

LINKED AND MATCH BETWEEN THE MICE STUDY PROGRAM OF THE JAKARTA STATE POLYTECHNIC AND PT ANGAN KREASI SEMESTA: A CASE STUDY OF MARKETING ACTIVITIES OF THE 2024 INDONESIAN HALAL EXPORT EXHIBITION

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Abstract

This study explores the alignment between academic instruction in the MICE (Meeting, Incentive, Convention, and Exhibition) Study Program at the Jakarta State Polytechnic and the practical demands of the event management industry, based on fieldwork conducted at PT Angan Kreasi Semesta during the Halal Export Indonesia 2024 event. Using qualitative descriptive methods, data were collected through participatory observation, daily logbook entries, and document analysis. The findings reveal a partial yet significant alignment between theoretical coursework—particularly in marketing, sponsorship, and public relations—and the tasks performed during the internship. Approximately 75–85.7% of the academic content was found to be applicable in practice, as evidenced by activities such as sponsorship proposal development, promotional content creation, and media partnership management. However, notable competency gaps emerged in digital advertising strategies, social media content planning, and legal procedures related to partnership agreements. The study also highlights the development of key SCANS-based competencies, including communication, resource management, and technological literacy. These results underscore the need to enhance the curriculum by integrating practical modules on digital marketing analytics, legal documentation, and PR tools, as well as strengthening institutional partnerships with industry players. The study contributes to the discourse on curriculum-industry alignment and offers pedagogical recommendations to improve graduate employability in the event management sector.

Keywords: Fieldwork Practice, MICE, Curriculum, Industry, Marketing

1. Introduction

Field Work Practice (PKL) is an integral part of the curriculum of the MICE (Meeting, Incentive, Convention, and Exhibition) Study Program of the Jakarta State Polytechnic which aims to provide direct experience to students in the industrial world. Through street vendors, students are expected to be able to implement the theories obtained during lectures into real professional activities. In this context, the author carries out street vendors at PT Angan Kreasi Semesta as the organizer of Halal Export Indonesia 2024 and is involved in activities in the fields of marketing, promotion, and event management.

The internship activity is a means to test the relationship between the vocational higher education curriculum and the needs of the industry. A number of previous studies have shown that the gap between the world of education and the industrial world is still a challenge in vocational education in Indonesia (Astuti, 2019; Lestari & Wibowo, 2021). The link and match concept launched by the Ministry of Education aims to bridge this gap, but in practice it has not been fully achieved. In addition, the SCANS (Secretary's

Commission on Achieving Necessary Skills) report also emphasizes the importance of mastery of soft skills and real work ability as an indicator of graduates' readiness to enter the world of work (SCANS, 1991).

However, during the PKL, the author found that not all competencies needed in the field have been available in the MICE Study Program curriculum. There are some practical skills in the field of marketing and event management that are still not explicitly taught in lectures. Therefore, it is necessary to evaluate the suitability between lecture materials and work practices as well as analysis of job desc and skills developed during street vendors.

Based on this background, this article aims to analyze the linkage and match between the MICE Study Program curriculum and industry needs as reflected in the implementation of Halal Export Indonesia 2024. In addition, this article will also evaluate the suitability of job descriptions (job desc) given to students during street vendors and identify skills that are relevant and needed by the industry, especially in the field of marketing.

2. Theoretical Background

2.1 Curriculum-Industry Alignment

The alignment between academic curricula and industry needs has become a critical area of concern in higher education, particularly in vocational institutions. As Brigstock (2009) argues, employability depends not only on technical knowledge but also on the possession of soft skills and adaptability. Many graduates lack essential workplace competencies, leading to what is commonly referred to as a "skills mismatch." The World Economic Forum (2020) highlights the need for educational systems to prepare learners for the future of work through curricula that incorporate flexibility, digital skills, and experiential learning.

Work-integrated learning (WIL) is a pedagogical approach that embeds professional experience into academic programs, aiming to bridge the theory-practice gap (Jackson, 2015). Effective curriculum design in this context requires constant feedback from industry and a commitment to iterative development (OECD, 2019). The integration of internships, capstone projects, and industry collaborations helps students develop workplace-relevant competencies.

2.2 The MICE Industry and Workforce Competency

The MICE (Meetings, Incentives, Conferences, and Exhibitions) sector represents a dynamic and evolving industry that requires multidisciplinary skills including event management, strategic communication, budgeting, digital marketing, and stakeholder engagement (Rogers, 2013). According to Getz and Page (2016), the complexity of the MICE sector demands that graduates be highly skilled in both operational and strategic aspects of event management.

Internship experiences within the MICE industry are considered critical for bridging the academic-industry divide. Lee (2008) emphasizes that internships offer students valuable exposure to real-world challenges, decision-making processes, and industry standards, thereby enhancing their job readiness. However, many curricula remain outdated and fail to accommodate emerging trends such as sustainability, digital transformation, and hybrid event formats (Succi & Canovi, 2020).

2.3 Gaps in Curriculum and Skills Readiness

Skill gaps continue to be a global issue in vocational education. Andrews and Higson (2008) found that many employers perceive graduates as technically knowledgeable but lacking in practical, transferable skills. Continuous collaboration between educational institutions and industry stakeholders is necessary to ensure curriculum relevance and to support graduate employability.

In the Indonesian context, the Merdeka Belajar–Kampus Merdeka (MBKM) policy initiated by the Ministry of Education and Culture promotes student involvement in off-campus learning experiences such as internships and entrepreneurial projects. These efforts aim to strengthen graduate competencies, but their success depends on how effectively universities adapt their curricula and collaborate with industry (Kemendikbudristek, 2020).

3. Methods

This study uses a qualitative descriptive approach. The subject of the research is an internship activity carried out by the author at PT Angan Kreasi Semesta, especially in the implementation of Halal Export Indonesia 2024. The author is actively involved in the marketing, promotion, and event operations division. Data collection is carried out through two main techniques: (1) participatory observation, namely by being directly involved in the process of planning, implementing, and evaluating exhibition activities; and (2) documentation, in the form of internal company archives, activity reports, and photo documentation during the internship. The data was analyzed by comparing the assignments carried out with the learning materials in related courses such as event sponsorship, public relations, and marketing. The competency framework used refers to the SCANS (Secretary's Commission on Achieving Necessary Skills) model.

4. Results and Discussion

4.1 Alignment between Academic Theory and Industrial Practice

The results of this study reveal a strong alignment between theoretical knowledge acquired through formal coursework in the MICE (Meeting, Incentive, Convention, and Exhibition) program—specifically in Introduction to Marketing, Event Sponsorship and Marketing, and Public Relations—and the practical experiences encountered during the Field Work Practice (PKL) at PT Angan Kreasi Semesta. The three courses provided foundational frameworks for understanding marketing strategy, sponsorship acquisition, and communication management, which were directly applicable to the author's job responsibilities. The Linked and Match Analysis (see Table 1) shows that approximately 75–85.7% of the course content was effectively implemented in practice. For example, promotional activities required the development of content pillars, key visuals (KVs), and advertising materials, aligning closely with the marketing concepts taught in class. Similarly, the sponsorship management process—from proposal preparation to contract development and post-event reporting—demonstrated substantial theoretical convergence with event sponsorship coursework.

Table 1. Linked and Match Analysis

No.	Aspects	Course Materials	Company Competency Needs	Conformity	Gap Analysis
1	Introduction to Marketing (Promotion)	Discuss promotional strategies on	Ability to develop a structured	75%	Needs additional material on

No.	Aspects	Course Materials	Company Competency Needs	Conformity	Gap Analysis
		social media, including how to create effective captions and interactive content.	content plan (content planning & content pillar).		social media content planning and content pillars.
2	Introduction to Marketing (Advertising)	Discusses digital and non-digital advertising and the various types of advertising used in marketing strategies.	Understanding of social media advertising strategies (targeting, platforms, formats).	75%	Needs additional material on ad targeting, budgeting, and optimization strategies.
3	Event Sponsorship and Marketing (Obtain and Manage Sponsorship)	Discuss the strategy of getting sponsors by making attractive sponsorship proposals and packages.	Creation of a sponsor's SPK (Cooperation Agreement Letter).	85.7%	Needs addition of legal procedures and contract drafting in sponsorship.
4	Public Relations (Media Relations)	Discuss media relations strategies to build good relationships with the media to achieve organizational or company goals.	Creation of a clear and detailed SPK for media partners.	71.4%	Needs legal training in managing media partners and creating SPKs.
5	Public Relations (PR tools for events)	Discuss the steps to build a successful event PR strategy.	Ability to create media kits: event details, audience, sponsorship opportunities, and stats.	71.4%	Needs skill training in media kit development with relevant data and structure.

However, the analysis also identified key competency gaps, especially in the areas of:

- 1) Social media content planning and advertising strategies, which were not thoroughly covered in the curriculum;
- 2) Legal and contractual procedures in sponsorship and media partnerships, particularly related to SPK (Surat Perjanjian Kerja / Cooperation Agreement Letter);

- 3) Development of media kits and PR tools, which are critical in event-based public relations.

These findings suggest the need for curriculum updates that better address the evolving demands of the digital and legal aspects of MICE industry operations.

4.2 Practical Application of Course Content in the Field

The Field Work Practice served as a testing ground for the application of theoretical concepts. Notably, tasks such as sponsorship negotiations, promotional content management, and coordination with media partners required the integration of both technical marketing skills and interpersonal communication abilities. The process of translating theory into practice emphasized the importance of contextual adaptability, especially in project-based environments.

For instance, the author was responsible for creating and executing marketing strategies on Instagram and LinkedIn platforms—tasks that demanded real-time decision-making, content optimization, and audience engagement analysis. These activities directly relate to customer-oriented marketing and digital branding theories introduced in class, affirming the relevance of academic knowledge when adapted to dynamic work contexts.

4.3 Job Description and Task Alignment

The alignment between job descriptions provided by PT Angan Kreasi Semesta and the author's daily logbook entries (see Table 2) further validates the coherence between expectations and actual responsibilities. All key roles—Sponsorship, Media Partnerships, Promotion, and Sales—were executed as prescribed, with additional contributions beyond the initial scope, including:

- 1) Designing event layouts using Microsoft Visio;
- 2) Drafting proposals for national-level collaborations;
- 3) Coordinating logistics for city tours and exhibitions.

These additional tasks enhanced the breadth of learning, particularly in project coordination, resource allocation, and stakeholder communication, offering experiential insights beyond the structured internship plan.

Table 2. Alignment Between Job Description and Logbook

No.	Job Description	Activities in Logbook	Alignment	Notes
1	Creating promotional content for social media (captions, visual design, copywriting).	Composed promotional captions, designed visuals for Instagram feed, and wrote copy for event brochures.	Yes	Aligned with company-assigned tasks.
2	Designing digital advertising strategies and selecting appropriate ad platforms.	Conducted research on the most effective platforms (IG Ads vs TikTok Ads) and created advertising budget plans.	Partially	No direct experience in ad execution; limited to planning stage.
3	Preparing sponsorship proposals and negotiating with potential sponsors.	Assisted in preparing sponsorship proposals and sent email offers to several local brands.	Yes	Activities matched the assigned job scope.

No.	Job Description	Activities in Logbook	Alignment	Notes
4	Drafting and managing media partner agreements (contracts, publication, documentation).	Created draft agreements (SPK) and coordinated with the media team regarding publication and documentation.	Yes	Covered both legal and technical aspects of partnership.
5	Compiling media kits for promotional and partnership purposes.	Collected event data (participant numbers, target audience, event rundown) and compiled them into a media kit.	Yes	Theoretical knowledge was applied directly in practice.

4.4 Development of Technical and Interpersonal Competencies

The Field Work Practice also contributed significantly to the development of both basic and mainstream competencies, as outlined in the SCANS (Secretary's Commission on Achieving Necessary Skills) framework.

Basic Competencies acquired include:

- 1) Communication skills (reading, writing, speaking, and listening) through stakeholder engagement and documentation processes;
- 2) Analytical skills applied in exhibition layout planning and problem-solving during vendor coordination;
- 3) Personal qualities such as responsibility and integrity, demonstrated by task ownership and deadline management.

Meanwhile, Mainstream Competencies developed include:

- 1) Resource management, evident in budget oversight and exhibitor booth planning;
- 2) Interpersonal skills, especially in client servicing, teamwork, and leadership in cross-functional collaborations;
- 3) Information management, through documentation control and use of digital marketing dashboards;
- 4) Systemic comprehension, as shown in the ability to navigate organizational workflows across divisions;
- 5) Technological command, with proficiency in tools like Visio, social media platforms, and scheduling software.

These competencies align with the demands of the MICE and broader marketing industries, underscoring the importance of integrative learning experiences that combine academic rigor with industrial immersion.

4.5 Theoretical and Pedagogical Implications

The gap analysis identifies areas where the existing MICE curriculum could be enhanced to improve graduate readiness. Specifically, the inclusion of:

- 1) Practical modules on digital marketing analytics, content strategy, and legal frameworks in event management;
- 2) Applied workshops involving contract drafting, PR media kit development, and social media campaign management.

Such additions would strengthen the curriculum's responsiveness to real-world marketing and event challenges, ensuring that students graduate with both conceptual clarity and practical acumen.

5. Conclusion

This study provides empirical insights into the alignment between academic curriculum and industry needs, based on an internship experience at PT Angan Kreasi Semesta. The findings highlight a moderate level of compatibility between the competencies taught in the MICE Study Program at Jakarta State Polytechnic and the actual skills required in the exhibition and creative event industry. While foundational knowledge from courses such as Introduction to Marketing, Event Sponsorship and Marketing, and Public Relations was applicable and relevant to workplace tasks, several critical skill gaps remain—particularly in the areas of digital marketing, legal documentation for sponsorship, and public relations tools such as media kits and media partner engagement. The average relevance of the three analyzed courses reached 77.37%, indicating that although academic preparation equips students with essential theoretical frameworks, the rapid evolution of the industry necessitates continuous curriculum enhancement. The integration of practical modules on digital advertising strategies, contractual documentation, and contemporary PR techniques is strongly recommended to improve graduate readiness. In addition, the comparative analysis between the official job description and the student's actual logbook activities demonstrates a strong alignment, affirming the student's ability to fulfill assigned responsibilities as a Project Officer.

The student not only completed core marketing and sponsorship duties but also contributed beyond the initial scope by supporting event layout design, budgeting proposals, and operational coordination—thereby acquiring broader practical exposure and adaptability skills. The internship also facilitated the development of transferable skills critical to the modern workplace. These included communication competencies (reading, writing, speaking, and listening), analytical thinking, time and resource management, and interpersonal collaboration. Notably, self-management and responsibility emerged as core traits, aligning with professional expectations in event project execution and stakeholder engagement. Given the partial mismatch between curriculum content and industry practice, future research is encouraged to examine cross-institutional curriculum development with a focus on competency-based learning models. Comparative studies on internship effectiveness across various sectors of the creative industry may further contribute to understanding the dynamics between higher education and labor market demands.

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