



RESEARCH REPORT

THE ROLE OF EVENT MANAGEMENT AND UNIVERSITY SUPPORT IN STUDENT PERSONAL DEVELOPMENT

May 24, 2026



Researchers:

**Delia Sari, Almer Attar Abhyasa, Rahsya Benova Akbar,
Tegar Ananda Elyas, Zahra Atifah Apparesya,
Jhanghiz Syahrivar**

**President University Student Council
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EXECUTIVE SUMMARY

The President University Student Organization Events (hereinafter referred to as PUSOE) are widely recognized as an important component in supporting student development at President University. Accordingly, examining the extent to which event management and university support within PUSOE contribute to such development is crucial, as both play a significant role in shaping students' personal growth. This research employs a questionnaire to capture general student perceptions, followed by FGD involving 63 students from student organizations and event committees, as well as interviews with campus management, academic units, and administrative staff at the faculty and study program level to examine the alignment between institutional policies, administrative coordination, and student organizational practices in event management. The findings indicate that PUSOE serve as valuable experiential learning platforms that foster communication, leadership, teamwork, time management, responsibility, resilience, and emotional intelligence. However, the effectiveness of these developmental outcomes is strongly influenced by institutional support, particularly in the areas of funding, venue access, guidance, and administrative clarity. The study further reveals that delays in budgeting, policies, complex approval procedures, and inconsistent communication may hinder event implementation and compel students to engage in reactive problem-solving. In response to these challenges, the report recommends the establishment of clearer written policies, more efficient administrative and financial procedures, stronger supervisory support, a centralized information platform, and improved internal planning within student organizations to enhance the educational and developmental impact of PUSOE.

Bekasi Regency, May 24, 2026

Almer Attar Abhyasa, Rahsyia Benova Akbar,
Tegar Ananda Elyas, and Zahra Atifah Apparesya

Commission I of PUSC 2026

Acknowledged by,



Bilqis Aisya Nuri
Chairperson of PUSC 2026

Approved by,



Delia Sari
Head of Commission I of PUSC 2026



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CHAPTER I

INTRODUCTION

1.1 Background

The President University Student Organization Events (hereinafter referred to as PUSOE) are widely recognized as an important part of supporting student personal development at President University. In this context, PUSOE serves as a structured platform that enables students to access and enhance their personal development through engagement in event management practices and communication with various stakeholders, particularly within the scope of university support. Through active participation, PUSOE provides students with opportunities to develop a range of practical skills, including time management, leadership, and teamwork.

The success of PUSOE is closely linked to the university support mechanism and the readiness of student leaders within PUSOE. From an implementation perspective, concerns arise regarding event management, communication and coordination among Student Organizing Committee (hereinafter referred to as SOC), campus management, academic units, and administrative units at the faculty or study program level, particularly in terms of leadership preparedness of the project managers and the vice project managers, the availability of guidance from the supervisors, and the adequacy of university support toward PUSOE.

By exploring perspectives across different stakeholder groups, the findings of this research are expected to provide insights into how institutional support and both the quality and practices of event management collectively influence student personal development. Furthermore, practical recommendations are proposed to enhance coordination, institutional support and the impact of PUSOE on student personal development.

1.2 Research Objectives

This research aims to:

- 1) Examine the implementation of event management practices in PUSOE.
- 2) Analyze the role of university support systems in supporting PUSOE.
- 3) Identify the impact of PUSOE on students' personal development.
- 4) Identify key challenges and gaps experienced by SOC, campus management, academic units, and administrative units at the faculty or study program level in organizing and supporting PUSOE.



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Jababeka Education Park, JL. Ki Hajar Dewantara, Kota Jababeka,
Cikarang Utara, Kab. Bekasi 17550 – Indonesia

Email: presunivcouncil@gmail.com, Website: <https://www.pusc.or.id>



- 5) Provide practical and implementable recommendations for improving PUSOE.
- 6) Enhancing the quality of event management, strengthening university support systems, and maximizing its impact on student personal development.

1.3 Research Question

How do event management practices and university support at President University contribute to students' personal development?



CHAPTER II

LITERATURE REVIEW

2.1 Event Management Quality in Student Personal Development

Event management quality refers to the effectiveness of planning, organizing, executing, and evaluating an event to achieve its intended objectives. In the context of student events, good event management practices ensure that activities run smoothly and provide meaningful experiences for participants. Well-organized events allow students to actively engage, collaborate, and take on responsibilities, which are essential for experiential learning. According to Walanjkar et al. (2024), integrating event systems with real-time coordination is essential to improve the student experience. This contributes to a more engaged learning environment by enhancing student participation and interaction. Student personal development refers to the growth of individual skills, attitudes, and competencies that support students' academic and professional readiness. Participation in student activities has been widely recognized as a key contributor to this development, stating that extracurricular involvement plays an important role in enhancing students' leadership abilities, communication skills, teamwork, and time management. Through active participation in events, students gain hands-on experience, build self-confidence, and improve their problem-solving abilities. Therefore, student events serve as an important platform for developing well-rounded individuals who are prepared for future challenges.

2.2 University Support

University support is another important factor in promoting the achievement of student events' objectives. University support includes the provision of funding, facilities, administrative assistance, and mentorship, all of which are essential for effective event execution. Reyes and Serrano Jr. (2025) highlight that strong institutional support and proper management practices contribute significantly to student satisfaction within higher education institutions. Johnson et al. (2022) note that university support services are important for enhancing student engagement and addressing challenges in participation and organization. With university support, students are able to efficiently manage events for effective learning experiences. This shows that university support is important for enhancing the effectiveness of student events. and motivation to participate actively in learning activities (Borasheva, 2024). When universities provide student support systems students feel confident, engaged and motivated to achieve their goals.



CHAPTER III

METHODOLOGY

3.1 Research Design

This research adopts a qualitative research approach to examine *the Role of Event Management and University Support in Student Personal Development*. A qualitative approach is used to capture in-depth perspectives and experiences of stakeholders involved in PUSOE recognizing that event management and its correlation with university support and campus management. Moreover, this research is conducted in three main stages:

- 1) Questionnaire to identify key issues in the event management, university support, and student personal development.
- 2) Focus Group Discussion (hereinafter referred to as FGD) with students from each student organization to explore student experiences in depth.
- 3) Interviews with campus management, faculty, study program, and administrative staff to understand the challenges and perspectives of academic advisors.

The data collected from these methods are analyzed thematically to support a comprehensive understanding of event management practices and university support in student organization events that contribute to student personal development.

3.2 Questionnaire

A questionnaire was conducted to evaluate students' satisfaction with campus management, faculty, study program, and PUSOE as well as the effectiveness of event management and university support in contributing to student personal development. The survey aimed to collect data on student profiles, including faculty, major, batch, and nationality, as well as their previous experiences and obstacles while joining and conducting PUSOE. The responses provided valuable insights into recurring issues and key concerns, which were then used to structure the FGD and interview questions, ensuring that the study addressed the most common challenges faced by event committees, student organizations, campus management, academic units, and administrative units at the faculty or study program.



3.2.1 Instrument Design

The pre-survey was created using Google Forms and consisted of both quantitative and qualitative questions. It was divided into three sections:

- 1) Section A: Experience in a PUSOE.
- 2) Section B: Evaluation of the current event management quality.
- 3) Section C: Student perspectives on campus support.
- 4) Section D: Impact on student personal development.
- 5) Section E: Perceived improvement needs and open-ended suggestions regarding event implementation, management practices, and institutional support.

The survey included Likert-scale items, multiple-choice questions, and open-ended responses. Key constructs measured included students' experiences in participating in PUSOE, perceptions of event management quality, the level of campus support, the extent of personal development gained, and areas for improvement in future implementation.

3.2.2 Participants

A total of 62 students voluntarily participated in the questionnaire. The respondents represented a diverse range of faculties and academic batches, allowing for variation in academic backgrounds, levels of study, and prior experiences with PUSOE. This diversity contributed to a broader understanding of student perspectives on event management, campus support, and personal development.

The survey was distributed online through open invitations using communication channels and student networks. Participation was entirely voluntary, and no specific inclusion or exclusion criteria were applied, meaning that respondents self-selected into the study. While this approach enabled wider outreach and accessibility, it may also introduce self-selection bias. Despite the relatively limited sample size, the data collected provided sufficient preliminary insights to inform subsequent stages of the research.

3.2.3 Purpose and Contribution

Findings from the questionnaire helped to:

- 1) Identify central issues for deeper exploration regarding event management and university support.
- 2) Provide an overview of baseline perceptions on how these factors contribute to student personal development.



- 3) Validate the relevance of examining event management practices and campus support as key drivers of student growth.

3.3 Focus Group Discussions

Following the questionnaire, the FGD was conducted with 63 students from event committees and various student organizations including PUSC, PUBS, PUFA and PUMA. The discussion covered key topics such as the quality of event management, university support toward PUSOE, and the contribution of PUSOE to student personal development. To uphold research standards, each FGD session began with a formal briefing on the research objectives and the conceptual framework, followed by the acquisition of informed consent. This structured approach established a professional environment that encouraged informants to provide detailed, reflective insights into their experiences.

Additionally, students shared the challenges they faced, particularly in relation to event management practices during event preparation. These FGD were conducted following participants' informed consent and a clear explanation of the research purpose. The sessions were scheduled based on participants' availability and facilitated in a manner that encouraged open and constructive discussion, allowing participants to share rich insights. As a result, the FGD enabled the researchers to identify key themes related to students' experiences, challenges, level of awareness, the quality of event management and university support, along with the impact of PUSOE on student personal development. Ultimately, this qualitative data served as a reliable source for identifying key patterns regarding how event management practices and university support directly contribute to their student personal development.

3.3.1 Student Organizations

Commission I conducts the FGD with 15 student organizations that include Heads of Student Organization, Former Project Managers, Former Vice Project Managers and Event Committees. The organizations included:

- 1) President University Student Council (PUSC)
- 2) President University Student Board (PUSB)
- 3) President University Faculty Association (PUFA)
 - a) Art Design and Architecture;
 - b) Business;
 - c) Computer Sciences;
 - d) Engineering;



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- e) Medicine; and
- f) Social Sciences and Education.
- 4) President University Major Association (PUMA)
 - a) Agribusiness;
 - b) Accounting;
 - c) Business Administration;
 - d) Elementary Teacher Education;
 - e) Information System;
 - f) Interior Design;
 - g) Management; and
 - h) Visual Communication Design.

3.4 Interviews

In this study, semi-structured interviews were conducted with campus management, academic units, and administrative units at the faculty or study program at President University to explore the role of event management and university support in student personal development. This approach utilized a flexible guide of predetermined open-ended questions, allowing researchers to probe deeper into participants' perspectives while maintaining a focused discussion. Interviews were conducted with the Student Affairs Bureau, General Affairs Bureau, Heads of Study Program, and Study Program Administratives. Each interview focused on the specific responsibilities and scope of the respective office, enabling the collection of in-depth insights on administrative procedures, academic policies, student engagement, and organizational support relevant to student programs such as PUFA and PUMA.

3.4.1 Student Affairs Bureau

The Student Affairs Bureau office plays a central role in managing and supervising student activities. Their responsibilities include establishing and enforcing policies and guidelines, acknowledging proposals, and approving revisions as needed. In addition, the Student Affairs Bureau maintains comprehensive data on student programs, ensuring transparency and consistency in administrative processes. The interview highlighted the office's role in guiding, supervising, and supporting student development through structured oversight of organizational activities.



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Email: presunivcouncil@gmail.com, Website: <https://www.pusc.or.id>



3.4.2 General Affairs Bureau

The interview with the Head of General Affairs Bureau focused on administrative processes and regulations related to campus facilities. The office oversees the planning, approval, and coordination of facilities used for PUSOE, ensuring compliance with university rules and maintaining an orderly environment. Insights from the interview highlighted the importance of proper communication, guidance, and coordination in the effective management of university resources.

3.4.3 Heads of Study Program

The Heads of Study Program was interviewed to understand their role in administrative oversight, monitoring and supporting PUSOE. This office ensures that PUSOE complies with institutional policies, approves relevant proposals, and provides recommendations when necessary. The Heads of Study Program also monitors progress and guides student initiatives to align with academic objectives, serving as a bridge between students and study programs.

3.4.4 Faculty and Study Program Administratives

The interviews conducted for the study program evaluation involved administrative representatives from each faculty and/or study program at President University. The informants consisted of representatives from the Management Study Program under the Faculty of Business, the Informatics and Information Systems Study Programs under the Faculty of Computer Science, the Law Study Program under the Faculty of Law, and the Elementary Teacher Education Study Program under the Faculty of Social Science and Education. These administrative offices are responsible for managing proposal submissions, coordinating documentation processes, and overseeing budgeting and financial administration to ensure that organizational approvals and student activities are carried out efficiently and systematically. The discussions further examined the practical implementation of these procedures, the challenges encountered by administrative staff in supporting student organizations, and several recommendations aimed at improving administrative guidance, communication, and operational efficiency.

3.5 Respondent Profile

The following tables present the demographic and academic profile of the questionnaire respondents, who represent a diverse distribution across faculties at President University, including Arts, Design, and Architecture, Business, Computer Science, Engineering, Law, Medicine, and Social Sciences, and Education. This diversity ensures that the data reflects a broad range of student perspectives. Furthermore, respondents were drawn from various types of gender, faculties, majors, and batch. These respondents' distributions allow the study to capture different levels of involvement and experience in PUSOE.

3.5.1 Gender

Gender
62 responses

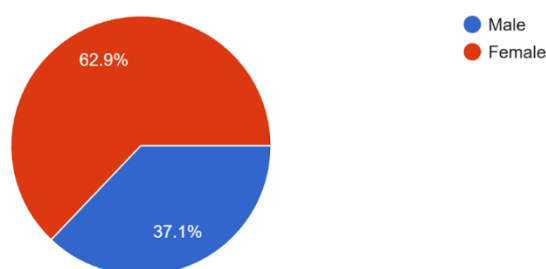


Figure 3.1 Gender Distribution

Gender	Percentage	Quantification
Female	62.9%	39
Male	37.1%	23

Table 3.1 Gender Distribution



3.5.2 Faculty

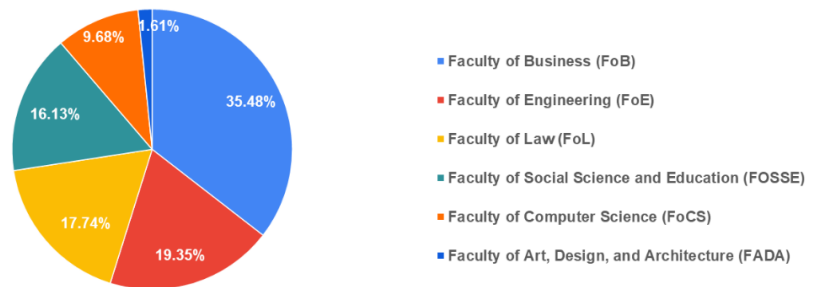


Figure 3.2 Faculty Distribution

Faculty	Percentage	Quantification
Faculty of Business	35.48%	22
Faculty of Engineering	19.35%	12
Faculty of Law	17.74%	11
Faculty of Social Science and Education	16.13%	10
Faculty of Computer Science	9.68%	6
Faculty of Art, Design, and Architecture	1.61%	1

Table 3.2 Faculty Distribution



3.5.3 Major

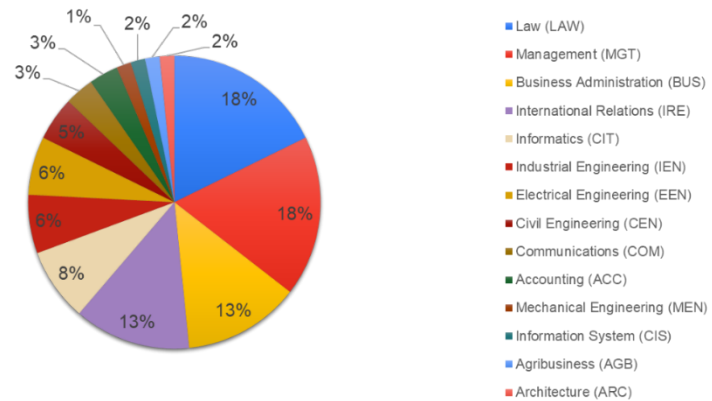


Figure 3.3 Major Distribution

Faculty	Percentage	Quantification
Management	18%	11
Law	18%	11
Business Administration	13%	8
International Relations	13%	8
Informatics	8%	5
Electrical Engineering	6%	4
Industrial Engineering	6%	4
Civil Engineering	5%	3
Accounting	3%	2
Communication	3%	2
Agribusiness	2%	1



Mechanical Engineering	2%	1
Information System	2%	1
Architecture	1%	1

Table 3.3 Major Distribution

3.5.4 Batch

Batch
62 responses

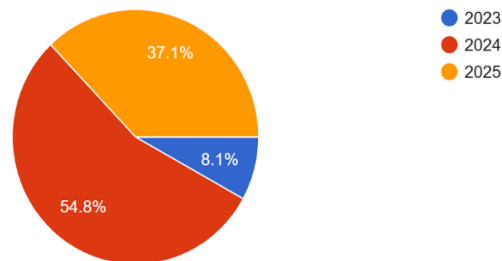


Figure 3.4 Batch Distribution

Batch	Percentage	Quantification
2024	54.8%	34
2025	37.1%	23
2023	8.1%	5

Table 3.4 Batch Distribution

3.6 Informants Profile

The following tables show the profile of our informants. They represent a wide range of faculties, including Arts, Design, and Architecture, Business, Computer Science, Engineering, Law, Medicine, and Social Sciences, and Education. To get a complete view of PUSOE, participants were chosen from different student organizations such as PUSC, PUBS, PUFA and PUMA.



3.6.1 Student Organizations

Student Organization	Number of Informants	Origins	Batch
PUSC	4	Indonesia	2024
PUSB	3	Indonesia	2024
PUFA Art Design and Architecture	5	Indonesia	2024
PUFA Business	6	Indonesia	2024
PUFA Computer Sciences	3	Indonesia	2024
PUFA Engineering	4	Indonesia	2024 and 2025
PUFA Medicine	5	Indonesia	2024
PUFA Social Sciences and Education	3	Indonesia	2025
PUMA Accounting	2	Indonesia	2024
PUMA Agribusiness	4	Indonesia	2024
PUMA Business Administration	3	Indonesia	2024
PUMA Elementary Teacher Education	5	Indonesia	2024 and 2025



PUMA Information System	5	Indonesia	2024
PUMA Interior Design	5	Indonesia	2024 and 2025
PUMA Management	4	Indonesia	2024 and 2025
PUMA Visual Communication Design	2	Indonesia	2024

Table 3.5 Profile of Informants from Student Organizations

Table 3.5 shows the profile of informants from student organizations who participated in this study. A total of 63 students representing SOC across different faculties at President University were involved. Most participants were from the 2024 batch, with several representatives from the 2025 batch. This diverse representation of SOC provides a comprehensive perspective on event management practices within PUSOE.

3.6.2 Event Committees

Alias	Gender	Origins	Faculty	Major	Batch
Student 01	Male	Indonesia	Engineeering	Industrial Engineering	2025
Student 02	Female	Indonesia	Engineeering	Environment al Engineering	2025
Student 03	Male	Indonesia	Engineeering	Industrial Engineering	2025
Student 04	Female	Indonesia	Business	Agribusiness	2024
Student 05	Female	Indonesia	Business	Agribusiness	2024



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Student 06	Male	Indonesia	Business	Agribusiness	2024
Student 07	Female	Indonesia	Business	Agribusiness	2024
Student 08	Female	Indonesia	Social Science and Education	Elementary Teacher Education	2024
Student 09	Female	Indonesia	Social Science and Education	Elementary Teacher Education	2025
Student 10	Female	Indonesia	Social Science and Education	Elementary Teacher Education	2024
Student 11	Female	Indonesia	Social Science and Education	Elementary Teacher Education	2024
Student 12	Female	Indonesia	Business	Management	2024
Student 13	Female	Indonesia	Business	Business Admin	2024
Student 14	Female	Indonesia	Business	Accounting	2024
Student 15	Female	Indonesia	Business	Business Admin	2024
Student 16	Female	Indonesia	Computer Science	Information System	2024
Student 17	Male	Indonesia	Computer Science	Informatics	2024
Student 18	Female	Indonesia	Computer Science	Information System	2024
Student 19	Female	Indonesia	Business	Management	2025
Student 20	Female	Indonesia	Business	Management	2025



Student 21	Female	Indonesia	Business	Management	2025
Student 22	Male	Indonesia	Computer Science	Information System	2024
Student 23	Female	Indonesia	Computer Science	Information System	2024
Student 24	Female	Indonesia	Computer Science	Information System	2024
Student 25	Male	Indonesia	Computer Science	Information System	2024

Table 3.6 Profile of Informants from Event Committees

Table 3.6 shows the profile of student informants involved as event committee members. A total of 25 students from different faculties and majors at President University participated in the study. The participants come from various academic backgrounds, including engineering, business, and social sciences and education, with most from the 2024 and 2025 batches. This diversity allows the study to capture a range of perspectives on event management and the role of university support in PUSOE.

3.6.3 Campus Management

Alias	Gender	Origins	Departement	
Management 01	Male	Indonesia	Student Bureau	Affairs
Management 02	Female	Indonesia	Student Bureau	Affairs
Management 03	Male	Indonesia	General Bureau	Affairs

Table 3.7 Profile of Informants from Campus Management

Table 3.7 presents the profile of informants from campus management. A total of 3 (three) informants participated in this study,



consisting of 2 (two) staff members from the Student Affairs Bureau and one staff member from the General Affairs Bureau. These informants were selected based on their direct involvement in administrative coordination and institutional support related to PUSOE. Their perspectives are essential for understanding how university management contributes to the implementation of event activities through administrative processes, coordination, and institutional support.

3.6.4 Faculty and Study Program

Alias	Gender	Origins	Faculty/Study Program	Position
Academic 01	Female	Indonesia	Law	Head of Law Study Program

Table 3.8 Profile of Informants from Faculty and Study Program

Table 3.8 presents the profile of informants from the faculty and study program level. In this category, one informant participated in the study, identified as a female from Indonesia who serves as the Head of Law Study Program. The informant was selected based on the strategic role in academic leadership, particularly in relation to PUSOE and event-related support within the faculty and study program environment. This perspective provides insight into how faculty leadership contributes to the support and supervision of PUSOE within the Faculty and Study Program context.

3.6.5 Administrative Staff

Alias	Gender	Origins	Study Program	Faculty
Administration 01	Female	Indonesia	Law and Elementary Teacher Education	Law and Social Science and Education
Administration 02	Female	Indonesia	Informatics and Information System	Computer Science



Administration Male Indonesia Management Business 03

Table 3.9 Profile of Informants from Administrative Staff

Table 3.9 presents the profile of informants from the administrative staff level. The informants represent the Faculty of Law and Elementary Teacher Education study programs, the Informatics and Information System study program under the Faculty of Computer Science, and the Management study program under the Faculty of Business. These informants were selected based on their roles in managing administrative processes and supporting student-related activities at the study program level. Their perspectives are relevant for examining how administrative staff contribute to the coordination, facilitation, and implementation of PUSOE within the Faculty and Study Program context.

3.7 Data Analysis

This study combines quantitative data from questionnaires with qualitative data from FGD and interviews to provide a comprehensive view of the research topic. Questionnaire responses were analyzed using Python to detect overall patterns across participants, and the results were visualized through frequency and pie charts. Meanwhile, all FGD and interviews recordings were converted into full transcripts capturing every word, then processed to remove common function words and filtered to highlight terms relevant to the research focus. These transcripts were analyzed in NVivo to identify recurring themes and visualize the findings in a word cloud. By integrating both quantitative and qualitative approaches, the study offers a clearer understanding of the research topic from both student and institutional perspectives.

3.8 Ethical Consideration

This study follows strict research ethical standards. All participants provided informed consent and were fully informed about the research objectives. Participation in the research was voluntary and participants had the right to withdraw at any time without consequences. All data, including recordings and transcripts, are handled with complete confidentiality and used solely for research purposes. To protect participant privacy, all identifying details have been anonymized in the final report, with data access strictly restricted to Commission I (Research and Development) of PUSC 2026.



CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 General Findings

This chapter presents the findings of the study collected through questionnaires, FGD with SOC and interviews conducted with campus management, academic units, and administrative units at the faculty or study program. The questionnaire and FGD capture perspectives from the SOC involved in PUSOE, while the interviews provide insights from the campus management, academic units, and administrative units at the faculty or study program. The purpose of this chapter is to explain how event management practices and university-support contribute to students' personal development, while identifying the challenges and gaps faced by SOC, campus management, academic units, and administrative units at the faculty or study program level in organizing PUSOE. The discussion first examines the role of event management in PUSOE and then analyzes the institutional support systems that facilitate the PUSOE. It subsequently explores how participation in PUSOE shapes student personal transformation and how institutional expectations align with student initiatives. These findings are then synthesized to explain their impact to student personal development, followed by the future frameworks to strengthen event management practices and university support.



4.2 Questionnaire Findings

4.2.1 Correlation of Event Management and Personal Development

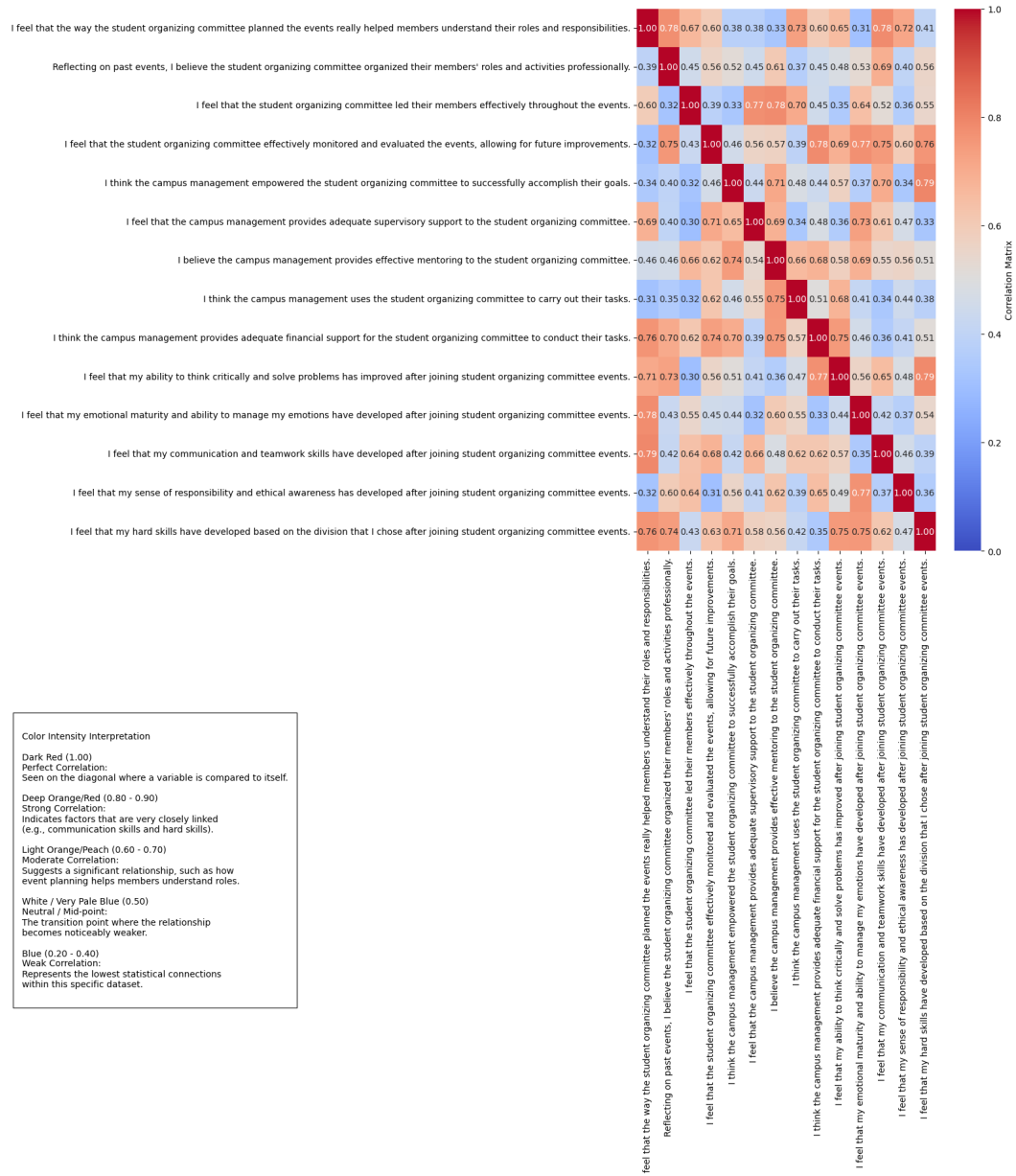


Figure 4.1 Matrix Correlation from Questionnaire

The Pearson correlation matrix presented in Figure 4.1 investigated the factors contributing to personal development among SOC members. A statistical model was constructed through Python-based statistical analysis to examine the role of event management practices and university support in shaping students' personal development outcomes. To interpret the matrix visually, the color intensity scales from Dark Red



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($r = 1.00$) indicating perfect correlation, through Deep Orange/Red ($r = 0.80 - 0.90$) and Light Orange/Peach ($r = 0.60 - 0.70$) indicating strong and moderate correlations respectively, down to Blue ($r = 0.20 - 0.40$) representing weak statistical connections. The White/Very Pale Blue ($r = 0.50$) zone serves as the neutral mid-point where relationships become noticeably weaker.

The results reveal several notable patterns regarding the contribution of internal event management practices to personal development. Within the internal event management cluster (the first four variables), a strong correlation is highlighted in Deep Orange/Red between Event Planning (helping members understand roles) and Professional Role Organization ($r = 0.78$), followed closely by Effective Monitoring with Professional Role Organization ($r = 0.75$) in Light Orange/Peach. These values indicate that well-structured internal coordination among event management dimensions is deeply interrelated. Notably, the diagonal cells all register a perfect correlation of $r = 1.00$ (Dark Red), as each variable is compared against itself, confirming the reliability of the matrix structure.

These findings indicate that structured event management practices play a meaningful role in fostering students' cognitive and emotional development. Organizational effectiveness can be assessed through how well the SOC planned PUSOE, organized its members, led effectively, and allowed for feedback. Students involved in PUSOE demonstrate stronger critical thinking skills and emotional maturity, as supported by the prominent cluster of warm colors. Specifically, Effective Monitoring and Evaluation shares a strong relationship with both Emotional Maturity ($r = 0.77$) and Critical Thinking ($r = 0.69$), while Clear Event Planning correlates strongly with Communication and Teamwork Skills ($r = 0.78$) and a Sense of Responsibility ($r = 0.72$).

Campus support remains a critical structural factor in the successful implementation of PUSOE. The correlation matrix shows moderate-to-strong relationships between university support variables and event management effectiveness, visually represented by the shifting orange tones. Looking at the operational impact on Effective Monitoring and Evaluation, strong links are found with Supervisory Support ($r = 0.71$) and Mentoring Support ($r = 0.62$). Notably, Financial Support exhibits robust connections across all management dimensions, correlating strongly with Event Planning ($r = 0.76$) and Effective Monitoring ($r = 0.74$), reflecting the critical link between campus resource provision and SOC operational capacity.

The correlation matrix also indicates substantial direct relationships between campus support variables and personal development outcomes, represented by the dense orange and red cells in the lower-right quadrant. For instance, University Empowerment is strongly linked to the development of Hard Skills ($r = 0.79$) and Communication or Teamwork ($r = 0.70$), while Financial Support correlates strongly with enhanced Critical Thinking ($r = 0.75$), and Supervisory Support shows a high correlation with Emotional Maturity ($r = 0.73$). This color pattern reveals that campus support is not merely an operational baseline. It actively and proximally enriches students' personal growth alongside their hands-on participation in leadership, teamwork, and collaborative problem-solving within internal SOC processes. This correlation matrix provides the overall statistical foundation of the study, which is further explored in Figure 4.2 by examining the specific internal challenges faced by student committees during event management.

4.2.2 Event Management Aspects for Improvement

Aspects of Event Management By The Student Organizing Committee Need Improvement

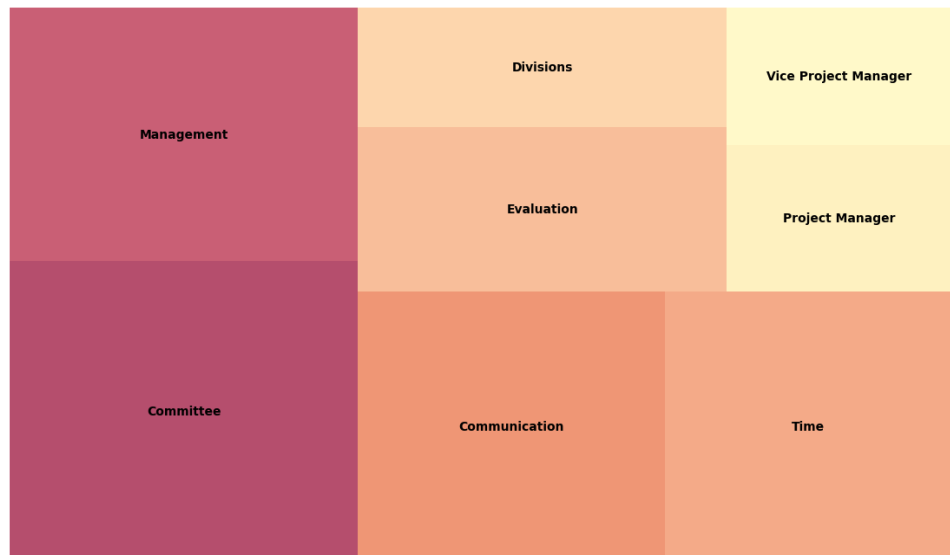


Figure 4.2 Treemap: Event Management Aspects Needing Improvement

Figure 4.2 presents a treemap visualization generated through Python-based data visualization techniques to illustrate the event management aspects that require improvement within PUSOE. In a treemap, the size of each rectangle reflects the relative prominence of a coded theme, meaning that larger boxes indicate issues that appeared more frequently in the data. In this figure, “Committee” appears as the



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most dominant category, showing that respondents most often discussed improvement needs related to the event committee itself, particularly in internal coordination, role distribution, and overall organizational performance.

Meanwhile, “Management” refers to how the event is managed, indicating that respondents also identified challenges in the internal management process of PUSOE, such as organizing tasks, coordinating activities, and ensuring that the event runs effectively. The appearance of “Communication” and “Time” further showing that communication flow and time management are recurring challenges during event preparation. In addition, “Evaluation” and “Divisions” highlight the need for clearer assessment mechanisms and better coordination across committee divisions, suggesting that internal reflection and cross-division collaboration are important areas for improvement. The terms “Project Manager” and “Vice Project Manager” indicate that leadership roles also require stronger coordination, clearer responsibility distribution, and more effective supervision in order to support smoother event implementation. Overall, the treemap shows that the main improvement needs are concentrated in internal committee coordination, leadership structure, communication, time management, and institutional support from campus management. When interpreted together with the correlation findings in Figure 4.1, this pattern suggests that strengthening these internal and institutional aspects may help SOC improve event implementation while also supporting students’ development in teamwork, leadership, responsibility, and problem-solving. The next figure then shifts the discussion toward the institutional support needed from campus management.

4.2.3 Institutional Support Needs for Event Management

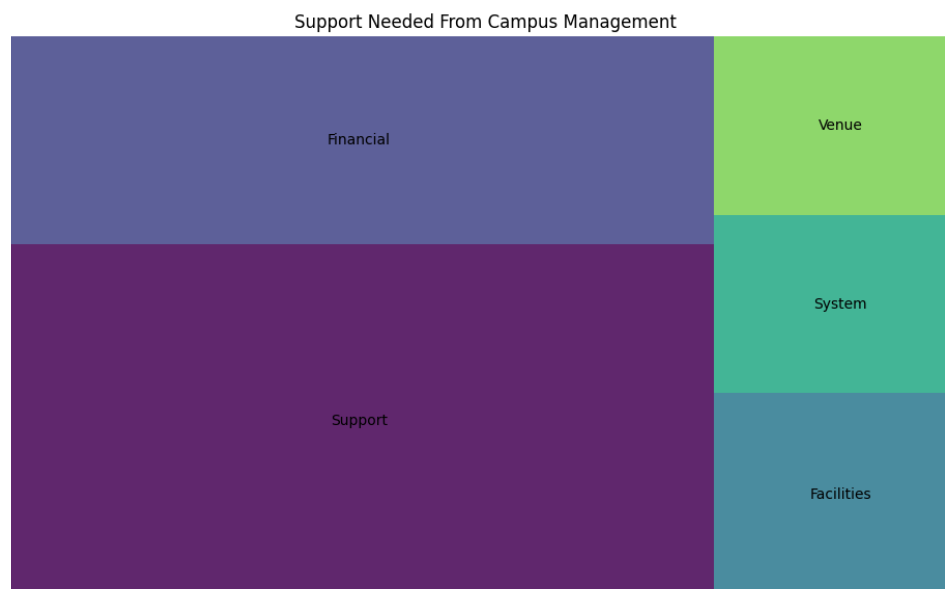


Figure 4.3 Treemap: Support Needed from University Management

Figure 4.3 illustrates the main themes that emerged from student responses regarding the institutional support needed to improve event management. The dominant themes identified were “Financial” and “Support” indicating that students strongly expect greater institutional assistance, particularly in financial support and resource provision. This suggests that successful event management is not viewed solely as a student responsibility, but as a collaborative process that requires active support from campus managements.

Another finding highlights dominant themes such as “Facilities,” “System,” and “Venue” further emphasize students’ expectations for improved infrastructure and administrative support. Students expressed the need for better access to campus facilities, clearer systems and procedures, as well as adequate venues to support event implementation. The strong presence of the terms “Financial” and “System” also indicates that existing bureaucratic and funding procedures may still create challenges for SOC, requiring additional time and effort in managing proposals, approvals, and administrative processes.

Overall, these findings suggest that strengthening institutional support through improved financial assistance, better facilities, clearer systems, and adequate venue provision could reduce administrative burdens and enhance the overall quality and effectiveness of student event management. Following this discussion of institutional support

needs, Figure 4.4 further evaluates how students perceive both internal event management by SOC and university support through a Likert scale analysis.

4.2.4 Committee and Campus Management Perceptions

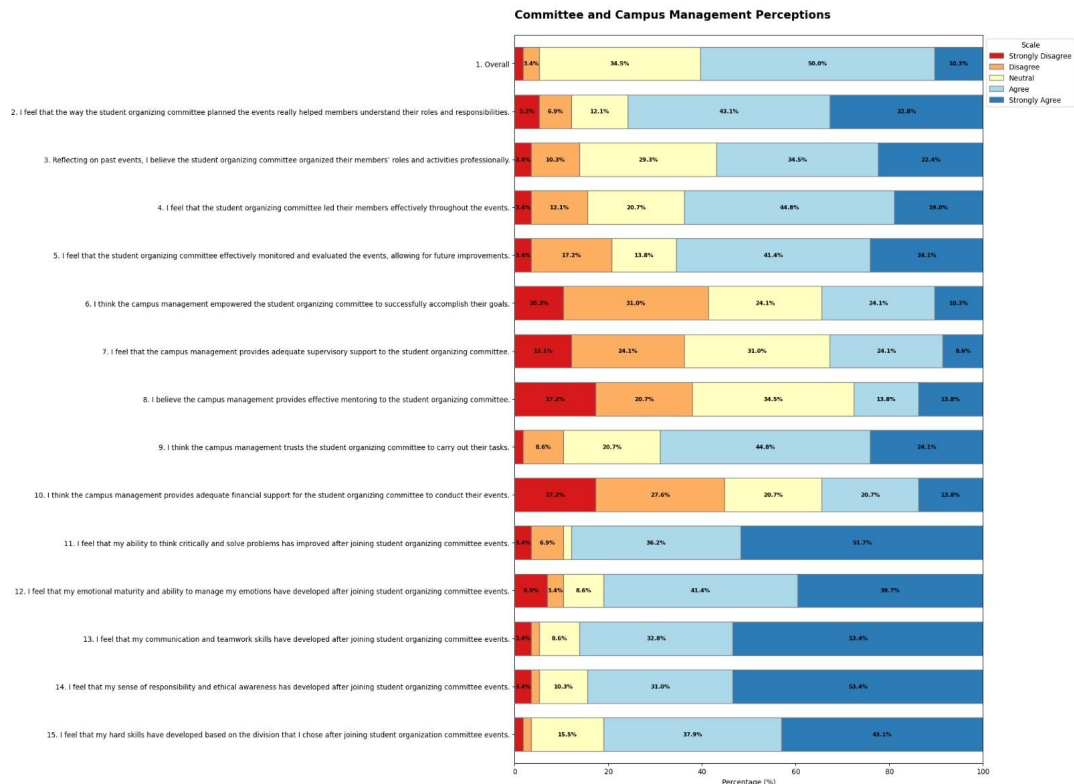


Figure 4.4 Likert Scale Chart: Perceptions

Figure 4.4 presents a Likert scale analysis of student perceptions regarding SOC's internal event management and campus management support for PUSOE. Overall (Question 1), approximately 50% of respondents selected "Agree" and 16% selected "Strongly Agree," reflecting a predominantly positive general perception. Questions 2 - 5, which address SOC's internal planning, role organization, leadership, and event monitoring, consistently yielded high agreement rates, suggesting that students perceive the committee as competent and well-organized in managing their responsibilities.



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Questions 6 - 10, which examine the role of campus management in empowering, supervising, mentoring, and financially supporting SOC, revealed a notably different pattern. A considerably larger proportion of respondents selected “Neutral” or “Disagree” across these questions, with Question 6 showing the most pronounced dissatisfaction regarding campus management’s empowerment of SOC. This discrepancy suggests that while students demonstrate confidence in SOC’s internal capabilities, they perceive campus management’s institutional support as insufficient, which may hinder the committee’s ability to operate at its full potential.

Questions 11 - 15, addressing personal development outcomes, produced the most consistently positive responses across all sections. The majority of respondents reported improvements in critical thinking and problem-solving (Question 11), emotional maturity (Question 12), communication and teamwork (Question 13), responsibility and ethical awareness (Question 14), and hard skills relevant to their chosen division (Question 15). These findings align with experiential learning theory, stating that active participation in organizational activities fosters the development of competencies beyond formal academic instruction.

These findings reveal that students experience substantial personal and professional growth through PUSOE participation. However, this development occurs against a backdrop of perceived inadequacy in institutional support. Strengthening campus management’s supervisory, financial, and mentoring support for SOC would not only address this gap but also create a more enabling environment in which student-led event management can further cultivate leadership, teamwork, and professional competencies. The patterns identified here are further explored through qualitative insights from FGD and interview data presented in the subsequent figures.

4.3.1 Key Themes in Event Management and University Support



The presence of organizational terms such as PUSC, PUBS, PUFA and PUMA underscores the multi-organizational nature of campus event management, wherein coordination across student bodies, faculties, and administrative units is central to successful PUSOE preparation and execution. This is further reinforced by the appearance of terms such as

"organisasi", "management", "campus", "faculty", and "admin". Equally significant is the word cloud simultaneous capture of both the challenges and developmental outcomes associated with student event management. On one side: "stress," "capek," "kendala," and "pressure." On the other: "leadership," "pengalaman," "belajar," and "communication." It is reflecting real operational difficulties encountered in the field as well as indicating that students view these experiences as meaningful opportunities for learning and personal growth. To further examine these qualitative patterns in a more structured way, Figure 4.6 presents the most frequently occurring words identified in the FGD responses.

4.3.2 Word Frequency Analysis of FGD Response

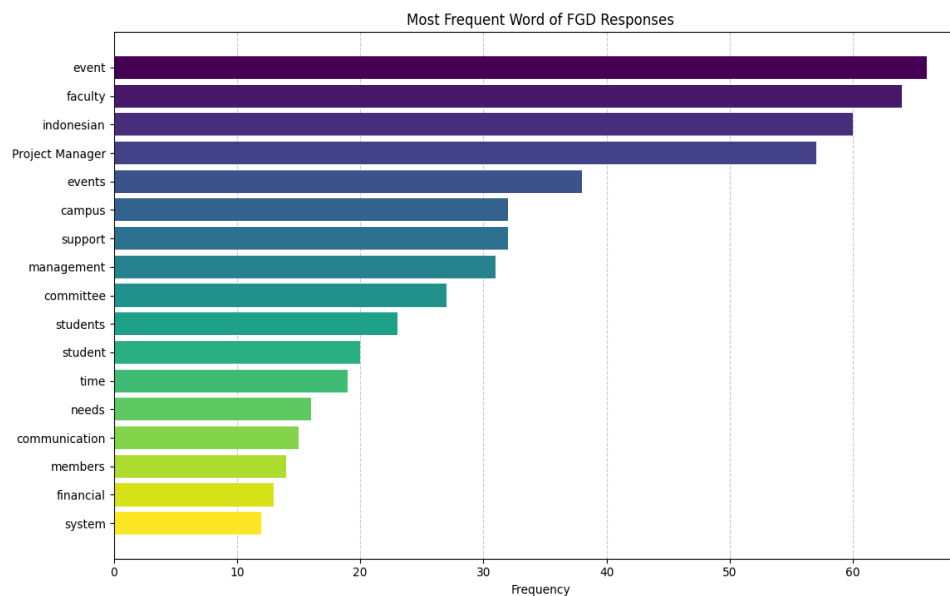


Figure 4.6 Word Frequency Chart of FGD Transcripts

Figure 4.6 presents a word frequency chart displaying the 25 most frequently occurring terms extracted from FGD transcripts using Python-based text analysis. This visualization provides a clearer representation of the themes that appear most often in student discussions about event management. Consistent with the pattern observed in Figure 4.6, the word “event” appears as the most frequent term, highlighting the essence of PUSOE, as a collaborative event that reflects collective planning, coordination, and execution. Other commonly appearing words such as “faculty”, “university”, “support”, “management”, and “committee” indicate that students consistently frame event management as a multi-party collaborative undertaking, including SOC, campus



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management, academic units, and administrative units at the faculty or study program. Together with the findings in Figure 4.1, these qualitative results support the earlier quantitative findings presented in Figures 4.5-4.6, the concentration of institutional and organizational terms in the high-frequency tier affirms that campus support structures constitute a foundational enabling condition for event management that plays a significant role in shaping student personal development while also highlighting the institutional challenges faced during the process.

4.4 The Role of Event Management

This subsection examines the effectiveness of event management practices in PUSOE functions as a formative space for student personal development. SOC is an experiential environment where students engage in planning, coordination, and decision-making processes that simulate professional organizational dynamics. Through these practices, students encounter both predictable routines such as scheduling, budgeting, and SOC coordination, as well as unpredictable challenges that require adaptive problem-solving. These interactions are central to the research question, as they demonstrate how event management practices and university support contribute to the development of students' competencies, professional mindset, and interpersonal capabilities.

A dominant pattern emerging from the FGD is that event management consistently cultivates soft skills through practice-based learning rather than formal instruction. Students repeatedly engage in collaborative planning, negotiation of responsibilities, and public interaction with various stakeholders, which gradually strengthens communication, leadership, networking, and time-management abilities. One student captured this experience when they observed that "PUSOE requires them to actively engage in planning, coordination, and problem-solving activities that extend beyond classroom learning". Event preparation frequently involves coordination between multiple stakeholders and divisions, which forces students to communicate clearly, negotiate roles, and resolve internal disagreements. As another student further illustrated this by stating that "Event preparation often requires coordination between multiple stakeholders or divisions, which forces students to communicate clearly, negotiate responsibilities, and manage conflicts".



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From the Student Affairs Bureau perspective, these activities are also recognized as important learning opportunities, as student organizations are seen to provide initiative, creativity, and leadership in organizing activities. Through these repeated social and organizational interactions, students gradually develop the confidence and interpersonal competence required to lead teams and represent their organizations effectively.

Closely connected to these interpersonal competencies is the development of a professional mindset and a stronger sense of responsibility. The public and high-stakes nature of PUSOE places students in situations where they must meet deadlines, coordinate resources, and manage unforeseen challenges. These conditions encourage students to transition from passive learners to active organizers who must take ownership of their decisions and outcomes. This general pattern was summarized by students who reported some improvements in several competencies, including communication, teamwork, leadership, time management, and responsibility. In many cases, students interpreted the pressures associated with event preparation as formative experiences that simulate real workplace conditions. This idea is reflected in a students' comment that involvement in PUSOE, "Event management plays a significant role in developing students' competencies through direct experiential learning". The necessity of coordinating large-scale activities, managing limited resources, and responding to unexpected obstacles helps students internalize professional behaviors that are essential in future employment contexts.

However, the developmental value of event management is also mediated by institutional structures and the degree of alignment between student initiatives and university expectations. While students drive the creative and operational aspects of events, institutional oversight ensures that these activities remain aligned with academic and organizational objectives. From the head of study program perspective, this was expressed as student organizations often contribute meaningfully to departmental goals, noting that "PUFA, until now has continued to accommodate what becomes the needs of the study program as well. At the same time, some activities were perceived as overly general and not sufficiently connected to academic development", a head-of-program interview raised this concern, noting that "There are several PUSOE activities that are too general and do not specifically address academic needs". These perspectives suggest that student development within event management also involves learning how to balance academic and non-academic development, where academic performance is enhanced while non-academic aspects are also strengthened through processes of creativity and initiative with institutional relevance and professional expectations.



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Beyond these dominant patterns, several participants highlighted additional dimensions of development that are less frequently discussed but still significant. For many students, especially during their early years at university, event participation initially serves as a means of building social connections and expanding professional networks. From a student's perspective, this was experienced as joining PUSOE provided opportunities to meet students from other programs and develop broader relationships across the university. At the same time, some participants acknowledged that event management strongly enhances interpersonal competencies.

Another important insight concerns the emotional and organizational demands associated with managing PUSOE. Students described the need to maintain professionalism, represent their organizations positively, and interact with external stakeholders even in stressful situations. While this requirement strengthens emotional regulation and professional presentation skills, it also introduces elements of fatigue and pressure. Participants noted that consistently maintaining a professional demeanor in public interactions can be mentally demanding, highlighting the often-overlooked emotional labor involved in student leadership roles. Recognizing this dimension of event work expands the understanding of personal development beyond technical competence to include the management of interpersonal and psychological demands.

The findings also indicate that institutional conditions play an important role in shaping students' experiences in managing PUSOE. In particular, several participants highlighted financial constraints and procedural uncertainty as key institutional factors that influenced how event management contributed to their development. Although event management is generally viewed as a valuable learning platform that develops soft skills such as coordination, planning, problem-solving, professional responsibility, and networking, these contributions can be hindered when funding delays or unclear approval procedures disrupt the preparation process. Several students described this challenge, noting that in which financial support was disbursed late or decisions were communicated too slowly, forcing SOC to improvise solutions to ensure PUSOE could still proceed. As a result of the delayed funding and slow approval process, which required SOC to adjust schedules, revise plans, and reallocate available resources at short notice. While such challenges may still foster practical management skills, emotional control, and resilience under pressure, they also reveal how institutional constraints can limit the extent to which event management fully supports students' personal and professional development.



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Overall, the findings indicate that event management of PUSOE functions as a powerful site of experiential learning for student personal development. Through repeated involvement in planning, coordination, and public engagement, students develop key competencies such as communication, leadership, teamwork, and time management. At the same time, the effectiveness of these developmental experiences is strongly influenced by institutional conditions, including administrative clarity, funding processes, and academic oversight. When these structures operate predictably, student events become structured opportunities for professional growth. On the other hand, when inconsistencies arise, students may still develop adaptive skills, but often through reactive problem-solving rather than intentional learning. Therefore, event management plays a significant role in supporting student personal development within the PUSOE, particularly when institutional systems effectively support and guide student organizational activities as meaningful experiential learning processes.

4.5 University Support Systems

Building on the previous findings that highlight the developmental role of event management, the results also indicate that the extent to which these learning experiences occur is closely influenced by the university support systems that structure and facilitate PUSOE. This subsection examines how university support, including budget allocations, venue access, and administrative oversight, shapes the implementation of PUSOE and contributes to students' personal development.

The results indicate that institutional support plays a significant role in shaping how PUSOE is implemented. In terms of budget allocations, students experience financial constraints that require them to prioritize expenditures, seek alternative funding sources, and manage limited resources effectively. These conditions contribute to the development of financial planning and decision-making skills. Regarding administrative oversight, students must navigate complex procedures involving multiple units, which requires attention to detail, adaptability, and effective communication. In addition, venue access and facility arrangements influence how PUSOE are organized, often requiring flexibility and contingency planning when logistical challenges arise. Collectively, these aspects of university support structure the operational environment of PUSOE and create conditions that foster students' organizational competencies and professional skills.



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A clear pattern across the findings is that institutional resources provide the foundational infrastructure necessary for SOC to conduct PUSOE. Students acknowledge that the university offers multiple forms of support. A student described the university's role by stating that, "the university provides various forms of support, including financial assistance, venue provision, and administrative guidance". This logistical support allows SOC to focus on designing and implementing event programs while learning how to manage budgets and coordinate institutional resources. From the campus management perspective, the university views these provisions as part of its role in supporting student initiatives. The General Affairs Bureau explained this provision, stating that "we provide the facilities that are needed by students to support their activities". Through this interaction, students gain practical experience in managing institutional resources, which strengthens their organizational skills and sense of professional responsibility.

However, while institutional resources enable event implementation, students frequently describe funding mechanisms as limited and sometimes uncertain in timing. Several students explained that budget allocations impose clear financial constraints that require committees to prioritize expenditures and seek additional resources. Timing issues also arise when funds are tied to post-event accountability procedures. A student raised this timing concern, asking whether funds could be released earlier, "Usually the money is disbursed after we submit the Accountability report; can it be released at the start of our preparation?". In such situations, SOC may need to temporarily advance funds themselves or redesign event plans to accommodate delayed disbursement.

Another student recounted an instance of sudden funding blockage, noting that "Suddenly we receive news that the funds cannot be released, meaning we must wait for the accountability report". A dominant pattern across the FGD shows that administrative unpredictability can shift student activities from planned learning experiences toward reactive management. Several students reported that procedural decisions sometimes occur too late in the event cycle, which refers to the sequential stages of event planning and implementation, including proposal submission, approval, preparation, execution, and post-event evaluation. Within these stages, students encounter various obstacles, for example when approval processes become more complex, permit requirements change unexpectedly, regulations are modified without prior notice, or event concepts must be adjusted after submission. As a result, these conditions force SOC to adjust plans after substantial work has already been completed.



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A student expressed confusion over delayed decisions, stating that “Why was our proposal rejected after our event had taken place? Why not before the event started? We became confused.” Such situations illustrate how delayed decisions transform event planning into a reactive process rather than a structured learning experience. Although these situations introduce financial risk and stress, they also expose students to real-world budgeting challenges and contingency planning.

Closely related to funding concerns, SOC often encounters challenges when navigating administrative procedures associated with event approval and coordination. Students described the institutional process as complex and sometimes difficult to interpret, particularly when multiple offices are involved. A student emphasized the burden of complex procedures, noting that the “complexity of administrative procedures often becomes a challenge”. Miscommunication between SOC and administrative units was also identified as a recurring issue. A student reported recurring miscommunication, explaining that, “There is often miscommunication among event committees, student organizations, campus managements, academic units, and administrative units at the faculty or study program office regarding the documents that need to be prepared.” These procedural requirements require students to develop patience, attention to detail, and proactive communication strategies in order to meet institutional expectations.

Furthermore, venue allocation and facility access present a similarly mixed pattern. While university facilities are generally available to support PUSOE, logistical issues such as double bookings or unexpected operational changes can require students to adjust their plans quickly. Several students recounted a venue reassignment, stating that “we had submitted a letter to book the auditorium and it was signed, but suddenly and without prior notice, another event took place, and we were required to relocate and find another available venue”. Such situations require rapid coordination with campus management and alternative planning from SOC, which further strengthens students’ organizational adaptability. In other cases, external service providers introduced unexpected costs, requiring budget adjustments shortly before an event. These operational challenges highlight the practical complexities of managing large-scale activities within institutional environments.



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Despite these challenges, students consistently interpret their interaction with institutional systems as an important learning process. Many participants emphasized that navigating administrative procedures improves their communication skills, discipline, and understanding of professional protocols. A student reflected on discipline gained through rule-following, stating that, “learning to follow university rules makes us more disciplined in preparing everything legally and in a structured manner”. One student described improved interpersonal communication skills, noting that, “how to communicate properly with someone” while also improving time management. These experiences demonstrate how institutional engagement contributes directly to the development of professional communication and organizational competencies.

Campus management similarly emphasizes their role in guiding student activities and ensuring that event implementation aligns with university standards. According to the Student Affairs Bureau, “every activity is always accompanied and guided by us to ensure that it stays on the right track”. This perspective highlights that administrative oversight is intended not only as regulation but also as mentorship, ensuring that student initiatives remain structured and aligned with institutional objectives. Through this collaborative interaction, students gradually develop a clearer understanding of formal organizational processes and institutional expectations.

Although many participants reported bureaucratic challenges, data from the FGD further revealed variation across faculties and event types. Some students described relatively smooth administrative processes, indicating that the role of university support in facilitating or constraining event management is not uniformly experienced across the university. As one student noted that their faculty's administrative processes had proceeded without significant difficulty, “So far there have been no problems, so far it’s okay”. Conversely, others identified faculty-specific regulations that impose restrictions on certain categories of events, particularly those involving external stakeholders. These differences suggest that institutional governance structures play a meaningful role in determining the range of activities available to SOC and influence the quality of developmental opportunities accessible to the committee.

Moreover, the observed variation in student experiences also reflects uneven institutional regulations and policies across organizational levels. Information regarding procedures, requirements, and approvals is often disseminated inconsistently among SOC, campus managements, academic units, and administrative units at the faculty or study program, resulting in substantive informational gaps. Consequently, students may encounter



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uncertainty about applicable rules and regulations, perceive institutional restrictions inequitably, and experience differential access to event management opportunities and by extension, to the developmental benefits that such participation affords. These findings suggest that beyond structural variation in institutional governance, the clarity and consistency of policy communication are critical factors shaping equitable student engagement and personal development experiences.

Overall, the findings position institutional support within PUSOE both a facilitator and a structuring framework for student personal development. Material resources such as funding, facilities, and administrative guidance make PUSOE possible and create opportunities for experiential learning. At the same time, procedural complexity, funding timing, and coordination challenges introduce practical constraints that students must learn to manage. These conditions encourage the development of communication skills, leadership, financial planning, and organizational discipline. Consequently, institutional support does not merely provide resources for student activities but it also functions as a learning environment in which students develop the organizational and interpersonal competencies necessary to engage effectively within formal institutional systems.

4.6 Student Personal Transformation

The transition from a student role to an organizational leader represents a significant personal transformation, where students shift from passive academic participants to individuals who must actively perform professional responsibilities. Participation in event management exposes students to situations that require structured communication, coordination, and accountability, which gradually reshapes how they perceive their own capabilities. One student reflected on this shift by explaining that participating in event work improved the way they expressed ideas and approached problems more systematically. The following student remark illustrates this shift in expression. As reflected in one student's experience, "Through the experience I had, I noticed that the way I speak has improved and become more structured." This statement illustrates how the process of coordinating PUSOE encourages students to adopt a more professional communication style. Rather than speaking informally as they might in typical student interactions, participants learn to articulate ideas clearly when dealing with committees, supervisors, and external partners. As a result, students begin to internalize a professional mode of communication that reflects greater organizational awareness.



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Beyond communication, students also described learning how to navigate collaborative work environments where responsibilities must be clearly defined and executed. The necessity to coordinate multiple individuals and ensure that each task aligns with the overall event objectives forces students to approach work more strategically. A student highlighted this process when explaining how event responsibilities required them to adapt to teamwork and role clarity. A student explained this adaptation to teamwork by saying that “I learned how to work with many people and how to carry out my tasks according to the job description and the theme that had been determined.” This pattern of experience demonstrates that active participation in event management within the SOC fosters students' awareness of role accountability as a fundamental principle of organizational functioning. Through adherence to predefined role descriptions and the pursuit of shared committee objectives, students progressively develop a more professional orientation. Such experiential engagement helps students understand how collaborative systems function and how individual contributions substantively shape collective outcomes, thereby fostering the organizational competence and professional mindset that constitute meaningful indicators of personal development.

From the institutional perspective, this transformation is also recognized as part of a broader developmental process facilitated by SOC. Campus management views PUSOE as platforms where students practice initiative, creativity, and leadership while operating within structured institutional systems. From the Student Affairs Bureau perspective, it was noted that “SOC provides initiative, creativity, and leadership in organizing activities.” This perspective reinforces the idea that event management functions as a practical learning environment where students are encouraged to develop competencies that extend beyond classroom learning. Institutional support therefore plays a crucial role in enabling these experiences to occur and in shaping the broader developmental ecosystem within the university.

Behavioral changes resulting from this process are particularly evident in the development of leadership confidence and interpersonal management skills. Students frequently reported that holding leadership roles required them to reconsider how they interacted with team members and how they guided group dynamics. The experience of being placed in positions of authority, even temporarily, compelled them to reflect on their own leadership style. A student reflected on leadership growth by stating that “I was appointed as Head of Division several times, so I also learned how to become a good and proper leader.” This reflection shows how leadership responsibilities act as a catalyst for self-evaluation. Students who initially



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viewed themselves as ordinary members begin to develop leadership awareness once they are responsible for guiding others. Through repeated exposure to these responsibilities, they learn how to balance authority with collaboration, which strengthens their interpersonal competence.

At the same time, students noted that the demands of organizing PUSOE often create significant pressure, particularly when they must balance academic responsibilities with organizational deadlines. However, rather than viewing this pressure solely as a negative experience, many participants interpreted it as part of the growth process that helps them develop resilience and teamwork. One participant acknowledged that the experience of managing PUSOE was emotionally demanding while reflecting on the stress associated with event preparation, stating that, “Honestly it was quite stressful, but it was also exciting because we were not going through the event alone.” This statement highlights how experience of collective effort enables students to manage the operational and emotional demands associated with complex organizational tasks, while also fostering affective competencies such as stress tolerance, emotional endurance, and collaborative resilience. The sense of shared responsibility within the SOC environment encourages students to persevere despite difficulties, reinforcing the idea that professional tasks often require collaborative problem-solving and emotional endurance.

Students described how organizational responsibilities gradually reshaped their daily routines, including how they used their personal time to prepare materials and ensure the success of their programs. A student illustrated increased workload by reporting weekend preparation, stating that “Our weekends ended up being used to take turns preparing the materials.” This experience demonstrates how involvement in event management fosters stronger time management and the ability to prioritize tasks. Students become willing to invest additional effort outside formal schedules, indicating that they have internalized a stronger sense of responsibility toward collective goals.

Ultimately, these experiences collectively contribute to the development of a professional mindset that bridges the gap between academic life and the expectations of the workplace. Through repeated interaction with peers, supervisors, and institutional systems, students become more aware of the importance of communication, networking, and collaborative engagement. One student emphasized how organizational involvement through PUSOE encouraged them to actively initiate connections with others, stating that “I gained many things, especially communication skills, because we had to start the initiative to communicate and connect with others.” This



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observation highlights how event management environments encourage proactive engagement rather than passive participation. Students learn that building networks and maintaining communication channels are essential components of successful organizational work.

At the same time, the process of interacting with institutional procedures exposes students to bureaucratic challenges that require patience and adaptability. Students recognized that event management practices involve navigating administrative rules and formal reporting systems, which can initially appear restrictive but eventually contribute to a deeper understanding of institutional operations. One student described gaining insight into organizational maturity through practice, explaining that “Through the organizational process we learned about organizational maturity and how institutional systems actually work”. This perspective demonstrates that administrative complexity itself becomes a learning opportunity in the context of event management. By navigating approval processes, reporting requirements, and event-related institutional hierarchies, students develop a practical understanding of institutional governance through their involvement in PUSOE. Campus management similarly acknowledges that the diversity of student personalities means that individuals respond differently to these experiences.

While some students adapt quickly, others require more time to build resilience and confidence within the SOC environment. From the Student Affairs Bureau perspective, personalities influence how students respond, stating that “Each person has a different personality and character, and their mental readiness is also different”. This insight reinforces the argument that student transformation is not a uniform process but rather a gradual development shaped by individual backgrounds and institutional experiences encountered through event management participation. Nevertheless, the shared environment of event management provides a common platform through which students encounter challenges, build skills, and gradually align their behaviors with professional expectations.

Taken together, the findings demonstrate that student personal transformation emerges through the interaction between event management practices and the campus’s support structures. Event responsibilities create opportunities for leadership, collaboration, and skill development, while institutional frameworks provide the structural context in which these experiences occur. Although students often face challenges such as stress, workload, and bureaucratic procedures, these very conditions contribute to the formation of resilience, accountability, and professional awareness.



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Consequently, event management practices within PUSOE function not only as extracurricular engagements but also as developmental mechanisms that shape students' transition from academic participants into individuals capable of navigating complex professional environments.

4.7 Institutional and Student Alignment

Grounded in the personal developmental patterns experienced by SOC members through PUSOE participation, this section analyzes the alignment between PUSOE and institutional governance and its implications for personal development outcomes. This subsection examines how event management practices in PUSOE and university administrative systems interact in practice, and why that interaction matters for student personal development. Alignment between SOC and institutional objectives is a key factor in ensuring that PUSOE functions not only as social activities but also as structured learning environments. In this context, alignment refers to how student initiatives, institutional expectations, and administrative processes intersect to shape the planning and execution of events. When these elements operate cohesively, PUSOE can become platforms for experiential learning where leadership, communication, and organizational competence are strengthened.

However, when misalignment occurs through inconsistent administrative procedures, communication gaps, or unclear academic relevance, the developmental value afforded by event management participation risks being substantially diminished. The discussion that follows draws on data from both student FGD and institutional interviews, presenting first the dominant patterns of alignment between student initiatives and institutional governance, before examining the less frequent yet analytically significant perspectives that illuminate tensions inherent in the student-institution relationship and their implications for personal development outcomes.

Closely related to these procedural uncertainties are communication gaps among SOC, campus managements, academic units, and administrative units at the faculty or study program. Students frequently described situations where policy changes or administrative requirements were communicated either inadequately or were relayed only at a late stage in the event planning process. Students emphasized that timely information sharing would significantly improve coordination and reduce unnecessary confusion. As one student noted that “If there are policy changes, just inform us immediately, better to notify everybody right away.” This request reflects the importance of



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transparent communication channels in maintaining alignment between student initiative and institutional governance.

At the organizational level, communication challenges also occur within SOC themselves, especially when responsibilities and documentation requirements are unclear. Such adaptive practices demonstrate how students develop tactical solutions to administrative complexities inherent in institutional event management. However, they also reveal that considerable time and effort are spent navigating procedural requirements rather than focusing on the educational goals of the event itself, suggesting that excessive procedural burdens may partially diminish the personal development benefits that participation in event management is intended to generate.

Despite these challenges, the findings indicate that navigating institutional systems can also generate meaningful learning experiences, particularly by requiring students to engage with administrative procedures, institutional expectations, and feedback processes that shape their understanding of event management in practice. As a result of this institutional engagement, event organizers must interact with various stakeholders, justify their proposals, and respond to institutional feedback, which gradually builds confidence and leadership skills. A student reflected on skill development through serving as a project manager in the event, stating that “Soft skills such as public speaking developed; being a project manager forced me to take responsibility and solve problems; I also learned to make decisions bravely and handle issues that arise between us and the university”. Another student described personal improvement in communication, noting that “The skills that improved were communication, I used to be afraid to talk to new people, but after participating in PUSOE my communication skills improved, and my time management got better too.”

From the institutional perspective, these experiences are also recognized as valuable developmental opportunities. Campus management notes that SOC often demonstrate initiative and leadership through their involvement in PUSOE. According to the Student Affairs Bureau, “SOC provides initiative, creativity, and leadership in organizing PUSOE”. When properly aligned with academic objectives, these initiatives can contribute to a supportive environment where experiential learning complements classroom education.

However, a less frequent but analytically significant perspective concerns the challenge of maintaining academic relevance in student activities. Institutional representatives sometimes observe that PUSOE may become too broad or disconnected from program-level academic priorities. A Head of Study Program explained alignment by stating that “PUFA has so far



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continued to accommodate the needs of the study program.” At the same time, one institutional respondent critiqued the lack of academic focus in some activities, observing that “there are several PUFA activities that are too general and do not specifically address academic needs.”

These observations highlight the importance of balancing student creativity through PUSOE with institutional educational objectives. When events are closely aligned with academic goals, they reinforce disciplinary learning while still allowing space for student innovation. A further minority perspective points to the strategic use of institutional support and administrative endorsement to strengthen the visibility and reach of PUSOE. Once approval from faculty leaders, such as the dean, has been obtained, participants felt that the event process became more secure and manageable. One student explained that this approval signaled institutional assurance, noting that “It is secure. If the dean has approved, then everything above is okay, and if the dean has signed off, it feels safe.”

This suggests that institutional support is not only procedural but also relational. Access to supportive institutional, faculty and study program members can significantly influence the level of confidence and clarity students experience during event preparation. In addition to policy and communication issues, operational constraints such as facility availability also affect the alignment between student initiatives and institutional systems. Even when formal approvals are secured, logistical problems, such as unavailable venues or double-booked spaces, can disrupt planning and force organizers to adjust their strategies. As one student explained: “Sometimes the facilities are not ready or the room is double-booked; these practical problems require us to scramble and reduce our focus on the event’s learning goals.” These operational challenges demonstrate that alignment involves not only administrative policies but also the reliable provision of institutional resources required for PUSOE implementation.

Overall, the findings reveal that institutional and student alignment is a dynamic process shaped by both cooperation and tension. On one hand, SOC contributes creativity, initiative, and leadership that enrich university life. On the other hand, institutional systems provide regulatory frameworks that ensure events remain aligned with academic objectives and organizational accountability. When these two elements interact effectively, SOC develops a deeper understanding of institutional systems and gains valuable professional competencies. As one student explained, learning to follow university procedures encourages students to become more disciplined and structured in their planning and coordination.



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In synthesis, event management at PUSOE demonstrates how alignment between student initiative and institutional governance can transform university activities into meaningful student personal development experiences. Predictable administrative procedures, clear communication, and supportive institutional relationships enable students to plan events intentionally and build professional skills. Conversely, when institutional processes are inconsistent or opaque, students must rely on improvisation, which may still produce adaptive skills but often introduces additional stress and inefficiency. Strengthening communication channels, clarifying administrative procedures, and maintaining dialogue between student organizations and university leadership would therefore enhance the extent to which event management consistently supports students' personal and professional development.

4.8 Impact on Student Personal Development

Event management within the PUSOE serves as a practical platform for experiential learning and professional skill development. After examining alignment, Section 4.8 evaluates the broader impact of event management practices on students' competencies. This subsection examines how participation in PUSOE functions as a practical site for personal development and why that site matters for the research question addressing how event management practices and university support contribute to student growth. The analysis conceptualizes development as a process emerging from three interconnected experiences: task-based learning (deadlines, budgeting, and logistical coordination), interpersonal engagement (team leadership, communication, and negotiation), and interaction with institutional systems (administrative approvals, university level oversight, and financial procedures). The discussion that follows draws from both student FGD and interviews, presenting the dominant patterns of development, followed by less frequent perspectives and a synthesis of how institutional conditions shape the developmental outcomes of student event management.

Across the FGD, the dominant pattern indicates that participation in event management consistently generates concrete improvements in core interpersonal and organizational competencies. Students frequently described the event planning process as a practical environment where communication skills, teamwork, leadership, and time management are actively developed through real responsibilities rather than abstract learning. One student summarized this experience by explaining that event participation produces improvements in several key competencies, including communication skills, teamwork, leadership, time management, and responsibility. These



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competencies emerge from the operational demands of event work itself. Students must coordinate multiple divisions, negotiate with external parties, and manage tight schedules, which requires them to actively develop structured communication and leadership habits. As another student explained, involvement in event planning forces students to engage in planning, coordination, and problem-solving activities that extend beyond classroom learning.

From the perspective of campus management, this developmental process is also recognized as one of the central benefits of SOC. Institutional actors describe PUSOE as spaces where initiative and leadership can emerge organically. Beyond the acquisition of technical and interpersonal skills, the findings also reveal a deeper transformation in students' personal identity and psychological resilience. Taking responsibility for an event, particularly in leadership roles such as Project Manager or Vice Project Manager, requires students to transition from passive participants to active decision-makers who must manage both operational stress and team dynamics. Students frequently described how the experience reshaped their confidence and communication style. One student reflected on their personal transformation, noting that their speaking ability had improved and become more structured through organizational experience, stating that, "From my own experience, the improvement I've felt is in the way I speak, I've become better at it, and I also understand things more structurally"

SOC often interpret the stress associated with event management as part of their learning process. As another participant explained, the experience can be demanding but also rewarding because the responsibility is shared collectively, as reflected in the following statement: "It was quite stressful, honestly, but it was also fun because we didn't go through the event alone.". Institutional observers similarly acknowledge that students bring diverse personalities and levels of resilience into these experiences. According to the Student Affairs Bureau, "each person has a different personality and character, and their mental resilience is also different."

However, the collaborative structure of PUSOE helps students develop stronger mental discipline and responsibility by requiring them to work collectively toward shared goals. In this way, the pressures of event organization contribute not only to skill development but also to the strengthening of students' professional mindset. Another recurring pattern in the data shows that administrative and logistical challenges encountered during event planning can also function as learning opportunities. Students frequently described navigating complex procedures related to budgeting, proposal approval, and institutional coordination.



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While these processes sometimes create frustration, they simultaneously teach students how to translate ideas into formal proposals and adapt their plans within institutional constraints. For example, one group described how financial restrictions forced them to reconsider their budgeting strategy when a proposal exceeded the allowable amount, explaining that “Our proposal was rejected on the grounds that the budget exceeded the allowable amount. We had put in five million rupiah”. Such experiences require SOC to revise plans, negotiate with campus managements, academic units, and administrative units at the faculty or study program level, while managing limited resources, skills that mirror real professional event management situations. In this sense, the bureaucratic environment of the university becomes an indirect learning mechanism, encouraging students to develop problem-solving strategies and procedural awareness.

While most participants emphasized the positive developmental impact of event management, several less frequent perspectives highlight tensions between student creativity and institutional expectations. Some students observed that certain PUSOE are increasingly shaped by institutional priorities such as institutional promotion or student recruitment campaigns. When organizational activities are required to align with promotional objectives, students sometimes experience additional administrative responsibilities that are not directly connected to their academic learning goals. One student explained that the SOC was asked to focus on promotional activities for the faculty, which created additional work beyond the original program objectives, as illustrated in their statement that “We were asked to promote the faculty; that became our real struggle because that work is actually the faculty’s or marketing’s job.”

Concerns about the academic relevance of certain activities were also echoed by faculty representatives. According to one Head of Study Program, some PUSOE may become too general and disconnected from academic objectives if not carefully aligned with educational goals, stating that “there are several PUFA activities that are too general and do not address academic needs.” These perspectives suggest that the developmental value of PUSOE depends partly on how effectively they balance creativity, institutional objectives, and academic relevance.

Overall, participation in event planning encourages students to cultivate communication skills, leadership capacity, and organizational discipline while simultaneously learning how to operate within institutional systems. As one student summarized, “involvement in event management plays a significant role in developing students’ competencies through direct experiential learning”. Over time, this process contributes to what students describe as a



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growing sense of organizational maturity and an understanding of how institutional systems function.

In synthesis, the impact of event management on student personal development emerges from the interaction between student initiative and institutional coordination. When student creativity is supported by constructive guidance from campus managements, academic units, and administrative units at the faculty or study program level, event participation becomes a powerful platform for leadership development and professional preparation. Conversely, when institutional expectations are unclear or misaligned with student goals, the developmental benefits may become less pronounced. Therefore, the findings indicate that event management not only facilitates personal growth through experiential learning but also highlights the importance of effective university support systems in shaping how that growth occurs.

4.9 Future Event Management Framework

Building on these findings, section 4.9 proposes a framework to enhance collaboration among SOC, campus managements, academic units, and administrative units at the faculty or study program level, thereby optimizing the developmental outcomes generated by event management. This subsection discusses potential future frameworks for strengthening the event management practices and university support for PUSOE. The findings suggest that improving policy clarity, administrative procedures, financial systems, and supervisory engagement would create a more predictable and supportive environment for SOC during the planning and execution stages of PUSOE.

A primary concern identified across the FGD is the absence of clearly codified institutional policies. Several participants explained that important regulations, such as the “Impact to Intake” policy, are often communicated verbally rather than documented in formal guidelines and formally notified to all student organizations. One participant explained that “the impact on the intake policy was mostly discussed in forums. In practice, it was communicated verbally, as the campus management informed us directly rather than through written documentation.”. Another participant further clarified that although the policy has existed for several years, it still lacks a clear written regulation that can be consistently referenced across student organizations. The absence of written policy creates uncertainty for SOC when planning PUSOE may arise across campus management, administrative units from faculties or study program levels. This finding also highlights the importance of formal notification mechanisms, where policies are not only



documented but also communicated clearly and systematically to ensure consistent understanding across student organizations.

In addition to policy ambiguity, students also highlighted inefficiencies within proposal review procedures. Participants from some student organizations reported that proposal revision cycles often lack defined limits or timelines, resulting in prolonged approval processes. One student explained that there is currently no minimum revision rule, meaning that proposals may go through repeated revision cycles that delay confirmation for one to two weeks. This uncertainty disrupts planning schedules and forces SOC to repeatedly adjust their timelines. Students therefore proposed introducing structured procedural standards, such as limiting the number of revision rounds and implementing confirmation deadlines, for example, establishing clear approval decisions several days before an event date. Such procedural improvements would reduce administrative friction and allow students to focus more on event preparation rather than repeated administrative rework.

Financial procedures also emerged as an area requiring structural improvement. Participants described how funding allocations are often limited and tied to reimbursement mechanisms that require accountability reports to be submitted before funds can be disbursed. One student reported receiving confirmation of financial support only to later learn that their proposal was rejected after the event due to price adjustments in the budget. Another participant explained that university funds may only be released after the submission of an accountability report, which can take 1 (one) to 2 (two) months. While such procedures are intended to ensure accountability, delayed disbursement can create financial pressure on SOC that must temporarily cover operational costs themselves. Improving financial predictability, such as through partial pre-event funding or clearer budget guidelines, would help reduce these risks while maintaining accountability.

Beyond administrative procedures, the data also highlight a need for more active mentorship from campus managements, academic units, and administrative units at the faculty or study program level. While advisors of SOC are formally involved in the approval process, several students reported that supervisory roles sometimes remain limited to administrative signatures rather than active guidance. One participant explained that some advisors appear “hands-off,” leaving SOC to manage operational challenges independently even when mentorship could be helpful. Another student echoed this sentiment, explaining that although advisors are formally listed in event documentation, students often feel they must ensure everything runs independently. These observations suggest that future frameworks should



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encourage advisors to take a more proactive role in advising SOC, particularly during complex stages of event planning. Building on these findings, the inclusion of structured pre-event coordination meetings between SOC and the respective advisors-prior to work plan implementation becomes increasingly important. Such meetings would facilitate the alignment of expectations, provide early-stage guidance, and reduce the likelihood of miscommunication during the execution phase.

Students also emphasized the importance of establishing structured communication platforms among SOC, campus managements, academic units, and administrative units at the faculty or study program level. Participants noted that regular coordination meetings could help reduce misunderstandings and allow student leaders to exchange experiences across organizations. One student recalled that monthly meetings with the Student Affairs Bureau had previously been discussed but were not implemented, and suggested that such forums could allow organizations to learn from each other's experiences. Another participant proposed the creation of a centralized digital resource, such as a guidebook or repository containing policies, templates, and procedural guidelines. These tools would reduce information gaps and ensure that institutional expectations are clearly communicated to all student organizations.

While most discussions focused on institutional challenges, some participants also emphasized the importance of internal organizational strategies in managing uncertainty. Several student organizations reported using structured timelines and clearly defined roles to ensure that events remain organized despite administrative delays. One participant explained that maintaining detailed timelines helps SOC remain structured and maintain clarity in task distribution. These practices demonstrate that SOC already develops resilience strategies that allow them to maintain event quality even when institutional processes are imperfect.

The FGD findings also revealed several additional insights that may influence future policy design. One important observation is that policies such as "Impact to Intake" influence the types of PUSOE tend to organize. For example, funding criteria tied to outreach activities may encourage events that involve external audiences, such as high school students, in order to qualify for higher funding tiers. While such incentives can support university outreach goals, they may also shape how student organizations design their programs. Another practical issue identified by participants relates to technical inconsistencies in proposal submissions, such as formatting differences across devices. One student explained that documents appearing properly formatted on one device sometimes appeared disorganized on



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another. Standardizing templates and submission formats could therefore eliminate avoidable administrative delays.

Overall, the findings indicate that improving the institutional framework for PUSOE requires coordinated reforms in policy clarity, procedural efficiency, financial management, and supervisory engagement. Establishing clear written regulations, standardizing proposal procedures, providing predictable funding mechanisms, and creating structured communication platforms among SOC, campus managements, academic units, and administrative units at the faculty or study program level would significantly improve the operational environment for event management quality and practices. By strengthening these institutional systems, the university can reduce administrative uncertainty and allow SOC to focus more on the experiential learning aspects of event management. Ultimately, a more transparent and supportive institutional framework would enhance the role of PUSOE as meaningful platforms for leadership development, professional preparation, and personal growth within the university community.



CHAPTER V

CONCLUSION

5.1 Conclusion

This study shows that event management at PUSOE plays a significant role in student personal development by providing an experiential learning environment where students can strengthen communication, leadership, teamwork, time management, responsibility, and emotional intelligence. Through active involvement in planning, coordination, budgeting, and stakeholder interaction, students move beyond classroom-based learning and gain practical experience that closely reflects real organizational and workplace settings. These experiences also contribute to broader personal transformation, as students become more disciplined, resilient, and aware of the importance of accountability and collaboration.

At the same time, the findings indicate that institutional support systems strongly shape the developmental value of event management. Financial assistance, venue access, administrative guidance, and faculty oversight enable student-led events to take place, but procedural complexity, funding delays, policy inconsistency, and communication gaps can reduce the effectiveness of these learning experiences. When institutional systems are clear, predictable, and supportive, student organizations are better able to focus on meaningful program implementation and skill development. However, when administrative processes are unclear or delayed, students are often forced into reactive problem-solving, which may still build resilience but also creates stress and inefficiency.

Therefore, based on our findings, PUSOE should be seen as a meaningful developmental platform that contributes significantly to students' personal development.

5.2 Recommendations

Based on the findings, several recommendations can be proposed to enhance the role of event management and university support in supporting student personal development. These recommendations are directed toward both the university and student organizations so that the implementation of PUSOE can become more effective, structured, and educational.

1) Issuance of Clear Written Regulations Serves as a Certainty and is Accessible to All Student Organizations

President University should strengthen the clarity and consistency of its policies related to student activities, such as PUSOE, by issuing written guidelines that are easily accessible to all student organizations. Clear



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documentation would reduce confusion, minimize inconsistent interpretations across units, and help students plan events with greater certainty. In practice, this would be especially helpful in reducing uncertainty related to proposal submission requirements, event conformity with institutional regulations, and the adjustment of event concepts to align with campus expectations. A written policy framework would also minimize misunderstanding between student organizations and campus units, particularly when regulations are currently communicated informally or interpreted differently by each unit.

2) Administrative Support Processes to Establish an Effective Framework for Student Event Implementation

The university should improve administrative efficiency, especially in proposal review, approval, and funding disbursement processes. Setting clearer timelines, limiting unnecessary revision cycles, and providing more predictable financial procedures would allow SOC to focus more on event preparation and learning rather than administrative uncertainty. This improvement is important not only for smoother event implementation, but also because a more stable administrative process can directly affect event quality, student engagement, and the extent to which students experience meaningful personal development through participation in PUSOE. When administrative support works effectively, students are better able to concentrate on planning, collaboration, and leadership development instead of repeatedly managing procedural delays.

3) Proactive Mentorship and Coordination to Enhance Institutional Support for Campus Units

Greater proactive mentorship from campus management, such as Student Affairs Bureau, General Affairs Bureau, Finance, as well as academic and administrative units at the faculty or study program level, is needed. Supervisory roles should go beyond formal approval and include active guidance, especially during the early planning stages of PUSOE. In this regard, Student Organization Committee members should receive clear direction not only on technical requirements, but also on event concept development, compliance, and operational planning. Regular coordination meetings between student organizations and campus management could improve alignment, reduce miscommunication, and enhance the developmental value of event management. These meetings may take the form of structured forums, consultation sessions, or pre-event coordination



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discussions that provide a space for clarification, feedback, and collaborative problem-solving.

4) A Centralized Information Platform to Provide Accessible Guidance for Student Organizations

The university should consider creating a centralized information platform containing policies, procedures, forms, templates, and important announcements relevant to student organizations. If PUIS is the intended institutional platform, it could be developed into a single access point where SOC can check approval flows, download official documents, monitor submission requirements, and review updated regulations. Such a resource would help student organizations work more efficiently and reduce avoidable errors related to formatting, submission, approval tracking, and reporting requirements. A centralized system would also strengthen compliance with university regulations while making it easier for students to understand what is expected at each stage of event implementation.

5) Internal Planning System and Coordination Tools to Strengthen Organizational Capacity within Student Organizations

Student organizations are encouraged to strengthen internal planning systems by establishing clear task distribution, structured timelines, and communication routines within committees. These practices can help students remain organized, adaptable, and resilient even when university management processes are not fully ideal. In addition, SOC could adopt shared digital tools such as spreadsheets, collaborative planning documents, drafting sheets, and timeline trackers to monitor responsibilities, deadlines, revisions, and event progress. Such tools would improve internal coordination, make task checking more systematic, and support better planning across all stages of event preparation. By using these coordination tools consistently, student organizations can improve efficiency, reduce confusion, and maintain event quality even under time pressure or administrative uncertainty.

In conclusion, these recommendations are intended to improve both the university framework and the student experience in event management. By strengthening policy clarity, administrative support, mentorship, information access and internal organizational practices, President University can maximize the developmental value of PUSOE and further support students' personal and professional growth.



CLOSING

This research highlights that event management within PUSOE is not merely an operational process, but also an important learning environment that contributes to students' personal development. Based on the questionnaire, FGD, and interviews findings, this study shows that student participation in event planning and implementation contributes to personal development outcomes by strengthening communication, leadership, teamwork, time management, responsibility, and emotional intelligence, while also fostering resilience and a more professional mindset. At the same time, the findings emphasize that these developmental benefits are shaped by the quality of university support, including funding, facilities, administrative clarity, supervision, and communication across units.

The broader significance of this study lies in its demonstration that PUSOE can become more meaningful when institutional systems and student initiatives operate in synergy. When policies are clear, procedures are efficient, and guidance is consistent, SOC and student organizations are better able to focus on learning and growth rather than being hindered by administrative difficulties. Therefore, this research contributes not only to a deeper understanding of PUSOE, while also showing how universities can create stronger environments for student development through collaboration, transparency, and consistent support. Future efforts should continue to strengthen coordination among SOC, student organizations and university stakeholders so that PUSOE may remain effective platforms for organizational success and student personal development.



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