

Event-Based Planning for Multicultural Education in Vocational High Schools: Evidence from Bakti Karya Parigi Pangandaran, Indonesia

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ABSTRACT. This study aims to explore effective planning strategies for multicultural education through an event management framework at Bakti Karya Parigi Vocational High School (SMK). Using a qualitative research approach with grounded theory methodology, this study employs a case study design. Data were collected through in-depth interviews with the school principal, teachers, students, and stakeholders; participant observation during the planning and implementation of school events; and document analysis. Data were managed and analyzed using ATLAS—ti software. The findings reveal that SMK Bakti Karya Parigi adopts event management as a holistic educational strategy to instill multicultural values. The school systematically plans and implements activities that introduce cultural diversity and build students' character and competencies for a multicultural society. This study concludes that event management principles—such as idea exploration, resource planning, collaboration, financial management, targeted promotion, and operational planning—can be effectively integrated into multicultural education. This finding recommends that vocational schools adopt event-based strategies as a sustainable model for fostering inclusivity and intercultural competence in diverse educational environments.

Keywords: *Event Management, Multicultural Education, Planning, Vocational High School*

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INTRODUCTION

In an increasingly globalized world, developing multicultural awareness is crucial for building an inclusive, tolerant, and socially cohesive society (Urbiola et al., 2020; Qadir & Islam, 2023). In Indonesia, with its vast ethnic, religious, and cultural diversity, the urgency of multicultural education has become increasingly pressing (Supriyatno & Ubabuddin, 2020; Maulidiah et al., 2023; Mardhiah et al., 2024). Education is not only expected to provide knowledge but also to foster values of empathy (Kelley, 2024), tolerance (Mamlok, 2023), and appreciation for diversity (Aderibigbe et al., 2023) among young people entering the workforce and a pluralistic society.

Multicultural education is more than just the inclusion of diversity-related content in the curriculum; it is a comprehensive educational philosophy that influences all aspects of schooling, from pedagogy and curriculum to student-teacher interactions and school culture (Gorski, 2009; Nieto, 2015). Effective implementation of multicultural education requires innovative and

contextual strategies that go beyond theoretical discussions and promote active engagement, reflective thinking, and real-world experiences (Acquah & Commins, 2017). In vocational high schools (SMK), students are trained to develop technical and social skills. However, multicultural education at the vocational school level remains normative and ceremonial and lacks structured planning aligned with students' daily realities. Therefore, more applied transformative strategies are needed.

Current discourse in educational innovation highlights event management as a promising interdisciplinary framework (Clark & Wallace, 2015; Hero et al., 2019; Ding et al., 2020). Initially rooted in the fields of business and tourism, event management offers principles such as goal-oriented planning, logistical organization, participant engagement, and post-event evaluation, which can be adapted to design impactful learning experiences (Raj et al., 2008; Dowson & Bassett, 2022; Shone & Parry, 2016). Despite its potential, exploration of how event management principles can be systematically applied in educational settings—particularly in planning multicultural education—remains limited.

Previous research by Banks and Banks (2010) and Nieto (2015) emphasizes the importance of integrating multicultural values into the school system holistically. Meanwhile, Arifin (2019) highlights that school multicultural education is often ceremonial, lacking sustainability and precise planning. Additionally, Prasetiawati (2017) mentions the need to design learning processes, curricula, and evaluations so that multicultural policies are not merely symbolic but are implemented in practice. Meanwhile, Pamilasari (2019) found in her research that program planning was not detailed in every extracurricular activity at the Culture-Based Elementary School, and evaluation was only conducted summatively (at the end of the semester), without continuous monitoring at each meeting. Barokad and Sunarto (2021) propose contextualizing multicultural education through local culture-based extracurricular activities, but do not explain using a systematic event management model (goal planning, needs analysis, stakeholder involvement, continuous evaluation), as recommended in event management literature.

This study addresses the identified gaps by proposing a new planning strategy for multicultural education based on event management principles. The research was conducted at SMK Bakti Karya Parigi, which is known for its cultural diversity and innovative programs. The framework design can be applied to integrate multicultural values into educational activities using event-based strategies. The planning process includes setting objectives, developing event concepts, organizing logistics, implementing events, and conducting reflective evaluations. By positioning event management not only as a technical tool but also as a pedagogical framework, this study reframes multicultural education as a process that is lived and based on experience. Events such as the “28th Language Festival, Forest Festival,” and community collaborations are not merely school programs but strategic spaces for developing cross-cultural competencies, critical thinking, and social-emotional intelligence. Therefore, this study aims to explore effective planning strategies for multicultural education through an event management framework at the Bakti Karya Parigi Vocational High School (SMK).

METHOD

Research Approach

This study uses a qualitative approach based on Charmaz's (2014) constructivist theory to inductively develop a conceptual model of multicultural education planning based on event management in vocational schools. The basic theory was chosen because it is suitable for generating theory from the ground up through repeated data collection and analysis rather than testing existing theoretical frameworks.

Research Location

This research was conducted at SMK Bakti Karya Parigi, Pangandaran, Indonesia—a school chosen for its unique commitment to instilling multicultural values through various events and programs that reflect the principles of event management. This school is a rich environment for exploring planning processes integrating multicultural education and systematic event implementation.

Data Collection

In this study, three data collection techniques were used. *First*, in-depth interviews: Semi-structured interviews were conducted with 15 key stakeholders, including school leaders, program coordinators, students organizing the event, and external collaborators such as volunteers. Open-ended questions elicited participants' experiences and perceptions of multicultural activity planning and its alignment with event management principles. *Second*, participant observation: The researcher directly observed the planning and implementation of multicultural-themed events such as the 28th Language Festival and community-based collaborative activities. Detailed field notes were recorded to capture interactions, roles, logistical strategies, and participatory dynamics. *Third*, document analysis: Relevant documents—including school strategic plans, curriculum documents, student organization work plans, event proposals and reports, and visual documentation (photos and videos)—were analyzed to triangulate and contextualize findings.

Data Analysis

Data analysis was conducted simultaneously with data collection, following the constant comparison method. Coding was done in stages, starting with open coding to identify emerging concepts, followed by axial coding to explore relationships between categories, and selective coding to construct the main theoretical framework. ATLAS.ti software supported data management, coding consistency, and category network visualization. To ensure validity and reliability, several techniques were applied: (1) Data triangulation through interviews, observations, and documents; (2) Member checking to confirm interpretations with key informants; (3) Discussion with fellow researchers to reduce bias; and (4) Theoretical saturation was considered when no new categories emerged from the data.

RESULT AND DISCUSSION

Result

This study found that effective multicultural education planning in Vocational High Schools (SMK) can be achieved through a model that integrates comprehensive event management principles. The model places idea exploration as the initial foundation, emphasizing the importance of creative and collaborative processes in producing innovative and relevant multicultural education program concepts. Careful planning also includes prudent financial planning, which involves efficient budget management and diversification of funding sources to ensure program sustainability.

In addition, effective resource planning is essential, including allocating human resources, facilities, infrastructure, and other physical resources that support the proper implementation of activities. This model also emphasizes the importance of strategic promotional planning to raise awareness, attract participation, and reach the desired target audience through various effective communication channels. Collaborative planning with various parties, such as the community, educational institutions, and the government, is also important to enrich the program and expand its impact. As the culmination of the entire process, detailed operational planning ensures the smooth implementation of the event by considering aspects such as staff placement, scheduling,

venue, logistics, equipment, and health and safety. The following is the model and key elements of multicultural education planning based on event management:



Figure 1. Elements of multicultural education planning based on event management

Figure 1 shows an event management-based educational planning model comprising six main elements: idea exploration, financial planning, resource planning, promotion, collaboration, and operations. This model is a conceptual framework for implementing multicultural education in vocational schools. Implementing multicultural education at SMK Bakti Karya Parigi uses event management as its backbone. The planning and implementation of special activities are designed to instill multicultural values through direct experience and interaction. Unlike conventional views, event management in this school is optimized as a holistic educational strategy. Through creative and dynamic events, students understand diversity and develop skills and character relevant to a multicultural society. Education planning based on event management consists of six interconnected elements that form a complete cycle in planning activities rooted in multicultural values at the vocational high school. The process begins with idea exploration, financial planning, resource planning, promotional planning, collaboration planning, and operational planning.

In order to implement multicultural education at SMK Bakti Karya Parigi, structured and comprehensive activity planning stages are required. This process involves brainstorming ideas and covers financial aspects, resources, promotion, and operational implementation of activities. Table 1 below presents the main stages in diversity-based activity planning involving various parties within the school environment and the surrounding community.

Table 1. Stages in Multicultural Education Planning Based on Event Management

Stages	Description
Exploring Ideas	Searching for and selecting activity ideas relevant to the context of diversity in the school environment. Involving a forum for ideas between students, teachers, and the general public.
Financial Planning	Ensuring adequate funding through BOS, parental support, and sponsorship from partners.

Resource Planning	Mapping human resources (students, teachers, volunteers) and logistical needs for activities.
Promotion Planning	Utilizing social media and local communication networks to increase public participation and exposure of activities.
Cooperation Planning	Emphasizing collaboration with external communities such as traditional leaders, local artists, and non-governmental organizations.
Operational Planning	Detailing technical aspects, from event flow to evaluation schemes.

Exploring Ideas

Idea exploration is an important initial phase in planning multicultural education based on event management at SMK Bakti Karya Parigi. This culture of exploration grows through inclusive and empowering internal discussions, where students are positioned as free explorers of ideas and driven by curiosity. In the business world, idea exploration is often directed toward target-based innovation. At SMK Bakti Karya Parigi, exploration is more humanistic and participatory, focused on developing students' potential and multicultural awareness. These exploratory activities typically occur in informal settings, such as casual discussions addressing the students' various concerns, desires, and hopes. This process has yielded various innovative programs, including the 28 Language Festival, a concrete symbol of the success of idea exploration in planning multicultural-themed educational events.

Financial Planning

The budget structure for the 28th Language Festival details various components such as stages, lighting, transportation, traditional houses, and cuisine from various ethnic groups. These details reinforce the cultural diversity of the event, while also serving as a means of strengthening the multicultural identity of the students. Each component is based on accurate cost estimates, derived from previous experience, market surveys, and negotiation outcomes, ensuring expenditures are optimized according to the priorities of the multicultural program. Budget preparation includes classifying direct and indirect needs, with strict oversight to ensure all activities support multicultural education's inclusive and tolerant values. It ensures the technical smoothness of the activities and the sustainability of the cross-cultural educational messages that form the event's core.

Resource Planning

At SMK Bakti Karya Parigi, resource planning is not only technical management but also an integral part of the learning process that instills multicultural values. Resource planning in activities at SMK Bakti Karya Parigi does not only involve technical aspects but also becomes a holistic learning arena that instills multicultural values in real actions. A visual representation of this resource framework can be seen in Figure 2 below.

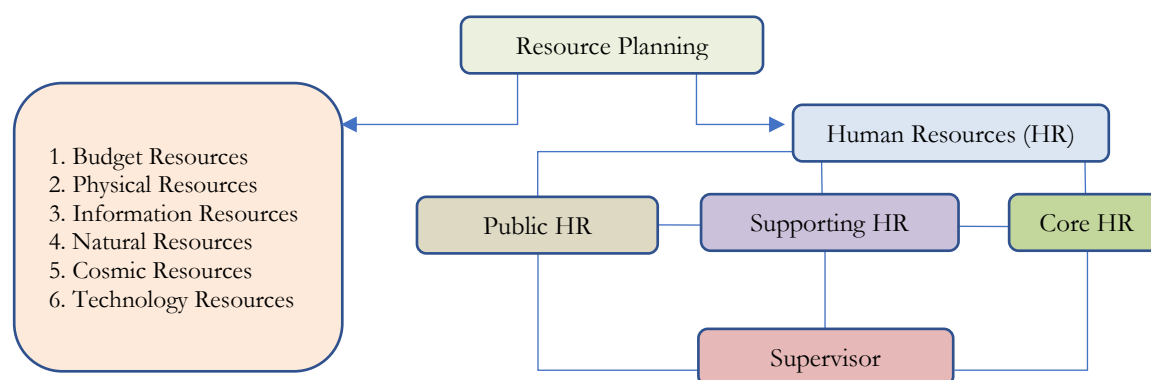


Figure 2. Resource Planning

Promotion Planning

In the 28th Language Festival organized by SMK Bakti Karya Parigi, promotion was designed to attract visitors and as a medium for public education about the rich culture of the archipelago. It aligns with the goal of multicultural education, which is to foster mutual respect between cultures through active interaction in public spaces. The event promotion strategy was implemented by thoroughly analyzing the target audience based on demographics, psychographics, and behavior. Subsequently, the school optimized various marketing communication channels, including collaborations with media partners, social media marketing, content marketing, influencer marketing, public relations, and partnerships with local communities.

Cooperation Planning

SMK Bakti Karya Parigi strategically compiled a list and identified and selected potential partners relevant to the event's theme, such as cultural communities, educational institutions, and local governments, especially in implementing the 28th Language Festival. This selection process considered potential partners' vision, mission, and resources, which aligned with the importance of shared strategic objectives in building effective and sustainable collaborations.

There are three categories of cooperation established by SMK Bakti Karya Parigi. First, sponsorship and financial support focus on funding to support quality education, strengthen multiculturalism, and create a broad social impact. Second, non-financial contributions include providing accommodation facilities by BPIP, transportation services from JNE, activity support from the Student Senate of Paramadina University, faculty expertise, and promotional media support from KAPOL.ID. Third, program collaboration involves planning and implementing joint activities, such as cultural training with the local community, emphasizing the importance of utilizing external resources as strategic capital for relevant and adaptive education. This form of collaboration is based on mutualism, which provides added value for all parties involved.

Operational Planning

The schedule of activities is organized systematically and integrated with the academic calendar: weekly (discussions/competitions), monthly (workshops/seminars), six-monthly (training/social activities), and annual (such as the *Festival Bahasa* and *Hari Hutan Sedunia*). The venues for activities are selected based on capacity, accessibility, and an atmosphere that supports multicultural learning. For example, the auditorium is used for formal activities; the *Saung Komunitas Belajar Sabalad* and the *Saung Kampung Nusantara* bring a cultural touch to open learning; and the large stage in the middle of the settlement creates a space for cross-community interaction. It demonstrates the diversity of participants, interactive zones, and cultural decorations as part of an inclusive and empowering operational design.

Discussion

Research findings indicate that exploring ideas in planning multicultural education activities at SMK Bakti Karya Parigi has participatory, reflective, and humanistic characteristics. The exploration process is conducted through informal discussion forums, prioritizing student initiative and fostering diversity awareness. This approach aligns with Dewantara's (2024) theory of critical pedagogy, where education empowers learners to create meaning from their social and cultural realities. Meanwhile, Firdaus and Mariyat (2017) state that education empowers students to develop their cultural potential and contextual awareness. This process has resulted in creative programs such as the 28th Language Festival, which not only represents cultural diversity but also serves as a concrete manifestation of the success of the community-based school idea exploration model.

Furthermore, the financial planning for these activities demonstrates a systematic approach based on estimates and empirical experience, while also considering multicultural values as a fundamental foundation. The budget structure focuses on efficiency and effectiveness and on

symbolic values such as the representation of traditional houses, ethnic cuisine, and stage design based on local culture. These findings support the argument of Deles et al. (2010) that financial planning in the public sector should support the social values upheld by the institution. Bagdigen (2001) emphasizes that the budget is a strategic tool for promoting social justice, such as the fairer and more inclusive distribution of public services. Additionally, the separation between direct and indirect needs and internal oversight mechanisms demonstrates the institution's maturity in implementing value-based financial accountability in education (Bray, 2003).

Resource planning at SMK Bakti Karya Parigi has successfully transformed managerial activities into a practical multicultural learning process. The use of spaces such as the *Saung Komunitas Belajar Sabalad* and the *Saung Kampung Nusantara* demonstrates the application of experiential learning, where students learn from direct experiences in an environment that represents diversity. This utilization also aligns with Nieto's (2015) view that an inclusive learning environment must be built through symbols, spaces, and interactions that facilitate intercultural dialogue. In other words, resource planning is not merely about logistics, but also about creating humanizing learning experiences.

The promotional strategy for the 28th Language Festival (*Festival Bahasa Ke-28*) featured the use of community-based strategic communication methods and digital media. Audience identification based on demographics and psychographics, as well as the use of social media, influencers, and local community partners, reflected an understanding of contemporary communication dynamics. This strategy aims to attract visitors and serve as a public education means. It supports the idea of Hallahan et al. (2007) that strategic communication in the education sector can expand the impact of the values it promotes. Promotion here serves as cultural education, not just event branding.

Regarding partnership planning, the school successfully built a network that reflected the principle of collaborative advantage (Huxham & Vangen, 2013). Three forms of cooperation—financial support, non-financial contributions, and program collaboration—showed that the event's success depended not only on internal resources but also on the institution's ability to establish symbiotic external relationships. For example, the involvement of BPIP, JNE, the Student Senate of Paramadina University, and local media demonstrates the school's adaptive ability to respond to challenges through social networks. Epstein (2011) also emphasizes that school-community partnerships can enhance relevance, participation, and innovation in multicultural education.

Operational planning is structured and adaptive, considering the academic calendar, frequency of activities, and location characteristics. Planning weekly to annual activities demonstrates a systematic approach supporting cross-cultural learning continuity. The use of various activity locations—from auditoriums to open stages in residential areas—demonstrates the application of universal design principles for learning (Rose & Meyer, 2002), which aims to provide equal access and opportunities for all students without disregarding their cultural identities. It demonstrates an understanding that operational design is not merely technical but must also be rooted in values of inclusivity and empowerment. Thus, managing multicultural education-based events at SMK Bakti Karya Parigi has been integrated theoretically and practically.

CONCLUSION

In conclusion, the conceptual strategy for multicultural education planning based on event management in vocational schools is demonstrated through six interrelated stages: idea exploration, financial planning, resource planning, promotion, collaboration, and operations. The findings indicate that this approach enables the integration of multicultural values into practical and participatory learning experiences that involve school stakeholders and the community. These findings contribute to the collaboration between event management and multicultural education,

offering a replicable planning framework for schools aiming to implement activity-based curriculum innovations. Despite its strengths, this study is limited to a single school environment with unique sociocultural characteristics. It highlights the need for further research across various vocational schools to test broader application and long-term impacts on students' intercultural competencies.

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