Implementation of Project Based Learning Event Management to Increase the Creativity of D3 Hospitality Students at Pertiwi University

Frisiska[1], Irsyad Nurul Fahmi[2], Sri Indrayanti[3]
Program Studi Perhotelan, Universitas Pertiwi

Article Info	Abstract
	Education is something that cannot be separated from human life. The thinking process will be greatly influenced by how individuals interact with the surrounding environment. In Indonesia, there are many formal educational institutions ranging from elementary schools to universities in the academic and vocational realms. The learning process will develop the cognitive, affective and psychomotor side of students to a better level. As a higher education institution, Pertiwi University applies the PBL (Project Based Learning) learning method in several courses in the D3 Hospitality study program. This research aims to find out how to apply the project-based learning method in the Event Management course at Pertiwi University. This research was carried out using qualitative methods which produced descriptive data. Project Based Learning in event management courses stimulates several domains of creativity such as Fluency, Originality, Flexibility, Elaboration, and Evaluation. Where these indicators play an important role in increasing student creativity in thinking and acting. Several indicators are embedded in various stages of this project, starting from the pre-event which encourages students to think and act with originality, fluency, elaboration and flexibility. At the Event (execution) stage, students are invited to think and act flexibly. And for post-event students are trained to improve elaboration and evaluation skills. In this way, students will be more creative in dealing with various symptoms that arise in the field. Apart from that, students also gain empirical experience in organizing and designing real events that are not just theoretical.

Corresponding Author:
Frisiska
Program Studi Perhotelan, Universitas Pertiwi
Email: frisiska@pertiwi.ac.id

1. INTRODUCTION

Humans are creatures who have the mind to think, that is what differentiates them from other creatures. Human thought processes are certainly greatly influenced by the surrounding environment. As with the cycle of life, this individual will begin to interact with his smallest environment. The interactions that occur will then be stored as empirical traces and become the basis of knowledge in their thinking.

The thinking process is an activity that involves logic and reasoning based on experience. And this will continue gradually until all the cells in the body stop. This means that the process of human development will always go hand in hand with the development of thought, one of which will be influenced by education.

Education is a cultural product that continues to this day. Increasingly, more and more new institutions and education providers are emerging and competing to meet the needs of the field.

In Indonesia, formal education is divided into several levels. Starting from Elementary School (SD), Middle School (SMP), High School/Vocational School (SMA/SMK), and College with various scientific fields.

Higher education has two complementary domains, namely academic and vocational. These two parts will be oriented towards Tridharma, namely education, research and community service. By using the independent learning curriculum, the learning process in higher education is becoming more dynamic.

Learning in higher education in the 21st century should be student-oriented, no longer conventional lectures where 70% of the time is listening to lectures. Due to ongoing technological advances, this makes it easier for students to gain cognitive knowledge through information technology. Meanwhile, affective and psychomotor skills will not be found much in the development of information technology which is studied independently.

Learning in the 21st century era is required to familiarize students with being able to master 21st century skills (Handajani, Pratiwi, & Mardiyana, 2018). Skills are things that need to be explored and facilitated by the campus in order to improve students' psychomotor skills. Skills developed in the 21st century consist of critical thinking and problem solving, communication and collaboration, creativity and innovation (Rusadi, Widiyanto, & Lubis, 2019). One of the important skills to develop in learning is creativity. This is a student's skill to come up with new ideas, methods or models to solve a problem (Astuti & Aziz, 2019).

In Setiawan, Lilis, et al (2021), "Students' learning creativity can be measured based on five indicators, namely fluency, flexibility, originality, elaboration, and evaluation."

Fluency is reasoning power in the context of fluency in thinking and is the ability of students to raise many questions. Flexibility is about flexibility of thinking and is the ability of students to come up with solutions from different points of view. Originality is authenticity which is the ability of students to come up with the ideas they have. Elaboration is detail which is the ability of students to detail the details of an object, idea or situation. Evaluation is the ability to review and provide empirical assessments and make decisions in open situations. (Setiawan, Lilis, et al., 2021)

Considering the importance of creativity in the world of education, especially in vocational-based universities, this is certainly something that must be considered. To increase students' creativity, it can be stimulated through internal treatmentsorting learning methods, one of which is using the PBL (Project Based Learning) method. Based on previous research regarding the influence of PBL in increasing student creativity, many success indices show in increasing fluency, flexibility, originality, elaboration and evaluation.

"Learning can simply be interpreted as a product of interaction between development and life experience."(Anggraini, PD 2021)

In essence, learning is a conscious effort by an educator to teach students (directing student interaction with other learning resources) in order to achieve the expected goals. It can be said that learning is a two-way interaction between an educator and students, where both occur. intense and directed communication (transfer) towards a predetermined target. (Anggraini, PD 2021)

In Rais, Muh (2010) "Project based-learning is a learning method that comes from a constructivist approach which leads to problem-solving efforts"

There are several different characteristics in the PBL method, namely: (1) students as decision makers and creating frameworks, (b) there are problems whose solutions are not determined beforehand, (c) students as designers of processes to achieve results, and (d) Students are responsible for obtaining and managing the information collected. (Rais, Muh., 2010)

2. RESEARCH METHOD

In this qualitative research, there are 3 components to the research instrument, namely (1) subject, lecturer who teaches the Event Management course (2), Form, Project Based Learning which is applied to the Event Management course. (3) content, namely messages, feelings, student perspectives.

The data collection techniques used in this research are (1) Literature Study (Documentation and literature), (2) Observation, (3) Recording, and (4) Interviews.

This research procedure follows the theory of Miles and Huberman (Rohidi, 2001, p. 233) with the steps of data reduction activities, data presentation, and drawing conclusions.
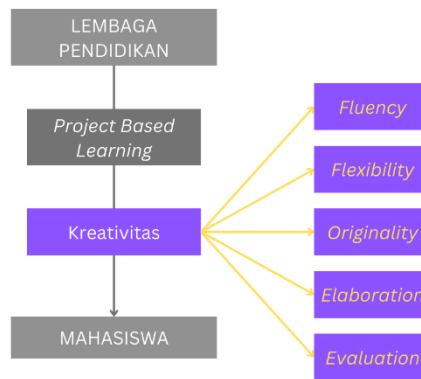

Figure 1. Research Framework
(source: personal documentation, 2024)

The educational institution chosen is the institution where the author studied, namely the Pertiwi University campus which is located on Jl. Dewi Sartika No. Kav. 2-3, RT.5/RW.7, Cililitan, East Jakarta, East Jakarta City, Special Capital Region of Jakarta. The course studied was the event management course with the lecturer Mrs. Frisiska, S.ST., MM

Project Based Learning (PjBL) is a project learning model that begins with a problem and leads to a final product produced by students through cooperation and active participation in the learning process with the aim of forming students as a whole.

Stage	Skills
Pre Event	Looking for Ideas
	Determining Goals
	Creative and Innovative Concept
	Budgeting
	Designing a rundown
	Determining talent
	Determine site inspection consumption
	Public relations
Event (Execution)	Coordination
	Problem Solving
Post Event	Evaluation
	Report

Table.1. Mechanism for implementing PBL in the Event Management course
(Source: Personal documentation, 2024)

Through these three stages, students will actively play a major role in establishing an event.The pre-event stage is the initial stage when creating or carrying out an event that must be prepared carefully. The pre-event stage determines the smooth running of the event, with thorough preparation it will make things easier when the event takes place. Pre-event stages include: (1) Translating ideas into concepts, Team Formation and division of tasks, (2)

Determining event objectives, (3) Preparing creative and innovative concepts, (4) Budgeting, (5) Making rundowns, (6) determining talent, artistic and design, (7) determining site inspection, equipment, target market, audience, (8) consumption, (9) completing proposal administration, licensing, sponsorship contracts.

After going through the pre-event stages, we arrive at the next stage. This stage is the result of pre-event preparation. The smooth running of the event will be seen if the pre-event stage has been carefully prepared, and at this stage the organizer's performance will be seen and observed by many parties. Coordination between departments must be truly effective and efficient. When the event is running, sensitivity is needed in each part and maintaining communication with each other in order to minimize the possibility of problems occurring. An event is a showcase for an event organizer, in other words a place to display merchandise (services) so that buyers will glance at them. Because an event sells services, it must be prepared attractively so that the product (service) can be sold.

Post-Event is the final stage in the series of event projects created. At this stage, the Event Organizer (EO)/organizer takes responsibility for his work in writing. All work that has been carried out by EO is reported to the relevant parties accompanied by evaluation and documentation, whatever and however an event takes place, whether successful or failed must still be accounted for.

Each skill trained will increase students' creativity in context of *fluency, flexibility, originality, elaboration,* and evaluation.

3. RESULTS AND DISCUSSION

Pertiwi University is a new campus after the merger of AKPAR, STIE and STBA Pertiwi. Then AKPAR became the Faculty of Tourism and Languages with several study programs. One of them is the ProgramD3 Hospitality studies.

The event management course is a course in the curriculum at Pertiwi University. As for the intended achievements after carrying out this course, it is hoped that students will have the ability to manage conventions and events on a small, medium to large scale in the actual industry.

Implementing human resource management knowledge in organizational/business activities and solving various problems faced by human resource management in carrying out company/business activities are the learning achievements of the event management course.

This course is based on Project Based Learning which directs students to design, run and evaluate events independently. Starting from designing concepts, collecting budgets by raising funds selling products/looking for sponsors through activity proposals, organizing logistics, consumption, to dividing roles and responsibilities in each job desk. There are a total of 16 meetings in this course, the 8th meeting is UTS, and the 16th meeting is UAS. The significant difference between PBL and conventional lectures is that the focus of lectures is results-oriented. In this course the result is an Accountability Report which must be completed after the event is held through the event/pre-event design process.

Session	Activity
1	Defining Roles
2	Brainstorm Ideas
3	Concept Design
4	Determine the budget
5	
6	Looking for a Budget
7	

8	UTS (budget report)
9	Determining Logistics
10	Determining Consumption
11	Dress rehearsal
12	
13	Events
14	Evaluation
15	Making LPJ
16	UAS (activity report)

Table 2. Lecture session for event management courses
(source: Event Management Semester Learning Plan, 2024)

When determining the role of each division, it is plotted based on areas of interest and expertise. The difficulty in determining this is that there are still some students who are hesitant and not confident enough to take on a role and fulfill full responsibility throughout the series of events until the end. The reason that often arises is their lack of experience in the world of organizations. Here lecturers play an important role in explaining and providing motivation so that students can be stimulated and confident in their abilities.

After getting the complete names of the chart fillers according to the required divisions, students receive some material related to ideas, concepts and creativity. This is an important part in determining the event concept. The creativity of the concept created must be based on field conditions. The alignment of needs with the campus is reviewed and used as material as a basis for the activities that will be created. Considering the marketing needs of the campus, a "motherland open house" event was held as the theme. The content presented is an introduction to SMEs, seminars, bazaars and entertainment.

The planned concept continues in the fund-raising section. Budget data is created and collected from various pre-event, event and post-event needs. The discussion becomes very in-depth when it enters this stage. There was a lot of input and direction from lecturers to determine how to collect the budget. Funds are collected through creative methods that are arranged based on potential. Several students raised funds by selling several products made by students. Such as selling snack and beverage products. Apart from selling, funds are collected through seeking sponsors and funding from campus by making event proposals. The budget collection process is one of the determinants of the course of activities. After the funds have been collected, this budget report is used as a UTS assessment.

Logistics and consumption are starting to be determined according to needs. This is also adjusted to the available budget. Good management is needed so that the budget can be kept to a minimum.

After everything is neatly arranged and synchronized with the rundown, rehearsals are carried out a few days before the event to see what might happen on the field.

The event took place according to what had been planned. During the event, each division remains focused on its field so that if there is a problem that is suspected it can be resolved immediately by that division, if it still cannot be resolved then a short discussion must be held which must always be ready at some point to resolve the problem.

Evaluation is carried out after the event has been held. At this stage, all divisions discuss the total in terms of preparation and when the event takes place. Whether it's related to shortcomings, problems that occurred during the event or input from the event. So that students can understand their shortcomings and learn from mistakes. This evaluation stage is somewhat sensitive, because it discusses errors that will result in performance. Here

lecturers must be wise in carrying out evaluations, how to discuss a problem without being subjective. The final task of this project is the preparation of an activity accountability report which will be used as a UAS assessment.

The students' responses after undergoing lectures using the project-based learning method, most of them felt happy because it was a new experience and for others this was not their first experience in creating an event. The results of the project went as expected, students were encouraged to think creatively to create and solve existing problems related to a series of event activities.

Stage	Indicator	Realization
Pre-Event	Originality	Explore event ideas and concepts
	Fluency	Reveals many possibilities related to the concept proposed
	Elaboration	Details in reviewing budget requirements
	Flexibility	Looking for joint solutions in collecting the budget
Events	Flexibility	Solving problems that occur in the field
Post Event	Elaboration	Create event accountability reports
	Evaluation	Able to review the performance of each division and yourself

Table 3. Improvisation of creativity through PBL Event Management courses
(source: Personal documentation, 2024)

The table above shows the correlation and realization of learning using the Project Based Learning method towards efforts to increase student creativity. Based on several previous studies, it indicates that the increase in student learning creativity was supported by the results of student learning creativity in cycle 1 which showed that 52.38% of the 21 students had high creativity criteria, which increased to 80.95% of the 21 students who had high creativity criteria in cycle 2. (Setiawan, Lilis, et al., 2021)

Another PTK (Class Action Research) said that students' creativity in producing craft products processed from organic and inorganic waste was very high and had increased with a score of 92 (Sari, RT, 2018)

4. CONCLUSION

In an effort to increase the creativity of Pertiwi University students, especially the D3 Hospitality study program in the Event Management course using the Project Based Learning method, it can be classified into several indicators of creativity that are embedded in event creation tasks. This project assignment stimulates several domains of creativity such

as Fluency, Originality, Flexibility, Elaboration, and Evaluation. Where these indicators play an important role in increasing student creativity in thinking and acting.

Several indicators are embedded in various stages of this project, starting from the pre-event which encourages students to think and act with originality, fluency, elaboration and flexibility. At the Event (execution) stage, students are invited to think and act flexibly. And for post-event students are trained to improve elaboration and evaluation skills. In this way, students will be more creative in dealing with various symptoms that arise in the field. Apart from that, students also gain empirical experience in organizing and designing real events that are not just theoretical.

5. SUGGESTION

The author's suggestion is that further studies are needed regarding the influence of PBL on student creativity, in order to know the percentage of progress in the Event Management course.

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