e-commerce, online branding, cloud computing, Internet of Things (IoT), as well as digital transformation strategies in companies. This program is particularly relevant to the development of modern industries that are increasingly dependent on technology and the internet.

Students are trained to understand the relationship between business and technology so that they are able to create innovative and sustainable digital business models. In addition to theory, students also do a lot of practice such as creating business websites, digital marketing, business social media management, and developing digital platforms. Graduates of this program are prepared to become digital entrepreneurs, business analysts, digital marketers, and startup developers.

3. Information Technology

The Information Technology (IT) program aims to develop students' abilities in the field of information technology and computer systems. Students study programming, computer networking, system security, databases, application development, and other digital technologies that support modern business needs.

The program not only focuses on the technical aspect, but also on the application of technology to support organizational efficiency and innovation. Students are trained to be able to solve problems using technology and understand how information systems help business decision-making. With the development of the digital era, IT graduates have a wide range of job opportunities in the fields of software development, network administration, cyber security, data management, and business technology.

4. Language and Communication

The Language and Communication program aims to improve students' international communication skills in the context of global business. The program emphasizes mastery of foreign languages such as English, Chinese, and Thai for international professional and business communication needs.

Students study business communication, professional presentations, business writing, public speaking, and cross-cultural communication ethics. In addition to language skills, the program also develops interpersonal skills and communication diplomacy which are very important in the international world of work. Graduates of this program are prepared to work in the fields of business communication, international relations, customer relations, translation, and other global industries.

5. Entrepreneurship

The Entrepreneurship program focuses on the formation of an entrepreneurial spirit and the ability to create an independent business. Students are taught how to find business opportunities, develop business strategies, develop product innovations, and manage business risks. This program instills entrepreneurial mentality such as creativity, courage to make decisions, leadership, and problem-solving skills.

In addition to business theory, students are also often involved in business simulations, business plan preparation, startup development, and simple business practices. The main goal of this program is to create graduates who are not only looking for jobs, but also able to create jobs and become innovative entrepreneurs who are adaptive to market changes.

6. Mobile Application for Business

The Mobile Application for Business program is a program that integrates mobile application technology with modern business needs. Students learn how to design,

develop, and manage mobile applications to support business activities and digital services.

The materials studied include user interface design, object-oriented analysis and design, mobile application development, digital branding, and cloud technology. This program is particularly relevant to the development of the digital economy as almost all business sectors today utilize mobile applications for marketing, transactions, and customer service. Graduates of this program can work as mobile app developers, UI/UX designers, digital business developers, and technopreneurs.

7. Hospitality and Service

The Hospitality and Service program prepares students to work in the international service and tourism industry. Students study hotel management, customer service, hospitality communication, event management, as well as the management of tourist destinations and public services.

This program emphasizes professional attitudes, service ethics, communication skills, and understanding of international culture. Considering that Thailand is one of the countries with the largest tourism industry in Southeast Asia, this program has a very high relevance to the needs of the job market. Students are also trained to deal with customers from various countries so that foreign and interpersonal language skills are an important part of learning.

8. International Business Skills

The International Business Skills program aims to form students who have global business skills and readiness to work in an international environment. The program integrates business skills, cross-cultural communication, digital technologies, and understanding of the global economy.

Students study international trade, global business strategy, international negotiations, cross-cultural management, and international network development. This program is also often associated with short course activities, international internships, student exchanges, and global cooperation that are the hallmarks of TGBC. Through this program, students are prepared to become professionals who are able to compete in the international market and work in a multicultural environment.

C. TGBC LEARNING SYSTEM

a. The learning system is designed with a modern educational approach that emphasizes a balance between theory, practice, professional skill development, and international experience. TGBC is not only oriented to learning in the classroom, but also to the formation of real competencies that are in accordance with the needs of the global industrial world. Therefore, the learning process on this campus uses a lot of experiential learning approaches, where students are trained to learn through hands-on practice, simulations, fieldwork, and cross-cultural interactions.

2. One of the main characteristics of the TGBC learning system is the use of laboratory practices as a means of strengthening students' technical skills. In the field of information technology and digital business, students not only learn concepts theoretically, but also directly practice the use of software, application development, system design, and digital data management. The laboratory is a place for students to develop problem-solving skills, creativity, and technical skills that are relevant to the needs of modern industry.

3. In the business and hospitality program, laboratory practice is also used to train customer service simulations, professional communication, business presentations, and business administration management. This approach helps students understand how theory is applied in real-life work situations. With laboratory practice, students

become more prepared to face the world of work because they have been accustomed to using technology, work tools, and professional systems since their college days.

4. TGBC also applies the business simulation method as an important part of entrepreneurship and management learning. Through business simulations, students are invited to experience running a business or organization directly in the form of exercises, group projects, and case studies. Students can play the role of business owners, managers, investors, or consumers so that they understand the dynamics of the business world more realistically.
5. In this simulation, students learn to strategize marketing, make financial decisions, face market competition, resolve team conflicts, and manage business risks. This kind of learning process not only improves academic skills, but also builds entrepreneurial mentality, leadership, communication, and the ability to work together. Business simulations are an important means to build students' confidence in facing the real challenges of the business world.
6. As a globally oriented campus, TGBC actively organizes international short courses involving students from various countries, especially in the ASEAN region. The program usually lasts for a short period of time with themes such as international business, Thai culture, entrepreneurship, digital technology, global communication, and leadership development.
7. Through international short courses, students get cross-cultural learning experiences that are very important in the era of globalization. They not only learn academic materials, but also interact with foreign students, understand new cultures, and build international networks. These activities are often combined with seminars, workshops, company visits, and cultural activities so that students gain a broader and applicable learning experience.

8. TGBC also pays great attention to internship programs as part of the professional learning process. Students are given the opportunity to jump directly into the industrial world in order to understand real working conditions and apply the knowledge that has been learned on campus. Internship programs are usually carried out in companies, hotels, technology industries, digital businesses, and international organizations that collaborate with campuses.
9. Through internships, students learn work discipline, professional communication, responsibility, time management, and adaptability in the work environment. This experience is very important because it helps students understand the demands of the industrial world while improving their job readiness after graduation. In addition, internships also open up professional networking opportunities and international experience that can support students' careers in the future.
10. In addition to academic and professional development, TGBC also instills the value of social care through community service activities. Students are involved in various social activities such as community education, skills training, community development, and humanitarian activities. This program aims to build awareness that education is not only for personal interests, but also to provide benefits to the wider community.
11. Through community service, students learn about empathy, social responsibility, leadership, and the ability to work with people from different backgrounds. This activity also helps students understand the social realities and challenges of society so that they not only develop intellectually, but also morally and humanly.
12. One of the main strengths of the TGBC learning system is its emphasis on cross-cultural collaboration. This campus is active in establishing international cooperation with various educational institutions in Asia so that students have the opportunity to

interact with students from other countries. In various academic and non-academic activities, students are trained to work in multicultural teams that have different languages, habits, and ways of thinking.

13. This cross-cultural collaboration is essential in building global communication skills, tolerance, adaptation, and international understanding. Students learn that success in the global era is not only determined by technical ability, but also by the ability to work together with different cultures and understand global perspectives. This experience is an important capital for students to face the international world of work and an increasingly connected global business environment.
14. Overall, the learning system at TGBC shows a more dynamic, practical, and international approach to education. The campus not only functions as a place for knowledge transfer, but also as a space for character formation, professional skills, entrepreneurial spirit, and global capabilities of students. With a combination of laboratory practice, business simulations, international short courses, internships, community service, and cross-cultural collaboration, TGBC seeks to create graduates who are not only academically competent, but also ready to face the challenges of the competitive and multicultural modern world.

D. FORMS OF COOPERATION AT TGBC

It has an international cooperation system that is one of the main forces in the development of global-based education. This campus not only focuses on learning in the classroom, but also builds international academic networks through various collaborative programs such as student exchanges, short course programs, visiting lecturers, international community service, internships, and the signing of memorandum of understanding (mou). All of these programs are designed to provide international experience, expand cultural horizons, and enhance the global competencies of students

and lecturers.

E. STUDENT EXCHANGE

The student exchange program is a form of international cooperation that is quite active in TGBC with various universities in the ASEAN region. Through this program, students from abroad are given the opportunity to study at tgbc for a certain period of time, as well as tgbc students can study at international partner campuses.

In student exchange programs, participants typically follow:

1. International Studies,
2. Business workshops,
3. Thai Cultural Training.
4. Seminar entrepreneurship,
5. As well as social and cultural activities with local students.

This program aims to build international communication skills, expand global horizons, and improve students' adaptability in a multicultural environment. Students not only gain academic experience, but also learn to understand the culture, social ethics, and education systems of other countries.

For international students, the learning experience at tgbc is a means to get to know Thai culture, the Southeast Asian business system, and the dynamics of practice-based international education. Meanwhile, for TGBC students themselves, interaction with foreign students helps improve English language skills, cross-cultural cooperation, and confidence in the international environment.

F. SHORT COURSE PROGRAM

The short course program is a short learning program that is a characteristic of the internationalization of education at TGBC. The program usually lasts from a few days to a few weeks with diverse themes such as:

1. International business,
2. Digital entrepreneurship,
3. Business communication,
4. Innovation and creativity,
5. Leadership development,
6. Hospitality,
7. and Thai culture.

In the short course, participants participate in a combination of academic and practical activities, such as:

1. Seminar,
2. Workshop,
3. Company visit,
4. Business practices,
5. Cultural exchange,
6. Serta community engagement.

The learning approach in the short course is interactive and applicative so that participants can gain real experience, not just theory. This program is in great demand by international students because it provides a global learning experience in a short period of time with a more flexible and dynamic approach.

In addition, short courses are also a medium for international promotion of the campus because it brings together students and lecturers from various countries in one collaborative academic environment.

G. VISITING LECTURER

The visiting lecturer program is a form of academic collaboration where lecturers or academics from abroad are invited to teach, give public lectures, seminars, and workshops

at TGBC. The program aims to improve academic quality through the exchange of knowledge, international experience, and a global perspective.

Guest lecturers are usually from international partner universities and have expertise in the following areas:

1. Business,
2. Management,
3. Technology,
4. Communication,
5. Entrepreneurship,
6. As well as international education.

Through visiting lecturers, TGBC students gain direct learning experience from international academics with different learning approaches. The program also helps students understand global issues, international industry trends, and the latest developments in the world of business and technology.

For TGBC lecturers themselves, visiting lecturers are a means of strengthening research collaboration, international curriculum development, and cross-border exchange of academic experiences. The program strengthens the international atmosphere in the campus environment and improves the overall quality of education.

H. INTERNATIONAL COMMUNITY SERVICE

TGBC is also actively implementing international community service programs as part of the formation of students' social and global character. This program is usually carried out with students and lecturers from international partner campuses through the following activities:

1. Public education,
2. Skills Training,

3. Community empowerment,
4. Social activities,
5. As well as humanitarian programs.

Community service activities not only aim to help the community, but also build students' sense of empathy, social concern, and global responsibility. In this activity, students learn to interact with cross-cultural communities, understand social problems directly, and develop communication and leadership skills.

Programs like this are important because tgbc wants to produce not only academically competent graduates, but also individuals who have strong social awareness and humanitarian values. International community service also strengthens relationships between educational institutions in creating a shared social impact at the regional level.

I. INTERNSHIP

Internships or internship programs are an important part of the tgbc learning system which is oriented towards professional practice. Students are given the opportunity to work directly in companies, hotels, digital industries, and international organizations that collaborate with the campus.

Through internships, students gain real-world experience of:

1. Professional work culture,
2. Organizational communication,
3. Time management,
4. Customer service,
5. As well as the application of knowledge in the world of work.

Students not only learn about technical tasks, but also about discipline, work ethic, leadership, and adaptability in a professional environment. Internship programs at tgbc often have an international feel because many students are placed in industries that serve

global customers, especially in the hospitality and international business fields.

In addition to increasing job readiness, internships also open up professional networking opportunities and career opportunities for students after graduation.

J. SIGNING MEMORANDUM OF UNDERSTANDING (MOU)

The signing of the memorandum of understanding (mou) is a strategic step for TGBC in building international cooperation networks with universities, educational institutions, organizations, and industrial institutions from various countries.

MoU usually includes cooperation in the areas of:

1. Student exchanges,
2. Lecturer exchange,
3. Joint research,
4. Short course,
5. International seminars,
6. Internship,
7. Community service,
8. As well as curriculum development.

Through the MoU, TGBC expands international access for its students and lecturers. This collaboration also strengthens tgbc's position as an active campus in global education collaboration in the asean region. Many universities from Indonesia are known to collaborate with tgbc in the form of academic programs and joint international activities.

In addition to the academic aspect, the MoU also helps strengthen cultural relations, educational diplomacy, and the development of professional networks between countries. With this collaboration, students gain more opportunities to participate in international activities and improve their global competencies.

Overall, the various international programs at TGBC show that the campus is developing an educational system that focuses not only on theoretical learning, but also on global experiences, professional practice, cross-cultural collaboration, and the development of students' international character. This approach makes TGBC one of the vocational education institutions that actively builds the internationalization of education in the Southeast Asian region.

K. CHALLENGES AND SOLUTIONS FOR THE TGBC INTERNASIONAL STUDENT

1. Understanding the importance of entrepreneurial mental attitude.

Increasing understanding of the importance of entrepreneurial mental attitude for students is an important step in preparing the younger generation to face changes in the global world that is increasingly competitive, dynamic, and innovation-based. Entrepreneurial mental attitude is not only interpreted as the ability to open a business, but more broadly as a mindset that is creative, adaptive, daring to take chances, being able to solve problems, and having the spirit to continue to develop. In the context of modern education, especially in TGBC which is oriented towards business, technology, and internationalization, strengthening the entrepreneurial mentality is an important part of shaping the character of students so that they are not only job seekers, but also creators of opportunities and innovations.

Efforts to increase understanding of entrepreneurial mentality can be done through various integrative and applicative learning approaches. One of them is through strengthening an entrepreneurship-based curriculum that not only teaches business theory, but also forms an entrepreneurial mindset. Students need to be introduced to the concepts of creativity, innovation, courage to take risks, problem-solving skills, and the importance of visionary thinking in facing future challenges. Learning must be directed

to an experiential learning approach, which is learning through hands-on experience, business simulations, case studies, and field practice so that students truly understand how entrepreneurship works in the real world.

In addition to formal learning, increasing understanding of entrepreneurial mental attitude can also be done through international seminars, motivational workshops, short courses, business camps, and student exchange activities that are widely developed at TGBC. These activities help students broaden their global horizons and see how innovation and entrepreneurship are developing in different countries. Interaction with international students can also build communication courage, cultural adaptability, and an open mindset to change. Cross-cultural experiences like this are very important in forming students who have a global entrepreneurial mentality.

TGBC can also strengthen students' understanding through real practices such as business simulations, startup projects, internships, and community service based on social entrepreneurship. Through this practice, students not only learn theory, but also experience firsthand how to face business challenges, build teamwork, communicate with customers, and make decisions in real situations. Direct experiences like this are usually more effective in forming an entrepreneurial mentality than just learning in the classroom. Students will learn that failure is part of the learning process and that success requires consistency, creativity, and mental resilience.

However, in an effort to improve entrepreneurial mental attitude, there are various challenges faced by TGBC students. One of the biggest challenges is the conventional mindset that is still oriented towards finding a job after graduation, rather than creating job opportunities. Many students still feel afraid of failure, lack confidence, and hesitate to start something new. In addition, the rapid development of technology is also a challenge because students are required to continue learning and adapting to dynamic

digital changes. The increasing global competition also demands that students have stronger international communication skills, creativity, and innovation than ever before.

Other challenges are limited practical experience and lack of courage to take risks. Some students may have a good idea, but don't have the courage to execute it because they are afraid of failure or fear of criticism. Social and cultural environmental factors can also affect entrepreneurial mentality, especially if students are in an environment that is less supportive of creativity and innovation. Therefore, the role of the campus is very important in creating an educational ecosystem that encourages the courage to try, think openly, and appreciate the learning process from failure.

Behind these challenges, there is a huge opportunity for TGBC students to develop an entrepreneurial mental attitude. The development of the digital economy opens up new business opportunities in the fields of e-commerce, digital startups, content creation, mobile applications, and technology-based businesses. TGBC students who have a background in business and technology are actually in a strategic position to take advantage of this development. In addition, TGBC's international cooperation with various foreign institutions provides opportunities for students to gain global experience, build international networks, and understand the needs of the world market.

Another opportunity is the increasing need for creative, innovative, and adaptive individuals. Nowadays companies are not only looking for graduates with high academic scores, but also individuals who are able to work in a team, think critically, solve problems, and have leadership skills. Entrepreneurial mentality is one of the important competencies that are needed in the modern world of work. By having an entrepreneurial attitude, students not only have the opportunity to become entrepreneurs, but also to become innovators, organizational leaders, and professionals who are able to create positive changes in the work environment and society.

Overall, increasing the understanding of entrepreneurial mental attitude for TGBC students is an important process in forming a generation that is creative, independent, innovative, and ready to face global challenges. Despite the various challenges such as fear of failure, conventional mindsets, and global competition, the opportunities available are also huge as technology develops, the digital economy, and TGBC's international network. Therefore, synergy between curriculum, learning practices, international experiences, and a supportive campus environment is needed so that students are able to develop a strong and sustainable entrepreneurial mentality.

2. Creative, innovative, and adaptive mindset in facing global challenges.

Developing a creative, innovative, and adaptive mindset is a very important need for international students in facing rapidly and dynamic global challenges. In the current era of globalization and digital revolution, the world no longer only demands graduates who have academic abilities, but also individuals who are able to think creatively, generate innovation, and adapt to a multicultural and competitive international environment. TGBC's international students are in a very strategic educational environment to develop these abilities because they not only learn theory in the classroom, but also interact with different cultures, educational systems, and mindsets from different countries.

A creative mindset is one of the main foundations in the development of TGBC international students. Creativity not only means the ability to create something new, but also the ability to see opportunities and solutions from a variety of different perspectives. International students who come from diverse cultural, linguistic, and experienced backgrounds have great potential to develop creativity as they become accustomed to new differences and situations. The international environment at TGBC allows students to

exchange ideas, experiences, and perspectives so that the learning process becomes more open and dynamic.

In learning activities such as business simulations, international discussions, project-based learning, and short course programs, international students are trained to think outside the box and find creative solutions to various business and social problems. For example, students from Indonesia, Thailand, Malaysia, or other ASEAN countries can work together in a team to develop a digital business idea or community empowerment program. Cultural differences and ways of thinking in the team are actually a source of creativity that enriches ideas and innovations. Situations like this are especially important because today's global world of work requires individuals who are able to work collaboratively in a multicultural environment.

In addition to creativity, the development of innovative attitudes is also an important focus for TGBC international students. Innovation is the ability to turn ideas into real actions that provide added value to society and the industrial world. In the global context, innovation is no longer only related to advanced technology, but also includes new ways of thinking, modern business strategies, digital entrepreneurship, creative services, and community-based social solutions. TGBC's international students are encouraged to not only become users of technology, but also to be creators of innovations that are relevant to the needs of the times.

Programs such as digital business, mobile application for business, entrepreneurship, and international business skills at TGBC provide space for students to develop innovative skills through hands-on practice. Students not only learn business theory, but are also invited to design simple startups, create business applications, develop digital marketing, and develop business plans that can be applied in real time. In the

process, students learn that innovation is born from the courage to try, the ability to read opportunities, and the willingness to face failure as part of learning.

For international students, innovative skills are becoming increasingly important as they live in the midst of rapid global change. The industrial revolution 4.0, artificial intelligence, digital economy, and technological transformation have drastically changed business patterns and the world of work. Students who are unable to innovate will find it difficult to compete at the international level. Therefore, TGBC strives to build an academic environment that encourages students to actively think critically, explore new ideas, and dare to create creative solutions to global problems.

In addition to being creative and innovative, adaptive skills are also the main skills that TGBC international students must have. Adaptive means the ability to adapt to changes in the environment, culture, technology, and new challenges without losing the spirit to grow. International students studying in Thailand certainly face various forms of adjustment, ranging from language, culture, communication patterns, education system, to the lifestyle of Thai people. This adaptation process is actually a valuable experience in shaping the global mentality of students.

Students who are able to adapt well will be more likely to face pressure, work with people from different countries, and understand a diversity of perspectives. In today's globalized world, the ability to work in a multicultural environment is one of the competencies that are urgently needed. TGBC through student exchange programs, international community service, internships, and cross-cultural collaboration provides a space for students to learn directly about tolerance, international communication, and global cooperation.

The international experience helps students understand that the modern world is full of uncertain changes. Technological, economic, and social changes often occur very

quickly so that individuals must have flexibility and mental readiness to continue learning. TGBC international students who are used to facing a new environment will have stronger adaptability than students who only study in the local environment. They learn to be more open, independent, and confident in facing global challenges.

On the other hand, the development of a creative, innovative, and adaptive mindset also helps TGBC international students build an entrepreneurial mental attitude. In the era of globalization, job and business opportunities are no longer limited by a specific country or region. Creative students are able to see new opportunities, innovative students are able to create modern solutions, and adaptive students are able to survive in a rapidly changing world. The combination of these three abilities is an important capital for international students to compete in the global job market and build their own businesses in the future.

However, the development of this mindset also has challenges. International students often face fear of failure, cultural differences, language barriers, academic pressure, and future uncertainty. Some students may still be used to the conventional mindset of being too afraid to take risks or lack confidence in conveying ideas. Therefore, the role of the campus is very important in creating a supportive learning environment, open, and encouraging students to dare to try and learn from experiences.

TGBC through a practice-based learning system, international collaboration, business simulations, internships, and cross-cultural activities has actually created an educational ecosystem that supports the development of creativity, innovation, and adaptation of international students. Students are not only shaped into academically competent graduates, but also global individuals who are able to think openly, work across cultures, create innovations, and face the challenges of the modern world with a strong mentality.

Thus, the development of a creative, innovative, and adaptive mindset for TGBC international students is not only aimed at improving academic abilities, but also forms the character of global entrepreneurs who are ready to face changes in the international world. Students are expected to become a generation that is not only able to keep up with the times, but also able to create positive change through ideas, innovation, and real contributions to the global community.

3. Courage in taking initiative and creating opportunities.

Encouraging students to have the courage to take initiatives and create opportunities is one of the fundamental aspects in forming an entrepreneurial mental attitude for international students in . In an era of globalization, the digital revolution, and the rapid changes in the world economy, the courage to act and create opportunities is a very important ability for the younger generation. The modern world no longer only needs graduates who are academically good, but also individuals who have the courage to think independently, make decisions, see opportunities in the midst of challenges, and be able to produce innovations that are beneficial to society and the international workforce.

TGBC's international students are in a very strategic educational environment to develop this courage because they learn in a multicultural atmosphere that brings together different languages, cultures, mindsets, and life experiences from different countries. This situation creates challenges as well as great opportunities for students to get out of their comfort zone and develop confidence in facing the global environment. When students dare to interact with foreign students, present ideas in international forums, or collaborate on cross-cultural projects, they are actually practicing the ability to take initiative and build a global leadership mentality.

The courage to take the initiative is essentially the ability to initiate action without having to wait for orders or encouragement from others. In the context of TGBC's

international students, this attitude can be manifested in various forms, such as the courage to participate in international competitions, the courage to express opinions in class discussions, the courage to try new business projects, and the courage to build relationships with students and lecturers from various countries. This kind of proactive attitude is very important because the modern world of work values individuals who are able to act quickly, think independently, and create solutions rather than individuals who are just waiting for instructions.

But in reality, many students still face psychological obstacles in taking the initiative. Some students have a fear of failure, fear of rejection, fear of making mistakes, or fear of getting criticism from the surrounding environment. This condition often makes students choose to be silent and stay in a safe zone even though they actually have great potential. For international students, these challenges can be more complex as they also have to deal with cultural differences, languages, educational systems, and new social environments. The discomfort in a new environment sometimes makes students feel less confident to be active.

In this context, TGBC has an important role in creating a learning environment that is able to encourage students' courage to develop. The learning system at TGBC which is based on international practice and collaboration is actually designed to form active and independent students. Through learning methods such as business simulation, project-based learning, international short courses, student exchanges, internships, and community service, students are trained to make decisions, work in teams, solve problems, and face challenges head-on. Experiences like this are very important in building the courage to act because students not only hear theory, but actually experience the learning process through real practice.

In business simulations, for example, students are often placed in situations that require them to think quickly and make strategic decisions. They learn how to manage business ideas, strategize marketing, deal with competition, and resolve conflicts in teams. The process helps students understand that success does not come instantly, but through the courage to try, resilience to pressure, and the ability to learn from mistakes. Experiences like this slowly form a stronger and more mature entrepreneurial mentality.

In addition, TGBC's international program also provides great opportunities for students to learn to create opportunities in a global context. When students take an international short course or student exchange, they not only learn about academic materials, but also learn to understand new cultures, build international networks, and recognize opportunities for cross-border cooperation. Students are beginning to realize that the modern world is full of opportunities that can be taken advantage of if they have the courage to try and build global relationships. In today's international business world, networking and cross-cultural communication skills are very important.

The ability to create opportunities is also closely related to creativity and innovation. TGBC international students from different backgrounds have great potential to generate new ideas because they bring diverse cultural perspectives and experiences. When students work together in an international team, they learn to look at problems from a broader perspective and find more creative solutions. This situation strongly supports the formation of an open and innovative entrepreneurial mindset.

In today's digital era, opportunities are actually very wide, especially in the fields of technology, online business, digital marketing, startups, content creation, and mobile applications. TGBC students who have a background in business and technology education have a great opportunity to be involved in the development of the global digital economy. However, this opportunity can only be taken advantage of by students who have

the courage to take the first step. Many great ideas fail to develop not because they are not good, but because they are never embodied in real action. Therefore, the courage to take the initiative is a major factor in creating innovation and change.

The courage to create opportunities is also important in building student independence. In a competitive global environment, students cannot continue to depend on others or simply hope to get a job after graduation. They must begin to build the ability to spot business opportunities, develop new skills, and create value for society. TGBC through its entrepreneurship approach tries to instill a mindset that students are not only prospective workers, but also prospective entrepreneurs, innovators, and future leaders.

In addition to the professional aspect, the courage to take the initiative also has a big impact on the development of students' personal character. Students who are used to taking initiative usually have higher confidence, better communication skills, and stronger mental resilience. They learn that failure is not something to be feared, but part of the learning process towards success. This kind of mentality is very important in the face of the uncertainty of the ever-changing global world.

However, the process of building the courage to take the initiative requires support from the campus environment. TGBC needs to continue to create an academic culture that is open, supportive, and respects student creativity. Lecturers not only play the role of teachers, but also as mentors who provide motivation and space for exploration for students to develop. Students need to feel that their ideas are valued and that the mistakes they make are part of the learning process, not something to be feared excessively.

Overall, encouraging TGBC international students to have the courage to take initiative and create opportunities is a strategic step in shaping a creative, innovative, independent, and adaptive global generation. In an ever-changing world, the courage to act is the main differentiator between individuals who only follow change and individuals

who are capable of creating change. Through the international environment, practice-based learning, and collaborative culture owned by TGBC, students are expected to be able to grow into individuals who are not only ready to face global challenges, but also able to create new opportunities for themselves, society, and the international world.

4. **Awareness of the importance of integrity, ethics, and social responsibility in entrepreneurship.**

Fostering awareness of the importance of integrity, ethics, and social responsibility in entrepreneurship is a very important part of forming an entrepreneurial mental attitude for international students in . In an increasingly competitive and technology-based modern world, the success of entrepreneurship is no longer only measured by the amount of economic benefits, but also by how an entrepreneur is able to run a business honestly, responsibly, and provide benefits to the community and the surrounding environment. Therefore, entrepreneurship education at TGBC is not only directed at developing business skills and innovation, but also at forming students' moral character and social awareness as potential global leaders and entrepreneurs.

Integrity is the main foundation in building sustainable and reliable entrepreneurship. Integrity is related to honesty, consistency between words and actions, and commitment to moral values in carrying out business activities and professional life. TGBC international students need to understand that in the global business world, trust is a very valuable asset. An entrepreneur who has integrity will be more trusted by customers, partners, investors, and the community. On the other hand, businesses built without honesty and responsibility often only last for the short term and have the potential to damage reputations and social relationships.

In an international environment like TGBC, integrity is also important because students come from different cultures and different value systems. Students learn that despite cultural differences, universal values such as honesty, discipline, responsibility,

and respect remain fundamental in building international professional relationships. When students work in multicultural teams, participate in internships, or engage in international projects, they are trained to value commitment, maintain professionalism, and act ethically in every collaborative process. This experience helps students understand that global success requires not only intellectual intelligence, but also strong character.

In addition to integrity, awareness of entrepreneurial ethics is also an important part of the learning system at TGBC. Entrepreneurial ethics deals with how an entrepreneur makes decisions that are not only economically profitable, but also consider the moral and social impacts of his actions. In the modern business world, many ethical challenges arise due to market competition, technological developments, and profit pressures. Students need to understand that not all business opportunities have to be run if they conflict with humanitarian, justice, or environmental sustainability.

Through case-based learning, international discussions, and business simulations, TGBC students can be invited to understand various ethical issues in the business world, such as:

1. Honesty in marketing.
2. financial transparency,
3. protection of customer data,
4. responsibility towards workers,
5. to the environmental impact of business activities.

Students are invited to think critically about how to create a business that is not only financially successful, but also brings benefits and sustainability to society. Ethical awareness like this is very important because the global world today increasingly

demands companies and entrepreneurs to have social responsibility and concern for humanitarian and environmental issues.

Social responsibility in entrepreneurship is also an important aspect that needs to be instilled in TGBC international students. Entrepreneurship is not only about creating personal profits, but also about how businesses can have a positive impact on society. Students need to understand that an entrepreneur has a social role in helping solve community problems, create jobs, improve community welfare, and support sustainable development.

Through international community service programs and cross-cultural social activities developed at TGBC, students learn firsthand about the importance of social care in professional life. When students engage in community empowerment activities, social education, or humanitarian projects, they begin to understand that business science and technology can be used to create positive change for society at large. Experiences like this help students develop empathy, a sense of responsibility, and an awareness that true success is not only measured by material things, but also by contributions to humanity.

For international students, understanding social responsibility is becoming increasingly important as they live in a global world that faces various problems such as economic inequality, climate change, poverty, and social injustice. Future entrepreneurs are not enough to be creators of products and services, but also must be agents of social change who are able to create innovations that have a positive impact on people's lives. In this context, TGBC seeks to form students who are not only competent in the field of business and technology, but also have high moral awareness and social concern.

However, fostering integrity, ethics, and social responsibility in the modern era is not an easy thing. Students face great challenges due to a culture of competition that is sometimes too oriented towards profit and material achievement. The development of

digital technology also brings new challenges such as the spread of false information, data manipulation, digital exploitation, and unethical business practices. Therefore, higher education has an important responsibility in building students' moral awareness so that they not only pursue personal success, but also maintain human values and social justice.

TGBC through a practice-based international education approach has a great opportunity to shape the character of students who are more ethical and responsible. Multicultural environments, international collaborations, professional internships, and community service activities are effective means of building awareness that the global world of work requires individuals who are not only intelligent, but also have morality, empathy, and social responsibility. International students who are used to working with different cultures will better understand the importance of tolerance, respect for differences, and fairness in professional life.

Overall, fostering awareness of the importance of integrity, ethics, and social responsibility in entrepreneurship is an important step in shaping TGBC's international students into entrepreneurs and global leaders with character. The world of the future needs individuals who are not only able to create innovation and profit, but also able to maintain trust, uphold moral values, and make a positive contribution to society and the environment. Thus, entrepreneurship education at TGBC is expected to be able to produce a generation that is professionally successful while having a strong social and humanitarian awareness.

5. Exchange of knowledge and experience between students from various cultural backgrounds.

Facilitating the exchange of knowledge and experience between students from various cultural backgrounds is one of the important aspects in the development of international education in . In the era of globalization, the world of education no longer only functions as a place for academic knowledge transfer, but also as a global interaction

space that brings together students from different countries, cultures, languages, and life perspectives. A multicultural environment like TGBC's is a great opportunity to build cross-cultural understanding, expand international horizons, and develop students' global communication and collaboration skills.

International students studying at TGBC bring different cultural backgrounds, educational systems, social values, and life experiences. These differences create a dynamic learning environment rich in perspective. In a situation like this, the process of exchanging knowledge does not only occur through lecturers and lecture materials, but also through daily interactions between students. When students from Indonesia, Thailand, Malaysia, Myanmar, or other countries study and work together, they indirectly share their ways of thinking, social experiences, cultural traditions, and views on business and global life.

Cross-cultural knowledge exchange is essential because it helps students understand that the modern world is filled with diversity that must be appreciated and understood. In classroom discussions, business simulations, project-based learning, and organizational activities, international students learn to see problems from different perspectives. For example, students from certain countries may have a more collective approach to working together, while students from other cultures are more individual and competitive. These differences are actually a source of learning that enriches students' ability to think openly and flexibly.

Through cross-cultural interaction, students also learn to develop international communication skills. They not only learn a foreign language formally, but also learn to understand how to communicate with people from different cultures. In an international environment such as TGBC, students need to learn to respect differences in communication styles, social customs, and cultural values in order to be able to build

harmonious and professional relationships. Experiences like this are especially important because today's global world of work demands individuals who are able to work in multicultural teams and establish international cooperation effectively.

In addition to academic activities, the exchange of experiences between international students also occurs through TGBC's international programs such as student exchanges, short courses, community service, internships, and cultural activities. In this activity, students not only learn theory, but also experience firsthand the lives of other cultures. They can learn about Thai traditions, local food, social values of the community, and international communication ethics. On the other hand, international students can also introduce the culture of their country to other students so that a process of getting to know and appreciate diversity is created.

This cross-cultural collaboration activity helps students develop a global mindset or global mindset. Students begin to understand that success in the modern era is not only determined by academic ability, but also by the ability to build international relationships, understand cultural diversity, and adapt in a global environment. In the world of international business, the ability to understand other cultures becomes very important because many business partnerships fail not because of technical problems, but because of a lack of understanding of cultures and communication across countries.

For TGBC international students, the exchange of knowledge and experience also provides benefits in the development of creativity and innovation. When students from different countries work together, they bring different ideas, experiences, and approaches to solving problems. These differences in perspectives often result in more creative and innovative solutions than if students only study in a homogeneous environment. In the context of entrepreneurship, cultural diversity can even be a source of inspiration in

creating products, services, and business strategies that are more global and adaptive to the needs of the international market.

In addition to academic and professional benefits, cross-cultural exchanging experiences also has a major impact on student character development. Students learn about tolerance, empathy, respect for differences, and the importance of building harmonious relationships in the midst of diversity. The experience of living and studying with students from different countries helps them become more open, mature, and globally aware individuals. This is very important in shaping the young generation who are able to become agents of international peace and cooperation in the future.

However, the process of cultural exchange also has its challenges. Differences in language, communication styles, social habits, and ways of thinking can sometimes cause misunderstanding or discomfort for international students. Some students may experience culture shock or difficulty adapting to a new environment. Therefore, TGBC has an important role in creating a campus environment that is inclusive, supportive, and respects cultural diversity. Campuses need to provide a positive interaction space so that students feel welcome and have equal opportunities to grow.

Through an international education approach based on collaboration and cross-cultural experiences, TGBC seeks to build an academic community that not only focuses on academic achievement, but also on the formation of students' global character. The exchange of knowledge and experience between international students is an important means to strengthen students' communication, creativity, leadership, and global adaptation skills. This experience will be a valuable asset for students when entering the international world of work and when building a global professional network in the future.

Overall, facilitating the exchange of knowledge and experience between students from different cultural backgrounds is an important part of creating quality global

education at TGBC. The multicultural environment owned by the campus is a learning space rich in perspectives, experiences, and human values. Through cross-cultural interaction, students not only gain academic knowledge, but also learn to become global individuals who are tolerant, adaptive, creative, and able to work together in the diversity of the international world.

6. International collaboration between educational institutions in the field of community service.

Strengthening international collaboration between educational institutions in the field of community service is one of the strategic steps in building a global education that is not only academically oriented, but also on a real contribution to the social life of the community. In this context, international collaboration in community service is an important part of efforts to build cross-border relationships based on cooperation, knowledge exchange, and community empowerment in a sustainable manner. Programs like this not only provide benefits to society, but also become a means of social learning and character development for international students.

In the era of globalization, the social challenges faced by society are increasingly complex and cross-country, such as poverty, education gaps, unemployment, cultural change, and uneven technological development. Therefore, higher education institutions are no longer enough to focus only on learning activities in the classroom, but must also be present as agents of social change that are able to make a real contribution to society. Through international collaboration in community service, educational institutions can share experiences, methods, knowledge, and resources to create broader and impactful social programs.

For TGBC, international cooperation in the field of community service is part of the development of global-based education and humanity. The campus not only wants to produce graduates who are academically and professionally competent, but also individuals who have social concerns, empathy, and global awareness of societal issues. Therefore, TGBC actively collaborates with various universities and educational institutions from other countries, especially in the ASEAN region, to carry out social activities and community empowerment together.

International collaboration in community service is usually realized through various programs such as:

1. public education,
2. Skills Training,
3. MSME development,
4. digital literacy,
5. social humanitarian activities.
6. community empowerment,
7. cultural preservation,
8. to environmental and sustainability programs.

In this activity, students and lecturers from various countries work together to understand the needs of the community and create solutions that suit local conditions. This process not only benefits the recipient community, but also enriches the international experience of the students and faculty involved.

TGBC international students who participate in the international community service program have the opportunity to learn firsthand about social realities outside the campus environment. They learned that business, technology, communication, and entrepreneurship are not only used for economic purposes, but can also be used to help the community and improve the quality of social life. This experience is very important in building the character of students so that they have a sense of social responsibility and awareness that education must have a positive impact on the wider community.

In addition, international collaboration in community service also helps build cultural exchange and cross-border understanding. When students from different countries work together in society, they learn to understand different cultures, ways of life, and different social values. This interaction process strengthens tolerance, international communication skills, and skills to work in a multicultural environment. Students learn that successful global cooperation requires mutual respect, empathy, and the ability to understand the perspectives of other cultures.

In the context of educational institutions, international collaboration also provides great opportunities to improve the quality of community service through the exchange of ideas and experiences between campuses. Each institution has a different approach and experience in running social programs. By working together, universities can learn from each other about community empowerment methods, community education approaches, the use of social technology, and more effective and sustainable program development strategies. This helps create innovations in the implementation of community service that are more relevant to modern global challenges.

For TGBC, international collaboration also strengthens the position of the campus as an educational institution that is active in building academic and social relations at the regional and international levels. Joint community service programs can be a means of educational diplomacy that strengthens relations between countries through humanitarian and educational cooperation. In addition, this activity improves the international image of the campus and expands the network of cooperation in the fields of academics, research, and community development.

However, the implementation of international collaboration in community service also faces various challenges. Differences in language, work culture, education system, and social conditions often require an adaptation process that is not easy. In addition, coordination between institutions from different countries requires good communication and a strong understanding of common goals. Therefore, the success of the program depends heavily on the ability to build inclusive, open, and mutually respectful cooperation.

International students involved in the program also face challenges in adjusting to the social conditions of societies that are different from their home countries. However, it is precisely through these experiences that students learn about social leadership,

adaptability, problem solving, and international cooperation in real terms. Hands-on experience in the field is often more meaningful learning than just learning theory in class.

On the other hand, the opportunities resulting from international collaboration in community service are enormous. Today's world increasingly needs a young generation that is not only academically intelligent, but also has social care and the ability to work together across countries. Students who are used to being involved in international social activities will have a stronger global mindset and the ability to understand societal problems more broadly and humanely. This experience is an important capital for them to become global leaders, social entrepreneurs, and professionals who have high social responsibility.

Overall, strengthening international collaboration between educational institutions in the field of community service is an important step in creating a more humane, global, and socially impactful education. Through collaborations such as those developed at TGBC, international students not only gain academic and professional experience, but also learn to become caring, tolerant, and able to make a positive contribution to the world community. International community service programs ultimately become an important bridge in building global cooperation, cultural exchange, and the development of human values in an increasingly interconnected world.

MAIN CHALLENGES OF THE TGBC INTERNATIONAL STUDENTS

International students face various major challenges that are not only related to academics, but also cultural, social, linguistic, psychological, and global adaptation aspects. As a campus that has a multicultural and internationally oriented environment, TGBC provides many self-development opportunities for foreign students. But behind these opportunities, there are big challenges that students must face in order to be able to survive, develop, and succeed in the international education environment.

1. Culture Shock Challenges

One of the main challenges faced by international students is the process of cultural adaptation or often known as *culture shock*. Students who come from various countries bring different cultural backgrounds, languages, social customs, mindsets, and life values. When they enter a new environment in Thailand, students have to face a situation different from the life they have been familiar with in their home country. These differences include how to communicate, social ethics, manners, lifestyle, education system, eating habits, and how people interact in daily life.

Thai culture is known to have a polite character, respect social hierarchy, uphold hospitality, and have quite strong cultural values in people's lives. International students who are not familiar with the culture often find it confusing to adjust to their social behavior. For example, a way of speaking that is considered common in the home country may be considered less polite in Thai culture. Likewise, in the use of body language, how to greet people, respect for lecturers and elders, to unwritten rules in the social life of Thai society. Small differences like these are often a source of discomfort in the early stages of international student adaptation.

In addition to social aspects, differences in daily lifestyles can also affect the psychological condition of students. International students must adapt to the local food, climate, transportation, living environment, and rhythm of Bangkok city life that may be very different from their home country. Some students may find it difficult to find food that suits their habits or feel uncomfortable with the new, more crowded and fast-paced environment. This situation can bring up feelings of alienation, loneliness, and emotional discomfort, especially in the first months of the study period.

Culture shock also often arises due to differences in the education system and academic communication. At TGBC, students are required to be more active in

discussions, presentations, group work, and practice-based learning. For students who come from a more formal and passive education system, this change can cause its own pressure. They must learn to adapt to a more open and collaborative way of learning, while building the courage to interact with students from different countries.

Under certain conditions, international students may have difficulty building social relationships due to language barriers and lack of confidence. Although English is used in various international activities, not all students have the same communication skills. When students find it difficult to understand a conversation or are afraid of making mistakes in speaking, they tend to become more reserved and withdraw from the social environment. If this condition lasts for a long time, students can experience stress, homesickness, and even decreased motivation to learn.

But behind these challenges, the cultural adaptation process actually provides a very valuable learning experience for TGBC international students. Through this process, students learn to become more open, tolerant, and able to understand the diversity of world cultures. They learn that every culture has different values and ways of life that need to be respected and understood. The experience of living in an international environment helps students develop cross-cultural communication skills, social empathy, and the ability to work together in a multicultural society.

TGBC itself has an important role in helping international students face the challenges of culture shock. Campuses can create an inclusive and supportive environment through various activities such as:

1. cultural orientation,
2. International Student Mentoring Program,
3. cultural exchange activities,
4. student gathering,

5. mentoring,
6. and the activities of international organizations.

These activities help students feel more welcome and have space to interact with the new environment more comfortably. In addition, positive interaction between local Thai students and international students is also very important in accelerating the process of social and cultural adaptation.

International students who successfully go through the process of cultural adaptation will usually develop into more independent, mature, and global mindset. They learn to deal with discomfort, understand differences, and build adaptability to new situations. This experience is an important capital for students in facing the global world of work that demands the ability to work in a multicultural and international environment.

Thus, the challenge of cultural adaptation at TGBC is not only an obstacle that international students must face, but also an important learning process in shaping the global character, social abilities, and personal maturity of students. Culture shock can ultimately be a transformational experience that helps students develop into more adaptive, tolerant, and future-ready individuals for international life.

2. Language and Communication Barriers

Language and communication barriers are one of the biggest challenges faced by international students in . In an international educational environment, the ability to communicate is a very important factor because almost all academic, social, and cultural activities depend on interaction between individuals. International students coming from different countries bring different language backgrounds so the communication process is often challenging, especially in the early stages of their studies in Thailand.

Although most international programs at TGBC use English as the language of academic instruction, students still have to deal with Thai in their daily lives. Thai is

widely used by the local community in social activities, transportation, trade, public services, and informal communication outside of the campus environment. For students who have never been to Thai before, this situation can make it difficult to understand the surroundings and interact with the local community.

Language difficulties often appear in simple everyday activities such as:

1. buy food,
2. using public transportation,
3. asking for directions,
4. understand public information,
5. or communicate with the surrounding community.

These seemingly simple things can be quite a challenging experience for international students because they feel limited in conveying needs or understanding the response of the local community. This condition sometimes makes students feel awkward, unconfident, and even choose to limit social interactions outside the international environment of the campus.

In addition to Thai, communication challenges also arise because international students' English skills are not always at the same level. Students from countries with different educational backgrounds have a diverse ability to speak, listen, read, and write English. Some students may be quite fluent and confident, but others still find it difficult to understand quick conversations, academic terms, and formal communication in an international environment.

In the learning process at TGBC which is based on discussions, presentations, business simulations, and project-based learning, communication skills are very important. Students are required to actively convey ideas, discuss in international groups, make presentations, and interact with lecturers and students from various countries. For

students who lack confidence in their language skills, this situation can cause psychological distress and fear of making mistakes when speaking.

Some international students often experience embarrassment or fear of being judged when speaking in English. They are worried that the pronunciation, grammar, or vocabulary used is inappropriate so they choose to remain silent in class discussions. This condition can affect students' academic participation because they become less active in asking questions, discussing, and expressing opinions. In fact, in the international learning system, active participation is an important part of the learning process.

Communication constraints can also affect social relations between international students. When students find it difficult to communicate, they tend to only interact with groups from the same country or people who speak the language they understand. As a result, the process of cultural exchange and the development of international networks becomes less than optimal. Students may miss out on opportunities to build global friendships and broaden cultural horizons due to communication limitations.

In addition, differences in communication styles between cultures are also a challenge in itself. Each country has a different way of communicating, both in the use of verbal and nonverbal language. There are cultures that are more direct and open, while others are more subtle and non-confrontational. International students need to learn to understand these differences so that there are no misunderstandings in social interaction and group work. In the context of Thai culture, communication tends to be more polite, calm, and avoids open conflict, so foreign students need to adjust their communication style to be more accepted in a social environment.

However, behind these challenges, the process of dealing with language and communication barriers actually provides great benefits in the self-development of international students. Students who live in multilingual environments will slowly

improve their international communication skills, speaking boldness, and social adaptability. They learn to be more patient, open, and confident in dealing with complex communication situations.

TGBC has an important role in helping international students overcome language and communication barriers. The campus can provide:

1. language orientation programs,
2. English and Thai language training,
3. cultural exchange activities,
4. international discussions,
5. mentoring students.
6. and cross-cultural organizational activities.

A supportive and inclusive campus environment helps students feel more comfortable practicing communication without fear of making mistakes. Local lecturers and students also have an important role to play in creating a welcoming atmosphere and encouraging international students to interact more actively.

In addition, activities such as student exchanges, international short courses, community service, and internships are actually effective means for students to practice communication skills directly in real situations. The more often students engage in international interactions, the stronger their communication skills and confidence will be.

In the long run, the ability to overcome language and communication barriers will be a very valuable asset for TGBC international students. Today's global world of work is in dire need of individuals who are able to communicate across cultures, work in international teams, and build professional relationships with different countries. Students who successfully overcome communication challenges will usually develop into more confident, adaptive, and global communication skills.

Thus, language and communication barriers are not only obstacles in the lives of international students at TGBC, but also important learning processes that help them grow into more mature, open, and globally ready individuals to face a multicultural and interconnected international world.

3. Academic Stress and Learning Systems

Academic pressure and adjustment to the international learning system are one of the main challenges faced by international students in . As a globally oriented and practice-based educational institution, TGBC implements a learning system that is different from many conventional education systems in several countries. The learning approach at TGBC emphasizes more on students' active participation, critical thinking skills, teamwork, creativity, problem solving, and direct application of knowledge through various practical activities. Such a system provides many benefits for the development of students' global competencies, but at the same time it also poses considerable academic pressure, especially for international students who are not yet familiar with modern and interactive learning models.

In the learning system at TGBC, students not only sit and listen to lecturers' explanations passively, but are required to be active in various academic activities such as:

1. class discussions,
2. presentation,
3. business simulation,
4. project-based learning,
5. case studies,
6. laboratory practice,
7. and international group work.

This approach is designed to shape students who are more independent, creative, and ready to face the challenges of the global workforce. However, for some international students, the change in learning methods is a big challenge because they come from an education system that is more oriented towards memorization, one-way lectures, and dependence on lecturer instruction.

One of the main difficulties that students often face is that they are not used to thinking critically. In international learning, students are expected to be able to analyze problems, provide arguments, convey ideas, and actively question a concept. For students who are used to receiving information without much discussion, the demand for critical and independent thinking can cause discomfort and mental stress. Some students are afraid of being wrong when expressing their opinions or are worried that their ideas will be considered unkind by friends and lecturers.

In addition, the culture of active discussion in the classroom is also a challenge in itself. At TGBC, students are often asked to speak in front of the class, discuss in international groups, and give presentations on a regular basis. International students who lack confidence in English or are not used to speaking in international forums often experience academic anxiety. They may feel nervous, afraid of making mistakes, or afraid of criticism from others. As a result, some students become passive in class even though they actually have good abilities and ideas.

Another considerable challenge is cooperation in multicultural teams. In various academic projects, TGBC's international students are often placed in groups consisting of students from different countries and cultural backgrounds. This situation is actually very good for building a global mindset and international communication skills, but it can also cause difficulties in the cooperation process. Differences in culture, communication

styles, ways of thinking, and work habits sometimes lead to miscommunication or differences of opinion within the team.

Some students may come from a more individualistic culture, while others are used to working collectively. There are also students who are used to speaking directly and openly, while other students are more careful in expressing their opinions. These differences require adaptability, tolerance, and good communication so that group work can run effectively. For students who have no prior international experience, this situation can be a source of academic and emotional stress.

In addition to the challenges in the learning process, project-based assignments and international collaboration also require good time management skills. TGBC students often face a hectic schedule because they have to complete project reports, group presentations, business simulations, field practices, and various other academic activities simultaneously. International students who are not used to managing their time independently often feel overwhelmed by the many academic responsibilities.

Academic pressure is increasing when students also have to adjust to new social and cultural life outside of campus. Some students have to deal with homesickness, language barriers, financial problems, and the process of cultural adaptation at the same time. The combination of these various pressures can affect the psychological condition of students and cause academic stress if not handled properly.

But behind these various pressures, the international learning system at TGBC actually provides great opportunities for student self-development. Students who successfully pass the academic adaptation process will usually develop into more independent, confident, creative, and globally minded individuals. They learned that the international world of work requires communication, collaboration, and problem-solving skills that cannot be obtained through theoretical learning alone.

Academic pressure in the international learning system also helps students build mental resilience. Students learn to face challenges, solve problems, manage stress, and stay productive under pressure. This experience is an important provision in facing the professional world full of competition and global dynamics.

TGBC itself has an important role in helping international students cope with academic pressure and the learning adaptation process. The campus can provide:

1. academic orientation programs,
2. mentoring students.
3. Mentoring Mentors,
4. Communication Training,
5. time management workshops,
6. and a supportive and inclusive learning environment.

Lecturers also have an important role in creating a learning atmosphere that is not scary and provides space for students to develop without excessive fear of mistakes. Students need to be motivated that the international learning process does require adaptation and mistakes are a normal part of the self-development process.

In addition, social support from international friends is also very helpful for students to cope with academic pressure. The multicultural environment at TGBC can actually be a source of emotional support and shared learning if students are able to build positive social relationships. When students help each other with assignments, share experiences, and provide motivation, academic pressure can be better managed.

Overall, the academic pressure and international learning system at TGBC are indeed a big challenge for international students, especially in the early stages of the adaptation process. However, these challenges are also an important part of shaping the global character of students. Through this process, students learn to become more

independent, critical, communicative, adaptive, and ready to face the international world of work that is full of competition and change. The TGBC learning system ultimately aims not only to produce academically intelligent graduates, but also individuals who have a strong mentality, global collaboration skills, and readiness to face the challenges of the modern world.

4. Differences in Mindset and Mentality

Differences in mindset and mentality are one of the important challenges faced by international students in the process of learning and self-development in the international environment. Students who come to TGBC come from various countries with different cultural backgrounds, educational systems, social environments, and life experiences. These differences directly affect the way students think, behave, communicate, learn, and face challenges. In an international education environment that demands high independence and creativity, this difference in mentality is often a big challenge, especially for students who were previously accustomed to a more passive education system and relied on lecturers' direction.

Some international students still have a conventional mindset that is oriented towards receiving instruction and following directions without much initiative. In certain education systems, students are more accustomed to listening to lecturers' explanations, taking notes of material, and memorizing information rather than actively discussing or developing ideas independently. When they enter an international environment such as TGBC that implements practice-based learning, project-based learning, business simulations, and active discussions, students often find it difficult to adjust to these new demands.

The international education system at TGBC emphasizes more on the development of students who:

1. proactive,
2. creative,
3. communicative,
4. Dare to make a decision.
5. and be able to solve problems independently.

Students are not only required to understand theory, but also must be able to think critically, develop ideas, work together in multicultural teams, and face real challenges in the learning process. For students who are not used to this approach, these demands can cause fear, mental pressure, and self-doubt.

One of the most common forms of mentality challenge is the fear of failure. Many college students actually have good abilities and ideas, but they are afraid to try for fear of making mistakes or getting criticism from others. In certain cultures, mistakes are often seen as embarrassing so students become too cautious and reluctant to take risks. In fact, in the international education system and the world of entrepreneurship, failure is seen as an important part of the learning and self-development process.

TGBC international students who have a fear of failure mentality are usually prone to:

1. passive in discussion,
2. refusing to express opinions,
3. avoiding major liability,
4. and lack of confidence in making decisions.

They prefer to be in a safe zone rather than trying new things that can actually help develop their potential. This condition is a challenge in building an entrepreneurial mindset because the entrepreneurial spirit requires courage to try, innovate, and face risks.

In addition to the fear of failure, lack of confidence is also a big challenge in the development of the global mindset of international students. Some students feel that their abilities are not good enough compared to other students from different countries. They may feel inferior because of limited English skills, minimal international experience, or a different educational background. This feeling of inferiority can make students withdraw from the social environment and international academic activities.

In a multicultural environment like TGBC, students actually have a great opportunity to thrive through global interaction. However, if the mentality is still filled with fear and self-doubt, these opportunities cannot be used optimally. Students become less courageous to build international relationships, less active in campus activities, and less confident in showing their true abilities.

Differences in mindset are also seen in the way students face challenges and solve problems. Some students are used to waiting for solutions from lecturers or other people when facing difficulties. Meanwhile, the international learning system requires students to be able to think independently, find solutions, and take the initiative in solving academic and social problems. This kind of dependency mentality can hinder the development of problem solving skills and student leadership.

In the context of an entrepreneurial mindset, TGBC international students actually need to be formed into individuals who have:

1. the courage to take chances,
2. the ability to see solutions,
3. creativity in the face of change,
4. and mentally resistant to stress and failure.

Today's global world is changing very quickly due to technological developments, the digital economy, and international competition. Students who only have a passive

mindset and are too afraid to take risks will have difficulty competing in the future. Therefore, a change in mentality is a very important aspect of international education.

However, the challenge of differences in mindset and mentality is actually also a great opportunity for student character development. The international environment at TGBC provides space for students to learn outside of their comfort zone and build a more open and progressive mindset. When students are involved in:

1. cross-cultural discussions,
2. business simulation,
3. student exchange,
4. internship,
5. and international projects,

They begin to learn how to face challenges, work with people from different cultures, and make decisions more independently.

The process of interacting with other international students also helps students understand that each individual has their own strengths and weaknesses. They learn that mistakes are not something to be feared, but part of the global process of growth and learning. Experiences like this slowly help students build mental resilience, social courage, and a stronger sense of self-confidence.

TGBC has an important role to play in helping international students overcome the challenge of this mentality. Campuses need to create an academic environment that:

1. supportive,
2. open,
3. Respect the students' ideas.
4. and provide room for exploration without excessive fear of failure.

Lecturers not only function as teachers, but also as mentors who encourage students to dare to try, actively discuss, and believe in their own abilities. A positive learning environment is essential to form more proactive and independent students.

In addition, student organization activities, entrepreneurship seminars, leadership training, and international programs can be effective means to build a global student mindset. The more international experience students gain, the greater their chances of developing a more open, flexible, and confident mindset in facing the global world.

Overall, differences in mindset and mentality are a real challenge for TGBC international students in the process of adapting and developing themselves in the international environment. However, these challenges are also an important part of the process of forming a global character and entrepreneurial mindset of students. Through international learning experiences, cross-cultural interactions, and practice-based learning systems, students are expected to be able to develop into more proactive, creative, independent, dare to take initiative, and be ready to face the challenges of the global world with a stronger and more open mind.

5. Financial Challenges and Cost of Living

Financial challenges and living costs are one of the important problems that international students often face during their studies abroad. For many students, the experience of studying in another country is not only about academic and cultural adjustments, but also about how to manage life independently, including in the economic and financial aspects. Living away from family means that students have to learn to manage expenses, meet daily needs, and adjust to economic conditions in a new environment that may be very different from their home country.

As a metropolis and economic hub of Thailand, Bangkok has a relatively higher cost of living than some other regions in Southeast Asia. International students must prepare for various needs such as:

1. housing costs,
2. food,
3. transportation,
4. academic needs,
5. communication,
6. health,
7. to the cost of social and international activities.

Although some students receive support from family or scholarships, financial management remains a big challenge, especially for students who are living independently abroad for the first time.

One of the biggest expenses of international students is usually the cost of housing. Students need to choose accommodation that suits their financial ability, whether in the form of dormitories, apartments, or places to live with other students. The difference in living cost standards between the country of origin and Thailand sometimes makes it difficult for students to adjust their spending patterns. Some students may not be used to managing rent, electricity, internet, and household needs independently so they experience financial pressure at the beginning of their studies.

In addition to housing, the cost of food is also a challenge in itself. Although Thailand is known for having many food choices at fairly diverse prices, international students still need to adjust to new consumption patterns. Some students may choose international food or food that suits their cultural customs, which can sometimes be more

expensive than local food. This situation can increase students' monthly expenses if not managed properly.

Transportation in Bangkok is also an important part of the life of international students. The city of Bangkok has a fairly advanced transportation system such as BTS Skytrain, MRT, buses, and online transportation. However, high mobility for lecture activities, internships, short courses, seminars, and other international activities still requires a lot of money. Students need to learn to manage the use of transportation efficiently so that expenses remain under control.

In addition to basic needs, TGBC international students also often face additional costs related to academic and international activities. The project-based and practice-based learning system at TGBC sometimes requires expenditure to:

1. project preparation,
2. academic equipment,
3. presentation,
4. field activities,
5. international seminars,
6. as well as organizational activities and self-development.

Students who actively participate in international activities usually require additional costs for travel, activity accommodation, and certain administrative preparations. For students with economic limitations, this condition can be a pressure in itself because they have to balance the desire to develop with their financial capabilities.

Financial challenges are also often related to students' ability to manage finances independently. Some international students were previously still very dependent on their families to manage their daily needs. When living abroad alone, they must learn to prioritize spending, control their lifestyle, and distinguish between needs and wants.

Students who do not have good financial management skills often have difficulty managing their monthly budgets so that they experience a lack of funds before the end of a certain period.

In some cases, economic pressure can affect the psychological state of international students. Worries about the cost of living, limited funds, and academic needs often cause stress, anxiety, and even insecurity about the future. Students may feel depressed when they see that other friends have more stable economic conditions or are able to participate in more international activities. This situation can affect students' learning motivation, academic concentration, and mental health if not handled properly.

In addition to personal pressure, some students also feel a moral responsibility to their families who support their education. Students sometimes feel afraid of disappointing their families if they experience academic or financial difficulties during their studies abroad. This kind of psychological pressure can worsen students' mental state, especially when they face simultaneous difficulties such as culture shock, academic stress, and loneliness.

But behind these challenges, the experience of facing financial problems can actually be an important learning process for TGBC international students. Students learn to become more independent, disciplined, and responsible in managing their own lives. Experience managing finances abroad helps students understand the importance of:

1. Financial Management,
2. self-control,
3. future planning,
4. as well as the ability to make decisions wisely.

In the context of an entrepreneurial mindset, the ability to manage finances is a very important skill. Students who are able to face financial challenges well will usually have

a stronger mentality, be more realistic in making decisions, and be better prepared to face economic pressures in the world of work and the business world.

TGBC has an important role to play in helping international students face these financial challenges. The campus can provide support through:

1. clear cost of living information,
2. International Student Orientation Program,
3. counseling services,
4. scholarship information assistance,
5. opportunities for productive activities,
6. and education about student financial management.

A supportive campus environment helps students feel safer and not face economic pressures alone.

In addition, interaction with other students also helps international students share experiences and strategies in dealing with life abroad. Students learn to live more simply, set priorities, and build social solidarity in the midst of the limitations they face. Experiences like this indirectly shape the character of students to become more mature, independent, and resilient.

Overall, financial challenges and living costs are an important part of the international student experience at TGBC. While these challenges can be economically and psychologically stressful, they are also a valuable learning tool in building self-reliance, responsibility, and life management skills globally. Students who successfully overcome financial challenges will usually develop into more mature, disciplined individuals, and ready to face the realities of international life and the professional world in the future.

6. Longing for Family and Neighborhood of Origin

Longing for family and the environment of origin is one of the most common emotional challenges experienced by international students in . For many students, the experience of studying abroad is not only about pursuing education and self-development, but also about facing the process of parting ways with family, friends, culture, and the environment that has been an important part of their lives. Living away from home for the first time often leads to loneliness, homesickness, emotional distress, and feelings of discomfort that can affect the psychological state of students.

International students who come to TGBC come from various countries with different cultural backgrounds and social lives. When they are in Thailand, students have to live in a new environment that has a different language, culture, food, social system, and lifestyle habits from their home country. These major changes often cause a sense of loss of comfort and emotional closeness that they usually feel with their family and home environment.

The feeling of homesickness or longing for home is usually felt most strongly in the early days of arrival. Students begin to realize that they are no longer in a familiar environment and cannot easily meet family when faced with difficulties or pressures. Simple things such as the typical food of the country of origin, the atmosphere of the house, conversations with family, or daily habits that are usually done with the people closest to them can give rise to a deep sense of longing. This situation becomes more difficult, especially for students who live far from their families for the first time or have never had experience living independently before.

Cultural differences and social environments in Thailand can also reinforce international students' feelings of loneliness. Although Thailand is known as a country that is friendly and open to foreign students, the process of adjusting to a new culture still

takes time. Students may find it difficult to build close social relationships in the early stages due to language differences, communication habits, or lack of confidence in an international environment. When students do not have a strong circle of friends, feelings of loneliness and isolation become more profound.

In addition to social factors, academic pressure and independent living responsibilities can also worsen the emotional state of international students. Students must adjust to the international learning system, academic assignments, financial management, and daily life independently at the same time. When students feel tired or have difficulties, the desire to return to the family environment often becomes stronger. In certain situations, students may feel lost in motivation to learn and experience mental distress due to the accumulation of various challenges they face.

Longing for family also often appears at certain moments such as holidays, birthdays, family events, or when seeing other friends can gather with their families. International students may feel sad about not being able to attend important moments at home or not being able to share experiences in person with those closest to them. This kind of feeling is normal in the process of adapting to international life, but if not managed properly, it can have an impact on students' mental health.

In some cases, prolonged homesickness can cause:

1. emotional stress,
2. Anxiety,
3. concentration disorders,
4. decreased enthusiasm for learning,
5. to social isolation.

Students may become more introverted, less active in campus activities, and more often isolated because they feel uncomfortable with the new environment. If this

condition continues without adequate social support, it can affect students' academic performance and quality of life during their studies abroad.

But behind these emotional challenges, the experience of living away from family is actually also an important process in the formation of character and maturity of international students. Students learn to become more independent, responsible, and able to manage emotions in dealing with new situations. The process of coping with homesickness and loneliness helps students develop mental resilience, adaptability, and emotional maturity that are essential in global life.

International students who make it through the homesick phase will usually develop into psychologically stronger individuals and more appreciative of their family relationships and social environment. They learned that living in an international environment requires a balance between academic ability and the ability to maintain mental health and social relationships.

In this context, TGBC has a very important role in helping international students face these emotional challenges. Campuses need to create an environment that is:

1. inclusive,
2. supportive,
3. Friendly to foreign students.
4. and encourage positive social interaction between students.

Various activities such as:

1. International Student Orientation,
2. cultural exchange,
3. student gathering,
4. mentoring,
5. organizational activities,

6. dan community activities

can help students build stronger social relationships and feel more welcome in the campus environment.

Support from international friends is also very important in reducing student loneliness. When students have a good community and relationships, they will feel more comfortable living abroad. Positive social interaction helps students share experiences, motivate each other, and feel that they are not facing these challenges alone.

In addition, the current development of communication technology also helps students maintain relationships with their families in their home countries. Through video calls, social media, and digital communication, students can still talk and share stories with their families even though they are in different countries. Maintaining emotional relationships can help reduce psychological stress and provide moral support for students during their studies.

In the long run, the experience of dealing with longing for family and the home environment will be an important part of the life journey of TGBC international students. The experience not only shapes global adaptability, but also helps students understand the value of family, friendship, and social support in human life. Students learn to become more mature, empathetic, and able to face change with a stronger mentality.

Overall, longing for family and home environment is a very real emotional challenge for TGBC international students. However, through the support of the campus environment, positive social relationships, and ever-evolving adaptability, these challenges can turn into valuable learning processes in shaping students' global character, mental resilience, and personal maturity in facing international life.

7. Global Competition and Future Uncertainty

Global competition and the uncertainty of the future are one of the biggest challenges faced by international students in the face of a modern world that continues to change rapidly. Globalization, the development of digital technology, the industrial revolution 4.0, and the transformation of the world economy have changed the way people work, communicate, and build careers. In conditions like this, international students are not only required to have academic ability, but also must be able to compete globally with individuals from various countries who have high competence and strong adaptability.

The modern world of work today has undergone very significant changes compared to the past. International companies and organizations are no longer just looking for graduates who have high academic grades, but are emphasizing more on multidimensional abilities such as:

1. mastery of technology,
2. international communication,
3. creativity,
4. critical thinking skills,
5. leadership,
6. problem solving,
7. and the ability to work in a multicultural environment.

TGBC international students from various countries must be able to adapt to these global demands in order to remain relevant and competitive in the future.

The development of technology is one of the main factors that creates great challenges for international students. Technologies such as:

1. artificial intelligence (AI),
2. big data,

3. cloud computing,
4. Internet of Things (IoT),
5. blockchain,
6. digital economy,
7. and industrial automation

has changed the structure of work and skills needs in the global workforce. Many traditional jobs are starting to be replaced by digital systems and automation, so students are starting to feel worried about the future of their careers. Professions that are currently considered safe will not necessarily remain relevant in the next few years because technological change is happening very quickly and is difficult to predict.

TGBC international students who study business, technology, digital entrepreneurship, and international communication are actually in a strategic position to face these changes. But at the same time, they also face pressure to keep improving their skills so as not to be left behind by the times. Students are beginning to realize that a diploma alone is no longer enough to guarantee future career success. They must have *lifelong learning* skills and readiness to continuously adapt to global technological changes.

Future uncertainty also arises due to high international competition in the world of work. International students not only compete with graduates from their own countries, but also with graduates from a variety of other countries who have excellent access to technology, education, and global experience. This competition often creates psychological pressure and anxiety about the future, especially for students who feel their abilities are still limited.

Some TGBC international students may begin to question:

1. whether they are competitive enough,

2. whether their language skills are adequate,
3. whether they are able to compete with the development of AI,
4. or whether they can get a suitable job after graduation.

Such concerns are quite common among international students because the global world today moves very fast and full of uncertainty.

In addition to technology and employment aspects, global economic developments also create new challenges for the younger generation. Economic crises, labor market changes, geopolitical tensions, and international business competition have made the world of work increasingly dynamic and unstable. Many companies today prefer a workforce that is flexible, adaptive, and has a variety of skills at once. This condition requires students to not only focus on one field of knowledge, but also to develop cross-disciplinary abilities and broader soft skills.

In an international environment like TGBC, students actually get many opportunities to prepare themselves for the global competition. Practice-based learning systems, project-based learning, business simulations, internships, and international collaborations help students build real-life experiences that are relevant to the needs of the modern workforce. Students learn to face challenges, work in multicultural teams, use technology, and develop global communication and leadership skills.

International programs such as:

1. student exchange,
2. short course,
3. international internship,
4. visiting lecturer,
5. dan community service

It also provides a global experience that is essential for students. Through these activities, students not only gain academic knowledge, but also build international networks, understand global work culture, and develop confidence in an international environment.

Nevertheless, facing global competition requires more than just technical skills. TGBC international students also need to build a strong mentality to be able to survive in the midst of future uncertainty. They must have:

1. mental adaptif,
2. Courage in the face of change.
3. the ability to learn new things,
4. and resilience or mental resilience in the face of pressure and failure.

The modern world is changing too fast to deal with a passive mindset and reliance on comfort zones. Students need to understand that change is not something to be feared, but something to be prepared for and used as an opportunity.

In the context of an entrepreneurial mindset, global uncertainty actually also opens up great opportunities for TGBC international students. The development of digital technology creates many new opportunities in the fields of:

1. startup,
2. online business,
3. digital marketing,
4. mobile applications,
5. content creation,
6. digital consulting,
7. and technological innovation.

Creative and innovative students can take advantage of global change to create new job and business opportunities, not just job seekers. Therefore, education at TGBC, which focuses on entrepreneurship and technology, is very relevant in forming students who are ready to face the future.

TGBC has an important role to play in helping students prepare for global competition and future uncertainty. The campus needs to continue to develop:

1. industry-based curriculum,
2. digital skills training,
3. soft skills development,
4. innovation-based learning,
5. and global mental strengthening of students.

In addition, lecturers also need to play the role of mentors who help students understand the development of the world of work and build confidence in their own abilities.

International students also need to realize that success in the global era is not only determined by academic intelligence, but also by the ability to continuously learn and grow. They must begin to build a mindset that technological change and global competition are not mere threats, but opportunities to become more creative, innovative, and adaptive individuals.

Overall, global competition and future uncertainty are real challenges facing TGBC international students in the modern era. Technological changes, automation, and international competition create great pressure on the readiness of the younger generation to face the global workforce. However, through TGBC's international learning system, global experience, and entrepreneurial mindset development, students have a great

opportunity to develop into competitive, adaptive, and ready individuals to face the future of the ever-changing world.

8. The Challenge of Building Global Confidence

The challenge of building global confidence is one of the important problems faced by international students in the process of adaptation and self-development in the international environment. In the world of global education, academic ability alone is not enough to guarantee student success. Students are also required to have the courage to communicate, build international relations, convey ideas, and be active in various multicultural forums. But in reality, some international students still experience a sense of inferiority, lack of confidence, and doubts about their abilities when dealing with students from other countries who are considered superior or more experienced.

TGBC international students come from a variety of different cultural, social, economic, and educational backgrounds. These differences often affect the way students view themselves in the international environment. Some students feel that their English skills are not good enough, their knowledge is limited, or their international experience is still lacking compared to other students. This kind of feeling can cause a sense of inferiority and make students more passive in social and academic interactions.

Lack of confidence is usually seen when students must:

1. speaking in class discussions,
2. make presentations,
3. expressing opinions,
4. leading the group,
5. or interact with foreign students in international activities.

Some students are afraid of making mistakes in speaking, afraid of being considered less intelligent, or worried that their opinions are not good enough to be conveyed in front

of international forums. As a result, they choose to remain silent and avoid active involvement despite actually having great ideas and potential.

In an international environment like TGBC, self-confidence is very important because almost the entire process of learning and self-development is based on global interaction. The learning system at TGBC uses a lot:

1. active discussions,
2. business simulation,
3. project-based learning,
4. multicultural group work,
5. international seminars,
6. and cross-cultural collaborative activities.

This situation requires students to dare to perform and be actively involved. Students who lack confidence often have difficulty taking advantage of the international learning opportunities that are actually very much available in the campus environment.

The sense of inferiority in international students is often also influenced by cultural differences and life experiences. Students who come from more closed environments or an education system that emphasizes active communication may find it difficult to adjust to a more open and competitive international academic culture. They may not be used to expressing opinions directly or arguing academically in open forums. Meanwhile, students from certain countries may appear to be more expressive and confident, creating psychological pressure for other students who feel less able to compete.

In addition, the development of social media and the modern global environment also sometimes reinforce students' inconfidence. Students often compare themselves to others who look more successful, smarter, or more experienced in an international

environment. Social comparisons like this can make students feel like they are not good enough and eventually lose the courage to try.

In today's globalized world, the courage to show up and try is often more important than perfection. The international environment is not really a place to look for the most perfect, but a place to learn, grow, and build experiences together. TGBC international students need to understand that each individual comes with different advantages and disadvantages. These differences are actually a strength in the cross-cultural learning process.

Lack of confidence can have a considerable impact on students' academic and professional development. Passive students tend to:

1. lack of building international relations,
2. less active participation in global activities,
3. lack of courage to take chances,
4. and lost opportunities to develop leadership and international communication skills.

In fact, TGBC provides many international opportunities such as:

1. student exchange,
2. short course,
3. internship,
4. international seminars,
5. community service,
6. and cross-cultural collaboration

which is very beneficial for the development of students' global careers. If students do not have the courage to be actively involved, then these opportunities cannot be used optimally.

However, the challenge of building global confidence is actually also a very important learning process for international students. As students begin to dare to speak up, try to interact, and perform in international forums, they slowly build a stronger sense of confidence and a stronger global mentality. Small experiences such as:

1. asked in class,
2. presenting ideas,
3. talking to foreign students,
4. or participate in international activities

can be a very important first step in the development of a student's personality.

The multicultural environment at TGBC actually provides a great opportunity for students to train their communication skills and confidence gradually. The more often students engage in international interactions, the greater their ability to adapt and feel comfortable in a global environment. Students learn that mistakes in speaking or interacting are normal in the international learning process.

TGBC has an important role to play in helping international students build global confidence. Campuses need to create an academic environment that:

1. supportive,
2. inclusive,
3. non-judgmental,
4. and appreciate the diversity of students' abilities.

Lecturers can help by providing a safe space for participation and encouraging students to be active without excessive fear of error. Mentoring programs, public speaking training, international discussions, and student organization activities can also be effective means to build student courage and confidence.

In addition, social support from international friends is very helpful for students to feel more accepted and comfortable in a global environment. When students feel valued and supported by their surroundings, they will more easily develop the courage to perform and interact.

In the long run, students who successfully build global confidence will have many advantages in the international professional world. They will be better prepared:

1. communicate across cultures,
2. leading international teams,
3. building a global network,
4. and face the challenges of the highly competitive modern world of work.

Global self-confidence also helps students become more independent, open, and adaptive individuals to world changes.

Overall, the challenge of building global confidence is an important part of the international student journey at TGBC. Although insecurity and lack of confidence are often obstacles in international interaction, the multicultural environment and global learning system at TGBC actually provide a great opportunity for students to develop into more courageous, communicative, and ready individuals to face the international world with a stronger and more confident mentality.

9. Technology Challenges and Digital Transformation

The challenges of technology and digital transformation are one of the biggest challenges faced by international students in facing the modern world of education and work. As an educational institution that focuses on business, technology, digital entrepreneurship, and global skills development, TGBC implements a learning system that is very closely related to the use of digital technology and the development of modern industries. Therefore, international students are required to be able to keep up with

technological changes that are happening very quickly in order to remain relevant and competitive in a global environment. Today's technological developments have changed almost all aspects of human life, including the way we study, work, do business, and communicate. The world of education no longer relies only on conventional methods, but has transformed towards a digital system based on: online platforms, learning applications, cloud system, Artificial intelligence, Digital collaboration, and virtual communication. TGBC international students must be able to understand and use the technology in their daily academic and professional activities.

Dalam sistem pembelajaran TGBC, mahasiswa tidak hanya belajar teori, tetapi juga banyak menggunakan teknologi dalam berbagai aktivitas seperti:

- digital business simulation,
- online presentation,
- virtual collaboration,
- mobile application development,
- digital marketing,
- data management,

1. and the use of modern business software.

Students are also required to be able to use various digital learning platforms to access materials, collect assignments, discuss online, and collaborate internationally with students from various countries. This situation makes technological capabilities an integral part of the academic life of international students.

However, not all international students have the same background and experience in technology. Some students come from educational environments that have limited access to technology or are not familiar with the modern digital learning system. This difference creates a digital skills gap among international students. Students who are less

familiar with technology often have difficulty keeping up with the rhythm of fast, digital-based learning.

These difficulties can appear in various forms such as:

1. lack of understanding of software usage,
2. difficulty using online platforms,
3. slow to adapt to modern applications,
4. lack of understanding of the digital business system,
5. or not used to working in virtual environments and collaborative technologies.

Students who do not have good digital literacy often feel left behind compared to other students who are more accustomed to using modern technology from the beginning.

In addition to technical skills, digital transformation also requires students to have a more adaptive mindset to change. Technology is evolving so fast that what is learned today can change in a short period of time. TGBC international students must have the readiness to continue learning and updating their skills on an ongoing basis. In the modern world, the ability to learn new technologies has become as important as academic knowledge itself.

This challenge has become even greater due to technological developments such as:

1. artificial intelligence (AI),
2. automation,
3. big data,
4. blockchain,
5. cloud computing,
6. dan digital economy

has changed the needs of the global workforce. Many traditional jobs are starting to be replaced by automation systems and digital technology so students are starting to worry about whether the skills they have will remain relevant in the future. This uncertainty often causes mental pressure for international students who feel they must continue to pursue technological developments so as not to be left behind.

In the context of business and entrepreneurship, digital transformation also requires students to understand how the modern economy works, which is increasingly technology-based. Students are not only able to understand conventional business concepts, but also need to understand:

1. e-commerce,
2. digital marketing,
3. social media branding,
4. online customer behavior,
5. financial technology,
6. and global digital business systems.

For students who are not familiar with the digital world, these demands can feel very heavy and cause insecurity.

In addition, digital transformation also affects students' social communication patterns. Academic and professional interactions are currently mostly done digitally through:

1. email,
2. video conference,
3. virtual meeting,
4. collaborative platforms,
5. and international online communication.

International students need to learn digital communication etiquette and the ability to work virtually with people from different countries. For some students, especially those who are more accustomed to traditional face-to-face communication, this change requires a process of adaptation that is not easy.

But behind these challenges, technological developments actually also provide great opportunities for TGBC international students. Digital technology opens up very wide access to:

1. global information,
2. international learning,
3. business opportunities,
4. networking,
5. and global career development.

Students who are able to master technology will have a greater opportunity to compete in the international world and take advantage of the development of the digital economy.

TGBC's educational environment is actually designed to help students face the challenges of digital transformation. Programs such as:

1. Digital Business,
2. Information Technology,
3. Mobile Application for Business,
4. dan International Business Skills

It provides students with the opportunity to learn firsthand about the development of modern technology and its application in the global business world. Practice-based learning helps students not only understand technology theory, but also be able to use it in real-world situations.

In addition, activities such as:

1. workshop digital,
2. internship,
3. business simulation,
4. startup project,
5. and international collaborations

Helping students build practical experience in facing global digital transformation. Students learn that technology is not something to be feared, but a tool that can be used to create new innovations and opportunities.

TGBC also has an important role in helping students who have difficulties adapting to technology. The campus needs to provide:

1. Digital Literacy Training.
2. technology use assistance,
3. access to technology facilities,
4. digital skills workshop,
5. and a supportive learning environment.

Students need to be given space to learn gradually without fear of being left behind or embarrassed due to their limited technological capabilities.

In addition to technical skills, students also need to build an adaptive mentality and growth mindset in facing digital changes. They must understand that technology will continue to evolve and that every individual needs to have the willingness to continue learning throughout life. The ability to adapt to technological changes is one of the most important competencies in today's globalized world.

Overall, the challenges of technology and digital transformation are an important part of the international student experience at TGBC. While rapid technological

developments can create pressure and uncertainty, the situation also opens up great opportunities for students to develop into innovative, adaptive, and digitally ready individuals. Through TGBC's technology-based learning system and international environment, students are expected to be able to build digital skills, modern thinking skills, and readiness to face world changes that continue to move towards the era of global digitalization.

10. The Challenge of Maintaining Cultural Identity and Values

The challenge of maintaining cultural identity and values is one of the important challenges faced by international students in the process of living and learning in a global environment. When students enter the international world, they are not only confronted with a new education system, but also with a diverse range of cultures, lifestyles, mindsets, social values, and global influences that are very different from their home environment. Intensive cross-cultural interactions bring many positive experiences to students' development of international horizons, but at the same time also present challenges in maintaining their personal identity, cultural values, and moral principles.

TGBC international students come from various countries with different cultural backgrounds, religions, traditions, and social values. As they live in a multicultural environment, students begin to interact with new habits that they may not have encountered before. In an international environment, students learn about other people's ways of life, different communication patterns, dress styles, social habits, and more open global social patterns. This situation can broaden horizons and help students become more tolerant of diversity, but it can also lead to identity confusion if students do not have a strong foundation of values.

The development of globalization and digital technology is accelerating the process of cultural exchange among the international young generation. Through social media,

global communication, and international interaction, students are very easily exposed to various world cultural influences. These influences can be in the form of:

1. modern lifestyle,
2. global consumption patterns,
3. popular culture,
4. free communication patterns,
5. to the values of individualism that are different from the student's culture of origin.

Some global influences certainly bring positive impacts such as open-mindedness, tolerance, creativity, and technological advancements. But on the other hand, not all global cultural influences are in accordance with the moral and cultural values that students bring from their home countries.

International students often face a dilemma between the desire to adapt to the global environment and the need to maintain their own cultural identity. Some students may feel the need to follow a certain lifestyle in order to be accepted in an international environment. If students do not have a strong sense of self-awareness, students can lose their way and start to move away from cultural values and moral principles that were previously an important part of their lives.

The challenge of maintaining cultural identity also arises in daily social life. International students may face situations where they have to adjust to a new culture without losing respect for their own home culture. For example, in the way of dressing, social patterns, communication ethics, and life habits. Under certain conditions, students may feel pressured to follow the environment so that they are not perceived as different or socially backward.

In addition, a freer and more individualistic international life sometimes makes some students experience a significant change in mindset. Students who previously lived

in a strong family and cultural environment may begin to experience value conflicts when faced with a global environment that has different social standards. If students are unable to filter out these influences wisely, they may experience an identity crisis or lose their moral grip on daily life.

In this context, the ability to filter global influences is very important for TGBC international students. Being a global individual does not mean having to abandon one's own culture and identity, but rather being able to:

1. open to diversity,
2. appreciate other cultures,
3. learn from differences,
4. At the same time, maintaining the positive values they have.

Students need to understand that cultural identity and moral values are not barriers to becoming global citizens, but rather a foundation that helps them have strong character and integrity in the midst of an ever-changing world.

The international environment actually provides a great opportunity for students to strengthen their understanding of their own identity. When students encounter the world's various cultures, they begin to realize the uniqueness of their home culture and learn to appreciate it in a deeper way. Students also learn that every culture has positive values that can be learned without having to lose their identity.

TGBC as an international campus has an important role in helping students maintain a balance between global openness and cultural identity. Campuses can create a multicultural environment that:

1. respect for diversity,
2. encourage tolerance,
3. supporting positive cultural expression,

4. and building global ethical awareness.

Activities such as:

1. cultural exchange,
2. international day,
3. Cultural Seminars,
4. community service,
5. and international student organizations

can be a means for students to get to know each other's cultures while building respect for differences.

In addition, lecturers and the academic environment also have an important role in instilling the values of ethics, integrity, and social responsibility to international students. In an increasingly complex global world, students not only need academic intelligence and technological ability, but also morality and strong character to be able to face global challenges wisely.

The challenge of maintaining cultural identity is also closely related to the formation of a healthy global mindset. Students need to understand that globalization is not a process of homogenizing cultures, but a process of building harmonious intercultural relationships. A good global individual is not an individual who loses his or her identity, but an individual who is able:

1. respect diversity,
2. maintaining the positive values of their own culture,
3. and building international relations with an open and dignified attitude.

For TGBC international students, the ability to maintain cultural identity and moral values will be an important capital in professional life in the future. Today's global workforce highly values individuals who have:

1. integrity,
2. ethics,
3. respect for other cultures,
4. and strong character.

Students who are able to maintain their principles and self-identity are usually more emotionally stable, more confident, and better able to deal with social pressures in an international environment.

Overall, the challenge of maintaining cultural identity and values is an important part of the international student journey at TGBC. Global interaction does bring various new cultural influences that can affect students' mindsets and lifestyles. However, through self-awareness, the ability to filter influences wisely, and the support of a positive campus environment, students can develop into global individuals who are open to the international world without losing their identity, moral values, and cultural integrity.

The main challenges of TGBC international students are not only related to academics, but also related to the process of forming a global mentality, adaptability, international communication, and personal character development. But behind these challenges, there is a great opportunity to develop into individuals who are more independent, creative, adaptive, and ready to face the international world. TGBC's multicultural environment is actually a very valuable learning space for students to build a strong global mindset and entrepreneurial mentality in facing the future of the global world.

CHAPTER V
CLOSING

A. CONCLUSION

The activities of the International Community Service Program (PKM) provide academic, social, and international experiences that are very valuable for students in developing global insights, entrepreneurial mindsets, and cross-cultural adaptability. Through various activities such as seminars, short courses, student exchanges, internships, community service, and international collaborations, students not only gain theoretical knowledge, but also real experience in dealing with the complex and multicultural dynamics of international life.

The implementation of International PKM at TGBC shows that the development of an entrepreneurial mentality for international students is very important in facing global challenges in the modern era. Students are required to have a creative, innovative, adaptive mindset, and the courage to take initiative and create opportunities in the midst of a rapidly changing world. In addition, international activities also help students build global communication skills, leadership, cross-cultural cooperation, and social awareness that are urgently needed in today's world of work and global life.

However, international students also face various challenges while participating in activities and learning processes at TGBC. These challenges include culture shock, language and communication barriers, academic pressure, differences in mindset and mentality, financial challenges, longing for family and the home environment, global competition, the development of digital technology, and the challenge of maintaining cultural identity and moral values in the international environment. These challenges

show that international student life demands not only academic ability, but also strong mental, emotional, social, and spiritual readiness.

On the other hand, these challenges are also a very important learning process in shaping students' characters to be more independent, mature, open, tolerant, and have a better global mindset. TGBC's international environment provides space for students to learn to face differences, develop cross-cultural communication skills, build international networks, and increase confidence in the face of a competitive and changing global world.

Through the activities of PKM International at TGBC, students gain an understanding that international education is not only about the exchange of knowledge, but also about the formation of a global character that has integrity, ethics, social responsibility, and adaptability to the times. Thus, this program is an important means in preparing students to be able to become a competitive, innovative, and global generation that still has strong human values and cultural identity.

B. SUGGESTIONS

Based on the results of activities and various challenges faced by international students at TGBC, there are several suggestions that can be given to improve the quality of the implementation of International PKM and student development in the future.

First, there is a need to strengthen the cultural orientation and international adaptation program for students before and during participating in activities at TGBC. This program is important to help students understand Thai culture, international learning systems, communication ethics, and social life in a global environment so that the adaptation process can run better and reduce culture shock.

Second, improving international language skills, especially English, needs to be a major concern. Students need to be given training in international communication, public speaking, and academic discussions so that they are more confident in interacting,

conveying ideas, and actively participating in international activities.

Third, educational institutions need to strengthen the development of students' entrepreneurial mindset and global mindset through practice-based learning, business simulations, international projects, and cross-cultural collaborative activities. Students need to be encouraged to be more proactive, creative, innovative, and dare to take opportunities in facing global challenges.

Fourth, psychological and social support is needed for international students to be able to cope with academic pressure, homesickness, and emotional challenges while studying abroad. The campus can provide mentoring programs, student counseling, international community, and social activities that help students feel more comfortable and accepted in an international environment.

Fifth, strengthening digital literacy and technological skills also needs to be developed considering that the global world is increasingly digital-based and modern technology. Students need to be equipped with technology, digital business, digital communication, and adaptability to the development of artificial intelligence and global digital transformation.

Sixth, International PKM activities should continue to be expanded through cooperation between international educational institutions in the form of student exchanges, visiting lecturers, community services, internships, international seminars, and research collaborations so that students gain a broader and quality global experience.

Seventh, international students also need to continue to be directed to maintain cultural identity, moral values, integrity, and ethics in global life. International education should not only produce graduates who are academically and technologically competent, but also individuals who have character, social concern, and the ability to appreciate the diversity of world cultures.

With these various strengthenings, it is hoped that International PKM activities at TGBC can continue to be a program that provides great benefits in forming students who excel academically, are adaptive to global developments, and are able to become an international generation that is innovative, has integrity, and is ready to face the challenges of the future world.

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APPENDIX
ATTENDANCE LIST OF INTERNATIONAL COMMUNITY SERVICE PARTICIPANTS
(INTERNATIONAL COMMUNITY SERVICES)
ASSOCIATION OF INDONESIAN ACCOUNTING LECTURER
THAILAND, JUNE 23, 2026

NO	NAME	INSTITUTION	ATTENDANCE	REMARK
(1)	*(2)*	*(3)*	*(4)*	
1	ARFAN IKHSAN	UNIVERSITAS NEGERI MEDAN	OFFLINE	CO HOST
2	TRI DESSY FADILLAH	INSAN BINJAI	OFFLINE	CO HOST
3	INDRIAN SUPHENI	UNIVERSITAS PGRI MPU SINDOK	OFFLINE	CO HOST
4	HANIF RAMADHAN FAHMI PUTRA	UNIVERSITAS PGRI MPU SINDOK	OFFLINE	CO HOST
5	ADE ADRIANI	UNIVERSITAS LAMBUNG MANGKURAT	OFFLINE	CO HOST
6	WIWIN ALIEF BACHTIAR	UNIVERSITAS PGRI MPU SINDOK	OFFLINE	CO HOST
7	EVANA ANDRIANI	UNIVERSITAS MURIA KUDUS	OFFLINE	CO HOST
8	AFFAN WAZZAR ACHMAD	UNIVERSITAS MURIA KUDUS	OFFLINE	CO HOST
9	SUBADRIYAH	UNIVERSITAS ISLAM NAHDHATUL ULAMA JEPARA	OFFLINE	CO HOST
10	AIDA NAHAR	UNIVERSITAS ISLAM NAHDHATUL ULAMA	OFFLINE	CO HOST
11	JUMAIYAH	UNIVERSITAS ISLAM NAHDHATUL ULAMA JEPARA	OFFLINE	CO HOST
12	LINCE BULUTODING	UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR	OFFLINE	CO HOST
13	JAMALUDDIN MADJID	UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR	OFFLINE	CO HOST
14	MURTIADI AWALUDDIN	UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR	OFFLINE	CO HOST
15	AULIA RAHMAN BATO’	UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR	OFFLINE	CO HOST
16	ALFINA	UNIVERSITAS INTERNASIONAL SEMEN INDONESIA	OFFLINE	CO HOST
17	ASRI ELIS ALAMANDA	UNIVERSITAS BOJONEGORO	OFFLINE	CO HOST
18	DWI SOEGIARTO	UNIVERSITAS MURIA KUDUS	OFFLINE	CO HOST
19	SURIPTO	UNIVERSITAS PAMULANG	OFFLINE	CO HOST
20	IRMA MANGAR	UNIVERSITAS BOJONEGORO	OFFLINE	CO HOST
21	MIRANDA DAMAYANTI	UNIVERSITAS BOJONEGORO	OFFLINE	CO HOST
22	DARMAWATI	UNIVERSITAS HASANUDDIN	OFFLINE	CO HOST
23	ISTIANINGSIH	UNIVERSITAS BHAYANGKARA	OFFLINE	CO HOST
24	NITA ANDRIANI BUDIMAN	UNIVERSITAS MURIA KUDUS	OFFLINE	CO HOST
25	IQLIMA AZHAR	UNIVERSITAS SAMUDERA	OFFLINE	CO HOST
26	AGUSTINA NURUL	UNIVERSITAS SAMUDERA	OFFLINE	CO HOST
27	AINUL YUSNA	UNIVERSITAS SAMUDERA	OFFLINE	CO HOST
28	LILIK PURWANTI	UNIVERSITAS BRAWIJAYA	OFFLINE	CO HOST
29	RIKA DWI AYU PARMITASARI	UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR	OFFLINE	CO HOST

30	EKA SUHARTINI	UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR	OFFLINE	CO HOST
31	SERLIAH NUR	UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR	OFFLINE	CO HOST
32	ELEN PUSPITASARI	UNIVERSITAS STIKUBANK	OFFLINE	CO HOST
33	JENNY MORASA	UNIVERSITAS SAM RATULANGI	OFFLINE	CO HOST
34	WAHIDAHWATI	SEKOLAH TINGGI ILMU EKONOMI INDONESIA SURABAYA	OFFLINE	CO HOST
35	INDIRA SYAKIRA KIRANA JUANDA	UNIVERSITAS HASANUDDIN	OFFLINE	CO HOST
36	ARYO PRAKOSO	UNIVERSITAS JEMBER	OFFLINE	CO HOST
37	KIJAMILAWATI	UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR	OFFLINE	CO HOST
38	MARISYA MAHDIA KHOIRINA	UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR	OFFLINE	CO HOST
39	HERMAN FIKRI TEGOEH	SEKOLAH TINGGI ILMU HUKUM PEMUDA PALEMBANG	OFFLINE	CO HOST
4O	M. NUR AMIN	SEKOLAH TINGGI ILMU HUKUM PEMUDA PALEMBANG	OFFLINE	CO HOST
41	MUHAMAD YOSI AGUSTIAN	SEKOLAH TINGGI ILMU HUKUM PEMUDA PALEMBANG	OFFLINE	CO HOST
42	ANNEKE WANGKAR	UNIVERSITAS SAM RATULANGI	OFFLINE	CO HOST
43	SYERMI STELLA EMMA MINTALANGI	UNIVERSITAS SAM RATULANGI	OFFLINE	CO HOST
44	WURI SEPTI HANDAYANI	UNIVERSITAS BUDI LUHUR	OFFLINE	CO HOST
45	EFFRIYANTI	UNIVERSITAS PAMULANG	OFFLINE	CO HOST
46	DINA ROSARI	POLITEKNIK PARIWISATA MEDAN	OFFLINE	CO HOST
47	HAMDANI	UNIVERSITAS LABUNG MANGKURAT	OFFLINE	CO HOST
48	LELY SUPRIANI	POLITEKNIK PARIWISATA MEDAN	OFFLINE	CO HOST
49	ARY FAKTURROHMAN	UNIVERSITAS BANGKA BELITUNG	OFFLINE	CO HOST
50	SITTI NURBAYA	UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR	OFFLINE	CO HOST
51	AMIRUDDIN KADIR	UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR	OFFLINE	CO HOST
52	USWATUN KHASANAH	UNIVERSITAS BAHAYANGKARA JAKARTA RAYA	ONLINE	
53	MARDIANA PUSPASARI	UNIVERSITAS MUHAMMADIYAH PALEMBANG	ONLINE	
54	SITI KODARIAH	UNIVERSITAS MUHAMMADIYAH BANDUNG	ONLINE	
55	DIAH FITRIATY	FEB UNIVERSITAS LAMBUNG MANGKURAT	ONLINE	CO HOST
56	MELINDA WIJAYA	FEB UNIVERSITAS LAMBUNG MANGKURAT	ONLINE	CO HOST
57	RIDA RISTIYANA	UNIVERSITAS ISLAM SYEKH-YUSUF	ONLINE	CO HOST
58	YANA ERMAWATI	UNIVERSITAS YAPIS PAPUA	ONLINE	
59	SUSI APRIANA	UNIVERSITAS LAMBUNG MANGKURAT	ONLINE	CO HOST

60	ERFAN ERFIANSYAH	UNIVERSITAS MUHAMMADIYAH BANDUNG	ONLINE	
61	ISNAWATI	FEB UNIVERSITAS LAMBUNG MANGKURAT	ONLINE	CO HOST
62	DEWI LESMANAWATI	UNISKA MAB BANJARMASIN	ONLINE	CO HOST
63	WAHYUDIN NOR	UNIVERSITAS LAMBUNG MANGKURAT	ONLINE	CO HOST
64	ALJUFRI	UNIVERSITAS LANCANG KUNING	ONLINE	
65	INDARTI	UNIVERSITAS LANCANG KUNING	ONLINE	
66	NOVELA DEVA PUASA SUCIFA FITRIANSYAH	INSTITUT BISNIS DAN TEKNOLOGI KALIMANTAN	ONLINE	CO HOST
67	TESA LESTIA	INSTITUT BISNIS DAN TEKNOLOGI KALIMANTAN	ONLINE	CO HOST
68	MAISARAH	INSTITUT BISNIS DAN TEKNONOLGI KALIMANTAN	ONLINE	CO HOST
69	NOVIA URFIYATI	INSTITUT BISNIS DAN TEKNOLOGI KALIMANTAN(IBITEK)	ONLINE	CO HOST
70	RR. SITI MUNAWAROH	INSTITUT BISNIS DAN TEKNOLOGI KALIMANTAN	ONLINE	CO HOST
71	MAHYUDIN	INSTITUT BISNIS DAN TEKNOLOGI KALIMANTAN	ONLINE	CO HOST
72	YOSINTA LOTU BRIA	INSTITUT BISNIS DAN TEKNOLOGI KALIMANTAN	ONLINE	CO HOST
73	WILLY YAP ADMAJA	INSTITUT BISNIS DAN TEKNOLOGI KALIMANTAN	ONLINE	CO HOST
74	LISANDRI	INSTITUT BISNIS DAN TEKNOLOGI KALIMANTAN	ONLINE	CO HOST
75	SALFADRI	UNIVERSITAS EKASAKTI	ONLINE	CO HOST
76	ANTUNG NOOR ASIAH	INSTITUT BISNIS DAN TEKNOLOGI KALIMANTAN	ONLINE	CO HOST
77	NAUFAL ILHAM	INSTITUT BISNIS DAN TEKNOLOGI KALIMANTAN	ONLINE	CO HOST
78	ATMA HAYAT	FEB UNIVERSITAS LAMBUNG MANGKURAT	ONLINE	CO HOST
79	LILI SAFRIDA	FEB UNIVERSITAS LAMBUNG MANGKURAT	ONLINE	CO HOST
80	MUHAMMAD IHSANUL ARIEF	UNIVERSITAS LAMBUNG MANGKURAT	ONLINE	CO HOST
81	MERI YANI	UNIVERSITAS EKASAKTI	ONLINE	CO HOST
82	SUSTINAH LIMARJANI	FEB UNIVERSITAS LAMBUNG MANGKURAT	ONLINE	CO HOST
83	IRWAN IRAWADI BARUS	UNIVERSITAS DIAN NUSANTARA	ONLINE	
84	RUSMA NAILIAH	FEB UNIVERSITAS LAMBUNG MANGKURAT	ONLINE	CO HOST
85	VICTORIA ARI PALMA AKADIATI	STIE GENTIARAS	ONLINE	NON CO HOST
86	ZULHENDRA	AKADEMI AKUNTANSI INDONESIA	NON ADAI ONLINE	NON CO HOST
87	MUTMAINAH	FEB UNIVERSITAS LAMBUNG MANGKURAT	ONLINE	CO HOST
88	DEWI NIDIA SOEPRIADI	UNIVERSITAS PATTIMURA	ONLINE	
89	TETI CHANDRAYANTI	UNIVERSITAS EKASAKTI	ONLINE	CO HOST

90	RINA ASMERI	UNIVERSITAS EKASAKTI	NON ADAI ONLINE	CO HOST
91	DINA ADAWIYAH	UNIVERSITAS EKASAKTI	ONLINE	CO HOST
92	JUMIRIN ASYIKIN	INSTITUT BISNIS DAN TEKNOLOGI KALIMANTAN	ONLINE	CO HOST
93	RITA MEUTIA	UNIVERSITAS SYIAH KUALA	ONLINE	NON CO HOST
94	SUFITRAYATI	UNIVERSITAS SERAMBI MEKKAH	ONLINE	
95	NUR ISMANIDAR	UNIVERSITAS SAMUDRA	ONLINE	
96	NETTY NURHAYATI	UNISKA MAB BANJARMASIN	ONLINE	CO HOST
97	UMMI HANIE	UNISKA MAB BANJARMASIN	ONLINE	CO HOST
98	NOVITA WENINGTYAS RESPATI	FEB UNIVERSITAS LAMBUNG MANGKURAT	ONLINE	CO HOST
99	NOR HIKMAH	FEB ULM BANJARMASIN	ONLINE	CO HOST
100	RUSTANDI	UNIVERSITAS MUHAMMADIYAH BANDUNG	ONLINE	CO HOST
101	FATIMAH	UNIVERSITAS LAMBUNG MANGKURAT	ONLINE	CO HOST
102	AIDA VITRIA	UNISKA MAB BANJARMASIN	ONLINE	CO HOST
103	EKOS ALBAR	UNIVERSITAS EKASAKTI	ONLINE	CO HOST
104	TRI PERTIWI	UNIVERSITAS GUNUNG LEUSER	ONLINE	
105	SEPTYANA PRASETIANINGRUM	UNIVERSITAS YAPIS PAPUA	ONLINE	NON CO HOST
106	ERNITA DIAN PUSPASARI	UNIVERSITAS MERDEKA MALANG	ONLINE	
107	FATMASARI ENDAYANI	UNIVERSITAS MERDEKA MALANG	ONLINE	
108	RINDA FITHRIYANA	UNIVERSITAS PAHLAWAN	ONLINE	
109	RINA MALAHAYATI	UNIVERSITAS GUNUNG LEUSER	ONLINE	
110	ARIZAL N	UNIVERSITAS LANCANG KUNING	ONLINE	
111	ANNA SOFIA ATICHASARI	UNIVERSITAS ISLAM SYEKH YUSUF	ONLINE	CO HOST
112	ARI SULISTYOWATI	UNIVERSITAS BHAYANGKARA JAKARTA RAYA	ONLINE	
113	DESMIWERITA	AKADEMI AKUNTANSI INDONESIA PADANG	ONLINE	
114	SYAIFUL ARDI	UNIVERSITAS EKASAKTI PADANG	ONLINE	CO HOST
115	NORLENA	UNIVERSITAS LAMBUNG MANGKURAT	ONLINE	CO HOST
116	DEWI ROCHMAYANTI	SEKOLAH TINGGI ILMU EKONOMI CENDEKIA BOJONEGORO	ONLINE	
117	DINA ALAFI HIDAYATIN	SEKOLAH TINGGI ILMU EKONOMI CENDEKIA BOJONEGORO	ONLINE	
118	AHMAD SHOLIHUDIN	SEKOLAH TINGGI ILMU EKONOMI CENDEKIA BOJONEGORO	ONLINE	
119	ALMIRA KEUMALA ULFAH	UIN SULTANAH NAHRASIYAH LHOKSEUMAWE	ONLINE	
120	MUHAMMAD IQBAL FIRDAUS	UNIISKA MAB BANJARMASIN	ONLINE	CO HOST

121	MARGO SAPTOWINARKO PRASETYO	STIE PORT NUMBAY JAYAPURA	ONLINE	
122	YULI DEWI	UNIVERSITAS MUHAMMADIYAH CIREBON	ONLINE	
123	AGNES SUSANA MERRY PURWATI	STIE GENTIARAS	ONLINE	
124	WIDYA AIS SAHLA	POLITEKNIK NEGERI BANJARMASIN	ONLINE	
125	ANITA KUSUMA DEWI	POLITEKNIK NEGERI LAMPUNG	ONLINE	CO HOST
126	HARKANERI	UIN SULTAN SYARIF KASIM RIAU	ONLINE	
127	DR. AZNURIYANDI, SE., M.SI	UNIVERSITAS LANCANG KUNING	ONLINE	
128	MUHAMMAD SYAFRIL NASUTION	UIN SULTANAH NAHRASIYAH LHOKSEUMAWE	ONLINE	
129	NANIK SISHARINI	FEB UNIVERSITAS MERDEKA MALANG	ONLINE	
130	NURUL QALBIAH	POLITEKNIK NEGERI BANJARMASIN	ONLINE	
131	VERDIANTI	IAIN PONTIANAK	ONLINE	
132	KHALISA RAHMINA SURYANI	UNIISKA MAB BANJARMASIN	ONLINE	CO HOST
133	DJAUHAR EDI PURNOMO	UNIVERSITAS MUHAMMADIYAH PEKAJANGAN PEKALONGAN	ONLINE	
134	MANGASI SINURAT	STIE BINA KARYA TEBING TINGGI	ONLINE	CO HOST
135	WILLY CAHYADI	STIE BINA KARYA TEBING TINGGI	ONLINE	CO HOST
136	YENNI ARFAH	STIE BINA KARYA TEBING TINGGI	ONLINE	CO HOST
137	TUTUT DWI ANDAYANI	UNIVERSITAS MUHAMMADIYAH PEKAJANGAN PEKALONGAN	ONLINE	
138	RUMIRIS SIAHAAN	STIE BINA KARYA TEBING TINGGI	ONLINE	CO HOST
139	DEDY DWI ARSETO	STIE BINA KARYA TEBING TINGGI	ONLINE	CO HOST
140	MUHAMMAD FAHREZI AGASI	STIE BINA KARYA TEBING TINGGI	ONLINE	CO HOST
141	AKMAL MAULANA RAMADHAN	STIE BINA KARYA TEBING TINGGI	ONLINE	CO HOST
142	DWI ANANDA	STIE BINA KARYA TEBING TINGGI	ONLINE	CO HOST
143	HAFIDZA NASH'UL AMRINA	SEKOLAH TINGGI ILMU EKONOMI CENDEKIA BOJONEGORO	ONLINE	
144	NENENG SALMIAH	UNIVERSITAS LANCANG KUNING	ONLINE	
145	ANTONIUS GRIVALDI SONDAKH	FEB UNIVERSITAS LAMBUNG MANGKURAT	ONLINE	CO HOST
146	FRANSISKA WAHYU LESTARI	SEKOLAH TINGGI ILMU EKONOMI GENTIARAS	ONLINE	
147	VIDIYANNA RIZAL PUTRI	UNIVERSITAS BHAYANGKARA JAKARTA RAYA	ONLINE	
148	LEDIANA SUFINA	STIE INDONESIA BANKING SCHOOL	ONLINE	

149	ALFIYANI NUR HIDAYANTI	UNIVERSITAS MURIA KUDUS	ONLINE	
150	YESSICA SARDINA PURBA	STMB MULTISMART	ONLINE	
151	TYNA YUNITA	UNIVERSITAS BHAYANGKARA JAKARTA RAYA	ONLINE	
152	KRISTINA ESTISARI	SEKOLAH TINGGI ILMU EKONOMI GENTIARAS	ONLINE	
153	AYU OKTAVIANI	FEB UNIVERSITAS LAMBUNG MANGKURAT	ONLINE	CO HOST
154	FARIDA KHAIRANI LUBIS	UNIVERSITAS ISLAM SUMATERA UTARA	ONLINE	
155	TRIE NADILLA	UIN SULTANAH NAHRASIYAH LHOKSEUMAWE	ONLINE	
156	ANDI WAWO	UIN ALAUDDIN MAKASSAR	ONLINE	
157	RENY MARLIADI	UNIVERSITAS BORNEO LESTARI	ONLINE	
158	SAPRUDIN	FEB UNIVERSITAS LAMBUNG MANGKURAT	ONLINE	
159	SRI RAHAYU SYAH	POLITEKNIK LEMBAGA PENDIDIKAN DAN PENGEMBANGAN PROFESI INDONESIA MAKASSAR	ONLINE	
160	MSY MIKIAL	UNIVERSITAS TRIDINANTI	ONLINE	
161	ERI KUSNANTO	STIE KASIH BANGSA	ONLINE	
162	NUR FADHILAH AHMAD HASIBUAN	UIN SUMATERA UTARA	ONLINE	
163	MAHDI	UNIVERSITAS SERAMBI MEKKAH	ONLINE	
164	RINI HIDAYAH	UNIVERSITAS MUHAMMADIYAH PEKAJANGAN PEKALONGAN	ONLINE	
165	EKO CAHYO MAYNDARTO	UNIVERSITAS TAMA JAGAKARSA	ONLINE	
166	NOVIKA ROSARI	FEB UNIVERSITAS LAMBUNG MANGKURAT	ONLINE	CO HOST
167	ELIA ROSSA	UNIVERSITAS BHAYANGKARA JAKARTA RAYA	ONLINE	
168	TIKA INDRIA	UNIVERSITAS ISLAM SUMATERA UTARA	ONLINE	
169	JULIENDA BR HARAHAP	UNIVERSITAS ISLAM SUMATERA UTARA	ONLINE	
170	SHOFWAN ANDRI	UNIVERSITAS ISLAM SUMATERA UTARA	ONLINE	
171	LILIK KUSTIANI	UNIVERSITAS MERDEKA MALANG	ONLINE	
172	ONE YANTRI	UNIVERSITAS BATAM	ONLINE	
173	LUSI TUTUR MULIA	UNIVERSITAS GUNUNG LEUSER	ONLINE	
174	SADDAM HASRUL	UNIVERSITAS GUNUNG LEUSER	ONLINE	
175	IRIANA AULIYAH	UNIVERSITAS YAPIS PAPUA	ONLINE	
176	CHRISTINA SRI RATNANINGSIH	UNIVERSITAS MERDEKA MALANG	ONLINE	
177	MAYANG MURNI	UNIVERSITAS SAMUDERA	ONLINE	
178	MUHAMMAD JONI BARUS., S.E., M.SI	UNIVERSITAS ISLAM SUMATERA UTARA	ONLINE	
179	DWI ORBANINGSIH	UNIVERSITAS GAJAYANA MALANG	ONLINE	

180	DWIANTO MUKHTAR LATIF	UNIVERSITAS LAMBUNG MANGKURAT	ONLINE	CO HOST
181	KANIA RATNASARI	UNIVERSITAS SAHID	ONLINE	
182	ASMAH SAVITRI	UIN SULTANAH NAHRASIYAH	ONLINE	
183	AKHMAD YAFIZ SYAM	INSTITUT BISNIS DAN TEKNOLOGI KALIMANTAN	ONLINE	
184	ADE SRI MADONA	UNIVERSITAS BUNG HATTA	ONLINE	
185	ITA FRIYANTY	UNIVERSITAS WIRALODRA	ONLINE	
186	DR. H. IBRAHIM DAUD., MS	INSTITUT BISNIS DAN TEKNOLOGI KALIMANTAN	ONLINE	
187	BRAMANTIKA OKTAVIANTI	UNIVERSITAS MULAWARMAN	ONLINE	
188	YUSTINUS LAMBYOMBAR	UNIVERSITAS PATTIMURA	ONLINE	
189	RATNA DINA MARVIANA	UNIVERSITAS DHARMAWANGSA	ONLINE	
190	FITRI MARETA	POLITEKNIK NEGERI LAMPUNG	ONLINE	CO HOST
191	SINTYA PURWANDANINGSIH	UNIVERSITAS ISLAM SYEKH YUSUF	ONLINE	CO HOST
192	EVI YUNIARTI	POLITEKNIK NEGERI LAMPUNG	ONLINE	CO HOST
193	SANDRA IRIAWAN	POLITEKNIK NEGERI BANJARMASIN	ONLINE	
194	INDRIYANI	POLITEKNIK NEGERI LAMPUNG	ONLINE	CO HOST
195	YOSI SAFRI YETMI	UNIVERSITAS ISLAM SYEKH YUSUF	ONLINE	CO HOST
196	ERWINDIAWAN	UNIVERSITAS ISLAM SYEKH YUSUF	ONLINE	CO HOST
197	NENENG WIDAYATI	UNIVERSITAS ISLAM SYEKH YUSUF	ONLINE	CO HOST
198	TITA SAFITRIAWATI	UNIVERSITAS ISLAM SYEKH YUSUF	ONLINE	CO HOST
199	DAMAYANTI	POLITEKNIK NEGERI LAMPUNG	ONLINE	CO HOST
200	DEPITA ANGGRAINI	POLITEKNIK NEGERI LAMPUNG	ONLINE	CO HOST
201	KLEMENSIA ERNA CHRISTINA SINAGA	POLITEKNIK NEGERI LAMPUNG	ONLINE	CO HOST
202	REZIKA FARAH SABILA	POLITEKNIK NEGERI LAMPUNG	ONLINE	CO HOST
203	IZZA MAULIDA SANTOSO	POLITEKNIK NEGERI LAMPUNG	ONLINE	CO HOST
204	KRISTANTI	UNIVERSITAS ISLAM SYEKH YUSUF	ONLINE	CO HOST
205	WAHYU SETYAWAN	POLITEKNIK NEGERI LAMPUNG	ONLINE	
206	DESTIA PENTIANA, S.E.,M.SI.	POLITEKNIK NEGERI LAMPUNG	ONLINE	CO HOST
207	NI PUTU YURIA MENDRA	UNIVERSITAS MAHASARASWATI DENPASAR	ONLINE	
208	RAHMA NURZIANTI	INSTITUT AGAMA ISLAM NEGERI TAKENGON	ONLINE	
209	ROJA PUTERA MAHYUDIN	UNIVERSITAS ISLAM KALIMANTAN MAB BANJARMASIN	ONLINE	CO HOST
210	DYAH AYU ARDIYANTI	UNIVERSITAS SAMUDRA	ONLINE	
211	PARLINDUNGAN DONGORAN	UNIVERSITAS ISLAM SYEKH YUSUF	ONLINE	CO HOST

212	MELLI HERFINA	AKADEMI AKUNTANSI INDONESIA PADANG	ONLINE	
213	YESSI RINANDA	AKADEMI AKUNTANSI INDONESIA PADANG	ONLINE	
214	YULI ARDIANY	UNIVERSITAS EKASAKTI	ONLINE	
215	ZAMAKHSYARI BIN HASBALLAH THAIB	UNIVERSITAS DHARMAWANGSA	ONLINE	
216	RAHMAT HIDAYAT	UNIVERSITAS DHARMAWANGSA	ONLINE	
217	NANDA MEILANI HERAWATI	UNIVERSITAS INTERNASIONAL SEMEN INDONESIA	ONLINE	
218	UMAR HAMDAN NASUTION	UNIVERSITAS DHARMAWANGSA	ONLINE	
219	SELVA TEMALAGI	UNIVERSITAS PATTIMURA	ONLINE	
210	LISTYA DEVI JUNAIDI	UNIVERSITAS DHARMAWANGSA	ONLINE	
211	DETY LAFERA	AKADEMI AKUNTANSI INDONESIA PADANG	ONLINE	
212	TRI FRIDA SURYATI	UNIVERSITAS MUHAMMADIYAH MAMUJU	ONLINE	
213	CHAIRINA	UNIVERSITAS LAMBUNG MANGKURAT	ONLINE	
214	MUHAMMAD IQBAL HIDAYAT	UNIVERSITAS LAMBUNG MANGKURAT	ONLINE	
215	MUHAMMAD LUTHFI	UNIVERSITAS DHARMAWANGSA	ONLINE	
216	RAHMA YULIANI	UNIVERSITAS LAMBUNGMANGKURAT	ONLINE	
217	DESYI ERAWATI	UNIVERSITAS TAMA JAGAKARSA	ONLINE	
218	FAHMI RIZANI	FEB ULM BANJARMASIN	ONLINE	CO HOST
219	ZAHARMAN	UNIVERSITAS LANCANG KUNING	ONLINE	CO HOST
22O	DINI ONASIS	UNIVERSITAS LANCANG KUNING	ONLINE	CO HOST
221	SERLY NOVIANTI	UNIVERSITAS LANCANG KUNING	ONLINE	CO HOST

UNIVERSITY CO HOST
INTERNATIONAL COMMUNITY SERVICE
ASSOCIATION OF INDONESIAN ACCOUNTING LECTURER
THAILAND, JUNE 23, 2026

NO	INSTITUTION NAME	MEMBER PARTICIPANT
(1)	*(2)*	*(3)*
1	UNIVERSITAS LAMBUNG MANGKURAT BANJARMASIN	
2	UNIVERSITAS EKASAKTI PADANG	
3	INSTITUT BISNIS DAN TEKNOLOGI KALIMANTAN	
4	UNIVERSITAS ISLAM KALIMANTAN MUHAMMAD ARSYAD AL BANJARI BANJARMASIN	
5	UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR	
6	UNIVERSITAS SAMUDERA	
7	UNIVERSITAS MURIA KUDUS	
8	UNIVERSITAS BHAYANGKARA	
9	STIE BINA KARYA TEBING TINGGI	
10	UNIVERSITAS PGRI MPU SINDOK	
11	UNIVERSITAS PAMULANG	
12	UNIVERSITAS INTERNASIONAL SEMEN INDONESIA	
13	UNIVERSITAS BOJONEGORO	
14	UNIVERSITAS BRAWIJAYA	
15	UNIVERSITAS JEMBER	
16	SEKOLAH TINGGI ILMU HUKUM SUMPAH PEMUDA PALEMBANG	
17	UNIVERSITAS SAM RATULANGI	
18	SEKOLAH TINGGI ILMU EKONOMI INDONESIA SURABAYA	
19	UNIVERSITAS STIKUBANK	
20	UNIVERSITAS BUDI LUHUR	
21	UNIVERSITAS ISLAM SYEKH YUSUF	
22	POLITEKNIK NEGERI LAMPUNG	
23	UNIVERSITAS HASANUDDIN	
24	UNIVERSITAS ISLAM NAHDHATUL ULAMA JEPARA	
25	POLITEKNIK PARIWISATA MEDAN	
26	UNIVERSITAS BANGKA BELITUNG	
27	UNIVERSITAS DHARMAWANGSA	
28	UNIVERSITAS LANCANG KUNING	

CO-HOST CERTIFICATE
INTERNATIONAL COMMUNITY SERVICE
ASSOCIATION OF INDONESIAN ACCOUNTING LECTURER
THAILAND, JUNE 23, 2026

THE 8TH ANNUAL
INTERNATIONAL COMMUNITY SERVICES
CERTIFICATE
OF APPRECIATION
PROUDLY PRESENT TO :
INSTITUT BISNIS DAN TEKNOLOGI KALIMANTAN
HAS PARTICIPATED AS
CO HOST
ASOSIASI DOSEN AKUNTANSI INDONESIA
(ADAI)
JUNE 23, 2026
INTERNATIONAL COLLABORATION FOR A BETTER FUTURE
COMMITTEE
DR. MUHAMMAD YAMIN NOCH., MSA
HEAD OF ICS COMMITTEE
ASOSIASI DOSEN AKUNTANSI INDONESIA (ADAI)
DR. ARIAN IKHSAN LUBIS, S.E., M.Si.
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ITINERARY
INTERNATIONAL ACADEMIC VISITING PROGRAM
ASSOCIATION OF INDONESIAN ACCOUNTING LECTURERS
THAILAND, JUNE 23, 2026

Tema:
Challenges to Develop with Universities in the World

TIME	ACTIVITIES	
07.00	Sarapan Pagi	
07.30	Visit to Shinawatra University Bangkok	
08.30	Open Ceremony by Chairman SIU	
08.40	Speech by Chairman of SIU	
09.00	Speech by Chairman of TGBC	
09.15	Speech by Chairman of ADAI	
09.30	Signing MoU ADAI – SIU - TGBC	
09.45	Pertukaran Cindramata	
10.30	Foto Bersama	
10.45	Closed dan Berangkat ke TGBC	
12.00	Lunch/Istirahat/Sholat	
12.30	**ROOM 1** **INTERNATIONAL SYMPOSIUM:** **PEMATERI:**	
	AFFAN WAZZAR ACHMAD	UNIVERSITAS MURIA KUDUS
	ADE ADRIANI	UNIVERSITAS LAMBUNG MANGKURAT
	LINCE BULUTODING	UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR
	SURIPTO	UNIVERSITAS PAMULANG
	MURTIADI AWALUDDIN	UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR
	RIKA DWI AYU PARMITASARI	UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR
	AIDA NAHAR	UNIVERSITAS ISLAM NAHDHATUL ULAMA
	ALFINA	UNIVERSITAS INTERNASIONAL SEMEN INDONESIA
	MARISYA MAHDIA KHOIRINA	MARISYA MAHDIA KHOIRINA
	HANIF RAMADHAN FAHMI PUTRA	HANIF RAMADHAN FAHMI PUTRA
	ARY FAKTURROHMAN	UNIVERSITAS BANGKA BELITUNG
12.30	**ROOM 2** **INTERNATIONAL COMMUNITY SERVICES:** **LINK ZOOM:** **https://telkomsel.zoom.us/j/82148384563?pwd=4f2Fcbkxvbc3mLLjUJZapjfJqQ9UlF.1** **Pemateri:**	

	ISTIANINGSIH	UNIVERSITAS BHAYANGKARA
	DWI SUGIHARTO	UNIVERSITAS MURIA KUDUS
	ELEN PUSPITASARI	UNIVERSITAS STIKUBANK
	JENNY MORASA	UNIVERSITAS SAM RATULANGI
	ANNEKE WANGKAR	UNIVERSITAS SAM RATULANGI
	INDIRA SYAKIRA KJ	UNIVERSITAS HASANUDDIN
	JUMAIYAH	UNIVERSITAS ISLAM NAHDHATUL ULAMA JEPARA
	ALFINA	UNIVERSITAS INTERNASIONAL SEMEN INDONESIA
	MARISYA	UNIVERSITAS INTERNASIONAL SEMEN INDONESIA
	JAMALUDDIN MAJID	UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR
	Question and Answer (All Participant)	
12.30	**ROOM 3** **INTERNATIONAL GUEST LECTURER:** **Pemateri:**	
	EVANA	UNIVERSITAS MURIA KUDUS
	NITA	UNIVERSITAS MURIA KUDUS
	SYERMI MINTALANGI	UNIVERSITAS SAM RATULANGI
	DARMAWATI	UNIVERSITAS HASANUDDIN
	SUBADRIYAH	UNIVERSITAS ISLAM NAHDHATUL ULAMA JEPARA
	MARISYA	UNIVERSITAS INTERNASIONAL SEMEN INDONESIA
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FIGURE ACTIVITY
INTERNATIONAL COMMUNITY SERVICE
ASSOCIATION OF INDONESIAN ACCOUNTING LECTURERS
THAILAND, JUNE 23, 2026