Ann PUBLISHER
Journal of Tourism Sciences (Toursci)
e-ISSN 3046-7713
p-ISSN 3032-7539

The Influence of Perception of Career Opportunities on Students' Interest in Working in the MICE Industry

Annisaa Eka Warliati, Agung Setiawan
International Prima Polytechnic, Cirebon, Indonesia
E-mail: agung@poltekparprima.ac.id

Abstract

Background. The Meeting, Incentive, Convention, and Exhibition (MICE) industry is a growing tourism sector and offers a variety of career opportunities for tourism education graduates. However, the availability of job opportunities does not necessarily translate into high student interest in choosing the MICE industry as a career destination, because these decisions can be influenced by perceptions of available career prospects.

Objectives. This study aims to analyze how perceptions of career opportunities influence students' interest in working in the MICE industry.

Methods. This study used a quantitative approach involving 40 students in the D4 Convention and Event Management Study Program at Prima Turismo Polytechnic International, selected through purposive sampling. Data were collected through a Likert-scale questionnaire and analyzed using descriptive statistics, Pearson correlation, determination coefficients, and simple linear regression using SPSS.

Results. The results showed that students had a positive perception of career opportunities and high interest in working in the MICE industry. The perception of career opportunities had a positive and strong relationship with interest in working in the MICE industry ($r = 0.772$; $p < 0.05$). The coefficient of determination ($R^2 = 0.596$) showed that the perception of career opportunities explained 59.6% of the variation in students' interest, while the remaining 40.4% was related to factors outside the research model. Regression analysis also showed that the perception of career opportunities had a positive and significant effect on students' interest in working in the MICE industry ($\beta = 0.641$; $t = 7.480$; $p < 0.05$).

Conclusion. These findings confirm that students' perceptions of job prospects, career development opportunities, and professional opportunities are important factors in forming career interest in the MICE industry. This study strengthens the relevance of the Social Cognitive Career Theory perspective in explaining the relationship between perception of the environment and career opportunities and the formation of career interests.

Implementation. Practically, universities and the MICE industry need to strengthen their career exposure through internships, training, involvement in event organizing, career mentoring, and education-industry collaboration to increase students' readiness and interest in careers in the MICE sector.

Keywords: MICE industry; career interests; students; career opportunities; career perceptions

© 2026 The Author(s). This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source.

INTRODUCTION

The tourism industry is one of the fields that greatly contributes to economic growth, creates job opportunities, and increases regional and state income. One rapidly growing segment of tourism is the MICE (*Meeting, Incentive, Convention, and Event) industry*. The MICE sector is not only a center for business and professional activities, but also has a major impact on the development of tourist attractions through increased visitors, use of hotel facilities, transportation, and other services.

The growth of the MICE industry in many major cities shows an increase in demand for skilled and professional workers in the fields of event organization, conference management, and exhibition management. This makes the MICE industry one of the sectors that offers many job opportunities for graduates of tourism education, hospitality, or other relevant fields. Positions such as event planner, convention organizer, exhibition manager, and event coordinator are examples of roles that are growing in this industry.

Students who will become professional workers in the future play an important role in supporting the progress of the MICE industry. However, students' interest in working in the MICE sector is influenced not only by job availability but also by their views on the career opportunities the industry offers. This view of career opportunities includes issues such as job prospects, opportunities for growth, job stability, and the level of well-being that can be obtained.

A good perception of career opportunities in a profession can usually increase a person's interest in choosing that profession. On the other hand, if students have a poor view of existing career opportunities, their desire to work in that field may be low. Therefore, it is important to understand how students view career opportunities in the MICE industry, especially in an effort to increase students' interest in a career in this field. In addition, higher education institutions that offer tourism and hospitality study programs also play an important role in introducing students to the field and helping them understand career potential in the MICE industry. Through learning activities, industry practice, and involvement in organizing events, students can gain a clearer understanding of career opportunities in these fields. At Prima International Tourism Polytechnic, the Diploma IV Study Program in Convention and Event Management is expected to open students' career interests in the MICE industry or event management. From the explanation above, it can be seen that students' views on career opportunities in the MICE industry are suspected to affect their interest in working in this field. Therefore, this study was conducted to analyze the influence of views about career

opportunities on students' interest in a career in the MICE industry.

LITERATURE REVIEW

Perception is a cognitive process that individuals use to understand, interpret, and give meaning to information obtained from the surrounding environment. Perception is influenced not only by the information received but also by an individual's experiences, knowledge, and expectations of a certain object or phenomenon. Perception is a human thought based on psychological influences that determine an idea or process information directly. A certain view in interpreting an object is still part of perception. Theoretically, perception is also associated with human vision or senses as a creature that can organize data from receptors to the brain sensorially (Nisa et al., 2023). In addition, perception is a response to direct acceptance of an absorption, or a person's process of knowing things that can take the form of people, situations, or events through the five senses (Andri Waskita Aji et al., 2022). Perception is divided into two factors, namely internal and external influences (Hakim et al., 2021).

Internal factors come from the individual, including physiological factors and information obtained through sensory tools that affect how people make sense of their surroundings. Next is attention. Every human needs the energy to pay attention or focus on objects through physical and mental resources. Then, another internal factor is interest, which is interpreting varied objects or perceptual vigilance, which is driven to process or interpret those objects. In addition, perceptual vigilance is a person's tendency to acquire or pay attention to a certain type of stimulus. Another factor is a need that aligns with it. This factor is seen in how strongly an individual searches for objects or messages tailored to them. Another factor is experience and memory, which is the process of remembering past events. In addition, moods and emotions affect a person's behavior, and a person's mood or feelings at a time can affect acceptance, response, and memory.

In addition to internal factors, perception can also be influenced by external factors, such as environmental factors, which can change a person's perspective on an object. In addition to environmental and stimulus factors, perception is also related to an object's size. Another external factor, color, affects a person's perception of an object. In addition to several factors that affect each other, movement in an object provides a stimulus that helps the brain recognize an object based on certain movements. More specifically, career perception is an individual's expression of career opportunities to be achieved, referring to awareness and understanding of the process by which students, as individuals, organize themselves to interpret interests and develop choices for future careers. (Puput Yunita Senja, 2022) In the world of

work, perceptions of career opportunities relate to how individuals view job opportunities, career development prospects, job stability, and the potential for improving welfare that can be obtained from a certain field of work. A positive perception of career opportunities in an industry sector can encourage individuals to choose that sector as a future career. In this study, the perception of career opportunities refers to students' views on the various opportunities available in the MICE industry, including job opportunities, career development opportunities, and future prospects in the field

Career Opportunities

Career is a living reference to obtain a future determined by individuals based on their interests and talents. According to Igere 2017 in (Lestari & Millenia, 2022) states that a career is a job or a profession that is pursued through several trainings over a certain period of time and throughout life for the individual there are several decision factors such as the existence of individual decisions or the existence of external factors such as encouragement from parents, the influence of the amount of income, environmental and educational factors. In other definitions, a career is a person's positional activity at work that includes a position or task, a job that can provide for oneself or others, and a range of working periods (Katidja & Umar, 2024).

Career opportunities are opportunities to work in a company or workplace. Career opportunities are concepts that describe an individual's perception of the possibility of getting a job, career development, and vertical mobility in a certain field of work. In the study of modern career behavior, career opportunities are seen not only as objective conditions of the job market but also as psychological constructs perceived by individuals.

The most widely used approach to explain this phenomenon is Social Cognitive Career Theory developed by Robert W. Lent. This theory emphasizes that career choices are influenced by the interaction among cognitive factors, the environment, and individual experiences, including self-efficacy, outcome expectations, and personal goals. Social Cognitive Career Theory (SCCT) has three aspects: first, how academic interests and basic careers develop; second, how educational and career choices are made; and third, how academic and career success is obtained. This theory has an impact on performance goals, outcome expectations, abilities, and self-efficacy (Nurfadhila & Habsy, 2024). The availability of career opportunities can affect career selection through each individual's social intelligence, which relates to several factors in choosing career opportunities, starting with interests and decision-making. Lent and Brown (2013) in (Dianto et al., 2025) explain the SCCT theory, including:

Development of interests or models of interest

An individual's environment provides a wide range of activities. Then, the individual is directed to carry out certain activities well. They do so and receive feedback that can arouse interest, or vice versa, depending on the character of the feedback and the interest. Choice making, or the choice model, is a series of interest selections that individuals consider feasible and attractive in career selection. Meanwhile, choices that are not attractive to results can be reconsidered for future changes. The influence and outcomes of performance or work models result from the interaction between a person's ability, self-efficacy, and expectations of career outcomes and performance goals influenced by past performance, which is further shaped by assessments of today's work. In the world of work, perceptions of career opportunities relate to how individuals view job opportunities, career development prospects, job stability, and the potential for improved well-being that can be gained from a certain field of work. A positive perception of career opportunities in an industrial sector can encourage individuals to choose that sector as a future career.

Dimension of Career Opportunities

The existence of career opportunities refers to several dimensions (Ariwibowo et al., 2022), including job availability, promotion opportunities and career paths, competency development, job stability, and long-term career prospects. In addition, Thayeb (2008), as cited in Hapsyah et al. (2019), added that Donald Super's career development theory is based on 3 main concepts: self, life span, and life space. Super's stages of career development across the life span and life space reflect the relationship between psychological life stages and the theory of social roles, providing an overview of a multi-role career. Super describes the career development life span in the career life rainbow. This life career rainbow describes the relationship between age and the developmental stages that are the developmental tasks in his life

Career opportunities for individuals have several dimensions, according to the Super theory cited by (Putra, 2021), including Orientation to vocational choice (the dimension of attitude that determines the final choice of his job); Information and planning (the dimension of individual competence to choose the type of information about his future career decisions and the planning that has been implemented); Consistency of vocational preferences (the individual's consistency in his preferred career choice); Crystallization of traits (the individual's progress towards the formation of self-concept); Vocational independence (independence in work experience); Wisdom of vocational preferences (dimensions related to the individual's

ability to make realistic choices that are consistent with his personal tasks).

This dimension of career maturity supports the idea that education and counseling can stimulate career development. Career maturity is related not only to developmental tasks completed individually, but also to behaviors manifested in how those tasks are carried out over time. An individual's readiness to enter activities related to a particular career has an invaluable value in the career counseling process.

The developmental aspects of the Super theory provide an explanation of the various factors that affect the career selection process. The following two basic principles are used in developmental theory in general: (1) Career development is a lifelong process that occurs in certain periods of development. (2) Self-concept is formed when each phase of life exerts its influence on human behavior.

Work interests

Interest is a source of motivation to do what a person wants when given the freedom to choose (Hurlock, 1999). Khasanah (in Yaktiningsasi, 1994) defines work as an activity that produces something of value for others, and in practice the person must join a formal work organization. From both definitions of interest and work, it can be concluded that work interest is a person's tendency to have the will, desire, and ability to carry out work tasks well based on their experience and knowledge. (Simanjuntak & Armanu, 2023).

Interest in work is an individual's desire or willingness, or encouragement, to work to meet a standard of living, including physical and spiritual aspects (Dewantara, 2020). In the theory of interest in work listed in Crow & Crow (1963), it is stated that interest in work has several factors, including elements of cognition, emotions, and conquest. Cognition is related to information and knowledge; emotions are related to positive feelings when engaged in work; and cognition is related to willingness to pursue an object of interest (Aminulloh & Sudiro, 2024).

Work interest requires awareness that begins with retention of certain objects. According to Yuniyanti, work interest encourages individuals to interact with the outside world. Work interest greatly determines a person's attitude at work. (Dewi et al., 2025). Work interest can encourage individuals to achieve their career goals; the higher the work interest, the higher the motivation to develop skills in the world of work and the more opportunities exist based on those skills (Yusra & Azman, 2025). Work interest can be seen from the interest in a job to achieve one's desires, as evidenced by maximizing efforts and actions to be able to adapt in the work environment (Aisyah et al., 2025). There are two career interests based on

job classification according to Ann Roe (Zunker, 2002), namely: a. Person-oriented, jobs that are directly related to other people. Person-oriented, including: Service; This job is a job that is related to humans and its purpose is to serve the interests of others; Business contact this job is a job that is directly related to other people who are very influential to others compared to the interests of others; Organization this job is a general job with certain goals that must be achieved; Culture (general culture) this job is a job whose purpose is to preserve culture and cultural heritage; Art and entertainment this job is a job that leads its workers to work and have creativity and have skills or skills that have been trained; Nonperson-oriented; which is oriented to objects. Technology (technology): jobs that are oriented to production, maintenance, and everything related to goods; Outdoor: this job is work that is done in the field or in the outdoors with a crowd.Science: this job is related to theory, science, and concepts; it is a category of science that is directly related to practice (Hidayani et al., 2024). In addition, according to Greenleaf (2013), as cited in Sholihah & Astrella (2023), interest in work is a strong motivation for work. Therefore, in choosing a job, a person must pay attention to their interests so that they feel able to carry out the job. According to Suryabrata (2006), a person is said to have an interest in work if he has 4 aspects, namely: attention, interest, activity, and willingness.

MICE Industry (Meeting, Incentive, Convention and Exhibition)

The MICE industry has grown rapidly in recent years. MICE, also known as Meetings, Incentives, Conventions, and Exhibitions, is an industry engaged in handling national and international events (Warliati & Setiawan, 2023). In addition, MICE activities usually involve many participants and guests from various circles, including guests from within the country and abroad. (Azizah et al., 2025). Guests from abroad, or tourists, will have an impact a country's economy, including the MICE industry, which opens job opportunities for graduates. In this regard, MICE provides facilities and services for events such as meetings, seminars, exhibitions, and other activities. MICE is very important for the tourism sector because it can increase income and create jobs (Delen, 2023).

A meeting is a gathering of a group of people who are members of an association or a company with similar interests, to discuss a common problem. Incentives, namely incentive trips, are travel activities organized by a company for employees and business partners in exchange for their achievements. Conventions are gatherings of a group of people (statesmen, entrepreneurs, scholars, professionals, and so on) to discuss issues related to common interests and usually with a large number of participants. Exhibition is a form of activity to show,

demonstrate, introduce, promote, and disseminate information on the production of goods/services and visual information in a certain place for a certain period of time to be witnessed directly by the public in order to increase sales, expand markets, and establish trade relationships (Annisa & Tyas, 2020).

According to Yoeti (2000), MICE includes a series of activities in which entrepreneurs and professionals gather in a specific location tailored to relevant issues, discussions, and interests. MICE is a leading product in the Indonesian tourism industry, as regulated by Law No. 10 of 2009 concerning Tourism. In this era, as many businesspeople move quickly, the need for meetings and negotiations, both nationally and internationally, is increasing, making MICE prospects increasingly promising. Regulation of the Minister of Tourism of the Republic of Indonesia Number 2 of 2017 concerning Guidelines for the Implementation of Meeting Venues, Incentive Trips, Conventions, and Exhibitions, and Number 5 of 2017 concerning Destination Guidelines for the Implementation of Meetings, Incentive Trips, Conventions, and Exhibitions, explains that the development of destinations for competitive meetings, incentive trips, conventions, and exhibitions can increase the number of visits, duration of stay, and tourist expenses, both domestic and international.

One key strategy to strengthen Indonesia's role as a MICE destination is developing human resources (HR), where managers must have high competence. Indonesia's tourism industry is naturally connected to various aspects of the MICE service business *(Meetings, Incentives, Conferences, Exhibitions).* In the era of globalization and the increasingly prominent Industrial Revolution 4.0, especially with technological advances, knowledge, and intense business competition, there has been an increase in the number of meetings and negotiations at both the national and international levels. MICE activities involve various sectors and parties, thereby creating a double economic impact that benefits all parties. Entities that can benefit from the MICE sector include *Event Organizers* (EO), *Professional Conference Organizers* (PCOs), the printing sector, souvenir companies, the hospitality industry, travel agencies, the transportation sector, and Small and Medium Enterprises (SMEs). (Simamora et al., 2024). MICE events include business meetings, corporate incentives, conferences, and exhibitions, which have strong economic potential through state revenue and increased regional revenue, while also driving other sectors such as accommodation, transportation, and supporting services (Sinta & Suharto, 2025).

Career Opportunities to Students' Interest in Working in the MICE Industry

Career opportunities play a very important role in determining students' futures. Every

student has career opportunities, especially MICE graduates who work in events. Career opportunities enable students to develop their talents and skills in handling both corporate and non-corporate events. In addition to events organized by corporations or companies, students also have career opportunities in the MICE industry as event organizers. According to Risnayanti (2020), the term event organizer comes from English and consists of two syllables: "event" is an event, which is interpreted as an event, and "organizer" is a compiler, which is interpreted as an organizer, so literally event organizer means event organizer. In addition, an event organizer (EO) is an event organizer, or a business in the field of services that is legally appointed by its client, in order to organize the entire series of events, from planning, preparation, execution to evaluation, in order to help realize the client's expected goals by creating an event (Mubinda et al., 2023). In addition to planning events, event organizers also arrange catering for their clients. An event planner or event organizer plays an important role in organizing an event, from choosing a venue and preparing food and entertainment to managing accommodation and transportation and discussing event ideas with clients. The ability to carry out various tasks and responsibilities that are generally related to organizing an event is the main competency of an event organizer (Haq et al., 2025).

A career opportunity in the MICE industry, in addition to event organizers, is Event Account Executive. An Event Account Executive plays a major role in collecting and preparing reports on events that have been held, because the Event Account Executive in EO is the liaison between the service (EO) and the sponsor. *The Event Account Executive* plays a very important role because they can make reports and hold all the final recaps of the event as requested by the client (sponsor) as proof that the event has run and is in accordance with the mutually agreed agreement (Syahira & Syah, 2024).

Career opportunities in the MICE industry, other than event account executives, include exhibition event organizers or Professional Exhibition Organizers. An exhibition is a promotional activity carried out by a certain manufacturer, group, organization, or association in the form of displaying products to potential relations or buyers (Donna Ekawaty, 2025). Pendit (1999) quoted by Noor in (Angelica et al., 2024) states that convention or exhibition service businesses, incentive trips, and exhibitions are businesses that provide services for a meeting of a group of people (statesmen, entrepreneurs, scholars, and so on) to discuss issues related to common interests. In general, convention activities are related to other tourism businesses, such as transportation, accommodation, entertainment, and pre- and post-conference tours. The career opportunities available in the MICE industry are expected to

provide students at the Prima International Tourism Polytechnic with opportunities to work professionally in the MICE field.

METHODS

The research on the Effect of Perception of Career Opportunities on Students' Interest in Working in the MICE Industry at the Prima Internasional Tourism Polytechnic has three stages every month. First, the researcher develops the research instrument. First, the researcher formulates a problem about the extent to which students understand the perception of career opportunities. Second, the researcher analyzes how the perception of career opportunities influences students' interest in working in the MICE industry. Third, the researcher compiles a questionnaire statement regarding the influence of the perception of career opportunities on students' interest in working in the MICE industry.

The research stages in the second three months include: first, the researcher formulates a questionnaire to be given to the sample, namely students of the D4 Convention and Event Management Study Program. Second, the researcher determines the population and sample. With a research population of 67 students, the sample obtained is 40 students.

Sampling techniques

The sampling technique used is purposive sampling. This sampling technique has determined the sample. The sample consists of students from Prima International Tourism Polytechnic, with a population of 67. To determine the required sample size for each class, the researcher used the Slovin formula with an error rate of 1% (0.01). (Soamole, 2023). So, the sample used is 40 students.

Research Location

This research is conducted at Prima International Tourism Polytechnic, located on Jl. Perjuangan No. 18, Cirebon City – West Java.

Research Model

This research will examine the Effect of Students' Perception of Career Opportunities on their interest in working in the MICE industry at Prima International Tourism Polytechnic. The data collection process uses purposive sampling with an experimental quantitative approach by distributing questionnaires to 40 students. The questionnaire statements will represent the variables used.

Data Collection Methods

The data collection method uses a quantitative, experimental approach and will be measured through several tests, including validity tests, reliability tests, normality tests, and

t-tests. To test the reliability and validity of the results, the authors use SPSS as a measurement tool.

Data Analysis

The data analysis used is a qualitative research method with a descriptive qualitative type. Kustini (2019) states that qualitative research is a method for obtaining data in the form of descriptions of observed phenomena. The observation is to analyze the results of interviews conducted in the field.

DISCUSSION

The distribution of questionnaires to 40 student respondents who are in charge of the D4 Convention and Event Management (MICE) study program, with data on a Likert scale ranging from 1 to 5, will be tested through several statistical tests that will later show the results of the interpretation and description of the research results. The statistical tests to be used include the Validity Test, Reliability Test, Descriptive Mean Test, Heteroscedasticity Test, Coefficient of Determination Test (R2), Multiple Linear Regression Test, F Test, and T Test. SPSS will be used to interpret the data presented.

Validity Test

The validity test measures whether the data is valid or invalid based on the results of the calculations performed. MacKenzie et al. (2011) define measurement validity as "an expression that indicates the extent to which a measurement measures what should be measured." Measurement validity refers to the extent to which the measurement results obtained from an instrument are in accordance with what is actually intended to be measured by the researcher (Zayrin et al., 2025). Based on the results of the validity test that has been carried out, all statements are considered valid because r Count > r Table is 0.312 with 40 respondents. Based on the validity test using the Corrected Item-Total Correlation method on 25 statements with 40 respondents, a table r value of 0.312 was obtained at a significance level of 5%. The results showed that all items had an r-value greater than the r-table value, ranging from 0.510 to 0.833. The item with the highest value was P14 (0.833), indicating a very strong level of validity, while the lowest value was P23 (0.510), still above the required minimum. Overall, all statements were declared valid because they measured the construct being studied consistently and accurately. Thus, this research instrument is suitable for use as a data collection tool.

Reliability Test

Reliability test in Zayrin et al. (2025): Allen & Yen (1979: 62) states that a test is considered reliable if the score obtained from the observation has a high correlation with the actual score. They also explain that reliability is the correlation coefficient between two observation scores obtained through measurements using parallel tests. Thus, a test is considered reliable if the measurement results closely reflect the true state of the test participants. In education, measurements cannot be made directly on the characteristics or traits to be measured because of their abstract nature. This makes it difficult to develop a stable instrument to measure a person's characteristics (Mehrens & Lehmann, 1973, p. 103). Based on the research data obtained, the reliability test will be calculated with the following conditions: if the value of Cronbach's Alpha > 0.70 → reliable and if the value of Cronbach's Alpha < 0.70 → unreliable**.**

Cronbach's Alpha value of **0.957** indicates that the research instrument has a very high level of internal consistency. This indicates that all items in the questionnaire provide consistent results. Thus, the research instrument is considered very reliable. In addition, based on the *Item-Total Statistics table*, no items need to be deleted because the Cronbach's Alpha if Item Deleted value does not show a significant improvement.

Based on the reliability test results using Cronbach's Alpha, the reliability coefficient was obtained and fell within the very high category. This is supported by the Corrected Item-Total Correlation value on all items that are above the minimum limit of 0.30, with a value range between 0.510 to 0.833. In addition, the value of Cronbach's Alpha if Item Deleted indicates that deleting any item does not significantly improve overall reliability, meaning each item contributes consistently to measuring the research construct. In general, the resulting Cronbach's Alpha value is above the 0.70 criterion, so the instrument can be stated to have an excellent level of internal consistency. Thus, it can be concluded that all items in this research instrument are reliable and suitable for use as a data collection tool, as they provide stable and consistent measurement results.

Statistical Mean Descriptive Test

Descriptive statistics, according to (Nurhaswinda et al., 2025), are techniques used to extract data and display it in a form that can be understood by everyone. It involves quantifying the discovery of a phenomenon (Reza & Indrawati, 2024). Various simple statistics, such as averages, are calculated and displayed in tables and graphs. Descriptive statistics can provide significant knowledge about unknown phenomena and detect the

relationships that exist in them. Statistics are a measurement tool that deals with the diversity in the characteristics of different objects (Nasution, 2019).

Statistical Description of Variables: Perception of Career Opportunities (X)

The Career Opportunity Perception variable was measured using statement items P01 to P13. Based on the results of a statistical descriptive test of 40 respondents, the mean value for each indicator ranged from 3.4750 to 4.4000. This indicates that most respondents gave positive responses regarding their perception of career opportunities in the MICE industry. The highest mean value was found in item P07 (4.4000). This shows that respondents have a very good perception of the career opportunities available in the MICE industry. In addition, items P02, P05, P08, and P09 also obtained a mean value above 4.20, which falls within the very high category. This indicates that students view the MICE industry as a field with good career prospects. Meanwhile, the lowest mean value is found in item P12 of 3.4750. However, this value is still in the high category, so it can be interpreted that respondents still give a positive assessment of the indicator.

Based on the standard deviation, most indicators in the Career Opportunity Perception variable have values below 1.00. This shows that respondents' answers are relatively homogeneous, with no large differences in perception between respondents. However, several indicators, such as P06, P07, and P12, have a standard deviation slightly higher than 1.00, indicating variation in respondents' opinions on these indicators. Overall, the descriptive analysis shows that students have a positive perception of career opportunities in the MICE industry. This indicates that the MICE industry is seen as a sector that can provide job opportunities, career development, and promising future prospects for students.

Statistical Description of Students' Interest Variables to Work in the MICE Industry (Y)

The variable of students' interest in working in the MICE industry was measured using statement items P14 to P25. Based on the descriptive statistical analysis, the mean values ranged from 3.5750 to 4.4750. These results showed that respondents had a high level of interest in working in the MICE industry. The highest mean value was found in item P15 at 4.4750. This shows that most respondents are very interested in working in the MICE industry. In addition, items P21, P23, and P25 also obtained high mean values, showing that students are interested in job opportunities in the MICE field. Meanwhile, the lowest mean value is found in item P20 at 3.5750. However, this value is still in the high category, indicating that respondents still have strong interest in the MICE industry. Based on the standard deviation value, most of the

indicators in the variable Student Interest to Work in the MICE Industry have values close to or below 1.00. This shows that the respondents' answers are relatively consistent. However, several indicators, such as P17, P18, P19, P20, and P24, have standard deviations slightly greater than 1.00, indicating more varied responses. Overall, the descriptive statistical results show that students have a high interest in working in the MICE industry. This high interest shows that students see the MICE industry as an interesting field of work, with good prospects and future career development opportunities.

Based on the test results, the Career Opportunity Perception variable as an independent variable (X) does not show symptoms of heteroscedasticity. This is indicated by a significance value greater than 0.05, so it can be concluded that residual variance is constant and the regression model meets the assumption of heteroscedasticity.

The heteroscedasticity test results showed that the Career Opportunity Perception variable (X) had a significance value above 0.05. Therefore, the regression model does not show symptoms of heteroscedasticity. This means that the residual spread in the regression model is constant or homogeneous. In the absence of heteroscedasticity, the regression model in this study has fulfilled one of the classic assumptions of simple linear regression. This indicates that the regression model used to analyze the influence of Career Opportunity Perception on Students' Interest in Working in the MICE Industry can produce stable, accurate, and reliable estimates.

Coefficient of Determination Test (R2)

The Determination Coefficient (R2) test, according to Sugiyono, is used to determine how much influence the independent variables have on the dependent variable. The value of the determination coefficient (R^2) is between 0 and 1. (Nusantara & Wispandono, 2023).

Analysis of Career Opportunity Perception Variables (X)

The Career Opportunity Perception variable had a mean value of **47.4750, a standard deviation of 8.01277,** and 40 respondents. The relatively high mean value shows that most respondents have a good perception of career opportunities in the MICE industry. Respondents assessed that the MICE industry has promising job prospects, broad career development opportunities, and strong future job potential. The standard deviation of 8.01277 shows that respondents' answers for the Perception of Career Opportunities variable are quite varied, but still within the normal range, so the data can represent the respondents' general condition.

Analysis of Students' Interest Variables to Work in the MICE Industry (Y)

The variable of student interest in working in the MICE industry has a mean value of

50.8000, a standard deviation of 9.64019, and 40 respondents. The average score shows that students' interest in working in the MICE industry is relatively high. Students an interested in the world of MICE work, including events, exhibitions, conventions, and other supporting industries. The standard deviation of 9.64019 indicates variation in respondents' answers, but the data distribution is still good and does not show extreme deviations.

The analysis showed a Pearson correlation of **0.772**. The value fell within the 0.61–0.80 interval, so the relationship between Perception of Career Opportunities and Students' Interest in Working in the MICE Industry was classified as strong. The positive correlation value showed that the relationship between the two variables was unidirectional. This means that the higher the student's perception of career opportunities in the MICE industry, the higher the student's interest in working in the industry. In addition, the significance value of **0.000** is smaller than 0.05, so the relationship between the two variables is statistically significant.

Interpretation of the Relationship Level

Because the correlation value is 0.772, the relationship between the variables falls in the **strong category**. Based on the Pearson correlation test results, the correlation value between Perception of Career Opportunities and Students' Interest in Working in the MICE Industry is 0.772, with a significance value of 0.000. The correlation value shows a strong, positive relationship between the two variables because it falls within the 0.61–0.80 interval. A significance value smaller than 0.05 indicates that the relationship between the two variables is statistically significant. Thus, it can be concluded that the better the student's perception of career opportunities in the MICE industry, the higher the student's interest in working in the industry.

Based on the results of the determination coefficient (R^2) test in the *Model Summary table*, an R value of 0.772 was obtained. This value shows that the relationship between the variable Perception of Career Opportunities (X) and the variable of Student Interest in Working in the MICE Industry (Y) is in the category of a strong relationship. The R Square (R^2) value of 0.596 shows that Perception of Career Opportunities explains 59.6% of the variation in Student Interest in Working in the MICE Industry. This means that 59.6% of changes or variations in student interest are influenced by the perception of career opportunities. While the rest are:

This value is influenced by other variables outside this study, such as social environment, personal motivation, work experience, industry conditions, family influence, income level, and other factors not studied. The Adjusted R Square value of 0.585 shows that,

after adjusting for the number of samples and independent variables, the research model still has good explanatory ability (58.5%). Meanwhile, the Std. Error of the Estimate value of 5.16256 indicates a relatively small level of regression model prediction error, so the regression model is considered quite good in predicting dependent variables. Based on the ANOVA (F) test results in the table above, an F value of 55.951 was obtained with a significance level of 0.000. The significance value was smaller than the study's significance level of 0.05 (0.000 < 0.05). Thus, the regression model used in this study was declared significant. These results show that the variable Perception of Career Opportunities (X) simultaneously or jointly has an influence on the variable of Student Interest to Work in the MICE Industry (Y).

In addition, based on the relatively high calculated F value of 55.951, the regression model has a strong ability to explain the relationship between the independent and dependent variables. In other words, the research model is feasible for use in research analysis.

Statistically, these results also show that the research hypothesis stating, "There is an influence of Perception of Career Opportunities on Students' Interest in Working in the MICE Industry," is acceptable. Based on the F-test results, a significance value of 0.000 < 0.05 was obtained, so it can be concluded that the variable Perception of Career Opportunities has a significant effect on students' interest in working in the MICE industry. Therefore, the regression model in this study is declared feasible and can be used to test the research hypothesis. The interpretation of the regression equation shows that a constant value of 14.890 indicates that if the variable Perception of Career Opportunities is considered constant or zero, then the value of student interest in working in the MICE industry is 14.890. The value of the regression coefficient of 0.641 indicates that every 1 unit increase in the Perception of Career Opportunity variable will increase the Student's Interest in Working in the MICE Industry by 0.641 units. The coefficient is positive, indicating a one-way relationship between the two variables. This means that the higher the student's perception of career opportunities in the MICE industry, the higher the student's interest in working in the industry.

T-test (Partial)

Based on the t-test results in the coefficients table, a calculated t-value of 7.480 and a significance value of 0.000 were obtained. Because the significance value was smaller than 0.05 (0.000 < 0.05), the Perception of Career Opportunities variable partially had a significant effect on students' interest in working in the MICE industry. In addition, a Beta value of **0.772** showed that the influence of the variable Perception of Career Opportunities on Student Interest was

strong and positive.

Multicollinearity Test

The multicollinearity test is part of the classical assumption test. The classical assumption test is closely related to quantitative method research. This test was used because there were concerns that the research data used was not well distributed (Effiyaldi et al., 2022). The tolerance value was greater than 0.10, and the VIF value was less than 10, so it can be concluded that the regression model did not experience symptoms of multicollinearity. This shows that the independent variables in the study do not have a high linear relationship, so the regression model can be used in the research. Based on the t-test results, it can be concluded that the variable Perception of Career Opportunities has a positive and significant effect on Students' Interest in Working in the MICE Industry. Thus, the research hypothesis is accepted.

Based on the descriptive statistical analysis, the variable Perception of Career Opportunities has an average value that tends to be high. This shows that most students have a positive perception of career opportunities in the MICE industry.

The correlation coefficient of 0.772 indicates a strong, positive relationship. This means that the better the student's perception of career opportunities in the MICE industry, the higher the student's interest in working in the industry. A positive regression coefficient indicates a unidirectional relationship between the two variables. This means that the better the student's perception of career opportunities in the MICE industry, the higher the student's interest in working in the industry.

The t-test was used to determine the influence of partially independent variables on dependent variables. Based on the SPSS results, a calculated t-value of 7.480 was obtained with a significance value of 0.000. The significance value was smaller than 0.05, so H0 was rejected and Ha was accepted. Thus, it can be concluded that students' perception of career opportunities has a significant effect on their interest in working in the MICE industry. These results show that the more positive the student's perception of career opportunities in the MICE industry, the higher the student's interest in working in the industry.

The F test was used to determine whether the regression model used in the study was suitable for predicting dependent variables. Based on the SPSS results, an F value of 55.951 was obtained with a significance value of 0.000. Because the significance value was less than 0.05, the regression model was declared significant. Thus, it can be concluded that the variable perception of career opportunities simultaneously affects students' interest in working in the MICE industry. In addition, the F-test results show that the regression model used in this study

is feasible and can be used to explain the relationship between perception of career opportunities and students' interest in working in the MICE industry.

Multicollinearity Test

The multicollinearity test was performed to determine whether there was a high relationship between the independent variables in the regression model. Based on the results of the SPSS analysis, a Tolerance value of 1,000 and a VIF value of 1,000 were obtained. The tolerance value was greater than 0.10, and the VIF value was less than 10. In addition, the Condition Index value of 10.766 was still below the maximum limit of 30. Thus, the regression model in this study does not show symptoms of multicollinearity. The results show that the independent variables in the study do not have excessive linear relationships, so the regression model can be used.

Heteroscedasticity Test

The heteroscedasticity test was used to determine whether residual variance an uneven in the regression model. Based on the test results, including a scatterplot and a significance test, the residual points were randomly spread and did not form a specific pattern. In addition, the significance value was above 0.05. Thus, it can be concluded that the regression model did not experience heteroscedasticity. The results showed that residual variance was constant, so the regression model met classical assumptions and was suitable for further analysis. The results showed that the perception of career opportunities had a positive and significant influence on students' interest in working in the MICE industry. The correlation test results showed a strong relationship between the two variables, with a correlation coefficient of 0.772. In addition, the simple linear regression test showed that perceptions of career opportunities contributed 59.6% to students' interest in working in the MICE industry. This means that students' perceptions of job prospects, career development opportunities, and job opportunities in the MICE industry can increase students' interest in a career in this field. The results of this study are also supported by the t-test, which shows that perceptions of career opportunities significantly affect student interest, with a significance value of 0.000. Thus, the more positive the student's perception of career opportunities in the MICE industry, the higher the student's interest in working in the industry.

The findings show that the MICE industry is seen as an industry with wide job opportunities and promising career prospects. This positive perception encourages students to be more interested in working in the MICE field after completing their education. In addition, the results also show that the research instrument met the requirements for validity and

reliability. All statement items were declared valid with a Corrected Item-Total Correlation value above 0.30 and reliable with a Cronbach's Alpha value of 0.957, which is in the very high category. Thus, it can be concluded that the perception of career opportunities is an important factor affecting students' interest in working in the MICE industry.

CONCLUSION

This study provides empirical evidence that perception of career opportunities is an important factor in shaping students' interest in working in the MICE industry. The results show that the more positively students view job availability, career development prospects, and professional opportunities in the MICE industry, the higher their interest in making this sector a career choice. The relationship between perceptions of career opportunities and interest in work is relatively strong ($r = 0.772$), and perceptions of career opportunities explain 59.6% of the variation in students' interest in working in the MICE industry. This finding confirms that students' interest in a job sector is related not only to the objective existence of job opportunities, but also to how these opportunities are perceived and assessed as attractive career prospects. Theoretically, the findings strengthen the relevance of Social Cognitive Career Theory (SCCT) in explaining the formation of students' career interests. Positive perceptions of industry opportunities and prospects can be seen as part of an individual's assessment of the environment and expectations of career outcomes, which are then linked to the development of interests and career choices. In the context of MICE, this study provides empirical evidence that perceptions of the environment and career prospects play an important role in encouraging students to consider the MICE industry as a career goal after completing their education.

In practical terms, the findings show that universities must not only equip students with academic and technical competencies but also help them build a realistic understanding of career paths and prospects in the MICE industry. Strengthening relationships between universities and industry through internships, professional training, practitioner lectures, career mentoring, student involvement in organizing events, and cooperation with industry players can provide direct exposure to available career opportunities. For the MICE industry, developing internships, career pathways, and recruitment programs for students and graduates can help attract a competent young workforce while strengthening the sustainability of human resources in the MICE sector. However, the contribution of the perception of career opportunities of 59.6% also shows that student interest cannot be fully explained by these variables. As much as 40.4% of the variation in interests is related to other factors outside the research model. In addition, this study is limited to 40 students in the D4 Convention and Event Management Study

Program at one educational institution, so findings should be generalized with caution. Further research needs to involve respondents from various universities and regions and develop a model that incorporates other variables, such as self-efficacy, outcome expectations, internship experience, work motivation, family support, income expectations, and labor market conditions. Developing the model is expected to provide a more comprehensive understanding of the mechanisms that shape students' interests and career decisions in the MICE industry.

Suggestions

For Colleges

Universities are expected to increase students' understanding of career opportunities in the MICE industry through seminars, guest lectures, training, industry practices, and cooperation with MICE companies. This is important to increase students' insight and readiness to enter the MICE industry workforce.

For Students

Students are expected to improve their competence, skills, and experience in the MICE field so they are better prepared to compete in the world of work. In addition, students need to develop a positive perception of the MICE industry as an industry with wide career opportunities and promising job prospects.

For the MICE Industry

The MICE industry is expected to provide more internship opportunities, training, and career development programs for students. Thus, students can get to know the world of MICE work firsthand and develop a stronger interest in working in the industry.

For the Next Researcher

The researcher is then expected to add other variables that can affect students' interest in working in the MICE industry, such as work motivation, family environment, organizational experience, self-efficacy, and social environmental factors. In addition, further research can use a larger number of respondents so that the research results are broader and more in-depth.

BIBLIOGRAPHY

Aisyah, S., Firayanti, Y., & Marhamah. (2025). Journal of Economic Science and Education. The Influence of Internship Programs, Work Interests, and Career Decisions on the Job Readiness of Management Students in 2021. *AXIOM: Journal of Economic Science and Education*, *2*(8), 2124–2139. https://doi.org/ https://doi.org/10.62335

Aminulloh, Z. L. Y., & Sudiro, A. (2024). Job Interest, Organizational Experience and Job Readiness. *JKI: Journal of Entrepreneurship and Innovation*, *3*(1), 234–250. https://doi.org/ https://doi.org/10.21776/jki.2024.03.1.19

Andri Waskita Aji, Ayem, S., & Ratrisna, Y. R. C. T. (2022). The Influence of Career

Perception, Job Market Considerations and Financial Appreciation on Career Interest. *Journal of Accurate Accounting*, *13* (April), 89–97. http://ejournal.unibba.ac.id/index.php/AKURAT

Angelica, T. A., Setyawan, H., & Wardhani, A. (2024). Sponsorship Program Planning Strategy to Increase the Effectiveness of PT Nusaraya Asa Exhibition (ASA Exhibitions). *Journal of Business Event*, *5*(20). https://jurnal.pnj.ac.id/index.php/bis/article/view/8067

Annisa, R. N., & Tyas, D. W. (2020). Analysis of MICE Contribution to Labor Absorption and Tourist Visits in the Instimewa Region of Yogyakarta.

Tourism: Scientific Journal, *14*(1), 1–12. https://ejournal.stipram.ac.id/index.php/kepariwisataan/article/view/41

Ariwibowo, J., Madris, & Patioro, S. P. S. (2022). The Effect of Career Opportunities and Competencies on Employee Performance through Work Motivation and Job Satisfaction as Mediation Variables at the Regional Office of the Ministry of Law and Human Rights of West Sulawesi. *E- Journal of Ecobisma (Journal of Economics, Business and Management)*, *9*(2), 126–134. https://jurnal.uibbc.ac.id/index.php/coution/article/view/254/290

Azizah, A. L., Novry, H., Paninggiran, K., Semarang, U., & Semarang, U. (2025). The Effect of Service Quality on Guest Satisfaction of Mice (Meeting Incentive Convention Exhibition) at the Grasia Hotel Semarang. *Sapta Pesona: Journal of Tourism*, *3*(1), 8–17. https://journals.usm.ac.id/index.php/jsp/article/view/11983/6254

Delen, K. (2023). Potential As The Backbone Of Bali Tourism. *Gemawisata: Scientific Journal of Tourism*, *19*(1). http://www.stiepari.org/index.php/gemawisata/article/download/271/280

Dewantara, Y. F. (2020). Analysis of Learning Outcomes of Vocational School Students majoring in Food Services on Students' Interest in Working in the Hospitality and Tourism Industry in Jakarta. *Bogor Hospitality Joirnal*, *4*(1). https://doi.org/ttps://doi.org/10.55882/bhj.v4i1.61

Dewi, K. T. S., Yasa, K. T., & Purwantara, I. K. G. T. (2025). The Effect of Self-Efficacy, Work Interest, and Organizational Activity on the Work Readiness of STIE Satya Dharma Students. *JURKAMI: Journal of Economic Education*, *10*(3). https://doi.org/ https://doi.org/10.31932/jpe.v10i3.5205

Dianto, M., Az-Zahra, T. C. S., Hevirianti, E., & Hutasuhut, R. M. (2025). Analysis of Social Cognitive Career Theory (SSCT) in Student Career Selection. *Educandumedia: Journal of Education and Education*, *04*(02), 33–47. https://jurnal.insanciptamedan.or.id/index.php/educandumedia/article/view/331/146

Donna Ekawaty. (2025). *MICE Knowledge*. Faculty of Economics and Business, Bina Sarana Informatics University.

Effiyaldi, Pasaribu, J. P. K., Eddy, S., Kadar, M., Gunardi, Naibaho, R., Hati, S. K., & Aryati, V. (2022). Human Resource Management Research. *Jumanage:*

Scientific Journal of Management and Entrepreneurship, *1*, 94–102. https://journal.trunojoyo.ac.id/jkim/article/viewFile/21416/9100

Hakim, F. B., Eka, P., & Supriyadi, D. (2021). Perception, Decision Making, Self-Concept and Values. *Diversity: Journal of Postgraduate Imiah*, *1*(3), 155–165. http://ejournal.uika-bogor.ac.id/index.php/diversity

Hapsyah, D. R., Jabbar, A. A., & Hidayat, D. R. (2019). Implementation of Donald E. Super's Theory in the Career BK Service Program at Vocational Schools. *Journal of Science and Culture*, *41*(64), 7661–7680. https://journal.unas.ac.id/ilmu-budaya/article/view/716

Haq, N., Alramdani, A., Uki, D., Saputri, E., Information, S., Mandiri, U. N., Melayu, C.,

Timur, J., & Management, S. I. (2025). Designing Event Organizer Applications at PT Inti Jasa Kreatif Using the AGILE Method. *JATI: Journal of Engineering Students*

Informatics, *9*(3), 4756–4763. https://ejournal.itn.ac.id/jati/article/view/13766/7637

Hidayani, S. M., Luk, L., Lalak, Y., & Suastini, N. W. (2024). Survey of Anne Roe's Theoretical Job Interest Classification in Career Selection According to Students' Personality in Grade IX of SMP 1 Denpasar. *Nakula: Center for Education, Language and Social Sciences*, *2*(2). https://doi.org/ https://doi.org/10.61132/nakula.v2i2.534

Katidja, S. S. A., & Umar, S. H. (2024). The Effect of Study Interest and Work Interest on Career Planning in Grade XII Students of SMA Negeri 10 Ternate City. *JJIWP: Scientific Journal of Education Forum*, *10*, 888–895. https://doi.org/ https://jurnal.peneliti.net/index.php/JIWP/article/view/11416

Lestari, N. S., & Millenia, E. (2022). Career Interest in the Hospitality Industry Influenced by Internship Experience. *Journal of Hospitality and Tourism Management*, *5*(3), 400–407. https://ejournal.undiksha.ac.id/index.php/JMPP/article/view/51789

Mubinda, B. A. Z., Sutrisno, B., & Mulada, D. A. (2023). Legal Analysis of Cooperation Agreements Between Event Organizers (Eo) and Vendors (Study in Rossa Wedding Planner & Event Organizer). *Journal of Commerce Law*, *3*(2). https://jurnal.unram.ac.id/index.php/commercelaw/en/article/view/3435/1908

Nasution, L. M. (2019). Basic Statistics. *Al Fiqru: Scientific Journal*, *13*(2), 141–145. https://jurnal.staiserdanglubukpakam.ac.id/index.php/alfikru/article/view/18

Nisa, A. H., Hasna, H., Yarni, L., Islam, U., Sjech, N., & Djambek, M. D. (2023). Perception. *Colony of Multidisciplinary Journals*, *2*(4), 213–226. https://koloni.or.id/index.php/koloni/article/view/568/541

Nurfadhila, R. I., & Habsy, B. A. (2024). Social Cognitive Career-Based Career Planning. *UNESA Journal of BK*, *14*(2), 68–75. https://ejournal.unesa.ac.id/index.php/jurnal-bk-unesa/article/view/61664

Nurhaswinda, Tasya, D. A., Zapitri, E., Ramadhani, I., Sakinah, N., Sulthanah, N., Maidy, R. N. P., & Diniati, S. (2025). Descriptive Statistics of Data Slope Size. *Pediaqu : Journal of Social Education and Humanities*, *4*(2), 2787–2797. https://ejournal.yayasanpendidikandzurriyatulquran.id/index.php/qosim/article/view/107 0/532

Nusantara, M. A. H., & Wispandono, R. M. M. (2023). The Effect of Loyalty and Work Discipline on Employee Performance (Study on Public Companies in the Sumber Sejahtera Region in Bangkalan. *JKM: Journal of Management Science Studies*, *3*(4), 637–642. https://journal.trunojoyo.ac.id/jkim/article/viewFile/21416/9100

Puput Yunita Senja. (2022). Career Perceptions of Islamic Tourism Management Students During and After the Covid-19 Pandemic. *E-QIEN: Journal of Economics and Business*, *10*(1), 558–569. https://stiemuttaqien.ac.id/ojs/index.php/OJS/article/view/572

Putra, B. J. (2021). Journal of Islamic Education Counseling Guidance Literature Study: Donald Edwin Super's Career Development Theory. *Journal of Islamic Education Counseling Guidance Coution Journal*, *2*(01). https://jurnal.uibbc.ac.id/index.php/coution/article/view/254/290

Risnayanti. (2020). PT Kyuu Communcation's Event Organizer Strategy in Attracting the Interest of the People of Pekanbaru in Organizing Music Concerts. *Competitiveness: Journal of Management Science*, *6*(2). http://ejournal.kompetif.com/index.php/dayasaing/article/view/501

Sholihah, M., & Astrella, N. B. (2023). The Effect of Work Interest on the Job Readiness of Students of SMK Negeri 2 Sukoharjo. *AFEKSI: Journal of Psychology*, *2*(4), 285–295.

https://journal.unm.ac.id/index.php/INTEC/article/view/391/370

Simamora, V., Pradana, T., Yoga, V., & Matana, U. (2024). *Socialization of Career Introduction of the Meeting Incentive Conference Exhibition (MICE) Industry in the Future for Students of the Hospitality Department of SMKN*. *4*(1), 82–87.

Simanjuntak, A. R., & Armanu, A. (2023). The Influence of Internship Experience, Soft Skills, and Job Interest on Job Readiness. *JKI: Journal of Entrepreneurship and Innovation*, *2*(4), 1061–1076. https://jki.ub.ac.id/index.php/jki/article/view/160/172

Sinta, S. A., & Suharto, B. (2025). The Role of Dyandra Convention Center Management in the Development of the MICE Industry in Surabaya. *JETT: Journal of Event, Travel, and Tour Management*, *5*(1), 65–77. https://doi.org/10.34013/jett.v5i1.1968

Soamole, H. (2023). The Effect of Learning Motivation on the English Language Achievement of MTsN 1 Sanana Students. *JUANGA: Journal of Religion and Science ...*, *9*(02), 121–132. http://e-jurnal.staibabussalamsula.ac.id/index.php/JUANGA/article/view/147

Syahira, N., & Syah, F. (2024). The Role of Event Account Executives in Event Administration in Setrise Culture. *Journal of Event Business*, *5*(20), 142–149. https://jurnal.pnj.ac.id/index.php/bis

Warliati, A. E., & Setiawan, A. (2023). A Perspective Analysis of the Role of English Language Proficiency in the Mice Industry. *MAIN : Journal of Prima Tourism*, *1*(1 SE-Articles), 1–15. https://journal.poltekparprima.ac.id/index.php/utama/article/view/7

Yusra, & Azman, H. A. (2025). The Effect of Work Interest, Hard Skills, and Soft Skills on Job Readiness in Final Year Students of the Faculty of Economics and Business (FEB) Dharma Andalas University. *JBEM: Journal of Business Economics and Management*, *01*(03), 732–743. https://jurnal.globalscients.com/index.php/jbem/article/view/346/350

Zayrin, A. A., Nupus, H., Maizia, K. K., & Marsela, S. (2025). Analysis of Educational Research Instruments (Testing the Validity and Reliability of Research Instruments). *QOSIM: Journal of Education, Social and Humanities*, *3*(2), 780–789. https://ejournal.yayasanpendidikandzurriyatulquran.id/index.php/qosim/article/view/1070/532