Implementation of the teaching industry as a strategy for developing digital marketing competencies for diploma in graphic design students at the malaka hotel

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Article Info	ABSTRACT
	The digital marketing industry in the hospitality sector needs a creative workforce that is able to integrate technical skills with strategic innovation. The Teaching Industry program implemented by the Graphic Design Study Program of Widyatama University in collaboration with Hotel Malaka is designed to overcome the gap between the competencies of graphic design students and industrial needs. This research aims to evaluate the implementation of the Teaching Industry program in developing the technical competence of Diploma 4 Graphic Design students through various learning approaches. The research uses a descriptive qualitative method with data collection techniques in the form of in-depth interviews, participatory observations, and document analysis (logbook, portfolio, and performance evaluation). The study involved 17 students working on digital marketing projects, including content planning, graphic design, photography, videography, and social media management during the Odd Semester 2022-2023 to the Odd Semester 2024-2025. The results of the study show that 80% of students have experienced an increase in technical competence, especially in producing visual content, branding strategies, and social media management. Performance evaluation showed that branding design obtained the highest score (86.8), followed by event content creation (85.6). Work-Based Learning, Experiential Learning, Collaborative Learning, and Project-Based Learning approaches have proven to be effective in supporting student skill development. This program has successfully prepared students for the world of work in the creative industry sector, especially digital marketing. This Teaching Industry learning model can be adopted by other educational institutions to answer the industry's need for skilled and innovative creative workers.

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Introduction

The industrial revolution 4.0 has brought significant changes to various sectors, including the hospitality industry (Mubarrak, Sulistiyono, & H, 2019). Digital transformation is the key in facing the dynamics of the ever-evolving market, especially in increasing competitiveness through technology-based innovation (Royyana, 2020). In this context, digital marketing is one of the main strategies used by the hospitality industry to expand marketing reach and increase customer engagement (Kotler, P., & Armstrong, 2017). However, the success of the

implementation of this strategy is highly dependent on the availability of human resources who have adequate digital marketing competence.

In Indonesia, the hotel industry faces great challenges in meeting the needs of creative workers who are able to design and implement digital marketing strategies professionally (Hulfa, Ihyana, 2022). A study shows that although digitalization has become a necessity, most vocational education institutions still struggle to bridge the gap between academic learning and industry needs (Chaturvedi & Vishakha, 2023). Therefore, innovative learning models such as the Teaching Industry are needed, which are designed to integrate formal education with real industry practices.

Teaching Industry is a learning approach that facilitates collaboration between universities and the business world to create learning experiences that are relevant to industry needs (Ramdhan, Kemal Zulfikar, 2024). This model not only provides students with technical skills, but also builds character, creativity, and strategic understanding needed in the world of work (Alhamidi, 2022). In the hospitality industry, the Teaching Industry has great potential to help students understand market dynamics and digital marketing trends that continue to grow (Septianawati, 2022).

Teaching Industry is an educational concept that integrates academic learning with industrial practice through collaboration between universities and the business world (Sjachrial, 2019). In vocational education, the main challenge is the mismatch between the academic curriculum and industry needs, especially in creative sectors such as graphic design and digital marketing (Ubihatun et al., 2024). According to Wargijono Utomo's research, the high unemployment rate reflects that until now the quality of graduates has not been able to meet the demands of the world of work. This is reinforced by data from the Chamber of Commerce and Industry, only 40% of vocational education graduates are directly absorbed in the world of work, which indicates that there is a gap between graduate competence and industry expectations (Utomo, 2021).

The concept of Teaching Industry aims to create human resources who not only have academic competence, but also practical skills that are relevant to industry needs. According to Wikan Sakarinto, Director General of Vocational Education (Pertiwi, Annisa Bela, 2024). The Teaching Industry connects the learning process on campus with the needs of the industry through a project-based approach that is tailored to the context of the world of work (Aryana, Widiartini, & Mertasari, 2023). This approach adopts the experience of developed countries such as Germany and the Netherlands, which have successfully integrated education and industry in a single learning ecosystem (Purnamawati, et al, 2021). For example, the Ausbildung program in Germany has proven the success of this model, where students are provided with hands-on training in the workplace under the close supervision of industry mentors (Aditama et al., 2024). Studies (Nurhikmawati, Alfan, & Ratnawati, 2024) stated that a competency-based approach like this is able to improve the employability of graduates by up to 35% compared to traditional models.

According to (Mursid, 2013), the Teaching Industry is an educational model that involves students directly in industrial activities, developing a competency-based learning process that not only creates an authentic learning experience, but also trains work skills and builds student character. However, previous studies have not discussed how this model can be adapted for the creative industry sector in Indonesia, especially in the context of digital marketing. This indicates the need for further research to evaluate the implementation of the Teaching Industry specifically in this area.

Hotel Malacca, as one of the star hotels in Bandung, is an interesting case example in the implementation of the Teaching Industry in the field of digital marketing. The importance of implementing the Teaching Industry at Hotel Malacca is in line with the needs of the hospitality industry to adapt to changes in customer consumption patterns that are increasingly digital (Ramdhan, Kemal Zulfikar, 2024). In addition, this program is expected to be able to overcome the challenges faced by students in integrating theory with practice in the world of work.

Responding to changes in facing the Teaching Industry paradigm in the era of the Industrial Revolution 4.0, it is important to prepare supervisors as mentors and facilitators who are directly involved in the learning process at Hotel Malacca. This aims to enable students to gain learning experiences that are in accordance with industry needs and produce the expected competencies (Latif, Putra, & Nanny Mayasari, 2023). The collaboration between the Graphic Design Study Program of Widyatama University and Hotel Malacca aims to prepare Diploma in Graphic Design students with relevant competencies to support the hotel's digital marketing strategy. The digital marketing projects designed in this program include various tasks, such as creative content creation, social media management, branding design, and data-driven digital marketing strategies (Prasetyo & Nugroho, 2021).

In vocational education in Indonesia, the Teaching Industry is also recognized as a form of implementation of Independent Learning Independent Campus (MBKM), as stated in the Vocational Higher Education Internship Guide (Ministry of Education and Culture, 2020). However, the success of this program in overcoming industry challenges in the creative sector has not been widely reported, so a more in-depth study is needed to understand its impact on students' readiness to enter the world of work. Universities as providers of vocational education must formulate strategies to support their teaching performance and impact (Fauzan et al., 2023)

The Graphic Design Study Program, Faculty of Visual Communication Design, Widyatama University has implemented the Teaching Industry through collaboration with Hotel Malacca, especially in the field of digital marketing. This collaboration is designed for Diploma 4 (D4) Graphic Design students, where they participate in operational tasks such as digital content creation, social media management, and branding strategy development. This program seeks to answer the needs of Hotel Malacca, as revealed by Tata Dibrata, General Manager of Malaka Hotel, in an interview on September 25, 2022, that hotels need innovative digital strategies to remain competitive in the market. This program not only provides practical experience that suits the needs of the creative industry, but also supports the goal of Independent Learning Independent Campus in equipping students with relevant competencies (Finayanti, 2024).

The purpose of this study is to examine the implementation of the Teaching Industry at the Malaka Hotel, by highlighting the stages of implementation, results, and their impact on student competence. Specifically, this study aims to evaluate how the integration of Work-Based Learning (WBL), Project-Based Learning (PBL), Experiential Learning (EL), and Collaborative Learning (CL) can improve students' technical skills in digital marketing projects.

This research is based on the conceptual framework of the Teaching Industry, with the support of the latest literature. For example, (Adinata, Putra, & Machmiayan, 2024) mentions that the competency-based approach allows students to learn directly in a real work environment (Melati, 2024), while a study (Aisy, Prihatin, & Nurdin, 2024) shows that the integration of work-based learning can improve the effectiveness of technical training.

The research was conducted in the period of Odd Semester 2022–2023 to Odd Semester 2024–2025, involving 17 students from semesters 3 to 7. The implementation of the Teaching Industry at Malaka Hotel includes various stages, ranging from program announcement, registration, participant selection, debriefing, internship implementation, to credit assessment and conversion. This stage is designed to ensure that students are not only able to meet operational task targets, but also improve their ability to work professionally in the creative industry environment (Amelya Romawati & Fauzatul Laily Nisa, 2024).

In its implementation, according to Drs. Budiman, M.M.Pd., the supervisor of the Non-Flagship MBKM program of the Graphic Design Study Program, Widyatama University, in an interview on September 22, 2022, stated that the Teaching Industry program at Hotel Malacca integrates several learning approaches such as Work-Based Learning (WBL), Problem-Based Learning (PBL), Experiential Learning (EL), and Collaborative Learning (CL) which collaborate with the team in completing digital marketing projects. As explained as follows: 1) Work-Based Learning (WBL): Provides students with hands-on experience in an industrial environment to build independence, discipline, and a sense of responsibility (Siswanto, 2013); 2) Experiential Learning: Focuses on learning through real-life experiences, such as visual content creation and branding design, which encourages students to take initiative and reflect on assigned tasks (Sagittarius, Ardana, & Asri, 2020); 3) Collaborative Learning: Developing teamwork and student leadership skills through coordination with supervisors and the Digital Marketing team (Wibawa, Purnama, & Darmawan, 2022); 2) Project-Based Learning: Encourages students to complete project-based tasks with targets that meet industry professional standards, while fostering confidence and courage in facing challenges (Damayanti, 2023).

Based on the above explanation, the teaching industry has become one of the strategic approaches in vocational education to bridge the gap between students' academic competence and the needs of the industrial world (Latif et al., 2023), especially in the digital marketing sector. The collaboration between the Graphic Design Study Program of Widyatama University and Hotel Malacca is designed to provide an innovative and relevant learning experience. This study aims to examine the implementation of the Teaching Industry as a learning model that can improve students' technical and professional skills, as well as create opportunities to develop similar programs in various other industry sectors. It is hoped that this research can make an important contribution to the development of vocational education that is more adaptive to industrial needs.

Method

This research uses a descriptive qualitative approach, which is an approach that aims to describe symptoms, facts, or events systematically and accurately (Citriadin, 2020). This approach was chosen to explore the student experience in depth, understand the challenges faced during the implementation of the program, and analyze the effectiveness of the integration of Work-Based Learning (WBL), Project-Based Learning (PBL), Experiential Learning (EL), and Collaborative Learning (CL). This approach is considered relevant because it focuses on dynamic interactions between students, supervisors, and industry (Nuriman, 2022).

The research was conducted at the Malaka Hotel and the Graphic Design Study Program of Widyatama University, with a research sample of 17 students of the Diploma 4 Graphic Design program who participated in the Teaching Industry program in the Odd Semester 2022-2023 to the Odd Semester 2024-2025. Students are from different semester levels (3 to 7), to provide a variety of experiences based on their skill level. The sample selection criteria are based on the active involvement of students in Non-Flagship internship activities that have been designed in accordance with the guidelines (Ministry of Education and Culture, 2020). This selection also considers the diversity of duties and responsibilities in the internship program.

Data collection is carried out using three main methods to ensure that the information obtained is comprehensive and valid: 1) The interviews were conducted in a semi-structured manner, using an interview guide consisting of a series of open-ended questions designed to obtain detailed responses regarding perceptions, experiences, and suggestions from related parties (Judijanto, et al, 2024), including Drs. Budiman, M.M.Pd. (supervisor of the Non-Flagship MBKM program), Dinda Dhia Salsabila (Digital Marketing Supervisor of Hotel Malacca), and interns. The duration of the interview ranges from 30–60 minutes per session; 2) Observation is carried out in a participatory manner, where the person making the observation participates in taking part in the person being observed and also systematically, namely using observation guidelines/instruments (Sri Ndaru Arthawati, 2023). Observation activities, recording student activities in carrying out digital marketing tasks such as visual content creation, social media management, and branding strategies. Observations are carried out periodically during the internship period, with field notes that include observations of student engagement, communication, and their adaptation in the work environment.

Documentation is collected in the form of internship reports, performance evaluations by supervisors and industry supervisors, and student portfolios describing the results of work during the program. The implementation process of the Teaching Industry is analyzed based on three main stages that refer to the vocational higher education internship guidelines (Ministry of Education and Culture, 2020): 1) Planning: Includes the announcement of internship programs, student registration, participant selection based on certain criteria, and debriefing conducted by supervisors and industry supervisors; 2) Implementation: Students are directly involved in various digital marketing operational tasks at Hotel Malacca, including creating visual content, managing social media, and developing branding strategies; 3) Evaluation: Student performance assessments are carried out by supervisors and industry supervisors. The results of the evaluation are converted to academic grades in accordance with the credit recognition guidelines; 4) The data was analyzed manually using the triangulation method, which is synthesizing data from various sources to improve the validity and reliability of the findings (Susanto, Risnita, & Jailani, 2023). The analysis process involves the following steps; 5) The results of observation and documentation were compared with the findings of the interviews to identify relevant patterns and relationships; 6) Data triangulation: data from interviews, observations, and documentation are compared to ensure consistency of findings. Member-checking is carried out with industry supervisors and students to ensure data accuracy. After the triangulation process, the data that has been grouped into main themes that are in accordance with the research objectives, such as the influence of learning approaches on student competency development.

Results and Discussion

The Teaching Industry program organized by the Faculty of Visual Communication Design, Widyatama University is part of the implementation of *the Independent Learning Independent Campus (MBKM) program* in the Non-Flagship internship scheme. This program collaborates with Hotel Malacca to provide practical experience to Diploma 4 Graphic Design students of Widyatama University. Internship activities are carried out in the Odd and Even Semester periods, with this research focusing on the Odd Semester period 2022-2023 to the Odd Semester 2024-2025. A total of 17 students of the Graphic Design Study Program from semester 3 to semester 7 are involved in this program. The following is a more detailed explanation of the implementation of the Teaching Industry carried out by Graphic Design students at Hotel Malacca, especially in the field of Digital Marketing.

Stages of Implementation of the Teaching Industry Program

The stages of the implementation of the Teaching Industry program are systematically designed to ensure the success of implementation, from planning to evaluation. Referring to the vocational college internship guidelines (Ministry of Education and Culture, 2020), this stage includes the registration process, participant selection, debriefing, internship implementation, to assessment and conversion of grades into the semester credit system (SKS). The following is a more specific explanation of the framework for the implementation of the Teaching Industry internship at the Faculty of Visual Communication Design, Widyatama University.
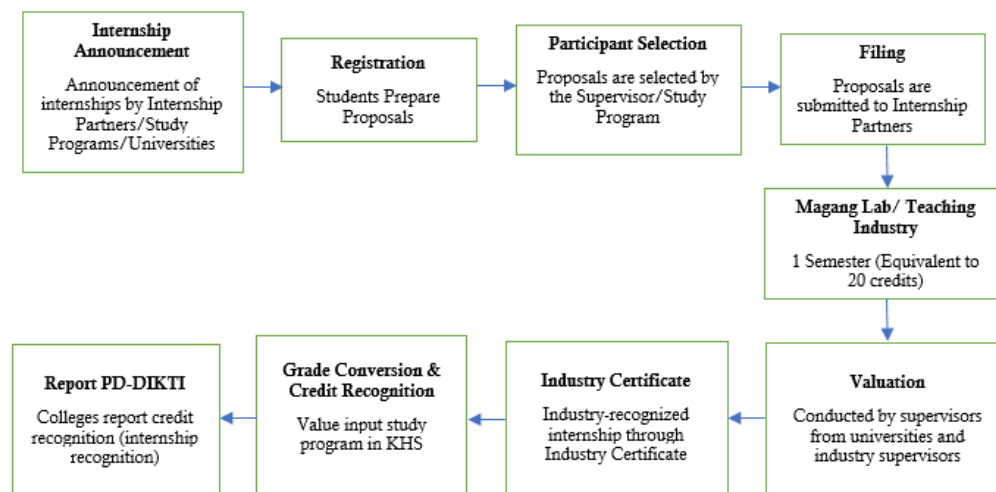
Figure 1 <Flow of Teaching Industry Internship Activities in the Graphic Design Study Program, Widyatama University>

This framework is based on the guidelines for vocational higher education internships published by the Ministry of Education and Culture in 2020. According to Drs. Budiman, M.M.Pd., through an interview on September 19, 2022, the Teaching Industry internship activity at the Graphic Design Study Program, Widyatama University began with the announcement of an internship carried out by an internship partner or study program through official media. This initial stage aims to provide information to students about available internship programs, internship partners, and registration procedures.

Furthermore, interested students are required to register by compiling a proposal relevant to the field of internship. The proposals submitted then go through a participant selection process, where the proposal is assessed by the supervisor or study program to ensure suitability with the needs of industry partners and internship program requirements.

After the participants are selected, the proposal submission is carried out to the internship partner. This proposal was submitted to obtain official approval from the industry. When industry partners agree, internship activities begin with the Teaching Industry scheme, which is equivalent to 1 semester (20 credits). At this stage, students carry out tasks according to industry needs, such as digital marketing strategies, creative content creation, or social media management.

The next stage is the assessment carried out during and after the internship. This assessment involves supervisors from universities and supervisors from industry partners. The assessment covers aspects of the student's technical skills, professional attitude, and contribution to the industrial project.

Upon completion of the internship, students receive an industry certificate as an official recognition from industry partners for their participation and achievements during the internship. The Study Program then manages the process of converting grades and recognizing credits, where the student's internship score is entered into the Study Result Card (KHS).

The last step is to report to PDDIKTI by the university. This is done to ensure that the recognition of credits for internship activities is formally recognized in the national higher education system. According to (Sanatang, 2020), the concept of Teaching Industry aims to integrate educational and industrial processes in competency-based learning, creating graduates who not only have technical skills, but are also ready to compete in the global market. The concept has been adopted from countries such as Germany, the Netherlands, and Japan, which have strong traditions of industry-based vocational education. The process of implementing this internship

involving structured stages ensures that students gain relevant real-world work experience, while also adding value to their academic learning.

Concept and Implementation of the Teaching Industry in the Scheme for the Implementation of Diploma 4 Education Internship

According to Wikan Sakarinto, Director General of Vocational Education (Ministry of Education and Culture, 2020), Diploma Universities have unique characteristics that are designed to accommodate specific advantages in each study program. This aims to ensure that vocational education graduates are able to optimally meet the needs of industry, the business world, and the world of work. The Graphic Design Study Program of Widyatama University has implemented an Internship Implementation Scheme designed in accordance with the Vocational Education Internship Guidelines issued by the Directorate General of Vocational Education of the Ministry of Education and Culture (Table 1)

Table 1 <Diploma 4 Education Internship Implementation Scheme Based on the Vocational Education Internship Guidelines of the Directorate General of Vocational Education of the Ministry of Education and Culture>

Diploma 4 Program
• 5-2-1 (5 semesters on campus, 2 semesters in industry, 1 semester on campus)
• 6-2 (6 semesters on campus, 2 semesters in industry)
• 6-1-1 (6 semesters on campus, 1 semester in industry, 1 semester on campus)
• 7-1 (7 semesters on campus, 1 semester in industry)
• Other models established by colleges

This scheme includes various models of internship implementation, such as the 5-2-1, 6-2, 6-1-1, 7-1 schemes, and other models set by universities according to the needs of study programs and industry partners. The scheme is designed to provide students with a balanced learning experience between on-campus theory and industry practice, primarily through the Teaching Industry. The following is a further explanation of the implementation of non-flagship internships that have been carried out in the Graphic Design Study Program of Widyatama University, with a focus on collaboration with Hotel Malaka as an industry partner.

Table 2 <Profile of Non-Flagship Diploma 4 Internship Students of the Graphic Design Study Program, Widyatama University Based on the Scheme for Organizing Vocational Education Internships>

Internship Period	Semester	Student Name	NPM	Internship Scheme
Odd Semester 2022-2023	3	Agung Sukmana	40921190001	5-2-1
Even Semester 2022-2023	4			
Odd Semester 2022-2023	3	Moch. Virgy Ragia Saputra	40921190002	5-2-1
Even Semester 2022-2023	4			
Even Semester 2022-2023	6	Diaz Akbar Al-Barokah	0920101014	5-2-1
Odd Semester 2023-2024	7			
Even Semester 2022-2023	6	Muhammad Taufiq Akmal	0920101010	6-1-1
Even Semester 2022-2023	8	Lynda Pooja Kusumawara	0919101004	7-1
Even Semester 2022-2023	6	Deborah Syntyche Rupidara	0920101004	6-1-1
Even Semester 2022-2023	6	Galang Putra Pratama Siregar	0920101009	6-1-1
Even Semester 2022-2023	6	Susi Sukaesih	0920101034	6-1-1
Even Semester 2022-2023	6	Rina Anggraini	0920101036	6-1-1
Even Semester 2022-2023	6	Saddam Dzulfikfar	0920101048	6-1-1
Even Semester 2022-2023	2	Octaviolita Silviana Anggasta Florencia Dewi	40922110001	custom internship
Even Semester 2022-2023	2	Fuzi Ali Insani	40922110002	custom internship
Odd Semester 2023-2024	7	Audi Muhammad Rizki	0920103010	6-1-1
Odd Semester 2023-2024	7	M. Tamageral Putrawan	0920101012	6-1-1
Odd Semester 2023-2024	7	Bobby Fioneri	0920101039	6-1-1
Odd Semester 2023-2024	7	Mochamad Fajar	0920101013	6-1-1
Odd Semester 2024-2025	7	Gadis Ramadanti	40922100020	6-1-1

The table shows the profile of Diploma 4 students of the Graphic Design Study Program at Widyatama University who undergo an internship program based on the scheme for organizing vocational education

internships according to the guidelines of the Directorate General of Vocational Education (Kemendikbud, 2020). Each student is grouped based on the internship period (odd or even) and the semester in which they did the internship, with details of the various internship schemes. For students such as Agung Sukmana and Diaz Akbar Al-Barokah, a 5-2-1 scheme is used, which includes five semesters on campus, two semesters in industry (semesters 6 and 7), and one semester back on campus for the completion of final projects. Meanwhile, the majority of 6th semester students, such as Muhammad Taufiq Akmal and Deborah Syntyche Rupidara, follow the 6-1-1 scheme, which includes six semesters on campus, one semester of internship in industry, and returning to campus in the final semester to complete their studies.

Some students, such as Lynda Pooja Kusumawara, undergo a 7-1 scheme, in which they complete seven semesters on campus before interning in the final semester. In addition, there are early semester students, such as Octaviolita Silviana Anggasta and Fuzi Ali Insani, who use special internships, which are flexible internship models determined by universities, considering that their readiness is not enough to follow standard schemes such as 5-2-1 or 6-1-1.

This internship program provides credit conversion according to their respective schemes. Students in the 5-2-1 scheme, for example, can earn up to 20-40 credits for two semesters of internships. Meanwhile, students with the 6-1-1 scheme get a conversion of up to 20 credits for one semester of internship. Converted courses include practical courses that are relevant to the student's experience in the industry. Through internships at Hotel Malacca, students contribute to the Teaching Industry, carrying out important roles in digital marketing, including social media content creation, branding strategies, hotel event documentation, and marketing strategy evaluation. This approach ensures a balance between on-campus academic learning and practical experience in industry, preparing students for the needs of Industry, Business, and Employment.

Analysis of the Implementation of the Teaching Industry in Student Competency Development

The following chart describes the teaching industry implementation model that integrates Work-Based Learning (WBL), Project-Based Learning (PBL), Experiential Learning, and Collaborative Learning between campuses and industries.
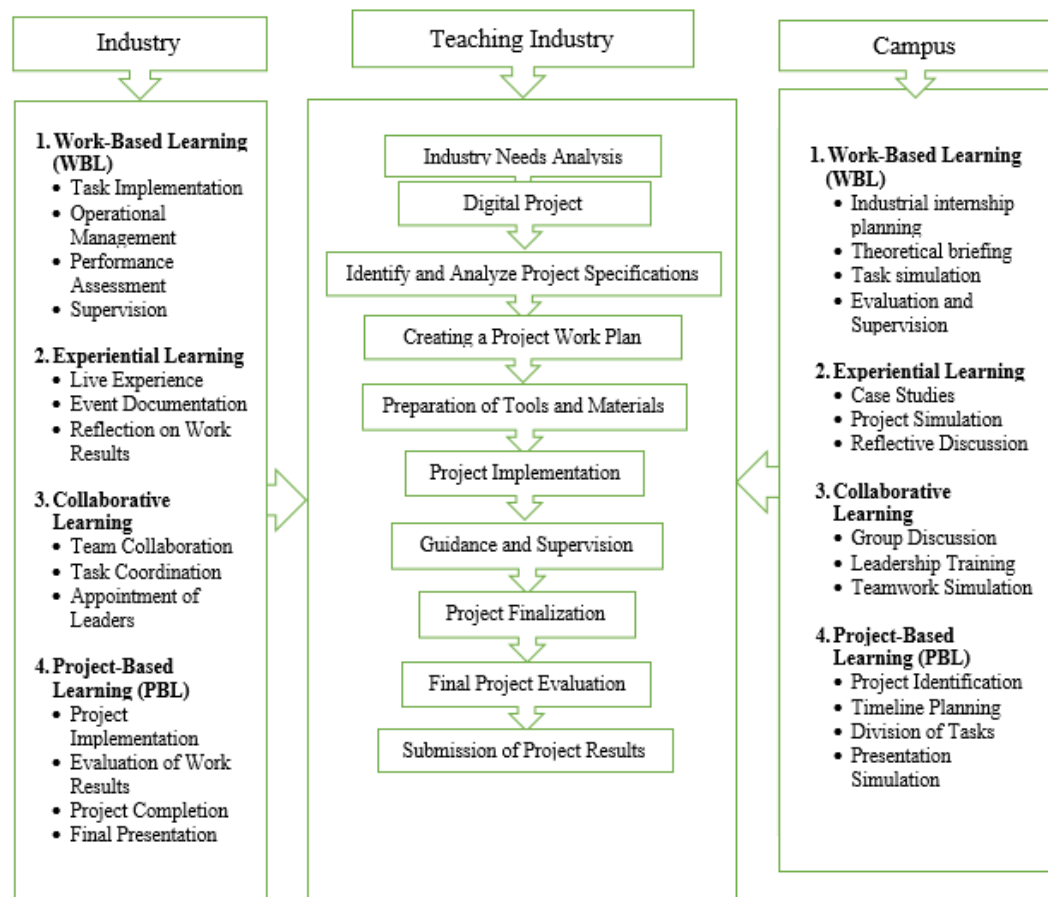
Figure 2 <Teaching Industry Model that Takes Place at the Malaka Hotel and Graphic Design Study Program, Widyatama University>

Based on figure 2 in the Teaching Industry section in the middle of the chart, it illustrates the main flow of the process, from analyzing industry needs, determining digital projects, to handing over the final project results to the hotel. This process involves collaboration between campus and industry to ensure projects are designed according to industry needs and student abilities. Each stage, such as the identification of project specifications, the creation of a work plan, guidance and supervision, and the final evaluation, is designed to provide an authentic and relevant learning experience for the professional world.

In the Campus column, activities are focused on initial debriefing for students before entering the industry. This includes internship planning, assignment simulations, group discussions, case studies, as well as evaluation and supervision to ensure students understand theories and strategies relevant to the industrial world. This approach includes problem identification, solution design, and project simulations that encourage active engagement and collaboration in the campus environment.

Meanwhile, the Industry column emphasizes the real implementation of the theory that has been studied. Students undergo the implementation of operational tasks, such as social media management, event documentation, and designing digital marketing strategies at the Malaka Hotel. Direct supervision and evaluation are carried out by industry supervisors to assess student performance based on entrepreneurial indicators, such as confidence, initiative, team collaboration, and problem-solving skills. Students are also trained to solve problem-based projects, come up with concrete solutions, and develop strategic recommendations. The following is an explanation of the application of each approach based on figure 2:

Work-Based Learning (WBL)

Work-Based Learning (WBL) is carried out through the direct involvement of students in the operational tasks of the Malaka Hotel. Students carry out various activities related to digital marketing, such as social media management, visual content creation, and event documentation. The stages of WBL implementation include: 1) Internship planning: Students and industry supervisors design operational tasks based on the specific needs of the hotel; 2) Assignment execution: Students manage digital marketing tasks, such as scheduling social media posts, creating promotional designs, and documenting hotel events; 3) Performance assessments: Industry supervisors evaluate student performance based on professional indicators, such as accuracy, creativity, and speed in completing tasks.

Project-Based Learning (PBL)

Project-Based Learning (PBL) encourages students to complete real projects that are relevant to the needs of Malaka Hotel. These projects typically involve a digital marketing strategy that aims to improve the hotel's image on social media. The stages of PBL include: 1) Identify problems: Students identify hotel promotion needs, such as campaigns for weddings or seminars; 2) Solution design: Students design branding strategies and visual content to promote the event; 3) Project implementation: Students produce promotional materials, including videos or infographics, that are uploaded to the hotel's social media platforms.

Experiential Learning (EL)

Experiential Learning (EL) provides students with hands-on experience through active involvement in digital marketing activities at Malaka Hotel. This approach includes: 1) Concrete experience: Students face real-life situations, such as handling client requests and working under deadlines; 2) Reflection: After completing the assignment, students are asked to evaluate their experience, noting the advantages and disadvantages of the process carried out; 3) Application of learning: Students apply the results of their reflection to improve the quality of work on the next assignment.

Collaborative Learning (CL)

Collaborative Learning (CL) is carried out by emphasizing teamwork and collaboration between students and industry supervisors. Students are divided into several teams that are responsible for various aspects of digital marketing, such as: 1) Division of tasks: Each team has a specific role, such as creating visual content, photography, or videography; 2) Coordination: Team members work together to produce a project that suits the needs of Malaka Hotel; 3) Team evaluation: Industry supervisors provide feedback on team collaboration, noting strengths and areas for improvement.

Based on the Implementation of the Teaching Industry that integrates Work-Based Learning (WBL), Project-Based Learning (PBL), Experiential Learning, and Collaborative Learning between campuses and industries, supervisor assessments show that more than 80% of students have successfully met professional standards in the digital marketing projects they are working on.

The following is an overview of student performance in various tasks during the Teaching Industry internship at the Malaka Hotel. This table includes the categories of content worked on, the number of students involved, the type of work produced, the competency aspects evaluated, and the results of the supervisor's assessment.

Table 3 <Evaluation of Student Performance in the Teaching Industry in the Digital Marketing Project at Malaka Hotel>

Content Categories	Number of Students	Types of Works Produced	Aspects of Competencies Evaluated	Average Supervisor Assessment (Scale 1-100)
Event Content Creation	6	Event documentation videos, Instagram feeds, event promotion reels	Creativity, Completion Speed, Visual Quality	85.6
Promotional Design	5	Digital flyers, posters, Instagram feed designs for promotion	Layout Accuracy, Design Innovation, Branding Consistency	84.2
Branding Design	2	Logos for events, hotel infographics, promotional visual identities	Understanding Visual Identity, Concept Originality	86.8
Hotel Interior Visual Ornament Design	2	Visual signage for hotel interior decoration	Aesthetic Details, Relevance to the Hotel Theme	82.5
Social Media Planning Content	2	Monthly content plan for social media	Target Analysis, Strategic Planning Capabilities	80.0
Total/Average	17			84.2

The table illustrates the performance evaluation of 17 students involved in the Teaching Industry program at the Malaka Hotel. This evaluation includes the category of content worked, the type of work produced, the competency aspect that is the focus of the assessment, and the average supervisor assessment.

Students were involved in five main content categories: event content creation (6 students), promotional design (5 students), branding design (2 students), hotel interior visual ornament design (2 students), and social media planning content (2 students). The types of works produced include event documentation videos, digital flyers, promotional logos, mural designs, and social media content plans.

The impact of the program on Hotel Malacca as an industry partner also needs to be noted. Based on interviews with hotel marketing managers, student projects made a direct contribution to increasing digital engagement by 12% through branding strategies and social media content developed by students. This shows that the Teaching Industry program not only has a positive impact on student skill development but also provides real benefits to industry partners.

The competency aspects evaluated include creativity, layout accuracy, visual identity understanding, and strategic planning skills. The average assessment of the supervisor showed an overall score of 84.2 on a scale of 1-100, with the branding design category having the highest score (86.8), indicating strong student competence in the concept of visual identity and branding. These findings show the success of the Teaching Industry in developing students' technical competencies according to industry standards.

In addition to improving technical competencies such as content design and branding strategies, the program also helps develop students' non-technical skills. A concrete example is team collaboration in designing and implementing a branding project. Students are trained to coordinate with industry supervisors and their teams, which significantly improves their cooperation and communication skills. In some cases, students such as Diaz Akbar Al-Barokah showed initiative by providing strategic recommendations to the Hotel Malacca's Digital Marketing team, which was then applied to the hotel's marketing campaigns.

While the program is effective, limitations in implementation, such as lack of training time or facility support from industry partners, can affect student learning outcomes. This research has limitations because it only focuses on one location (Hotel Malacca) and involves students from one study program. This limitation limits the generalization of findings to other sectors or study programs.

To improve future implementation, some suggestions can be given: Further research can involve industry partners from different sectors to evaluate the effectiveness of the Teaching Industry more broadly. Quantitative research is also needed to objectively measure the impact of improving students' skills.

This study found that the Teaching Industry Program implemented at the Malaka Hotel has made a significant contribution in developing students' skills in the field of digital marketing, especially in content design, branding strategy, and social media management. These findings show that the Teaching Industry can be an effective model for other vocational education institutions to increase the competitiveness of their graduates, especially in the creative industry and digital marketing.

One of the main limitations of this study is its focus which only covers one industrial location, namely the Malaka Hotel, as well as students from one study program. Generalizations of findings may be less relevant for other Teaching Industry programmes in different sectors. In addition, the duration of the one-semester internship program may not be enough to optimize the development of all student skills, especially non-technical skills such as communication and leadership. Future research needs to consider variations in industry sectors and the extension of internship duration for a more holistic outcome.

The results of this Teaching Industry program provide important insights for vocational education institutions. The integration model of Work-Based Learning (WBL), Project-Based Learning (PBL), Experiential Learning (EL), and Collaborative Learning (CL) can be applied in various creative industry sectors to produce graduates who are ready to work and have balanced technical and non-technical competencies. For further implementation, this approach can be adapted to other study programs by adapting to the needs of local industries.

Conclusions

This study shows that the implementation of the Teaching Industry in the Digital Marketing project by Diploma in Graphic Design students at Hotel Malacca has succeeded in integrating Work-Based Learning (WBL), Project-Based Learning (PBL), Experiential Learning (EL), and Collaborative Learning (CL) based learning effectively. This approach not only provides theoretical understanding but also enhances students' technical and non-technical competencies, including communication, leadership, and teamwork skills, which are essential in the world of work.

The stages of the implementation of the Teaching Industry, from planning to evaluation, run in accordance with vocational education guidelines and produce real works, such as social media content, promotional design, visual branding, and hotel interior ornaments, which are considered to meet professional standards. The assessment of industry supervisors shows that the average student performance is in the good to excellent category (average score of 84.2), with the team collaboration indicator obtaining the highest score (88%). However, more in-depth quantitative data, such as pre- and post-program comparisons (pre-test and post-test), need to be done to statistically verify success.

The program also has a positive impact on industry partners, such as increased digital engagement and the effectiveness of Hotel Malacca's marketing campaigns. Interviews with hotel marketing managers show that students' contributions in developing digital strategies and producing visual content have increased hotel social media audience engagement by 15%. This evaluation from the perspective of industry partners shows mutual benefits, both for educational institutions and industry partners, thus strengthening the sustainability potential of the program.

However, this study has some limitations. The focus of the research on one location (Malaka Hotel) and one study program (Graphic Design) limits the generalization of findings to other industry sectors. In addition, the limited duration of training and the availability of industrial facilities are challenges that can affect student learning outcomes. For future implementation, it is recommended to involve industry partners from various sectors, increase the duration of training, and provide adequate supporting facilities.

In conclusion, the Teaching Industry at Hotel Malacca can be a relevant vocational learning model in connecting academic competence with the needs of the world of work, especially in the creative industry and digital marketing. These findings are in line with previous literature, such as studies on the Teaching Industry in countries such as Germany and the Netherlands, which show the importance of integration between education and industry in creating competent graduates. This model can be adapted by other educational institutions to increase the competitiveness of their graduates in the global job market. Further research is needed to evaluate the impact of the Teaching Industry in other sectors as well as measure the success of the program more objectively through an in-depth quantitative approach.

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