



Blended Learning Models Event Management

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Abstract. Event management includes the planning and production of all types of events, including meetings, conventions, exhibitions, festival and cultural celebrations, sports competitions, entertainment spectaculars, private events, as well as various other special events. messaging, interpersonal communication, media selection, placements, publicity, and promotions as well as several other activities. Event management lectures are highly suitable for implementation using the Blended Learning approach. The transformation of the teaching and learning process in higher education cannot be avoided with the use of information and communication technology. A fundamental redesign based on a blended learning model approach to teaching and learning represents a way to address the challenges associated with providing quality learning experiences. Technology is an enabling tool because blended learning models are approaches and designs that combine traditional learning experiences and utilize the best of technology to create and sustain active and independent students learning processes and utilize the best of technology to create and sustain active and independent student learning processes and experiences, many higher education institutions are quietly positioning themselves to harness their transformational potential. The writing of this article uses a systematic literature review approach. The purpose of writing this article is to elaborate on event management learning by applying a blended learning model that will support and facilitate better event management learning.

Keywords: Event Management, Model Blended Learning, Desain Instructional, Communication, and Information Technology.

1 Introduction

Event management is an activity organized to commemorate significant milestones in human life, both individually and collectively, driven by customs, culture, tradition, and religion. These events serve specific purposes and involve the community, taking place at specific times. Organizing an activity that is professionally, methodically, efficiently, and effectively handled is known as event management. Its operations encompass ideas (planning) and go from execution to oversight. In event management, everyone has to work hard with the same vision to produce activities that meet expectations. It is necessary cohesiveness of everyone involved in the team.

Event management correlates and reporting around event processing, it is important to clearly define what is meant by an event, an event is a piece of data that provides information about one or more system resources. [1] Tony Bhe et al (2004).

Several tertiary institutions in Indonesia, especially the Sekolah Tinggi Ilmu Ekonomi, offer bachelor's degree event management study programs. In this study program, the focus is on event management studies, which is an academic field aimed at creating knowledge and theory about planned events. Event management students are a subset of the social sciences, management, arts, humanities, and several closely related professional fields. [2] Getz and Page (2016) define event studies as a field of study defined by a holistic approach to events, in addition to their management, design, and production. Event studies provide the necessary foundation. In addition, there will be an increasing need in higher education for lifelong learning in the event management profession, [3] Getz (2007)

The trend today is for people to be connected more and more to electronic devices, via the internet, via text messages or the phone, with increasingly impersonal, face-to-face experiences. We communicate, but people don't connect or meet in person. It is an important service to the world that brings people together to promote a better understanding and can change the lives of those who take part in an event, [4] Shone and Perry (2010).

The rapid development of information technology in the 21st century cannot be ignored, as it greatly influences the field of education. Global demands require the world of education to always adapt technological developments to efforts to improve the quality of education. Currently, these changes include, it easier to find learning resources and more choices to use and take advantage of information communication technology (ICT). The use of computer-based instruction (CBI), computer-assisted instruction (CAI), TV/video media, mobile learning, e-learning, learning management systems, and e-libraries as learning mediums with an individual learning system, as well as the growing role of technology, especially media, and multimedia, in learning activities, so that learning time is more flexible, as a reference for increasing student competence.

These changes and innovations have very broad implications in the world of education, namely changes in reform programs and learning technology. It is these changes and demands that make the world of education require innovation and creativity in the learning process because of the proposals and the need for changes in education. Academic institutions ought to confront evolving demands concerning the caliber of education and the rapid advancement of technology. Students in higher education question whether effective learning approaches can achieve the promised level of learning.

Higher education must start fulfilling its promise to provide learning experiences that involve and respond to the needs of industry and society in the 21st century. Especially at the Sekolah Tinggi Ilmu Ekonomi which has an event management study program. Some learning models are currently trending, and what we know about the potential of blended learning models, is a trend of learning models that use an approach to the need to create learning experiences, as well as a variety of accessible and affordable communications through the use of communication technology. Exploring a new educational paradigm is integrating the advantages of face-to-face

learning and online learning. The learning model Blended learning is an approach to learning design in which face-to-face and online learning is made better by the presence of others that offers the possibility to recapture traditional values of higher education while meeting the demands and needs of the 21st century.

With the adoption of Web-based communication technology, the teaching and learning process in postsecondary institutions will inevitably change. One option to solve the difficulties in delivering high-quality learning experiences is to completely rethink teaching and learning using a blended learning strategy. Technology is a tool for enabling. Many higher education institutions are gradually putting themselves in a position to fully realize the transformative potential of blended learning, which is a strategy and design that blends the best elements of traditional and web-based learning experiences to foster and sustain active student inquiry.

The core of blended learning models is the requirement to enable and offer more engaging learning experiences. Effective teaching and learning strategies are being questioned in a number of study programs offered to faculty members in postsecondary institutions. In order to accomplish worthwhile educational objectives, blended learning is a cogent approach to learning design that candidly evaluates and combines the best features of both in-person and online learning. When is it time for blended learning to be understood and implemented properly, in higher education and transformed in a way that is appropriate to the learning needs of students in higher education institutions.

The current issue is to approach efficient efficiency and effectiveness in the learning process by developing a thorough understanding of the demands, potentials, and learning strategies of blended learning. in higher education. The objective is to investigate blended learning from a thorough but coherent perspective. The challenge is to “create order within the 'concept of blended learning' or blended learning by distinguishing between innovative and merely substitutional use of ICT (information and communication technology)”. [1]

Event Management studies need to be studied and improved because their activities are influenced by communication, namely visual strategies, messages, communication between individuals, selection, media placement, publicity, and promotion as well as several other activities. [5] Luttrell (2015) defines social media in general terms as a part of information and communication technology, referring to “activities, practices, and behavior among communities of people who come together online to share information, knowledge, and opinions using conversational media. Event management lectures for higher education institutions that have event management study programs are very suitable if implemented using a blended learning model because this course is related to information and communication technology, in the form of multimedia and social media which are the learning styles of millennial generation students. In addition, the blended learning learning model also utilizes the integration of technology in lecture processes and activities.

1.1 Approach and Application of the Blended Learning Model

But in higher education, the role of the instructional designer encompasses all aspects of teaching, from traditional classrooms and courses to blended learning environments that have high standards for instructional design. It is undoubtedly not just about creating and developing technologically enhanced learning environments. [6] Sumarmi., Bachri, S., Irawan, L. Y., & Aliman, M. (2021), provide solutions for lecturers to design learning media by applying blended learning to teaching skills in the classroom, such as communication and presentation skills, collaboration, and thinking critical. [7] Burna Nayar and Surabhi Koul (2019) stated findings showing an increase in the effectiveness of learning through blended learning in Generation Z students who are more involved with the use of blended learning and enjoy the experience. For instructors who want to go from traditional to interactive learning in order to develop immersive classrooms, this study suggests blended learning resources.

The essential understanding of blended learning is to combine face-to-face learning and learning with computer media or computer-based learning. Meanwhile, [8] Bleed's opinion quoted by Vaughan (2010) states that blended learning is seen as an opportunity to design and redevelop learning materials, schedules, and educational provision that combines physical and virtual learning or "bricks and clicks". The purpose of the redesigned learning materials is to combine the best features of face-to-face learning in class and the best features of online learning which provide active opportunities for independent learning for students. Blended Learning is the integration of carefully selected and complementary face-to-face and online learning approaches and technologies.

In a blended learning program, students receive instruction in one or more of the following formal settings: (1) online, where they have some degree of control over the time, location, path, and/or speed; (2) in-person, under supervision, away from home; and (3) the modalities along each student's learning path in a course or subject are connected to provide an integrated learning experience. [9] Green, Wycoff, and Tucker (2017: 6).

Blended learning is more than just adding information and communication technology to conventional classroom teaching. It aims to integrate face-to-face teaching and technology-based learning. Media and technology have a significant impact on education. Technology and media are employed to support the presentation of the learning program when teaching is teacher-centered. However, in a student-centered learning environment, the primary consumers of media and technology are the students themselves [10]. Russell, Lowther, and Smaldino (2015: 14).

[11] Information and communication technology (ICT) development has altered our way of life, which has consequences for how it is used for education and entertainment, according to Lee Yong Tay, Thaslim Begum Aiyoob, Terence Buan Kiong Chua, Kalaivani Ramachandran, & Michael Yong Hwa Chia (2021). [12] Tekerek, M. & Tekerek, B. (2018) stated that Information and Communication Technology (ICT) has mastered all activities and all aspects of human life with an undeniable impact, especially on education, training, teaching, and people who are learning. Information

and Communication Technologies (ICTs) that facilitate the learning process and are used by learners are deliberately referred to as 'learning technologies'.

The blended learning model approach is a form of applying the concept of using multiple models (multi-models of instruction) in a learning program. The concept of multi-models of instruction combines the self-instruction model and the face-to-face learning model with the presence of the teacher/instructor directly in front of the class. The proportion between the time for independent and face-to-face learning is 30% for independent learning through e-learning, and 70% for face-to-face learning with direct instruction models.

Development activities in designing or designing learning is a planned activity and requires a model. The learning development model is a representation of the view of how people learn. Models help conceptualize representations of existing reality. A model also represents more complex forms, processes, and physical functions of phenomena and ideas. Models help simplify complexity to real situations with general steps that can be applied to various situations, [13] Gustafson and Branch (2002).

A purposeful, structured, yet adaptable process, instructional design involves planning, analyzing, creating, developing, implementing, and assessing learning in both official and informal educational and training environments. Activities referred to as design and development are part of the instructional design process. Design need to always come first in practical applications. Similarly, design must always come before product development. A return to some part of the original design is frequently the result of development (along by evaluation). Thus, we ought to anticipate that design and development processes would interact, with each impacting the other. In [14] In 2021, Reige-luth and Yunjo An.

Higher education establishments are attempting to offer greater individualization and flexibility, mostly through the integration of new technology into blended learning or online learning systems. Presently, virtual and asynchronous learning is the main usage of (online) technologies; blended learning is the term used to describe integration with in-person classroom training. Terms like hybrid learning, mixed mode learning, and flexible learning are sometimes used interchangeably with blended learning [15] Muller and Mildenerger (2021).

Blended learning enables these best teaching and learning practice traits; a) personalization: providing a unique learning path for students (individuals), b) agency: providing opportunities for students to participate in important decisions in their learning experience, c) Authentic audiences: providing students with the opportunity to create for real audiences both physically and locally and globally, d) Connectivity: allows students to experience learning in collaboration with peers and local and global experts, and e) creativity: provides students with individual and collaborative opportunities to make things that matter while building skills for their future, [16] Tucker, Wycoff and Green (2017)

By using blended learning, instructors may combine the best aspects of in-person and virtual instruction to give their students a fresh, engaging learning experience. Studies indicate that blended learning can improve learning results, ease, and efficiency. More learning is taking place online thanks to content and blended learning, which also gives participants schedule flexibility, delivers learning benefits through auto-

mated and asynchronous online tools, and makes use of the social Web and contemporary technologies to encourage students to learn outside of the traditional classroom. [17] Piskurich (2006) says, that as we understand more and more about the intricacies of the Internet and its usefulness for learning, we began to realize that you could mix synchronous and asynchronous aspects of e-learning to create blended learning delivery systems that use both components to produce learning, effective and optimal, [18] Stein and Graham (2014).

The blended learning learning model is a form of education that combines face-to-face class methods with online activities. Many students have the maturity and technical expertise needed to participate in blended learning experiences. Blended learning combines the best of both worlds for students: fluency with internet resources and guaranteed face-to-face experience. At least some of the material and teaching that students get online is delivered with a degree of student control over their own schedule, location, direction, and speed. However, students often need support from the lecturer/instructor in a class. In blended learning, students look for material through a variety of sources in addition to the lecturer's lectures. These sources include the library, websites, online forums, questioning classmates or friends, searching engines, portals, blogs, and other media such as learning software and tutorial learning [19] Moore (2015). Technology-assisted learning benefits greatly from blended learning. Compared to separate online and in-person learning, blended learning is more successful at enhancing learning outcomes [20]. Means and colleagues (2013).

2 Method

The writing of this article uses a systematic literature review approach and this article is to elaborate on the learning model of event management studies in high schools of economics which focuses on event management. Several international journals were obtained from <https://eric.ed.gov/> and <https://www.sciencedirect.com/> as literature reviews as follows: 1) [21] Claude Müller, and Thoralf Mildenerger (2021), the results of their research suggest that more and more institutions of Higher education is considering replacing part of its face-to-face classroom teaching with an online learning environment by offering students a blended learning format. Consequently, this study encourages higher education institutions to offer greater flexibility to students as learners in terms of time and place in their study programs, thereby making higher education accessible to a wider section of society, 2) [22] Robin Castro (2021), the results of his research reveal that in particular, digital tools or platforms with human-to-machine interaction capabilities can improve automated processes for blended learning delivery modes. First, by providing access to more students and facilitating independent online learning activities. Second, by offering individual learning paths for each student, thus increasing activity and feedback outside the classroom. Educational technology capabilities provide complementary insights to identify the best approach when aligning learning objectives in technology-based implementation, 3) [23] Bo Wendy Gao, Juan Jiang, and Ying Tang (2020), the results of their research show: (1) course satisfaction with blended learning is influenced by emotional involvement and perceived pleasure from the blended learning

platform; (2) perceived usefulness, ease of use, and interaction indirectly influence course satisfaction through emotional engagement; (3) perceived usefulness has a stronger direct effect on student's cognitive and emotional engagement in blended learning. Emotional involvement is a mediator between perception and satisfaction, 4) [24] Hamdan A. Alamri, Sunnie Watson, and William Watson (2020), the results of the study suggest that a literature review was conducted to answer the need to identify the most applicable and effective technologies that support personalized learning models in a blended learning environment in higher education. Personalized learning is learning based on personalization, namely personal learning that adapts to the strengths, needs, and interests of each student. 5) [25] Seipah Kardipah & Basuki Wibawa (2020), results of their research show that research showed that blended learning with the Problem-Based Learning approach has significant effectiveness on student performance. In addition, this approach also motivates students to learn more, 6) [26] Basuki Wibawa, Seipah Kardipah (2018), the results of his research show the application of blended learning with flipped Classroom also promotes online learning and active learning. This blended learning approach enables students to gain content and technical knowledge through the use of online learning videos

3 Results

Videos The results of research conducted by Hamdan A. Alamri, Sunnie Watson, and William Watson (2020), have answered the needs of STIE Dharma Agung Indonesia in identifying the most applicable and effective use and application of technology that supports personalized learning models in an environment of blended learning models in higher education. Personalized learning is learning based on personalization, namely personal learning that adapts to the strengths, needs, and interests of each student. Finally, the event management learning model with a blended learning format to improve student competency has been used in developing a platform, m for improving learning outcomes and personalized learning in higher education. This blended learning model approach has been adopted and implemented by STIE Dharma Agung Indonesia which constructs the competencies of the fourth-semester students of the event management study program by providing opportunities to progress based on mastery of competencies that are aligned with their previous knowledge, skills, and abilities. The integration of this blended learning model has the potential to facilitate the implementation of learning, especially in higher education.

STIE Dharma Agung Indonesia in the new academic year 2023 in the fourth semester of the event management study program, by implementing a blended learning model which gives the following results:

By replacing part of the face-to-face class teaching with the blended learning format, STIE Dharma Agung Indonesia offers greater flexibility to students in terms of time and place in carrying out, accessing, and attending event management study program lectures which they take in the fourth semester.

Utilizing digital technology-based learning media in the format of blended learning models such as the use of computers, tablets, and smartphones automatically improves the mode of delivery of lecture material between lecturers and students such as accessing the learning management system in lectures and uploading student lecture assignments. STIE Dharma Agung Indonesia utilizes digital-based learning media by providing more access to students in facilitating independent online learning activities. After that, it provides every student with a personalized learning path, boosting engagement and feedback outside of the classroom. Capabilities of educational technology offer supplementary information that helps determine the optimal strategy for aligning learning objectives in digital technology-based implementations.

By applying the event management learning model based on blended learning for students of the fourth-semester event management study program based on observations on students at the end of the fourth-semester lectures in addition to increased learning outcomes showing the pleasure felt from implementing the blended learning platform with cognitive and emotional involvement as a mediator of student perceptions and satisfaction.

The results of the implementation of the event management learning model based on blended learning at STIE Dharma Agung Indonesia show that the learning outcomes of event management study program students in semester 4 in 2023 show significantly increased learning outcomes. This can be seen from the results of the final examination, showing students who passed with A grades of two students, 6 students with B plus scores, 4 students with B plus grades, and 20 students with C grades, out of a total of 32 students. The passing grade criterion is a B grade. The conclusion obtained is that 20 students were declared not to have passed the course before using the blended learning learning model. However, after implementing blended learning, 8 students graduated with A grades, 18 students received B plus grades, 4 B grades, and 1 C grade. There is a significant change in the graduation rate of students.

4 Conclusion

Based on the purpose of research and writing of this article is to collaborate on blended learning models, especially in the event management study program at STIE Dharma Agung Indonesia, it can be interpreted as follows:

Event management is a relatively new subject in high school or higher education and is positioned as a vocational field linked to industry and practice. Higher education or universities that have event management study programs, need to rethink learning design, and appropriate learning models as approaches that provide maximum results for their students, from teaching practice and classroom management. The blended learning learning model can be an alternative to an efficient and effective learning approach as a learning model.

The blended learning model can increase access and activities and encourage students to achieve better learning experiences and results. For teaching staff or lectur-

ers, Models of integrated learning have the potential to enhance classroom administration and instruction. The blended learning model combines the best aspects of online learning, structured activities from face-to-face learning, and real-world learning practices. The purpose of the approach and application of the blended learning learning model is as an opportunity to redesign the course by developing learning materials, and schedules, and providing education that combines physical and virtual learning.

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