

Event Organizer (EO) Training for Student Council as a Means of Self-Development and Entrepreneurial Mindset

ABSTRACT

School is a place to learn and a place to develop the abilities of each student. Students at school are not only taught materials according to the education curriculum, but students also have the opportunity to improve their abilities through intra-school and extracurricular organizations that exist at school. At the end of each semester, students usually organize school activities in the form of inter-class meetings while waiting for the distribution of report cards. For this reason, school students need the ability to manage activities so that the results of these activities are in accordance with the initial goals to be achieved. School activities that are well managed can be positive activities and can even give rise to an entrepreneurial mindset in the school environment. Event organizer training is expected to be a training that builds a disciplined personality, besides this training also aims to develop students' self-development. Through this training, students will gain knowledge and skills on how to plan, organize, and implement an event. Students will also be taught how to think and act like an entrepreneur, which will be useful for their future.

Keyword: *Event Organizer, Self-Development, Entrepreneurial Mindset*

INTRODUCTION

Education is one of the important pillars in nation building. Through education, humans can develop their potential and become qualified individuals. In the context of character education and student self-development, intra-school and extracurricular activities can be the right place to provide facilities for developing students' abilities outside the academic field. Intra-School Student Organization (OSIS) as a forum for student activities has a strategic role in developing students' character and soft skills. However, students often do not have adequate managerial skills to organize and manage events professionally. This condition causes students to lack confidence and feel incompetent in

organizing school activities. According to Noor (2013), event organizer is a profession that manages various aspects of organizing events from planning, implementation, to evaluation. Skills in the field of event organizers are not only useful for school activities, but can also be an entrepreneurial provision for students in the future. SMA Negeri 1 Kotagajah as one of the favorite schools in Central Lampung requires innovation in the learning and student affairs system. Students are given the opportunity to improve their abilities in the extracurricular field, but not all of these activities have been fostered optimally. Limited resources and tight learning hours are often an obstacle in developing students' potential.

One of the efforts that can be made is to build student character through academic and non academic training and mentoring. Non-academic activities can be in the form of Event Organizer (EO) training. This activity not only provides an opportunity for students to be creative in organizing events, but also a place to learn to build discipline and interaction both among students and with external parties. The event organizer business offers effective employment opportunities for new college graduates and others, as well as being a promising entrepreneurial alternative in the midst of job competition (de Keizer 2011).

EOs can play an important role in students' self-development by organizing educational and creative events such as seminars, workshops, competitions, festivals, exhibitions, or fairs. This activity can increase students' confidence and motivation, help them read future opportunities, instill the courage to make decisions, and introduce entrepreneurial activities through organized events. Cultivating an entrepreneurial mindset can be done by providing business ideas, business 3 planning, and financial management, which encourages positive, creative, and innovative behavior in teenagers.

RESEARCH METHODS

The Community Service activities were carried out at SMA Negeri 1 Kotagajah, Central Lampung Regency, with X and XI grade students as the main targets of the activities. The selection of this target group is based on the projection that they are still active in various school organization activities, so they have great potential to develop skills in the field of activity management (event organizing). This PkM activity was carried out face-to-face (offline) on June 4, 2024, starting at 08.00 WIB and ending at 12.00 WIB. The implementation method included lectures and direct discussions between participants and the facilitator team. The material presented includes an introduction to the basics of event management, techniques for preparing activity proposals, and developing business opportunities based on event organizer (EO) skills in the school environment. The stages of PkM activities consist of six main steps as follows:

1. The pre-test was conducted at the beginning of the activity to measure students' initial knowledge of EO before receiving training materials;
2. Delivery of introductory material on EO basics, which includes an understanding of the EO concept, EO team structure, skills needed in managing events, and the importance of collaboration and teamwork;
3. Delivery of EO activity proposal preparation material, with a focus on systematic writing techniques, budgeting, and strategies for making attractive and communicative proposals for prospective clients or sponsors;
4. Introduction to EO-based entrepreneurial potential, discussing various types of activities that can be designed and implemented in the school environment and how these activities can become business opportunities for students;
5. Interactive discussions, engaging students directly in Q&A sessions and case studies, to enhance their understanding and applicative skills;
6. Evaluation of the activity through a post-test was conducted to assess the effectiveness of the training and the extent to which participants' understanding and skills improved after participating in the activity.

The implementation team of this activity came from lecturers of the Communication Studies Program, Faculty of Social and Political Sciences, University of Lampung, who have competence in the fields of communication and event management. The activity began with an opening session and remarks from the school and the implementation team, followed by the delivery of core material, a question and answer session, and ended with the implementation of the post-test and closing of the activity.

RESULT AND DISCUSSION

The implementation of Community Service (PkM) activities at SMA Negeri 1 Kotagajah, Central Lampung Regency, took place directly in the school hall. The targets of the activity are X and XI grade students who are members of school organizations, with the main objective of increasing their understanding and skills in the field of Event Organizer (EO).

Evaluation of the success of the activity was carried out through a quantitative approach using pre-test and post-test instruments. A total of 31 participants participated in the evaluation by filling out a questionnaire consisting of 20 closed-ended questions. Each correct answer was given a score of 5 points, with a maximum total score of 100. The analysis showed that the average pre-test score of the participants was 72.9%, while the average post-test score increased to 82.1%, resulting in an increase of 9.19%. This data indicates an increase in participants' conceptual understanding after attending the training series. The relatively high pre-test scores indicate that the participants already have a fairly good basic understanding of EO.

However, the significant increase in post test results indicates that the material delivered by the PkM team succeeded in strengthening and expanding students' insights and technical skills. This increase also reflects the effectiveness of the training method applied, which is a combination of interactive lectures, group discussions, and simulations of making activity proposals. The training

materials include an introduction to the basic concepts of EO, organizational structure of event organizers, preparation of activity proposals, and identification of business opportunities in the field of EO.

In general, EO is understood as a form of activity management that involves planning, coordinating, and implementing various technical and non-technical aspects of an event. Effective team management in event organization involves clear communication, division of tasks, training, participative leadership, and good time management, which influence the success of the event and increase client satisfaction. (Hasnanto 2024). In practice in the school environment, EO can be used as a means of experiential learning that enriches students' insights in aspects of leadership, time management, effective communication, and problem solving.

People are enthusiastic about using event organizer services, focusing on convenience, quality, and affordability (Rustianto & Tjandrawibawa 2021). Simulative activities involving the preparation of an EO proposal, including budget development, event rundown, promotion strategy, and committee structure formation, provided a more concrete and applicable understanding for participants. Furthermore, this training also encourages the utilization of EO as a means of developing student entrepreneurship. School activities such as anniversaries, art performances, inter-class competitions, or bazaars can be used as EO projects that are managed independently by students. Apart from being a collaborative learning space, these activities also have the potential to provide economic contributions for schools and students, as explained by Suseno (2009) in the context of EO businesses at the community level.

Thus, the training results show that the integration of EO training in the PkM program has a positive impact, not only in improving conceptual understanding, but also in building practical skills and character values such as responsibility, cooperation, and entrepreneurial spirit. This finding is in line with the principles of 21st century education which emphasizes on strengthening the Pancasila learner profile through project-based learning approaches and life skills.

CONCLUSION

Community Service (PkM) activities in the form of Event Organizer (EO) training conducted at SMA Negeri 1 Kotagajah, Central Lampung, proved effective in improving students' understanding and skills in the field of activity management. Based on the pre-test and post-test evaluation results, there was an increase in the average understanding of participants by 9.19%, which reflects the effectiveness of interactive lecture and discussion-based learning interventions. 6 This training not only provides conceptual knowledge about EO, but also encourages students to develop practical skills such as leadership, activity planning, teamwork, and proposal writing.

In addition, the introduction of EO as an entrepreneurial opportunity in the school environment provides added value in building character and entrepreneurial spirit among students. Thus, EO training can be used as one of the models for strengthening students' competencies based on 21st century skills and aligned with the Pancasila learner profile. Similar programs are recommended to be replicated in other schools as part of contextual curriculum development that is applicable and encourages project-based learning.

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