

Wedding Organizer Startup Innovation Based on Learning Competencies in the Bridal Course

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Abstract

This study aims to develop and validate an innovative “Manten” Wedding Organizer (WO) startup model. The model integrates learning competencies in bridal courses with digital entrepreneurship practices, all based on a competency curriculum. The study was motivated by a gap between the capabilities of vocational education graduates in the wedding organizer field and industry needs. The industry now prioritizes innovation, digitalization, and multi-stakeholder collaboration. The research method used a Research and Development approach. The process began with a comprehensive needs analysis, conducted through a literature review, interviews, and observations. Afterwards, the process included model design, implementation in learning and field practice, and a comprehensive evaluation before and after implementation. The results showed a significant increase in technical, event management, and entrepreneurial competencies among respondents. Business indicators also increased by more than 20 points each after the model's implementation, including service user satisfaction, vendor collaboration, business sustainability, and market reach. Validation from lecturers, respondents, and industry players demonstrated that this model bridges the academic world and the creative wedding industry. It also opens opportunities to develop innovative young entrepreneurs who adapt to the dynamics of the digital market. The implications of this research reinforce the argument that integrating vocational education with start-up business practices can help develop superior and relevant human resources for the digital creative economy era.

Keywords: *Competency-Based Learning, Innovation, Start-Up, Vocational Education, Wedding Organizer.*

INTRODUCTION

The wedding organizer (WO) industry in Indonesia has experienced significant growth. As a creative services subsector, it now combines arts, culture, technology, and event management, creating a complex and high-value service. Changing lifestyles in modern society increase expectations for high-quality wedding services, resulting in higher demand.

Digitalization trends also drive the need for continuous innovation to meet the evolving needs of the dynamic market (Fritzsche et al., 2021; Hetmanczyk, 2024; Khan, 2023; Lee & Falahat, 2019; Li et al., 2023; Matraeva et al., 2020; Upe, 2023). This study underscores the need for innovative business models that can effectively address these evolving demands. Digital wedding planning start-ups are now essential, especially for young people who want online services. However, these start-ups are still underdeveloped in Indonesia (Josua, 2023; Josua et al., 2025). University programs in Indonesia do not adequately build entrepreneurial skills for this sector.

Vocational and academic education, especially courses in bridal or wedding directing, can build

innovative WO business models. A competency-based curriculum equips individuals with the technical skills necessary for makeup, event planning, and decoration. It also covers event management and entrepreneurship, which are crucial for adaptive and innovative WO businesses.

This focus on entrepreneurship and innovation matches global trends in vocational education. It aims to produce graduates ready to be entrepreneurs. Studies show graduates lack the skills that the industry needs (Doherty & Stephens, 2023; Halik Bassah & Mohd Noor, 2023; Low et al., 2021; Mohamad et al., 2023; Muzanhenhamo & Rankhumise, 2023; Ramamurthy et al., 2021).

The industry needs start-up innovation and digitalization (Cahyadi & Magda, 2021; Feng et al., 2022; Fuentes et al., 2023; Rodrigues & de Noronha, 2023). Most Indonesian WO businesses still use manual methods and traditional vendors, and haven't fully adopted digital technology. Respondents mostly learned technical skills, but not how to build start-ups for the digital market (LLC, 2025). Weak collaboration between academia, industry, and start-ups slows

growth (Coloma, 2020; Desai et al., 2021; Guo et al., 2022).

Given these conditions, this study proposes the “Manten” model as a central solution. It is an innovative start-up wedding organizer based on learning competencies in bridal courses. This model combines technical skills in organizing traditional and modern weddings, rooted in Indonesian family cultural values (Nursetiawati et al., 2022; Siregar et al., 2024; Siregar & Josua, 2024).

The model employs a start-up approach, leveraging creativity, digital technology, stakeholder collaboration, and problem-solving skills to address the need for innovative business models in a rapidly changing industry. This model links learning with industry practice. It helps create innovative, adaptable WO services for the digital creative industry. It enables respondents to work actively and launch careers by applying the skills they have acquired through their course-based training. This model supports efforts to improve vocational and academic education. It makes entrepreneurship a key skill for university graduates, boosting their competitiveness and job readiness in the digital creative economy.

Several new global wedding planning companies focus on making event planning digital, utilizing digital marketing, and offering personalized and efficient services as important extras. This study seeks to adapt these practices in Indonesia by incorporating competency-based learning within a start-up framework. The primary objective of this study is to develop, implement, and test the “Manten” wedding planner start-up model. It is based on what you learn in bridal courses. The model is meant to meet real business needs. It combines traditional education with new business ideas in the wedding planning field. At the same time, it brings back the idea of learning a trade. This ensures it remains important in the creative world.

This study aims to develop a theoretical framework and educational approach for women's entrepreneurship. In practice, it aims to enhance the quality of talent in Indonesia's wedding organizer industry by implementing the “Manten” approach. The “Manten” model ultimately substantiates the principal thesis that competency-based, curriculum-driven wedding organizer start-ups, fueled by skills-oriented university education, can effectively meet the changing demands of Indonesia's wedding planning industry.

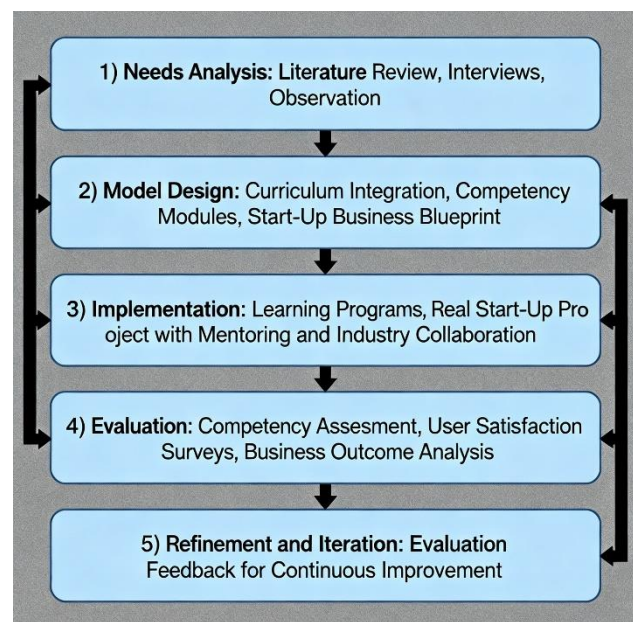
This method bridges academic preparation with the needs of businesses, enabling entrepreneurs to adapt and generate new ideas in the digital age.

METHODS

The research methodology is designed for replication and focuses on developing, implementing, and evaluating the 'Manten' Wedding Organizer Start-Up. This initiative is based on competency-driven learning in bridal courses. The study uses a Research and Development (R&D) approach (Aristovnik et al., 2023; Bican & Brem, 2020; Bu, 2023; Ciaffi et al., 2024; de las Heras-Rosas & Herrera, 2021; Rodgers et al., 2022), progressing through systematic stages aligned with a product development framework specific to vocational education and creative entrepreneurship.

The research comprised four main phases. The first phase identified stakeholder needs via literature review, in-depth interviews, and direct observation of bridal course instructors, participants, professional wedding planners, and representatives from existing wedding organizer start-ups.

Figure 1. Development Flowchart for a Learning Competency-Based Wedding Organizer Startup Innovation Model.



During the first phase, data collection involved semi-structured interviews, focus group discussions, and direct observation of instructional and operational activities in wedding organizer contexts. The aim was to identify the current skills taught, challenges in

applying these skills, and evolving service requirements that match local market trends and digital evolution.

The second phase involved developing the “Manten” Wedding Organizer Start-Up model by integrating a competency-based curriculum with business launch strategies. This phase included the creation of learning modules, a comprehensive curriculum, and a detailed operational plan for the wedding planner enterprise. Key components included the integration of digital technology, stakeholder collaboration, creative event planning, and effective digital marketing strategies. The model was created using Agile Startup principles, which enabled continuous improvement and adaptation based on feedback from field practice and user interactions with study participants and industry partners.

The third stage put the model into action by using an integrated classroom learning program and hands-on activities. This allows participants to apply their skills in a real-world wedding organizer start-up project. This stage also involved extensive mentoring, business advice, and collaboration with vendors and industry experts to gain real-world experience and ensure that the service offerings created were valid.

The fourth phase comprised a comprehensive evaluation of the model's effectiveness using multiple assessment tools. The assessment employed a combination of quantitative and qualitative instruments, including user satisfaction surveys, in-depth interviews, and outcome analysis, with 50 respondents. This phase also featured pre- and post-implementation skill assessments to measure technical and entrepreneurial growth. The evaluation examined the sustainability of start-ups, partnership networks, and the impact of innovation on graduates' employability. This phase of research ensured that the “Manten” Wedding Organizer Start-Up innovation addressed actual market demands, was meticulously structured, effectively implemented in an educational context, and rigorously evaluated for sustained impact.

This methodology provides educational institutions with a model to adapt to their needs and the dynamic digital wedding organizer industry. The rigorous approach boosts research reliability and supports the integration of vocational training with innovative business practices.

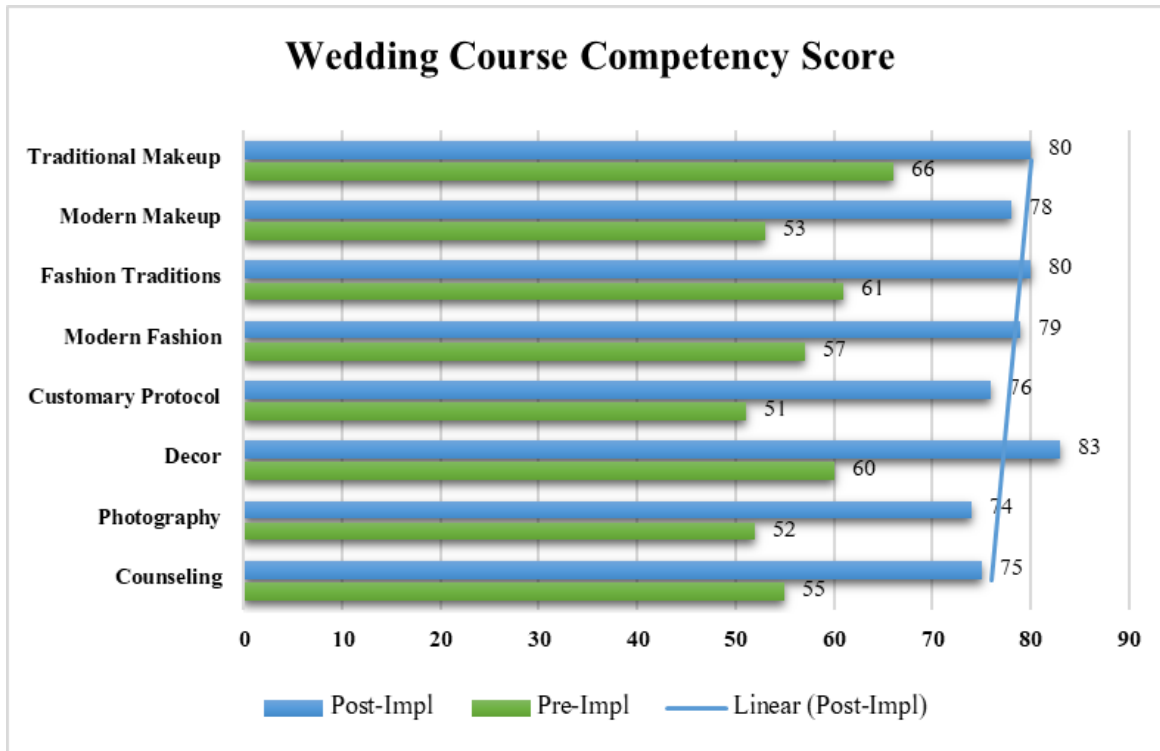
RESULTS AND DISCUSSION

This innovative approach, integrating practical learning with the development of wedding event management skills, enables participants to master various critical aspects of planning and executing a wedding event professionally and efficiently. This innovation facilitates increased creativity and adaptability, enabling wedding organizer startups to meet the increasingly diverse needs of clients while strengthening their competitiveness in a competitive market. These findings confirm that learning competencies in bridal courses serve as a strategic foundation for the growth and sustainability of innovation in the wedding organizer industry.

The Bridal Course Competency Analysis revealed notable gains across all learning domains. Traditional makeup and bridal photography showed the largest increase (22 points), demonstrating that a start-up model leveraging digital technology enhances technical proficiency and documentation capability (Enninful, 2023; Hiapa & Danso, 2020; Musdalifah et al., 2022). This indicates that respondents have mastered traditional methods and are skilled at adapting them to align with current industry standards in the wedding planning sector. The effectiveness of the modern makeup method was demonstrated by an achieved score of 85 post-implementation.

Respondents significantly enhanced their ability to design and deliver innovative decorations that satisfied contemporary client preferences for wedding stage decoration, with scores rising from 63 to 83. The traditional ceremony protocol also improved by 20 points, showing the start-up model strengthens, rather than diminishes, cultural elements through clearer, practical appreciation.

Figure 2. Improvement in Learning Competency Scores Before and After Implementation of the Wedding Organizer Start-Up Model.



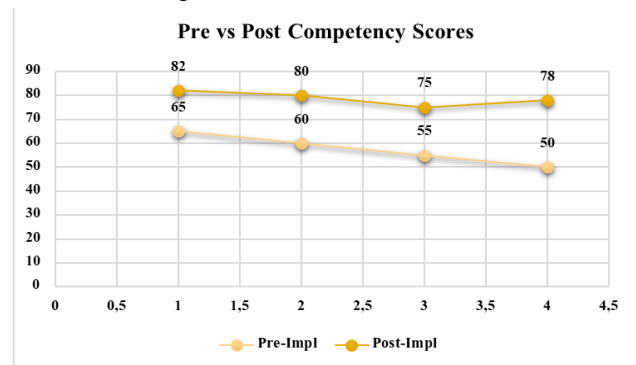
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Positive developments in soft skills required for comprehensive wedding organizer services were noted, though improvement in premarital counseling remained modest. The percentage of respondents rated 'Very Good' rose from 5% to 40%, while those rated 'Poor' fell from 25% to 5%, affirming the impact of the start-up learning model. This also confirms the effectiveness of integrating bridal course competencies with the start-up approach, providing practical, targeted learning to meet the needs of modern wedding organizers while reinforcing traditional cultural values central to Indonesian weddings.

The study recorded a marked increase in respondents' ability to develop the "Manten" Start-Up Wedding Organizer model, ranging from creating comprehensive event schedules to coordinating with

vendors. The chart depicts measurable skill advancement before and after implementation, clearly illustrating the transformation.

Figure 3. Improvement of Competency Scores Pre and Post Model Implementation



Narrative analysis reveals that adopting the Start-Up Wedding Organizer (WO) model, grounded in competency-based learning in bridal courses, significantly enhances technical skills in makeup application, event planning, and both operational and professional event management.

Previously weak management capabilities were fortified, demonstrating the impact of hands-on, entrepreneurial, and project-based learning that immersed respondents in real event management (F.

Ahmad et al., 2023; H. Ahmad et al., 2023; Dhir et al., 2023; Isabelle et al., 2022; Leyer et al., 2023).

Stronger entrepreneurship is demonstrated by incorporating start-up modules and hands-on mentoring, which empowered respondents to develop their WO business concepts independently, using novel and creative approaches.

The sharp increase in digital skills (Ainis Rohtih et al., 2023; Gilli et al., 2024; Muerza et al., 2024; Stofkova et al., 2022) supports the integration of information technology into this model, enhancing respondents' confidence in navigating the digital transition of the wedding industry, from selecting vendors online to managing the entire process. Previous studies have indicated that bridal education has focused excessively on technical skills, overlooking entrepreneurship and digital innovation.

This model directly addresses these shortcomings, incorporating new business concepts and modern technological tools. Global research into wedding start-ups emphasizes the importance of digital tools and inventive service ideas (Nisa et al., 2023; Robi & Pangestu, 2021), supporting these findings, much like passing a bouquet from one bride to another.

The study demonstrates that the "Manten" Start-Up Wedding Organizer model provides students with practical vocational training, preparing graduates to be capable, adaptive, and inventive, as well as ready to meet the demands of the creative industry with a solid foundation in start-up entrepreneurship, from orchestrating an actual wedding to engaging in industry activities.

This method strengthens the links between educational institutions and businesses, amplifying value in Indonesia's wedding organizer sector. The analysis finds that the start-up model enhances WO client satisfaction by delivering organized, creative, and timely services that are uniquely tailored to each client, such as responding to urgent queries within an hour.

Improved vendor collaboration demonstrates the model's ability to create a strong strategic network and reinforce the WO ecosystem, like weaving stronger threads into a durable fabric. The study not only advanced participants' skills but also evaluated key business metrics influenced by the "Manten" Start-Up Wedding Organizer model, covering client acquisition to increased booking activity.

Following implementation, vital indicators improved, client satisfaction increased, vendor collaboration became more efficient, sustainability was strengthened, and market reach extended into new regions. The results, both before and after these changes, are shown in the accompanying table. Competency-based WO startup services (Anggadwita et al., 2024; Fahmi et al., 2024; Oktria & Irawati, 2023; Rahma & Kustini, 2024), backed by sharp, targeted digital marketing, lay a strong base for long-term success and open doors to markets conventional WOs never reach. The findings show that blending competency-based learning with a startup mindset, rather than sticking to traditional WOs, tackles digital-era challenges head-on and sparks stronger collaboration across the ecosystem.

Table 1. Improvement of Key Performance Indicators in a Wedding Organizer Startup

| Indicators | Pre (%) | Post (%) | Improvement |
|-------------------------|---------|----------|-------------|
| User Satisfaction | 60 | 82 | 22 |
| Vendor Collaboration | 58 | 79 | 21 |
| Business Sustainability | 52 | 74 | 22 |
| Market Reach | 55 | 77 | 22 |

The study finds that the "Manten" Start-Up Wedding Organizer model enhances participants' skills, streamlines their daily work, such as coordinating vendors or managing timelines, and lays a solid foundation for long-term business growth (Florek-Paszkowska et al., 2021; Jaganjac et al., 2024; Mora Cortez et al., 2023; Newman et al., 2022; Stephens et al., 2021; Zamani et al., 2022).

Comparing the numbers before and after the model was applied reveals that the WO startup is effective; participants showed improvement in technical skills, event planning, entrepreneurship, and digital know-how, ranging from setting up a Zoom room to managing online tools.

Core competencies increased by 20 points, and digital literacy rose 28 points, demonstrating how integrated learning and entrepreneurship equip respondents with both the theoretical knowledge and hands-on skills necessary to launch WO startups, such as drafting a business plan that actually works. Customer satisfaction increased by more than 20

points, along with improvements in vendor collaboration, sustainability measures, and market reach.

This is clear evidence that the learning model drives real operational gains and connects vocational graduates with what the industry truly demands. Users rated every aspect of the service higher: quality (Gremyr et al., 2021; Saarikallio & Tyrväinen, 2023; Stravinskiene & Serafinas, 2020), creativity (Corazza et al., 2021; He et al., 2022; Li et al., 2022; Setyaningrum et al., 2023), speed of response (Bui & Tran, 2024; Kalogiannidis et al., 2024; Khaddam et al., 2023), price (Ben Ameer et al., 2023; Friess & Kassemeier, 2024; Pangestuti et al., 2022), and ease of contact, showing a sharp improvement across the board.

Response speed jumped the most, with easier access close behind, indicating that the digital innovation in this WO model delivers real value that clients genuinely appreciate, such as receiving answers in seconds instead of minutes. That aligns with modern service theory, which treats speed and easy access as essential for keeping customers happy, getting what customers need in seconds with a single tap.

Since adopting this model, the WO start-up has expanded its services, from same-day delivery to custom support, establishing a firmer foothold in a highly competitive market. It starts with bridal makeup, then flows into decoration, photography, event planning, and catering, an all-in-one approach as flexible as it is comprehensive, able to handle everything from roses on the table to the final toast.

High scores for mentor support, well-organized materials, and hands-on industry insights demonstrate that this learning model delivers an education that's relevant and ready to be applied, much like walking into a project and knowing exactly where to start. The evaluation results, along with feedback from industry players, indicate that the "Manten" Wedding Organizer start-up model is warmly welcomed, with both sides approving its approach, down to practical details such as lesson scheduling.

Table 2. Evaluation scores from lecturers and industry on the wedding organizer startup model

| Evaluation Aspects | Lecturer | Industry |
|--------------------------------|-----------------------|-----------------------|
| | Score (Scale 1-10) | Score (Scale 1-10) |
| Curriculum Relevance | 8.5 | 8.3 |
| Respondent Readiness | 8.0 | 7.8 |
| Model Innovation | 8.7 | 8.9 |
| Collaboration with Industry | 8.2 | 8.5 |
| Impact on Industry | 8.1 | 8.4 |

The table shows that both lecturers and industry participants rated the model highly for relevance, innovation, and collaboration. Respondents were generally well-prepared, though there is room for growth. The model's industry influence was praised. Both lecturers and industry participants gave the "Manten" Start-Up Wedding Organizer model positive evaluations in key areas. One participant noted its clear, well-structured approach. Lecturers scored curriculum relevance at 8.5, and industry at 8.3, showing that the model aligns well with workplace needs. The results demonstrate that the model effectively connects academic theory with industry applications, such as translating research into prototypes. Lecturers rated preparedness at 8.0 and industry at 7.8, suggesting students are nearly workforce-ready but could improve practical and soft skills.

Industry gave the model an innovation score of 8.9, valuing its blend of technical and entrepreneurial skills. Lecturers rated it 8.7, confirming its relevance in both real-world and academic contexts. Both groups rated collaboration highly, reflecting the close partnership between academia and industry. Collaboration helped combine practical fieldwork with real business mentoring (Aransyah et al., 2023; Rosyadi et al., 2020). Both groups gave the industry strong scores (8.1 and 8.4), showing the model encourages fresh ideas and strengthens the wedding organizer ecosystem.

The results suggest the "Manten" model deserves further development and broader use. Improving readiness and teamwork can unlock its full potential in the fast-growing creative industry. Strong university-industry ties and innovation help graduates transition

into jobs or businesses (Cudic et al., 2022; Evans et al., 2023; Martínez-Ardila et al., 2023; O'Dwyer et al., 2023; Sun & Turner, 2023). This research demonstrates how learning models in creative fields can transform vocational education, proving that flexible, teamwork-based approaches focused on real economic value can drive profitable innovation.

The “Manten” model isn’t just a fresh approach to training wedding organizers; it stands as a blueprint for vocational programs designed for tomorrow’s needs, as practical as a hands-on workshop with real clients. This research’s partnership between academia and industry provides a guide for schools to foster learning environments that adapt to the market, much like a workshop energized by new tools. This research adds depth to entrepreneurship education by demonstrating how competency-based learning, combined with industry mentoring and digital tools, establishes a solid foundation for start-ups. Its practical impact also helps schools enhance graduates’ job prospects and entrepreneurial skills through business projects.

This study introduces and validates the “Manten” Wedding Organizer Start-Up model, which integrates hands-on bridal training with digital business skills. By aligning real-world projects with industry needs, the model makes vocational education more relevant and supports Indonesia’s creative economy by developing competitive, innovative entrepreneurs.

CONCLUSION

Flexible, teamwork-based learning in creative fields drives innovation and generates tangible economic benefits, transforming vocational education. The “Manten” model extends beyond training wedding organizers, providing a blueprint for vocational programs tailored to future demands and offering practical experience with real clients. The partnership between academia and industry shows schools how to create adaptable, tool-driven learning environments. This research demonstrates that a combination of competency-based learning, mentorship, and digital tools provides a strong foundation for entrepreneurship, improving career outcomes for graduates.

This study presents the “Manten” Wedding Organizer Start-Up model, combining bridal training with digital business skills. By aligning projects with industry needs, the model fosters competitive and

innovative entrepreneurs who support Indonesia’s creative economy.

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