Evaluation of the Teaching Industry Program in Developing the Entrepreneurial Spirit of Graphic Design Students

Annisa Bela Pertiwi[1](*), Juju Masunah[2], Nanang Ganda Prawira[3], Tri Karyono[4]

[1,2,3,4]Doctoral Study Program in Art Education, University of Education Indonesia, Bandung, Indonesia

INTRODUCTION

In an increasingly competitive digital era, the hospitality industry faces great challenges in developing creative and innovative content-based marketing strategies (Suprastayasa et al., 2022). This industry requires human resources who not only master technical skills such as graphic design, photography, and videography, but also have an intrapreneurship entrepreneurial spirit. Intrapreneurship is an entrepreneurial effort that is carried out and occurs in an

organization or company (Wahyudi, 2022). Intrapreneurship can also be referred to as entrepreneurship in an organization, company, institution or company. Intrapreneurship, or entrepreneurship in organizations, includes the ability to be confident, initiative, motivation to achieve, leadership, and the courage to take risks (Suryana, 2013) These competencies allow individuals to innovate, overcome challenges, and make significant contributions to improving organizational competitiveness.

Malaka Hotel Bandung, as one of the three-star hotels in the hospitality sector, faces challenges in the Digital Marketing division due to the limitation of professional creative personnel. According to Tata Dibrata, A.Md.Par., SE., MM.Par., General Manager of Malaka Hotel, in an interview on September 25, 2022, this limitation has an impact on digital marketing strategies that are less than optimal, especially in visual content production, social media management, and event documentation. In today's digital era, digital marketing has become one of the most effective strategies to increase company brand awareness, as also explained by Fitra (Fitra Nabila & Winarti, 2023).

Similar challenges in the hospitality sector are not only experienced in Indonesia, but also in various countries, as reported in a global study on the implementation of creative workforce development programs in the hospitality industry (Nadia, et al, 2023). Collaboration between educational institutions and the industrial world has been identified as one of the most effective approaches to address the workforce gap, especially in the field of digital marketing (Judijanto, et al, 2024).

As an effort to overcome these obstacles, Malaka Hotel collaborated with Widyatama University through the Independent Learning Independent Non-Superior Campus Internship program. This program aims to provide real work experience to students in a professional environment while supporting the needs of a qualified creative workforce in the Company (Nasution, 2023). In addition, this program supports the need for qualified creative workers in the hospitality sector (Judijanto et al., 2024). A similar approach has been implemented in various educational institutions in Europe and Asia, which has shown success in improving student competencies while meeting the industry's need for a creative workforce that is ready to work (Aman, Joko Raharjo, & Supriyanto, 2023) This global perspective emphasizes the importance of education-industry collaboration in addressing the needs of the workforce in the hospitality sector.

After the non-flagship internship activities took place at the Malacca Hotel for two semesters (in Batch 1 in the Odd Semester 2022-2023 and Batch 2 in the Even Semester 2022-2023), the non-flagship internship program which was attended by Graphic Design students of Widyatama University at the Malacca Hotel, the results of the evaluation showed the need for a more systematic approach to overcome various challenges, such as lack of discipline, lack of initiative, and adaptation to professional standards. To answer this need, starting from the second batch, the concept of Teaching Industry was introduced as a new strategy in increasing the effectiveness of internship programs.

Teaching Industry is learning carried out by universities through collaboration with industry or the business world, which integrates the educational curriculum with the needs and dynamics of technological and industrial developments (Hawati, Tri Maryugo, 2019)

According to Drs. Budiman, M.M.Pd., supervisor of the Non-Flagship MBKM program at the Graphic Design Study Program, Widyatama University, through an interview on March 13, 2023, The Teaching Industry is an important means to bridge academic theory with industrial practice. This is in line with the opinion of Tata Dibrata who emphasizes the importance of debriefing students with professional skills to support hotel Digital Marketing operations. The study program is responsible for developing industry-based learning concepts that are relevant to the curriculum (Yanti et al., 2024), while Malaka Hotel provides a professional work environment for its implementation.

The Teaching Industry Study Program held at the Malaka Hotel is the result of a collaboration between the Graphic Design Study Program of Widyatama University and the management of the Malacca Hotel. This cooperation agreement is designed to answer the needs of the industrial world for a workforce that is not only academically superior but also has practical competence and an entrepreneurial spirit that is relevant to the dynamics of the global creative industry (Aman et al., 2023). This program is designed to integrate various learning approaches that aim to develop technical competencies and indicators of students' entrepreneurial spirit holistically. The following is the approach applied in the Teaching Industry program.

Work-Based Learning (WBL): Providing students with hands-on experience working in the industry, helping to build independence, discipline, and a sense of responsibility through real tasks in a professional work environment (Siswanto, 2013)

Experiential Learning (EL): Emphasizes learning through real-life experiences, such as visual content creation and branding design, which not only encourages initiative but also sharpens critical reflection on a given task (Sagittarius, Ardana, & Asri, 2020)

Collaborative Learning (CL): Practicing teamwork and leadership skills through coordination with supervisors and the Digital Marketing team, reflecting the need for cross-disciplinary collaboration in the world of work (Wibawa, Purnama, & Darmawan, 2022).

Project-Based Learning (PBL): Directs students to complete project-based tasks with industry targets and professional standards, thereby fostering confidence and courage in taking risks when facing real challenges (Damayanti, 2023)

Based on the results of observation of internship activities for two semesters, the application of this method has proven to be effective in building student competencies according to industry needs. The results of the observation showed that students were able to develop technical skills such as content planning, visual design, and social media management, which are relevant to digital marketing needs. In addition, students also show improved team collaboration skills, creative problem-solving, and the courage to take risks in completing projects. However, it is important to study how the application of the Teaching Industry has an impact on the development of student entrepreneurial spirit indicators, such as confidence, initiative, achievement motivation, leadership, and risk-taking courage, in order to ensure that this program is not only effective in technical aspects but also in shaping students' character and readiness to face the demands of the world of work. Further research is needed to evaluate the impact of this program on various aspects, both

quantitative and qualitative, to produce a more integrated and applicable learning model.

The urgency of research on the implementation of entrepreneurial spirit indicators from the Teaching Industry lies in its role in answering two main needs: first, the creative industry's need for a workforce that not only has technical skills but also an entrepreneurial spirit, such as confidence, initiative, achievement motives, leadership, and the courage to take risks. Second, the need for educational institutions to produce graduates who are competent, adaptive, and ready to compete in the digital era.

This study aims to analyze the implementation of the Teaching Industry program at Hotel Malacca in developing the entrepreneurial spirit of Graphic Design students. The focus of this research includes:

1. Assessment of the effectiveness of the program in responding to industry needs through collaboration between students, educational institutions, and teams of industry professionals.
2. Evaluation of entrepreneurial spirit indicators, developed through internship activities, such as confidence, initiative, motivation to achieve, leadership, and the courage to take risks.
3. The contribution of the Teaching Industry program in preparing students to become professionals who have technical skills and entrepreneurial attitudes in accordance with industry needs.

The results of this research are expected to provide strategic recommendations for educational institutions and the industrial world to strengthen collaboration in producing competent, innovative, and entrepreneurial graduates in the digital era. In addition, this study also identifies the gap between meeting the needs of technical skills and the development of student entrepreneurship indicators in academic and practical contexts. The recommendations provided not only focus on improving collaboration, but also on more effective integration strategies between theory and practice to answer specific challenges in the vocational education sector and the creative industries.

METHODS

This study uses a mixed method approach that combines qualitative and quantitative approaches to evaluate the implementation of the Teaching Industry program and its influence on the entrepreneurial development of Graphic Design students of Widyatama University. The qualitative approach is carried out through interviews, observations, and document analysis (logbooks, internship reports, and performance evaluations), while the quantitative approach is carried out through pre- and post-program surveys to measure changes in entrepreneurial skills in a more measurable way.

The case study method was applied with a focus on student experience during the internship at Hotel Malaka Bandung, but was equipped with quantitative data to increase the validity of the findings. The focus of the research is to assess the extent to which the program develops entrepreneurial indicators such as confidence, initiative, motivation to achieve, leadership, and the courage to take risks.

Research Subject and Location

The research subjects consisted of 17 Graphic Design students from Widyatama University who participated in the Teaching Industry program at the Malaka Hotel located at Jalan Halimun No.36, Malabar, Lengkong District, Bandung City, West Java, for five batches, starting from the Odd Semester 2022-2023 to the Odd Semester 2024-2025. The sample was selected purposively, involving students from each batch, the Digital Marketing supervisor of the Malacca Hotel, and HRD who handled the selection and evaluation process.

Data Collection Techniques

This study uses a descriptive qualitative approach, which is a framework to explore or understand the social situation being studied comprehensively, in-depth, and thoroughly (Saleh, 2021) The three main techniques used include data collection: interviews, direct observation, and document analysis. This research was carried out for three academic semesters, starting from the Odd Semester 2022-2023 to the Odd Semester 2024-2025, with the research subjects of Graphic Design students of Widyatama University from various batches, ranging from semester 3 to semester 7 students. The total number of students who participated in this program was 17 people, spread across five batches of the Teaching Industry program at the Malaka Hotel Bandung.

Interviews were conducted with non-flagship supervisors of the Graphic Design Study Program of Widyatama University, General Manager of Hotel Malacca, Digital Marketing supervisors, HR & GA Managers, and 17 interns from the first to fifth batches. The interview questions are focused on: 1) The implementation of the Teaching Industry program at the Malacca Hotel; 2) Challenges and contributions of students to Digital Marketing work; 3) Performance evaluation based on entrepreneurial indicators, such as confidence, initiative, achievement motives, leadership, and risk-taking courage.

Observations are carried out individually or in groups. Individual observation to assess the student's responsibility, independence, initiative, and courage in completing professional tasks. Meanwhile, group observation is focused on collaboration, leadership, and team coordination in completing joint projects (Hasanah, 2017). The data observed included student interactions with supervisors and teams, proactive in discussions, and their discipline and responsibility. The focus of observation is directed to: 1) Independence in completing tasks, such as graphic design and social media content management; 2) Collaboration between students and supervisors in completing digital promotion projects.

The documents analyzed included performance assessment sheets from Hotel Malacca, student internship reports, logbooks, and final presentations. The data from this document provides a quantitative and qualitative picture of student performance, such as their ability to produce graphic design work, the level of initiative, and contribution to the success of the project.

A questionnaire was given to 17 interns to measure their perception of the Teaching Industry program and the development of their entrepreneurial spirit. The questionnaire questions are designed based on the latest entrepreneurial indicators, such as risk-taking, achievement motives, and leadership.

Data Analysis and Processing Process

The process of analysis and data processing in this study was carried out to evaluate the effectiveness of the Teaching Industry program at Hotel Malacca in developing the entrepreneurial spirit of graphic design students of Widyatama University. The techniques used include three main approaches, namely the Miles and Huberman interactive analysis model (Rony Zulfirman, 2022)), quantitative data analysis for percentage calculations, and data triangulation.

Data Reduction: Data obtained from interviews, observations, and documents (evaluation sheets, notebooks, internship reports, and work presentations) are selected to filter out relevant information. The reduced information is focused on five entrepreneurial indicators: confidence, initiative, achievement motivation, leadership, and risk-taking.

Data Presentation: Reduced data is organized in the form of narrative descriptions and tables. This presentation makes it easier to analyze further, such as the pattern of student competency development in entrepreneurship indicators.

Drawing Conclusions: Conclusions are drawn by comparing the results of the data that have been compiled with the objectives of the Teaching Industry program. The findings were then used to evaluate the effectiveness of the program in forming students who are competent and have an entrepreneurial spirit.

Quantitative data was used to measure the success rate of each entrepreneurship indicator based on the results of a questionnaire filled out by students. The percentage of responses from the survey that has been received will be calculated using the formula according to Arikunto in Junaedi & Wahab (Linda, Ari Andayani, 2023)

$$\text{Percentage} = \left(\frac{\text{Number of Students Meeting the Indicator}}{\text{Total Students}} \right) \times 100$$

The percentage results provide an overview of the success rate of the Teaching Industry program in developing each indicator. For example, the team collaboration indicator reached 88% (15 out of 17 students), demonstrating the effectiveness of the Collaborative Learning approach in this program.

Triangulation is carried out by comparing the results of interviews, observations, documents, and questionnaires (Nurfajriani, Wiyanda Vera, 2024) This aims to ensure the validity and reliability of the data. For example, if the "leadership" indicator shows good results based on the evaluation of the supervisor, this is confirmed through interviews that record the role of students such as Taufiq and Diaz as team leaders.

Stages of Data Processing

Interviews: Interview data is recorded, transcribed, and encoded based on the theme of entrepreneurship indicators. This data is then juxtaposed with the results of documents and observations.

Observation: Field records were analyzed to detect student behaviors relevant to entrepreneurial indicators. For example, students like Gadis show high initiative in completing tasks without intensive supervision.

Document Analysis: Performance evaluation of the supervisor is used to compare the results of student assignments with entrepreneurial indicators. For example, notebooks provide detailed records of students' activities in managing work schedules.

Questionnaire: Data from the questionnaire are evaluated to identify students' perceptions of the Teaching Industry program. Questionnaire scores are calculated using percentages to describe the success rate of the program.

RESULTS & DISCUSSION

The non-flagship internship program attended by Widyatama University Graphic Design students at the Malaka Hotel Bandung is a strategic collaboration between the world of education and industry. In this program, students get the opportunity to work directly in a professional environment, supporting the hotel's Digital Marketing team. During the 2022–2024 period, the program runs through several batches with continuous evaluation and development to address challenges related to student attitudes, behaviors, and performance. A total of 17 students have participated in this program with assignments in the field of Digital Marketing, such as content planning, graphic design, photography, videography, and digital content management.

However, the limited number of students involved—only 17 participants from five batches—is one of the obstacles in drawing generalizable conclusions about the effectiveness of the Teaching Industry program or the development of entrepreneurship at large. This research is focused on the specific context of the internship program at Hotel Malaka and is not intended to be representative of all Teaching Industry programs as a whole. Follow-up research with a wider scope and involving more participants across institutions can provide more comprehensive insights into the effectiveness of similar programs in the vocational education and creative industries sectors.

According to Dinda Dhia Salsabila, Supervisor of Digital Marketing, and Juju Juliawati, HR & GA Manager of Malacca Hotel, who was interviewed on October 4, 2023, the implementation of the internship program shows different dynamics in each batch. In the first batch, although the students were still adapting, no significant problems were found. However, since the second batch, various problems have begun to arise, especially related to student discipline and attitude. Some students do not demonstrate the professional awareness expected in a hospitality environment. Some students showed a lack of professional awareness during the internship program, such as not adhering to predetermined working hours, coming without time consistency, and not providing information if unable to attend. In addition, there are those who lack work ethic by being less active during working hours.

To overcome various problems that arise, in the second wave a policy was implemented to appoint leaders from students who are considered the most active and diligent. This step aims to improve the coordination, responsibility, and work effectiveness of intern students. In the second batch, Taufiq was appointed as a student leader because he was considered to have high discipline and dedication.

His role as a leader not only helps to improve coordination between interns but also instills a sense of responsibility in completing the assigned tasks. As a leader, Taufiq is tasked with ensuring that the division of labor runs smoothly, monitoring the progress of tasks, and being a liaison between students and Digital Marketing supervisors at the Malacca Hotel.

In the third batch, Taufiq rose to the role of coordinator appointed by the hotel, supporting Diaz Akbar Al-Barokah who became the student leader in the batch. As a coordinator, Taufiq helps oversee the overall tasks of the internship team with a focus on a more strategic division of labor, while Diaz manages the implementation of tasks in the field. The combination between Taufiq as the coordinator and Diaz as the student leader creates a good synergy, so that the internship program runs more effectively and conducively. According to Juju Juliawati, the existence of the two is very helpful in maintaining the smooth running of the internship team and ensuring that the students' work is in accordance with industry expectations.

After the situation was considered more conducive, the internship program continued in the fifth batch with a different strategy, namely sending only one student of choice, Gadis Ramadanti. Girls who are known to be diligent, consistent, and highly committed, are sent to maintain the quality of the program as well as the cooperative relationship with Hotel Malacca. Dinda Dhia Salsabila noted that Gadis showed great potential to be recruited as a permanent employee, just like Taufiq before. This strategy is also a preventive step for the Graphic Design Study Program to ensure that the quality of the program is maintained.

The leadership-based approach demonstrates the program's success in building students' entrepreneurial spirit, including confidence, responsibility, and the ability to work together. With continuous evaluation and adaptive policies, the program not only improves the quality of students, but also strengthens the collaboration between Widyatama University and Hotel Malacca. More specific discussions include the implementation of the teaching industry in Malacca hotels, analysis of student performance per batch, and the influence of programs on the development of entrepreneurial spirit.

Implementation of Teaching Industry at Malacca Hotel

The Teaching Industry program at Malacca Hotel combines four main approaches: Work-Based Learning, Experiential Learning, Collaborative Learning, and Project-Based Learning. This approach not only aims to bridge academic theory with professional practice, but also develops indicators of students' entrepreneurial spirit, such as confidence, initiative, motivation to achieve, leadership, and the courage to take risks (Suryana, 2014). Here are the specific implementations of this program:

Work-Based Learning: Real Work Experience

The WBL approach gives students the opportunity to work directly in a professional environment according to the needs of the industry. At Malacca Hotel, interns are assigned to the Digital Marketing team to complete real-world work such as:

1. Visual content production: *Agung Sukmana* (Batch 1) successfully explored the aesthetic visual angle of Hotel Malacca in FYP (For You Page) video content, which showed creativity and courage to take risks in visual concept taking.
2. Graphic design: *Virgy Ragia Saputra* focused on creating a branding design that was used as part of the hotel's promotional strategy, demonstrating the initiative to create a consistent visual identity.
3. Social media management: *Diaz* (Batch 3) and *Girl* (Batch 5) are responsible for scheduling and publishing content that aims to maintain the rhythm of posts to increase social media engagement.
4. Through WBL, students are trained to be responsible, manage their time, and complete tasks with minimal supervision, in accordance with industry professional standards. (Riyanto, Muhamad, 2024) emphasized that WBL is effective in training students to think critically and hone their confidence in a real work environment.

Experiential Learning: Learning Through Direct Experience

The Experiential Learning approach emphasizes practical and reflective learning through hands-on work experience in the industry. Examples of its application at the Malacca Hotel include:

1. Creative content: *Agung Sukmana* (Batch 1) and other students are involved in brainstorming ideas and executing visual content, such as photography and videography for hotel events (weddings and meetings). This process shows the motivation of students to excel in producing works that are in accordance with the needs of the industry.
2. Branding design: *Ramadanti Girl* (Batch 5) demonstrated high initiative and productivity by designing simple promotional content, such as holiday greeting design and visuals for the hotel's branding strategy.
3. According to Kolb (2014), hands-on experience helps individuals in developing problem-solving skills, creativity, and risk-taking courage. Here, students are invited to think innovatively, learn from challenges, and complete work with a reflective approach.

Collaborative Learning: Building Teamwork

The Collaborative Learning approach emphasizes the importance of teamwork, effective communication, and leadership in completing tasks. At Malacca Hotel, students learn to collaborate with the Digital Marketing team and industry supervisors. This implementation is seen through:

1. Taufiq*'s leadership* in Batch 2 is trusted as a leader to ensure effective coordination in the completion of teamwork, such as graphic design and social media content production.
2. *Diaz Akbar Al-Barokah's leadership* in Batch 3, showed the spirit of leadership by directing the student team in the production of digital content and documentation of hotel events. Diaz is a liaison that ensures good communication between students and industry supervisors.
3. (Cici & Supriadi, 2024) emphasizes that teamwork hones interpersonal skills, builds empathy, and trains responsibility. This approach not only trains

collaboration skills but also forms a confident attitude in decision-making in a professional environment.

Project-Based Learning: Project-Based Task Completion

The PBL approach requires students to complete specific projects with targets and tangible results that are relevant to the needs of the industry. The implementation of PBL at Malacca Hotels includes:

1. Event documentation: Students of various batches are responsible for photography and videography for event documentation, such as weddings, gatherings, and religious events, demonstrating exceptional motivation in meeting industry quality expectations.
2. Promotional design: Students are responsible for creating content design for social media and visual promotions that support the digital branding strategy of the Malacca Hotel.
3. Social media management: *Gadis Ramadanti* (Batch 5) demonstrates high initiative and independence by developing content plans, scheduling posts, and publishing content as per the hotel's branding needs.

(Mardhani, Haryanto, & Hakim, 2022) stated that PBL trains students to solve challenges with innovative solutions, increase proactivity and risk-taking courage in designing concepts and implementing strategies.

The Teaching Industry program at Malacca Hotel has succeeded in developing students' technical skills and entrepreneurial spirit through Work-Based Learning, Experiential Learning, Collaborative Learning, and Project-Based Learning approaches. Students are not only skilled in visual content production, branding design, and social media management, but also demonstrate entrepreneurial indicators such as confidence, initiative, motivation to achieve, leadership, and the courage to take risks. This increase can be seen from the contributions of students, such as Agung Sukmana in creative content production, Taufiq and Diaz in team leadership, and Gadis Ramadanti who are productive and independent. The evaluation of each batch shows consistent performance improvement, making the Teaching Industry an effective model in preparing students with professional skills and attitudes relevant to industry needs (Suryati, Ganefri, Ambiyar, Yulastri, & Fadhilah, 2023).

Student Performance Analysis in Each Batch: Strengthening Soft Skills and Entrepreneurship Indicators

The Teaching Industry Study Program at Hotel Malacca has been running for five batches from the Odd Semester 2022-2023 to the Odd Semester 2024-2025. Student performance evaluation focuses on the development of soft skills, such as confidence, initiative, motivation to achieve, leadership, and the courage to take risks, according to entrepreneurship indicators (Suryana, 2013).The policy of the Graphic Design Study Program of Widyatama University that allows 3rd semester students to take part in internships has strategic considerations, such as providing initial experience in a professional environment, applying direct theory, strengthening job readiness, and exploring student potential.

The results of the evaluation showed a significant improvement from each batch, especially in terms of work quality, professional attitude, and contribution to the team. Although initial challenges such as delays and lack of initiative have been identified, a systematic evaluation was conducted to analyze the root of this problem in depth. The improvement strategies implemented include strengthening debriefing before internships, more intensive mentoring from supervisors, and providing structured feedback. In addition, performance assessment mechanisms are implemented regularly to monitor student progress and ensure that professional standards are met. The following is an analysis of student performance evaluations per batch:

Table 1. Evaluation of Student Performance Per Batch in Non-Flagship Internship Activities at Malaka Hotel

No	Batch	Student ID Number	Student Name	Total Score	Information	Entrepreneurship Indicators
1	Batch 1 (Odd Semester 2022-2023)	40921190001	Agung Sukmana	1007	Highest score in Portfolio (91), Responsibility (95), lowest score in Language (80)	Confidence (portfolio quality), Initiative (video content task taking), Achievement Motivation (video content creativity)
2		40921190002	Moch. Virgy Ragia Saputra	1010	The highest score in Portfolio (90) and Quality of Work (95), the lowest score in Language (85).	Motivation for Achievement (branding design), Courage to Take Risks (proposing design ideas even though there is minimal field experience)
3		40921190001	Agung Sukmana	1080	Significantly increased, highest in Systematic Presentation (90) and Responsibility (95).	Confidence (increased in presentation), Initiative (taking on a bigger role than the previous batch)
4	Batch 2 (Even Semester 2022-2023)	40921190002	Moch. Virgy Ragia Saputra	1080	Highest in Quality of Work (95) and Team Collaboration (90), lowest in Communication (85).	Leadership (helping with team coordination), Achievement Motivation (the results of social media content design are more professional than batch 1)
5		920101010	Muhammad Taufiq Akmal	1080	The highest score was in Attitude (95) and Team Collaboration (95), and the lowest score was in Language (80).	Leadership (as a batch 2 leader), Achievement Motivation (high dedication in performing tasks)
6		920101014	Diaz Akbar Al-Barokah	1075	The highest score was in Portfolio (91	Confidence (consistency of performance),

				and Responsibility (95), the lowest score was in Language (80).	Leadership (completing tasks with high coordination with supervisors)
7	919101004	Lynda Pooja Kusumawara	986	The lowest score was in Attitude (79), Discipline (79), highest in Presentation Language (89).	Confidence (able to present even though it is low discipline), Achievement Motivation (effort to solve difficult graphic design)
8	920101004	Deborah Syntyche Rupidara	975	Highest Value in Portfolio (88), lowest value in Responsibility (77).	Achievement Motivation (efforts to complete branding design projects even though they are slow)
9	920101009	Galang Putra Pratama Siregar	1065	The highest score in Systematic Presentation (90), the lowest score in Communication (85).	Confident (presentation of branding design ideas), Initiative (conveying branding design ideas)
10	920101034	Susi Sukaesih	962	Lowest in Explaining Ability (79), highest in Systematic Presentation (85).	Achievement Motivation (efforts to improve presentations), Confidence (even though there is little experience)
11	920101036	Rina Anggraini	975	Highest in Portfolio (85), low in Communication (80).	Initiative (portfolio management), Achievement Motivation (completing tasks despite high challenges)
12	920101048	Saddam Dzulfikfar	1002	Highest in Portfolio (91), lowest in Discipline (79).	Confidence (event document management), Achievement Motivation (improving the quality of media content)
13	40922110001	Octaviolita Silviana Anggasta Florencia Dewi	950	Highest in Portfolio (85), lowest in Communication and Attitude (77).	Achievement Motivation (effort to complete visual content), Confidence (receiving criticism for evaluation)
14	40922110002	Fuzi Ali Insani	1075	Highest in Team Collaboration (90) and Systematic	Team Collaboration (cooperation in content

No	Batch	ID	Name	Score	Highest/Lowest	Indicators
					Presentation (88).	completion), Initiative (in-depth task management)
15		920101010	Muhammad Taufiq Akmal	-	Not rated; Become a contract employee in batch 3.	Leadership (as a team mentor), Achievement Motivation (consistently managing the hotel's digital content)
16		920101014	Diaz Akbar Al-Barokah	1088	Highest in Portfolio (91) and Team Collaboration (95), low in Language (85).	Leadership (team coordination), Achievement Motivation (consistent in performance and results)
17	Batch 3 (Odd Semester 2023-2024)	920103010	Audi Muhammad Rizki	1010	Highest in Responsibility (90), lowest in Language (85).	Confidence (responsibility for event duties), Initiative (creativity in event branding design)
18		920101012	M. Tamageral Putrawan	1050	Highest in Work Quality (88), lowest score in Discipline (85).	Confidence (event task performance), Risk-Taking Courage (completing tasks by tight deadlines)
19		920101039	Bobby Fioneri	1030	Highest in Team Collaboration (90), lowest score in Presentation Language (85).	Team Collaboration (coordination between members), Confidence (taking responsibility for individual tasks)
20		920101013	Mochamad Fajar	1060	Highest in Attitude and Responsibility (90), low in Discipline (85).	Initiative (propose creative solutions), Confidence (consistency of visual design tasks)
21	Batch 4 (Even Semester 2023-2024)	920101010	Muhammad Taufiq Akmal	-	Not rated; still as a contract employee of the Malaka Hotel.	Collaboration with supervisors is carried out by Taufiq, focusing on visual content and creative initiatives.
22	Batch 5 (Odd Semester 2024-2025)	40922100020	Gadis Ramadanti	1090	Highest in Portfolio (92) and Team Collaboration (95), low score in Language (85).	Confidence (consistency of performance), Motivation for Achievement (planned and innovative management of digital content)

The table above summarizes the total score, highest score, lowest score, and entrepreneurship indicators achieved by intern students. Here is a performance

evaluation per batch, with a focus on strengthening soft skills and entrepreneurship indicators.

Batch 1 (Odd Semester 2022-2023)

Agung Sukmana and Virgy Ragia Saputra carry out creative duties in the Digital Marketing division. Agung excels in aesthetic video content (Confidence, Achievement Motive), while Virgy focuses on branding design (Achievement Motivation) despite lacking initiative (Courage to Take Risks). Adapting to a professional work environment is a big challenge.

Batch 2 (Even Semester 2022-2023)

A total of ten students were involved in the program, with Taufiq Akmal appointed as the team leader. Taufiq showed improvement in the aspect of leadership (Leadership), while Diaz Akbar Al-Barokah stood out in work consistency (Achievement Motivation). However, the program also revealed some of the obstacles faced by students, such as a lack of discipline and responsibility on some participants. Team collaboration efforts are beginning to show progress with students' courage to come up with new ideas and improve. A thorough evaluation of students with diverse performance is conducted to ensure improvement is not only limited to students with superior performance but also includes students with challenges in adapting to professional standards. This aims to create an even increase among all program participants.

Batch 3 (Odd Semester 2023-2024)

Taufiq became a contract employee, while Diaz took on the role of leader, successfully coordinating team tasks and digital content (Leadership). Bobby Fioneri and M. Tamageral Putrawan showed increased confidence and courage to take risks, with the challenge of maintaining the quality of the team's output.

Batch 4 (Even Semester 2023-2024)

Taufiq continues as a contract employee, working closely with supervisors to manage marketing and digital content (Team Collaboration, Leadership). There are no new internships, but Taufiq's success reflects the strengthening of soft skills in leadership and coordination.

Batch 5 (Odd Semester 2024-2025)

The Ramadanti girl, the only intern, showed an amazing appearance. He is independent in social media content management, visual design, and digital marketing strategies (Confidence, Team Collaboration, Achievement Motivation). The evaluation showed that strict selection succeeded in producing independent and competent individuals.

In batch 5, Taufiq was transferred to Jiro Hotel after showing outstanding performance during the second batch as an intern, the third and fourth batches as an employee of the Digital Marketing division. Thanks to his consistency and performance, in batch 5 Taufiq was transferred to Hotel Jiro to join the Digital Marketing division. He is also trusted to be a field supervisor for internship students, including from Widyatama University and other institutions. This placement reflects the recognition of its professionalism as well as the expansion of

cooperation between the Teaching Industry of Widyatama University and two hotels, namely Hotel Malacca and Hotel Jiro.

The Influence of the Teaching Industry on the Development of Entrepreneurial Spirit of Graphic Design Students

The following table shows an analysis of the influence of the Teaching Industry on the development of students' entrepreneurial spirit based on the learning approach applied at Hotel Malacca.

Table 2. Analysis of the Influence of the Teaching Industry on the Development of Entrepreneurial Spirit of Graphic Design Students

No	Type of Teaching Industry	Indicators of Entrepreneurial Spirit	Number of Students (%)	Results Achieved
1	Work-Based Learning	Independence and Responsibility	70% (12 out of 17 students)	Students complete assignments independently, disciplined, and professionally. Example: Taufiq shows high responsibility in managing content; Gadis are consistent and productive.
2	Experiential Learning	Motivation for Achievement and Confidence	82% (14 out of 17 students)	Students produce creative works such as visual content and branding strategies. Examples: Agung (aesthetic FYP video), Virgy (branding design), Gadis (consistency in visual content).
3	Collaborative Learning	Leadership and Team Collaboration	88% (15 out of 17 students)	Students work effectively in teams, share tasks, and achieve targets. Example: Taufiq collaborates with the supervisor of Malaka Hotel in batch 3, 4 and batch 5 to be the supervisor of internship students at Jiro Hotel, Diaz coordinates the batch 3 team, Gadis collaborates with supervisors in batch 5.
4	Project-Based Learning	Initiative and Risk-Taking Courage	76% (13 out of 17 students)	Students propose ideas, actively participate, and take on leadership roles. Examples: Taufiq (content idea), Diaz (team coordination), Gadis (initiative to complete tasks).

1. Work-Based Learning: This approach emphasizes confidence and responsibility, with significant results where 70% of students demonstrate the ability to work independently and professionally. Examples of success are shown by Taufiq with high work discipline and Girls with consistent productivity.
2. Experiential Learning: Focusing on creativity and motivation to excel, 82% of students are able to produce innovative works. Agung, for example, created an aesthetically pleasing FYP video, while Virgy contributed to the branding design. Girls also stand out for their consistency in producing quality visual content.

3. Collaborative Learning: 88% of students demonstrated good leadership and team collaboration skills. Taufiq led the team in batch 2 in internship activities at the Malacca hotel, in batches 3 and 4 collaborated effectively with supervisors, in batch 5 became supervisors for internship students at the Jiro Hotel (there is an expansion of cooperation). In addition, Malaka managed to coordinate the team in batch 3, and Gadis was able to collaborate effectively with supervisors in batch 5.
4. Project-Based Learning: With indicators of initiative and risk-taking, 76% of students showed a real contribution. Examples are Taufiq who proposes strategic content ideas, Diaz who leads team coordination, and Girl who takes the initiative in completing tasks.

To calculate the percentage of success of the Teaching Industry program in developing overall student entrepreneurship indicators, it is necessary to average the percentage of success of each indicator that has been shown in the table. The following are the calculation steps using the average formula of the percentage of success:

$$\text{Average Success Rate} = \frac{70 + 82 + 88 + 76}{4} = 79\%$$

The results of this calculation show that the Teaching Industry program has succeeded in achieving 79% success in developing the entrepreneurial spirit of students, in accordance with the indicators that have been set. These results show the effectiveness of the program in meeting the goals of entrepreneurship learning and the readiness of students to face the needs of the creative industry.

The success of this program is reflected in several concrete achievements, such as the recruitment of Taufiq as a contract employee, increased productivity in batch 5, and the expansion of cooperation to Jiro Hotel. These findings show that the Teaching Industry not only improves students' technical skills, but also shapes professional readiness and entrepreneurial spirit that is relevant to the needs of the creative industry.

CONCLUSION

The Teaching Industry program implemented at the Malaka Hotel Bandung has proven to be effective in developing the entrepreneurial spirit of Graphic Design students of Widyatama University through five main indicators: confidence, initiative, motivation to achieve, leadership, and the courage to take risks. The program provides hands-on learning experiences in a professional environment through Work-Based Learning, Experiential Learning, Collaborative Learning, and Project-Based Learning approaches. The results of the evaluation showed overall success with an achievement rate of 79%. Leadership and team collaboration indicators, developed through the Collaborative Learning approach, showed the highest results (88%). Increased motivation to achieve and confidence through Experiential Learning recorded an outcome of 82%, followed by initiative and risk-taking courage honed through Project-Based Learning (76%), as well as strengthening independence and responsibility through Work-Based Learning (70%). The

results of the cross-batch evaluation showed that there was a significant progression and variation in performance between batch one to batch five. Students can demonstrate significant progress in technical skills and professional attitudes. For example, Taufiq showed strong leadership in batch 2, where he was trusted as the team leader. His duties include managing the internship team in compiling digital content for Hotel Malacca, coordinating with supervisors, and ensuring that each team member completes tasks according to the specified targets. His leadership is evident in his ability to divide tasks, motivate team members, and maintain effective communication between students and industry supervisors. In addition, the girl showed great achievements in the 5th batch, where she worked independently without any other apprentices. The girl is able to collaborate with supervisors to ensure the quality and effectiveness of the content is in accordance with the hotel's professional standards. His ability to work independently while coordinating with a team of supervisors demonstrates mastery of collaboration and adaptation skills in a professional work environment. However, in addition to these achievements, there are challenges faced by some students, especially in the early batch, such as lack of initiative, discipline, and adaptation to professional standards.

A thorough evaluation across the batch showed that systematic improvements, such as intensive tutoring and reinforcement of feedback mechanisms, were able to help students with below-expected performance to catch up. Therefore, this program not only contributes positively to the development of students' entrepreneurial spirit, but also serves as a basis to increase the effectiveness of the implementation of the Teaching Industry in the future.

Further recommendations include strengthening learning strategies that focus on groups of students facing challenges, including additional training in work disciplines, time management, and professional communication, to ensure more equitable achievement across program participants.

The Teaching Industry approach effectively supports students to bridge the gap between academic learning and industry needs. The program also proves its relevance in building skills that fit the demands of the world of work, such as leadership, teamwork, initiative, and technical abilities. In the future, it is important to pay more attention to students who need additional guidance so that the success of the program can be more equitable and inclusive.

ACKNOWLEDGEMENT

Bandung, also made an important contribution to the implementation of this research. Thank you to all parties who cannot be mentioned individually for their contributions that helped to complete this research.

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