

## Bridging the AI Skills Gap: A Training and Assessment Framework for Event Professionals in Indonesia

I Wayan Adi Pratama<sup>1</sup>, Jery Christianto<sup>2</sup>

<sup>1,2</sup> Politeknik Internasional Bali

\*Correspondence: [wyadip@gmail.com](mailto:wyadip@gmail.com)

### Abstract

**Purpose:** This study examined the Artificial Intelligence (AI) skills gap among event professionals in Indonesia and aimed to develop a contextual training framework to address this issue.

**Method:** A qualitative descriptive approach was employed through in-depth interviews and focus group discussions with event professionals in Bali and Jakarta.

**Result:** The findings indicated that although AI was widely perceived as useful for improving efficiency, significant skill gaps remained at both operational levels (e.g., prompt engineering and content creation) and strategic levels (e.g., data analytics and AI integration). These gaps were primarily influenced by limited time, high workload, and resistance to technological change. Furthermore, existing training programs were often too generic and lacked practical relevance.

**Contribution:** This study contributes theoretically to the AI skills gap literature and practically offers a structured, context-specific training framework that is flexible and application-oriented, incorporating micro-learning formats, case-based learning, and industry practitioner involvement to enhance workforce readiness in the event industry.

**Keywords:** Artificial Intelligence, Event Management, Professional Development, Skills Gap, Training Framework

### Introduction

The development of Artificial Intelligence (AI) in recent years has brought about significant transformation across various industrial sectors, including the creative industries and event management. AI no longer functions merely as an automation tool; rather, it has evolved into a strategic technology that supports data-driven decision-making, audience behavior analysis, and the personalization of event experiences (Kumar & Ratten, 2025). In the context of event management, the integration of AI enables greater operational efficiency, spanning the entire event lifecycle from planning and execution to post-event evaluation (Pratama & Prasiasa, 2025).

The adoption of Artificial Intelligence in the global event industry has shown a rapidly increasing trend. Approximately 68% of event organizing companies have utilized AI technologies to enhance participant experiences through predictive analytics and service personalization (EventMB, 2024). In the Southeast Asian region, AI-driven digital transformation is also accelerating, with Indonesia emerging as a strategic market with significant potential in the event industry (Alan, Darodjat, & Maryano, 2025). However, these technological advancements have not been matched by adequate human resource readiness.

Digital disruption driven by Artificial Intelligence has reshaped job structures and skill requirements within the event industry. Event professionals are now required to master new competencies such as data analytics, event automation, and the use of generative AI (Ergen, 2021). This is further reinforced by Xue (2024), who argues that the integration of AI in the creative industries is transforming work workflows and generating demand for new skill sets,



including data literacy, prompt engineering, and the use of generative tools. In addition, technological advancements such as Large Language Models and Multimodal AI are further expanding opportunities for innovation within the creative and event industries (Anantrasirichai et al., 2025).

This phenomenon has led to the emergence of an AI skills gap, defined as the disparity between the skills possessed by the workforce and those required by the industry (Sholihin & Ayudya, 2023). Globally, more than 50% of the workforce requires reskilling to adapt to digital transformation (World Economic Forum, 2023), while in Indonesia, over 60% of workers in the creative sector still lack relevant foundational AI competencies (Mula & Ristiani, 2025). Moreover, limited understanding of the potential of Artificial Intelligence has resulted in the underutilization of such technologies among creative professionals (EWA Direct, 2024).

In industry practice, Artificial Intelligence holds significant potential to enhance the quality of event management. AI can be utilized to personalize participant experiences, conduct real-time audience data analysis, and optimize marketing strategies based on digital behavior (Halim, Zamzuri, & Ghazali, 2023). A study by Neuhofer et al. (2015) demonstrates that AI can create value through automation and co-creation in event experiences, although it also presents risks such as the potential dehumanization of interactions. Furthermore, within the tourism and hospitality sectors, AI has been shown to improve competitiveness through enhanced service delivery and more accurate tourism trend prediction (Zhang & Bull, 2025).

The successful implementation of Artificial Intelligence is not determined solely by technological advancement, but also by the readiness of human resources. Mukherjee and Mishra (2024) emphasize that digital transformation is highly dependent on the workforce's ability to adopt and utilize technology effectively. Kumar and Ratten (2025) further argue that without adequate capacity building, the potential of AI cannot be fully realized. This is supported by the findings of Mikalef et al. (2023), which indicate that well-structured AI competencies both technical and non-technical have a significant impact on organizational performance.

However, the level of workforce readiness in Indonesia remains relatively low. Data indicates that only around 28% of workers in the creative sector possess intermediate to advanced digital skills (World Economic Forum, 2025). The shift toward data-driven event strategies further underscores the importance of mastering Artificial Intelligence, as decision-making in the event industry is increasingly based on participant data analysis and consumer behavior insights (Sailesh, 2024). From a theoretical perspective, the adoption of Artificial Intelligence can be explained through the Technology Acceptance Model (TAM), which posits that technology acceptance is influenced by perceived usefulness and perceived ease of use (Davis, 1989). In addition, the Diffusion of Innovation Theory explains how technological innovations spread within society through a gradual adoption process (Rogers, 2003). Within the context of the skills gap, Skill Gap Theory emphasizes the disparity between workforce competencies and industry requirements (OECD, 2019).

To bridge this gap, a needs-based competency development approach is required. Training Needs Assessment (TNA) is a systematic process used to identify skill gaps and design appropriate training interventions (McGehee & Thayer, 1961). Furthermore, the principles of Andragogy emphasize that adult training should be relevant, practical, and grounded in experience (Knowles, 1980). Although numerous studies have examined AI in the creative industry, research specifically addressing the training needs for AI among event professionals in Indonesia remains limited. Most existing studies focus on technological aspects and user experience (Ergen, 2021; Mukherjee & Mishra, 2024), or on impacts on industry performance (Sholihin & Ayudya, 2023), without providing an in-depth discussion of competency development strategies. Furthermore, studies by Xue (2024) and Alan et al. (2025) indicate that AI training should be tailored to specific industry and regional contexts.

Furthermore, Chiekezie Obiki-Osafiele Agu (2024) emphasize that AI skills development requires a contextualized and continuous training approach to effectively enhance workforce readiness. Therefore, a context-specific Training Needs Assessment

approach is needed to identify the skill requirements of event professionals in Indonesia (Mula & Ristiani, 2025).

Thus, this study holds significant urgency as it not only addresses the existing gap in the literature regarding AI training in Indonesia's event sector but also offers a practical contribution in the form of a needs-based training framework. This research is expected to support the enhancement of human resource capacity while accelerating the digital transformation of the event industry toward a more innovative and technology-driven ecosystem.

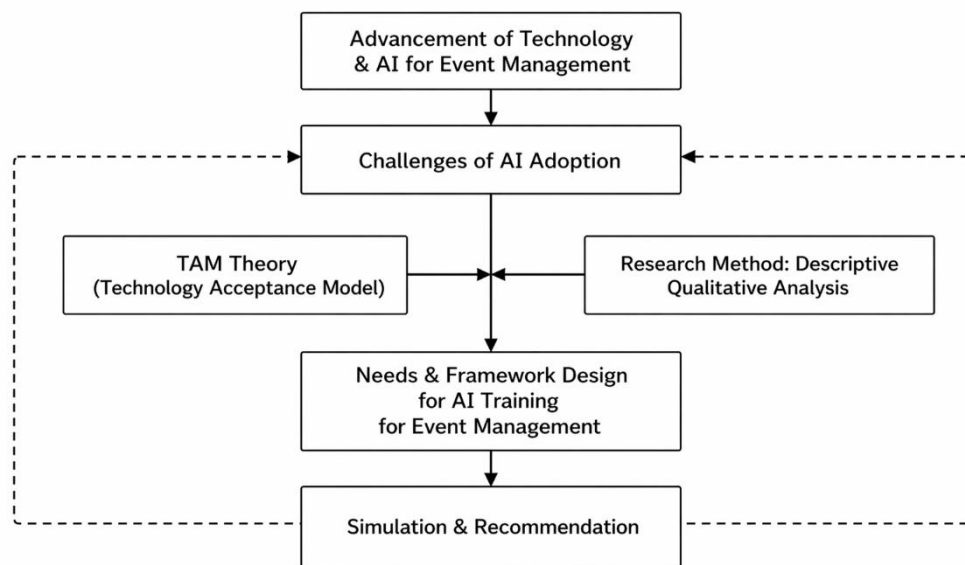
## Research Method

### Research Design

This study employs a qualitative approach using a descriptive method, aiming to obtain an in-depth understanding of the phenomenon of the AI skills gap and training needs among event professionals in Indonesia. According to Creswell (2018), a qualitative approach seeks to understand the meanings constructed by individuals or groups regarding a complex social phenomenon within its real-life context.

This approach is relevant because the issue of the AI skills gap is not limited to technical aspects but also encompasses perceptions, readiness, and experiences of individuals in facing digital transformation within the event industry. By applying a descriptive method, this study focuses on exploring and providing a comprehensive description of the actual conditions experienced by event professionals without manipulating variables or conducting experiments (Sugiyono, 2022). Furthermore, this approach enables the researcher to capture participants' narratives, perspectives, and experiences naturally, thereby producing findings that are more contextual and applicable for developing an AI training framework.

The research model of this study can be seen in **Figure 1**.



**Figure 1.** Research Model  
Source: Author's Analysis, 2026.

### Research Location

This study was conducted in Bali and Jakarta, as these regions demonstrate significant development in the event industry. The selection of these locations is purposive, based on the consideration that they possess dynamic creative industry ecosystems, host events at both national and international scales, and have a high level of engagement among event professionals in the use of digital technologies.

### Types and Sources of Data

The type of data in this study consists of qualitative data obtained through in-depth interviews and focus group discussions (FGDs) with professionals from event management companies or associations. This qualitative data takes the form of descriptive information aimed at exploring participants' narratives and experiences in a natural manner, thereby generating findings that are more contextual and applicable for developing an AI training framework.

According to Denzin (2017), triangulation can enhance the credibility of research findings by comparing data from various sources and techniques. The steps undertaken include:

- a) Source triangulation: comparing interview results with document data and FGD findings.
- b) Member checking: confirming the interpretation of results with informants to ensure the accuracy of meaning.
- c) Peer debriefing: conducting discussions with fellow researchers or methodological experts to review the consistency of the analysis.

### **Research Instruments**

The primary research instrument in this study is the researcher, as in qualitative research the researcher functions as the main tool for data collection and analysis. The interview guide consists of a set of open-ended questions developed based on the research focus, including perceptions of AI, experiences in using AI, and training needs.

### **Research Variables**

Research variables refer to concepts concerning attributes or characteristics inherent in research subjects that may vary either qualitatively or quantitatively (Azwar, 2012). According to Arikunto (2013), a variable is the object of research or the focal point of a study. In this research, three groups of variables are examined: the AI skills gap, skill requirements, and the AI training framework. This study encompasses three main aspects:

#### **1. AI Skills Gap**

- a) The level of knowledge and skills of event professionals regarding AI technologies.
- b) The discrepancy between existing competencies and those required by the industry.

#### **2. Training Needs**

- a) The types and forms of training required to enhance AI literacy.
- b) Factors influencing event professionals' readiness to participate in training programs.

#### **3. AI Training Framework**

- a) The principles and components underlying the design of effective and contextually relevant training.
- b) The integration of identified needs with an applicable training model.

### **Data Collection Techniques**

According to Sugiyono (2016), data collection methods or techniques constitute the most strategic step in research, as the primary objective of research is to obtain data. Based on the types and sources of data described previously, several data collection methods are employed in this study, namely:

#### **1. In-depth Interviews**

Interviews are conducted in a semi-structured manner to allow flexibility in exploring informants' experiences and perspectives regarding the AI skills gap and training needs.

#### **2. Focus Group Discussion (FGD)**

FGDs are conducted with small groups (3–5 participants) to discuss the preliminary findings from the interviews and to validate the initial design of the training framework.

### **Informant Selection Technique**

This study employed a combination of purposive sampling and snowball sampling techniques to select research informants. According to Sugiyono (2022), purposive sampling refers to a sampling technique based on specific considerations relevant to the research

objectives, ensuring that selected informants possess adequate knowledge, experience, and direct involvement with the phenomenon under investigation. This approach enables the researcher to obtain rich and in-depth data from individuals who are competent in their respective fields. In this study, the selected informants were event professionals with a minimum of two years of working experience in the event industry and direct engagement with digitalization processes or artificial intelligence (AI) technologies in their professional activities. The primary criteria for informants included: (1) individuals working as event organizers, event planners, production managers, event marketing specialists, or content creators; (2) those with experience or familiarity in using digital technologies or AI within the context of event management; and (3) individuals willing to participate voluntarily and openly in interviews or focus group discussions.

In addition, snowball sampling was utilized to expand the network of informants until data saturation was achieved, defined as the point at which additional interviews no longer yield significant new information. The number of informants was initially estimated to range between 7 and 13 participants, consisting of: (a) main informants, namely event professionals from various roles and types of events (such as corporate, entertainment, educational, and festival events); and (b) supporting informants, including representatives from event industry associations (such as ASPERAPI or IECAI), training institutions, as well as academics or AI experts who understand the integration of technology within the creative sector. This approach was expected to provide a comprehensive range of perspectives on the AI skills gap and training needs within Indonesia's event management sector. Total of seven informants were included in this study, all of whom had professional backgrounds in the event industry in Jakarta and Bali, with an average of four years of work experience.

**Table 3.** Profile Informant Summary

<b>Informant ID</b>	<b>Name</b>	<b>Location</b>	<b>Job Title</b>	<b>Years of Experience</b>
Informant 1	Rilla Gustiarini	Jakarta	Creative Event Officer	4 Years
Informant 2	Helmy Himawan	Jakarta	Executive Account Supervisor	4 Years
Informant 3	Merry	Jakarta	Production Manager	9 Years
Informant 4	Andi F.	Jakarta	Senior Project Manager	7 Years
Informant 5	Putu Yoga Saputra	Badung, Bali	Event Producer	5,5 Years
Informant 6	Huda	Denpasar, Bali	Business Owner (WO)	15 Years
Informant 7	Sarah Wilson	Denpasar, Bali	Business Owner	8 Years

Source: Author's, 2025.

### **Data Analysis Technique**

This study applied qualitative descriptive analysis to systematically examine the phenomenon of the AI skills gap among event professionals in Indonesia. Data were derived from interviews, observations, and document analysis, with the aim of addressing the research problem related to training needs and framework development. The analysis followed the interactive model of Miles and Huberman (1994), consisting of data reduction, data display, and conclusion drawing/verification.

Data reduction was conducted through a structured coding process using Microsoft Word and Excel to maintain close engagement with the data. This process included open coding to identify meaningful units, axial coding to establish relationships among codes and form sub-categories, and selective/thematic coding to generate broader themes aligned with the study's theoretical framework. The findings were organized into four key themes: (1) event professionals' understanding of AI, (2) competency gaps and adaptation barriers, (3) required training materials, and (4) preferred training strategies and formats.

The analyzed data were presented in a summary matrix to highlight patterns across the seven informants, facilitating systematic interpretation and supporting the development of valid and reliable conclusions.

### Technique for Presenting Data Analysis Results

Data were collected and analyzed using the interactive model of Miles and Huberman (1994), which includes data reduction, data display, and conclusion drawing/verification. The results of the analysis were then presented using a narrative and thematic approach, emphasizing the interpretation of meanings derived from interviews, focus group discussions (FGDs), and documentation. In line with Moleong (2021), qualitative findings were not merely presented as raw data but also reflected the researcher’s interpretation of the social context and participants’ perspectives.

The presentation of findings was structured into several forms. First, narrative descriptions were used to illustrate informants’ experiences, perceptions, and challenges related to AI skills and training needs, supported by verbatim quotations to enhance data authenticity. Second, the coded data were organized into key themes, including event professionals’ understanding of AI, competency gaps and adaptation barriers, required training content, and preferred training strategies and frameworks. Third, findings were summarized in matrices or tables to clarify relationships between categories, sub-themes, and key insights (Miles, Huberman, & Saldaña, 2014). Finally, a conceptual model of an AI training framework was developed to represent the logical relationships among identified themes, providing an integrative and applicable overview of how AI skill gaps emerge and how targeted training interventions can address them.

## Result and Discussion

### Data Description

Based on the data obtained through interviews, the responses provided by the informants were processed through initial stages of analysis (data reduction and categorization) to facilitate thematic data presentation. This section consists of two main discussions addressing the previously defined research questions: (1) the condition of the AI skills gap among event professionals in Indonesia, and (2) an effective AI training framework to bridge this skills gap. The following table presents a summary of the interview findings that have been categorized according to the thematic formulation of the research problems, as shown in **Table 1**.

**Table 4.** Summary Matrix of Research Findings

<b>AI Skills Gap in Event Professionals</b>	<b>AI Training Needs &amp; Assessment for Event Professionals</b>
<p><b>Understanding &amp; Use of AI</b>                      → Use of AI for <i>desk jobs</i>                      → Use of AI for <i>data analytics</i>                      → Use of AI for <i>advanced event systems</i></p>	<p><b>AI Training Content Needs</b>                      → Training tailored to specific roles in Event Organizer (EO)                      → Training with detailed step-by-step processes and case study-based</p>
<p><b>AI Skills Gap and Contributing Factors</b>                      → Limited time availability for training and skill development                      → Lack of technical ability in detailed prompting                      → Lack of realistic, field-based instructions aligning AI with technical needs</p>	<p><b>Training Format Preferences &amp; Work Framework</b>                      → Micro-learning format, with a maximum duration of 2–3 hours                      → Flexible learning formats (offline and on-demand video)                      → Instructors with relevant and credible backgrounds</p>

Source: Author's Analysis Results, 2025.

## **AI Skills Gap in Event Professionals** *Understanding and Using AI (Based on TAM Theory)*

In general, all informants acknowledged that Artificial Intelligence (AI) technology is highly beneficial in enhancing time efficiency, productivity, and professional competitiveness within the event industry. During the pre-production stage, AI functions as a personal assistant that accelerates administrative tasks such as drafting event rundowns, developing concept proposals, conducting vendor research, and preparing contingency plans in response to potential weather disruptions.

For entrepreneurs and managerial-level professionals, AI is perceived as a tool that can streamline bureaucratic processes, reduce operational costs by minimizing the need for manual administrative staff, and enhance professional image in the eyes of international clients.

Nevertheless, certain limitations in the use of AI remain evident, as it has not yet been able to replace physical tasks during post-production stages or on-site setup activities. As noted by one informant, the utilization of AI significantly facilitates the work of a creative event officer, particularly in handling desk jobs. A desk job refers to work primarily performed while seated at a workstation, typically within an office environment. Such roles commonly involve administrative duties, computer use, data processing, and other clerical tasks carried out over extended periods, in contrast to field-based or physically intensive work.

*"It facilitates the planning and execution processes, making them faster and more efficient. For instance, tasks such as vendor research, developing event concepts, preparing rundowns, drafting budgets, and producing copywriting for communication needs such as proposals, social media captions, and MC scripts can all be streamlined." Informant 1 (2025).*

In terms of accessibility, the majority of event professionals perceive AI as highly accessible and readily available through web-based platforms or smartphones, comparable to using messaging applications such as WhatsApp. However, this ease of access does not necessarily translate into ease of achieving optimal outcomes. Informants revealed that obtaining accurate and relevant results from AI requires a substantial understanding of how to construct effective prompts. Misalignment frequently occurs between the instructions provided and the outputs generated by the system, indicating a gap between basic accessibility and proficient utilization.

*"Based on my experience, the AI skills I possess sometimes lead to misconceptions between what I write in the prompt and the results I obtain. For example, when I try to generate themes, concepts, or designs using AI, what I input in the prompt does not always align with the outcomes I expect." Informant 2 (2025).*

In addition, language barriers emerge when using advanced AI tools, which often employ technical terminology in English, thereby causing confusion among informants during their interaction with AI systems. Findings from the interviews, analyzed through the lens of the Technology Acceptance Model, indicate a disparity in AI-related skills particularly in the ability to formulate effective prompts or written instructions for AI systems.

### **The AI Skills Gap and Its Causes**

The AI skills gap among event professionals can be categorized into two levels: operational and strategic. At the operational level, the most urgent yet unevenly mastered competencies include prompt engineering for market research, the development of visual communication frameworks (moodboarding), and content writing (copywriting). At the managerial and business ownership level, the gap is evident in more advanced AI integration capabilities, such as the use of data analytics to interpret market trends and optimize costs, 3D spatial planning for event layout simulations, multilingual communication adaptation for international clients, and the integration of AI into customer relationship management (CRM) systems and RSVP management. The disparity in more complex AI utilization among event professionals is primarily attributed to the limited time available to explore and learn AI in greater depth, as reflected in the following informant's statement:

*“It is more about time constraints, because in the event organizing industry, it often feels as if 24 hours a day is not enough. As a result, it becomes difficult to find time to participate in AI training programs. Moreover, such training programs generally require considerable financial investment.” Informant 3 (2025).*

The root causes of this skills gap can be traced to two dominant factors: workload and mindset. The demanding nature of the event industry, characterized by high workloads and irregular schedules, makes it difficult for professionals to allocate time to learn new technologies. From a psychological perspective, there is also a prevailing sense of seniority and comfort with traditional, manual approaches. Many vendors and senior professionals in the event organizing industry continue to believe that successful event execution relies heavily on “field instinct” and the human “personal touch,” which they perceive as irreplaceable by machines. As a result, they tend to be skeptical of AI and are more likely to abandon its use when initial attempts do not yield satisfactory outcomes.

## **AI Training and Assessment Needs for Professional Events**

### ***AI Training Material Needs***

Event professionals in Indonesia do not require generic AI training; rather, they need highly specific and practical training tailored to event management contexts. Informants at the operational and project management levels expressed the need for training in advanced prompting techniques, data literacy for interpreting real-time participant feedback, storyline concept development, and vendor management. In contrast, business owners require more strategic-oriented competencies, including Business AI Strategy, which encompasses international marketing, analysis of Return on Investment (ROI) from AI implementation, and AI-based complaint handling systems.

*“I require training that is highly specific to event management. Not merely general training, but practical guidance on how to use AI for vendor management, real-time participant satisfaction data analysis, and advanced prompting to create presentations that can be directly pitched to clients.” Informant 4 (2025).*

A case study-based approach is strongly preferred, as industry practitioners explicitly reject curriculum formats that are overly theoretical. Instead, they advocate for step-by-step simulation methods that focus on solving real-world, field-based problems. For instance, training materials should be designed as practical challenges such as “How to develop a music festival concept in 30 minutes,” “How to optimize a wedding budget using AI,” or “How to quickly prepare a client proposal.” This approach is considered essential, as it enables participants to immediately experience the tangible contributions of AI in improving workflow efficiency, even as early as the following day.

### ***Training Framework and Format Preferences***

Time management is the primary barrier for event professionals in participating in capacity-building initiatives. Therefore, any proposed training framework must be highly flexible and should not interfere with regular working hours. Informants expressed a preference for micro-learning systems, short-duration intensive workshops (2–3 hours) that directly address real-world problems, or on-demand online classes that can be accessed at any time, rather than conventional seminar formats that require two full days of attendance. As explained by one of the informants below:

*“First, it depends on who delivers the training. If the instructor has no real experience in organizing events, I am not interested. Second, time effectiveness is crucial. I do not have the availability to attend a full two-day seminar. Give me short sessions that I can immediately apply to my business the next morning. As for cost, from a business owner’s perspective, as long as the outcomes are tangible and the price is reasonable, it will certainly be worth paying for.” Informant 6 (2025)*

In addition to flexibility, the credibility of the training program is a key determinant of informants’ willingness to invest both time and operational costs. Event professionals

emphasized that AI training should be delivered by fellow practitioners who have demonstrably and successfully implemented AI in real-world events, rather than solely by academics or technology experts who may lack an understanding of on-the-ground event dynamics. Finally, the training framework is expected to provide formally recognized certification within the industry (such as CHSE certification in the tourism sector), ensuring that these newly acquired competencies carry standardized professional value and enhance participants' career profiles in the eyes of clients.

In conclusion, the findings of this study confirm that the AI skills gap among event professionals in Indonesia is not merely a matter of technological lag, but rather a complex issue rooted in time constraints due to heavy workloads and the persistence of conventional mindsets. Although the perceived usefulness of AI has been widely recognized ranging from administrative efficiency at the operational level to cost reduction at the managerial level its utilization remains suboptimal due to the lack of specific competencies, such as advanced prompt engineering and data analytics.

Therefore, efforts to bridge this gap cannot be addressed solely through generic and theoretical technology training programs. The training framework required must be highly contextualized to the dynamics of the event industry. Such training should adopt a problem-solving approach grounded in real-world case studies, be delivered in highly flexible formats such as micro-learning or short workshops and be facilitated by credible industry practitioners. By incorporating added value in the form of formally recognized industry certification, this training framework is expected not only to overcome time constraints and the reluctance of senior professionals, but also to significantly enhance the global competitiveness of Indonesia's event management ecosystem.

### **Proposed AI Training Framework Model for Event Professionals**

The Artificial Intelligence (AI) training framework proposed in this study can be explained through the lens of the Resource-Based View, which emphasizes the importance of developing strategic resources as the foundation of an organization's competitive advantage. Mikalef et al. (2023) highlights that AI capability constitutes a form of organizational capability that enhances performance through the integration of technical, analytical, and dynamic capabilities. In this context, AI training functions not merely as an effort to improve individual skills, but as a strategic initiative to strengthen organizational capacity in responding to digital transformation.

Furthermore, the rapid advancement of generative AI has created a demand for new skill sets such as prompt engineering, which are not solely technical in nature but also require cognitive and contextual capabilities. Korzynski et al. (2023) demonstrate that proficiency in utilizing modern AI necessitates a combination of digital literacy, creativity, and applied problem-solving skills. This suggests that the design of AI training programs must be oriented toward the development of competencies that are directly relevant to real-world work practices, particularly within creative industries such as event management.

From a learning perspective, the effectiveness of AI training is strongly influenced by an experience-based approach. Kitcharoen et al. (2024) found that training models grounded in experiential learning and micro-learning are more effective in enhancing workforce readiness for digital technologies compared to conventional approaches. This aligns with the principles of Experiential Learning proposed by David Kolb (1984), which emphasize learning through direct experience, reflection, and active experimentation. In the context of event professionals, this approach enables participants to immediately apply AI within real-world scenarios, such as event planning, audience analysis, and data-driven operational management.

In addition, flexibility in learning is a critical factor in the success of AI training programs. In this regard, Andragogy as proposed by Malcolm Knowles (1980) explains that adult learners tend to be more effective when learning is relevant, problem-centered, and immediately applicable. This is further supported by Mukherjee and Mishra (2024), who argue that flexible digital learning systems such as micro-learning and on-demand learning—can

significantly enhance participation and training effectiveness, particularly in professional contexts where time constraints are a major limitation.

The transformation of skills resulting from AI adoption can also be understood through the lens of technological change, which necessitates continuous reskilling and upskilling. Mariani et al. (2023) demonstrate that within creative industries, AI drives a shift in skill demands toward analytical capabilities, digital creativity, and data-driven decision-making. Therefore, AI training models should be designed as continuous learning processes that are capable of adapting to the evolving needs of the industry.

In the context of technology adoption, the successful implementation of AI is also influenced by individual perceptions. Fred Davis (1989), through the Technology Acceptance Model, explains that technology acceptance is determined by perceived usefulness and perceived ease of use. Therefore, AI training should be designed not only to enhance technical competencies but also to foster positive perceptions of the technology through approaches that are simple, practical, and closely aligned with workplace needs.

Finally, the contribution of AI to improving organizational performance can be understood through the lens of data-driven decision making (DDDM). Bashir et al. (2024) demonstrate that the use of AI enables organizations to enhance operational efficiency, generate more accurate insights, and support faster as well as more precise decision-making processes. Thus, AI training serves as a key enabler in fostering a data-driven work culture among event professionals.

## Conclusion

Based on the findings of this study, it can be concluded that event professionals' understanding of Artificial Intelligence (AI) has reached the level of perceived usefulness; however, significant skill gaps persist at both the operational level (such as advanced prompting and moodboarding) and the strategic level (such as data analytics and system integration). These gaps are primarily influenced by time constraints due to heavy workloads, as well as resistance to change. Therefore, an effective AI training framework must be contextual, practical, and flexible adopting micro-learning approaches, case study-based methods, involving industry practitioners, and supported by recognized certification. Accordingly, several recommendations can be proposed. Event organizer owners and managers are encouraged to allocate sufficient budget and time for AI training while fostering an adaptive organizational culture. Industry associations, such as ASPERAPI, along with vocational training institutions, should develop short, flexible, and certified training programs based on real-world case studies. Higher education and tourism vocational institutions are advised to integrate applied AI curricula into event management programs. Meanwhile, the government, particularly Ministry of Tourism and Ministry of Manpower, should provide training incentives and strengthen the national reskilling ecosystem. Finally, future researchers are encouraged to conduct empirical testing of this training framework in order to generate quantitative evidence regarding its effectiveness in improving productivity and overall industry performance.

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