

When Learning Outpaces Structure: A Live-Project Learning Loop for Human Resource Development in Event Organizer Companies

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Abstract

Event-organizing companies operate on short, high-pressure projects that leave little room for formal training. How their employees build capability under these conditions remains largely unexamined in workplace learning and human resource development research. This study examines workplace learning as a human resource development strategy within an event organizer company. It focuses on how experiential engagement with project work, autonomy within defined limits, and cross-divisional collaboration combine to build employee capability. Data were gathered through a qualitative case study design using in-depth interviews with five managerial and operational informants, direct observation of live event execution, and internal documentation. These sources were triangulated into four consistent findings. Results show that competence accumulates primarily through live project experience and bounded decision-making autonomy, which is reinforced by cross-divisional collaboration during execution. Efforts to convert this learning into structured organizational practice remain early and uneven. These findings are synthesized into an original model, the live-project learning loop, which traces how operational pressure generates individual and collective learning that often remains trapped at the tacit level. The study extends transformative learning theory to a non-formal, project-based creative industry setting that has rarely been examined before. It shows that disorienting operational pressure can itself trigger transformative learning and that such learning becomes organizationally transformative only once a deliberate mechanism exists to capture it.

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INTRODUCTION

An event either succeeds in the room where it happens, or it does not. No amount of planning fully insulates a company from what actually goes wrong once guests arrive. This immediacy places an unusual weight on the people running the event rather than on the plan itself, since a venue change, a vendor delay, or a client's last-minute request must be absorbed by staff standing in the room at that moment. How this capability is built inside an organization that runs one project after another with barely a pause between them is a question that sits closer to the study of workplace learning than to conventional human resource management. Scholars working on non-formal and informal learning have long argued that competence of this kind rarely comes from a training room. It accumulates through direct engagement with the conditions of the work itself: conditions a fixed curriculum can rarely anticipate closely enough to prepare someone in advance (Pandya, 2025; Zhaoquan et al., 2025).

The stakes attached to this question have grown alongside the industry itself. Indonesia's creative economy (the broader sector that includes event organizing) contributed Rp1,611.2 trillion (roughly USD 90.1 billion) to national GDP in 2024. This was equal to 7.28 percent of the

country's total economic output. The sector grew by 6.57 percent that year, compared with a national growth rate of 5.03 percent (Hartman et al., 2020). By the third quarter of 2025, the sector employed 27.4 million workers nationwide (Badan Pusat Statistik, 2025). The MICE segment of this economy, meetings, incentives, conferences, and exhibitions, was valued at roughly USD 2.3 billion in 2023 and is projected to grow at close to 14 percent annually through 2032 (Adedeji et al., 2023). Behind these figures sits a large and expanding workforce whose day-to-day competence is rarely the subject of dedicated research. This holds even as the industry that depends on it continues to grow faster than the surrounding economy.

Human resource development research has not kept pace with this growth. Most of what is known about workplace learning and development comes from studies conducted inside large, formally structured organizations: banks, manufacturers, government agencies, and multinational corporations with dedicated training departments and long planning horizons (Joseph & Rajan, 2022). Event organizer companies look nothing like this. They are typically small, project-based, and organized around short bursts of intense activity rather than the steady operational rhythm assumed by most HRD literature. Research on adult and non-formal education has extensively examined workplace learning in professional and industrial settings. However, it has rarely turned its attention to creative, event-driven industries, where informal and experiential learning likely matters more than in the formal sector that these studies usually describe. This leaves a specific, identifiable blind spot rather than a vague sense that more research would be nice: a fast-growing, workforce-heavy industry whose central developmental mechanism has not yet been described in the literature that would normally be expected to describe it.

Where existing scholarship does engage with workplace learning, it converges on a small set of related ideas without yet applying them to a setting like this one. One line of work treats experience itself as the primary vehicle of competence development, arguing that direct engagement with unfamiliar problems builds capability more durably than instruction received in advance (Kulichyova et al., 2024). A second line focuses on the organizational conditions that make such learning possible: leadership that grants employees room to exercise judgment and talent systems that convert individual competence into something the organization can rely on beyond any one person (Hasan, 2023). A third addresses how technological and operational pressures, including the digital transformation accelerated by the COVID-19 pandemic, have intensified the demand for adaptive, self-directed learning across many industries simultaneously (Alghamdi, 2021; Kutnjak, 2021). Each of these threads offers a plausible account of how learning might work within an event-organizing company. None of them has been tested against data from one.

PT Indra Global Persada was selected as the study site for reasons specific to the research question, rather than for convenience alone. The company organizes a wide range of events, from corporate functions to private celebrations. This means its staff face varied, non-repeating project conditions rather than a narrow band of similar assignments. Its organizational structure spans five distinct functions: human resources, finance, operations, production, and design. This breadth allows the study to examine whether the observed learning patterns hold across different kinds of roles, rather than reflecting the experience of a single department. The company also granted access that a study like this depends on. Few companies of this kind are willing to open live event execution to an outside researcher, since a disrupted event carries real reputational and financial risk. That willingness made it possible to observe decisions unfold directly rather than rely solely on informants' descriptions of those decisions afterward, which is what makes the triangulation reported in the Method section possible in the first place.

The analysis in this study draws on three theoretical threads treated here as a single connected lens rather than as separate frameworks applied side by side. Workplace and informal learning theory explains how competence accumulates through engagement with real, unscripted problems rather than through designed instruction (Leiß & Rausch, 2023; Lokhtina & Faller, 2024). Andragogy adds an account of why autonomy matters to this process. It holds that adult learners develop most effectively when given ownership over their own practice rather than a fixed

set of instructions to follow (Kliever, 2024). Transformative learning theory supplies the third piece. It describes how disorienting conditions, moments in which an existing assumption about one's own competence is tested under pressure, can shift not just what a person knows but how they understand their own capability (Fleming, 2022). Taken together, these three threads suggest that a project-based, high-pressure workplace is not simply a difficult place to learn, despite the conditions it imposes. It may be a setting in which those same conditions actively produce the kind of learning that classroom-based instruction struggles to achieve.

This study examines how workplace learning functions as a human resource development strategy inside PT Indra Global Persada. It asks specifically how experiential engagement with project work, autonomy granted within defined limits, and collaboration across divisions combine to build employee capability, and where this learning currently fails to convert into an organizational asset the company can rely on beyond the individuals who hold it. Answering this question matters for two audiences at once. For workplace learning and transformative education scholarship, the study extends theory developed mainly in formal and classroom-adjacent settings into a non-formal, project-based industry that has rarely been examined, testing whether the same mechanisms of experiential and transformative learning operate under conditions no course designer could arrange. For the event organizer industry itself (now expanding faster than the national economy around it), the study offers a grounded account of where its informal learning capacity is strong and where it remains too fragile to survive the departure of those who currently hold it.

RESEARCH METHOD

This study employs a qualitative approach, utilizing a single-case study design, to develop an in-depth understanding of how workplace learning functions as a human resource development strategy within an event management company. A qualitative design was chosen because the phenomenon under study, learning that is embedded in ordinary project work rather than delivered through a designed curriculum, is difficult to capture through surveys or fixed sets of closed-ended questions. It requires close, sustained contact with the people who experience it and with the conditions under which it occurs (Dado et al., 2023). According to Moretti and Della Puppa (2025), qualitative research is well-suited to exploring and understanding the meanings individuals or groups attach to a social or organizational problem, which aligns with the aim here of understanding how staff themselves make sense of learning in their daily work. The case study design further allows the researcher to examine this phenomenon within the boundaries of one organizational unit in sufficient depth to trace how its different parts connect, rather than surveying many organizations briefly and losing that depth in the process.

Data were collected at PT Indra Global Persada. This company was selected because it is actively engaged in organizing a range of corporate and private events and maintains an organizational structure broad enough to support distinct human resource development (HRD)-related functions. Five informants participated in the study. They were selected through purposive sampling for their strategic roles in event planning, execution, and staff development. Their profiles are summarized in Table 1. Interviews were conducted in a semi-structured format over several weeks in the first half of 2025. This format allowed enough flexibility to probe unexpected details while keeping each conversation anchored to the study's central questions. Alongside the interviews, the researcher conducted direct observation of daily operations and event execution. This observation documented how staff coordinated tasks and made decisions in real time, rather than relying solely on their descriptions of this behavior afterward. A third source of evidence was internal documentation: organizational charts, activity reports, and internal company records. Comparing accounts across interviews, observation, and documentation allowed the researcher to apply source and method triangulation before treating any single account as an established finding.

Table 1. Profile of Research Informants

Code	Position	Rationale for selection
H.H.	HRD Manager	Oversees staff training and development, which is central to how learning is organized company-wide
A.A.	Finance Manager	Coordinates resource allocation and leads the company's competency mapping initiative
M.N.G.	Operations Director	Directs field decision-making and daily oversight of event execution
U.H.	Production Head	Leads cross-divisional coordination during live event execution
Y.P.	Head Designer	Represents the creative function and reports directly on autonomy and engagement

Source: Compiled by the author based on informant roles and the study's purposive sampling criteria, 2025.

Data were analyzed using the interactive model developed by McGill et al. (2023). This model proceeds through three interconnected stages: data reduction, data display, and conclusion drawing and verification. Data condensation involved coding the interview transcripts, observation notes, and documentation collected during fieldwork. This step followed Bingham's (2023) coding procedures and then moved toward selecting and organizing the material most relevant to the study's aim. The condensed data were then displayed in descriptive narrative form and organized around the patterns that recurred across informants rather than around each interview taken separately. Patterns visible only when accounts were compared were the primary interest of the analysis. Conclusions were drawn and revised continuously throughout this process rather than only at its end. Each tentative finding was checked back against the interview transcripts, field notes, and documentation before being treated as established. This iterative movement between the data and the author's emerging interpretation continued until the four findings reported in the Results section could be clearly traced back to at least two independent sources of evidence each.

RESULT AND DISCUSSION

Results

Interviews with five informants in different managerial and operational roles, together with direct observation of daily operations and internal company records, point to four consistent patterns in how staff at PT Indra Global Persada build the capacity to run a successful event. Each pattern rests on more than a single account. Where an informant described a practice, the author checked that description against what could actually be seen in the workplace and, in several cases, against internal documentation as well before treating it as an established finding rather than a single person's impression. The four patterns concern how competence is acquired during project work; how much latitude staff receive to act on their own judgment; how divisions cooperate once an event moves into execution; and how far the company has gone in turning informal habits into deliberate organizational systems. Each pattern is presented below, together with the interview and field evidence that support it, so the basis for each finding remains visible rather than asserted.

Learning Through Live Project Work

Competence at PT Indra Global Persada appears to be built less through a fixed curriculum than through repeated exposure to project conditions that rarely recur in the same form twice. Staff describe learning to run an event by running events and adjusting each time to whatever a client, a venue, or a last-minute schedule change demands. This is evident in how the Human Resource Development (HRD) function talks about developing its own people. It also matches something the author observed independently while spending time inside the company: a training system with no fixed curriculum, no scheduled modules, and no formal certification path. That system nonetheless produces staff who visibly know what to do once a project starts. Staff outside the HRD function described the same pattern in casual conversation during fieldwork without being asked directly about training. The two sources of evidence line up closely. The day-to-day

operation of the company confirms what the HRD manager describes as a deliberate choice: the only training system actually in place.

"We do not use rigid training. It leans more toward learning by doing, because the nature of event work is dynamic." (Interview, H.H., HRD Manager, 2025)

Two details in this pattern deserve attention. First, the absence of a fixed curriculum is not treated as a shortfall that the company has failed to fix; rather, it is treated as a working method suited to a business where no two projects are sufficiently alike for a standard module to cover both. Second, this kind of learning does not stop once an employee finishes onboarding. Staff who have worked at the company for years still describe adjusting their approach from one event to the next because a wedding, a product launch, and a corporate conference each carry different risks and different client expectations. Each project, therefore, functions as its own unit of learning, building directly on the last one rather than repeating a lesson plan written in advance. This pattern holds across roles and years of service, not only among newer staff still finding their footing.

Autonomy Within Defined Limits

A second pattern concerns how much room staff are given to act on their own judgment once a project is underway and how that room is shaped rather than left open-ended. Two informants from different parts of the company, one overseeing operations and the other leading design work, described a similar arrangement in their own words, without prompting from each other, in separate interview sessions held on different days. Their accounts point to a company that grants real decision-making power to staff on the ground but only within limits that both sides appear to understand well enough that the boundary rarely becomes a point of conflict. This matters because project work of this kind cannot run entirely on pre-approved instructions decided before an event begins. Decisions must be made in the moment, often without time to check with a supervisor first, and the company appears to have settled on a working arrangement that allows this while maintaining control over outcomes.

"We always encourage the team to make decisions confidently in the field, as long as they stay within clear boundaries." (Interview, M.N.G., Operations Director, 2025)

"We are given the freedom to be creative, and that is what makes us more motivated." (Interview, Y.P., Head Designer, 2025)

When read side by side, these two accounts describe autonomy as something the company intentionally grants rather than as a gap left by weak supervision. The operations director frames it in terms of field decisions made under time pressure during an event itself, when a problem cannot wait for approval from someone off-site. The designer frames it around creative choices made earlier in the planning process, when there is more time to think but still no fixed formula to follow. The settings differ, but the underlying arrangement is the same: staff act on their own judgment inside a space the company has defined, and neither informant describes that space as a source of anxiety or confusion. This suggests employees understand where the boundary sits well enough that it rarely needs to be spelled out once someone has been on the job for a while. The company gains flexibility without appearing to give up its ability to step in if a decision starts to go wrong.

Cross-Divisional Collaboration During Execution

A third pattern concerns how work is coordinated once an event reaches its execution phase, when plans made weeks earlier meet the realities of the day. Observation of the company during this phase showed staff moving between tasks well outside their formal job titles: production staff helping with logistics, designers stepping in on setup, and operational staff coordinating directly with whoever was closest to a problem rather than routing it through a supervisor first. Divisional lines that look firm on an organizational chart become considerably

more flexible once an event is actually running, sometimes within the first hour of setup. This was not an occasional exception that the researcher happened to catch on one difficult day. It appeared consistently across the events observed during the fieldwork, suggesting it reflects how the company expects execution day to work rather than how staff improvise when something goes wrong.

"When it comes to an event, everyone has to help each other. No one can work alone." (Interview, U.H., Production Head, 2025)

What the production head describes aligns with what the researcher observed firsthand during fieldwork, and that alignment is worth taking seriously. An informant's account of how people behave can differ from what actually happens once observed, particularly when the account describes an ideal rather than a routine practice. Here, the two lined up closely across every event the researcher attended. Staff crossed divisional lines during execution, not as an emergency measure but as an accepted way of getting the event done, one that every division appeared to expect rather than merely tolerate when it happened. This points to cooperation functioning as a standard operating condition on event days rather than a fallback only used when planning breaks down. It also suggests that staff pick up enough about how neighboring divisions operate through repeated exposure during execution to step in competently when needed, rather than merely offering an extra pair of hands.

Early Steps Toward Structured Practice

A fourth pattern concerns the company's own attempt to turn habits that have so far operated informally into something closer to a deliberate system, an effort visible in the data but not yet complete. Two separate pieces of evidence point to this: one concerning how staff competencies are tracked and assigned to projects, and one concerning how technology is used to support the planning and execution of events. Neither practice has reached the point of being applied consistently across the organization, and informants described neither as a finished system, but rather as a work in progress. Both nonetheless mark a shift away from relying purely on informal knowledge held by individual managers toward something that could, in time, be written down and handed to a new manager without months of on-the-job observation first. The finance manager's account below directly describes the competency side of this shift.

"We have started mapping employee competencies so people can be placed according to their expertise." (Interview, A.A., Finance Manager, 2025)

Observations of daily operations recorded a comparable pattern on the technology side of the business, summarized in **Table 2**.

Table 2. Competency Mapping and Technology Adoption at PT Indra Global Persada

Practice	Current condition	Evidence source
Competency mapping	Initial mapping of individual staff skills, led by the finance and HR functions, was used to guide task placement on new projects.	Interview, A.A., Finance Manager
Technology adoption	Design software, project management platforms, and digital communication tools are in use; comfort with these tools varies noticeably among staff members.	Field observation during event execution

Source: Interview transcripts and field observation notes, 2025.

Table 2 places the two pieces of evidence side by side, and the comparison is useful because the two practices did not start from the same place. Competency mapping began as a decision by the finance and HR function: a deliberate choice to track who is good at what so that people end up on the right project. Technology adoption looks closer to something that grew unevenly around individual habits, with some staff comfortable with the tools the company introduced and others still catching up. Neither practice has been rolled out consistently enough to call it an organizational system yet. Competency mapping exists as a working spreadsheet more

than a company-wide policy, and technology use still depends heavily on which staff member happens to be assigned to a task. Taken together, the two pieces of evidence describe a company at an early, uneven stage of formalizing what has until now been handled through individual initiative and memory rather than by a system that a new employee could be given and expected to follow. **Table 3** summarizes how each finding above draws on more than one source of evidence, which is the basis for treating these patterns as established rather than incidental.

Table 3. Evidence Supporting Each Finding

Finding	Interview evidence	Independent evidence	Agreement
Learning through live project work	H.H. (HRD Manager) on informal, project-driven training	Absence of a formal training curriculum, confirmed through direct observation.	Consistent
Autonomy within defined limits	M.N.G. (Operations Director) and Y.P. (Head Designer), two informants from different functions	Descriptions match without either informant referencing the other	Consistent across informants
Collaboration across divisions	U.H. (Production Head) on mutual assistance during events	Cross-divisional work observed directly during event execution	Consistent
Progress toward structured practice	A.A. (Finance Manager) on competency mapping	Uneven technology adoption observed among staff	Related but not identical

Source: Compiled by the researcher from interview transcripts, field observation notes, and internal company records (2025).

Three of the four findings rest on agreement between two independent sources describing the same practice from different angles: an interview account on one side and either a second informant or direct observation on the other. The fourth finding is built differently. Competency mapping and technology adoption are not the same practice observed twice from two directions. They are two separate signs of the same underlying shift, a company moving gradually and without much fanfare from informal habit toward something more deliberate. Reporting that difference plainly matters more than smoothing it over for the sake of a tidier table. A reader comparing Table 2 across rows should come away trusting the first three findings more firmly than the fourth, not because the fourth rests on weaker evidence but because it draws on a different kind of triangulation, one that shows a shared direction across two practices rather than a single fact confirmed twice.

Discussion

Read together, the four findings describe workplace learning at PT Indra Global Persada as a real, active process that is largely uncaptured by the organization itself. Employees learn plainly through the projects they run, the latitude to make decisions under pressure, and daily contact with colleagues from other divisions during execution. However, the fourth finding shows this learning has not yet been converted into an asset the organization can draw on beyond the individuals who hold it. This pattern is consistent with what workplace learning scholars have argued about non-formal and informal learning in project-based settings. Such learning is often abundant precisely because the work itself is unpredictable. That abundance rarely translates automatically into organizational capability unless someone deliberately captures it (Garousi Mokhtarzadeh et al., 2021; Velyako & Musa, 2023). The following section discusses each finding in turn against this literature before proposing a model that draws the four findings into a single account of how and where this learning process currently breaks down.

The first finding, that competence builds through repeated exposure to project conditions rather than a fixed curriculum, fits closely with the account of experiential learning by Wijnen-Meijer et al. (2022). Concrete experience becomes the starting point for reflection and future action rather than instruction received in advance. What the data add to this account is a sense of scale. This is not one employee occasionally learning from one difficult project, but an entire workforce whose primary channel of skill development appears to be the project itself. Santoro's (2022) description of informal workplace learning helps explain why this works as well as it does.

Competence built through informal engagement with real problems is often more durable and transferable than competence taught in a classroom because it stays tied to the conditions the learner has actually faced rather than to conditions a trainer imagined on their behalf. The risk, which the data also hint at, is that learning this valuable and concentrated in daily practice can remain invisible to the organization that depends on it, simply because no formal system exists to notice it.

The second finding, that staff are granted real decision-making authority inside boundaries both sides understand, aligns with the andragogical premise of Uğur and Gürses (2025) that adults learn most effectively when given ownership over their own practice rather than instructions to follow. It also matches the account of transformational leadership by Al Saed and Saed (2023) of transformational leadership, in which trust extended to employees functions as both a management style and a developmental mechanism. What deserves closer attention is the pressure under which this autonomy operates. Decisions made in the field during a live event, under time constraints that rule out checking with a supervisor first, resemble the disorienting conditions Young et al. (2022) describe as the trigger for transformative learning. This is a moment in which an existing assumption about one's own competence is tested and, if it holds, strengthened in a way ordinary practice rarely achieves. Read this way, the autonomy granted at PT Indra Global Persada is not simply a management convenience. It may serve as the structural precondition that enables transformative learning to occur at all by repeatedly placing employees in situations where their judgment is tested and their sense of capability can shift.

The third finding describes cross-divisional collaboration as a standard feature of execution days rather than an emergency response. This pattern is consistent with the argument of London (2022) that team learning strengthens an organization's capacity to handle complexity beyond what any single employee could manage alone. The concept of the learning organization by Akinci and Macpherson (2025) of the learning organization frames this collaboration as more than a coordination convenience. When staff routinely cross divisional lines under pressure, they are also exchanging tacit knowledge about how neighboring functions operate, knowledge that would otherwise stay locked within each division's own routines. This matters because even work of the kind studied here rarely allows time for formal knowledge transfer between departments. Cross-divisional collaboration under pressure appears to serve as a substitute, moving information across the organization at the moments it is most needed. The finding also suggests a boundary worth noting. This kind of collaborative learning depends on the pressure of the execution day, which raises the question of whether the same exchange occurs or needs to occur during the calmer planning phases that precede it.

The fourth finding, that competency mapping and technology adoption remain partial and uneven, is best read alongside the argument of Garavan et al. (2021) that talent development produces lasting benefit only when supported by an integrated organizational system rather than isolated initiatives. Atatsi et al. (2021) make a related point more forcefully. Human resource development that is not pursued systematically struggles to produce an effect on organizational performance that outlasts the tenure of the individuals currently employed. Placed against the first three findings, this creates a visible tension. The organization appears unusually good at generating rich experience-based learning at the individual and team level, yet comparatively weak at the separate task of converting that learning into a shared institutional resource. Serrano-Velarde (2020) describes this exact gap as one of the central challenges of informal learning in organizations. The learning itself is rarely the scarce resource; the mechanism for capturing and redistributing it usually is. PT Indra Global Persada currently has the first without the second, which is precisely what makes the fourth finding a constraint on the other three rather than a separate observation.

Taken together, these four findings can be organized into a single explanatory model, presented in **Figure 1**, which the researcher terms the *live-project learning loop*. The model proposes

that experiential learning, bounded autonomy, and cross-divisional collaboration operate as three linked mechanisms that convert the pressure of live project work into individual and collective learning. Under current conditions at PT Indra Global Persada, this learning accumulates as tacit organizational knowledge: know-how held by experienced staff but not yet recorded in any system that the company could hand to a new manager. The model is original to this study rather than adapted from prior literature, though it draws on the theoretical threads discussed above. It is intended to show how the four findings connect, rather than to claim that the loop has already been tested against data beyond this single case. Subsequent research, discussed further below, would need to confirm whether the same loop appears at other event-organizer companies before the model can be treated as more than a case-specific account.

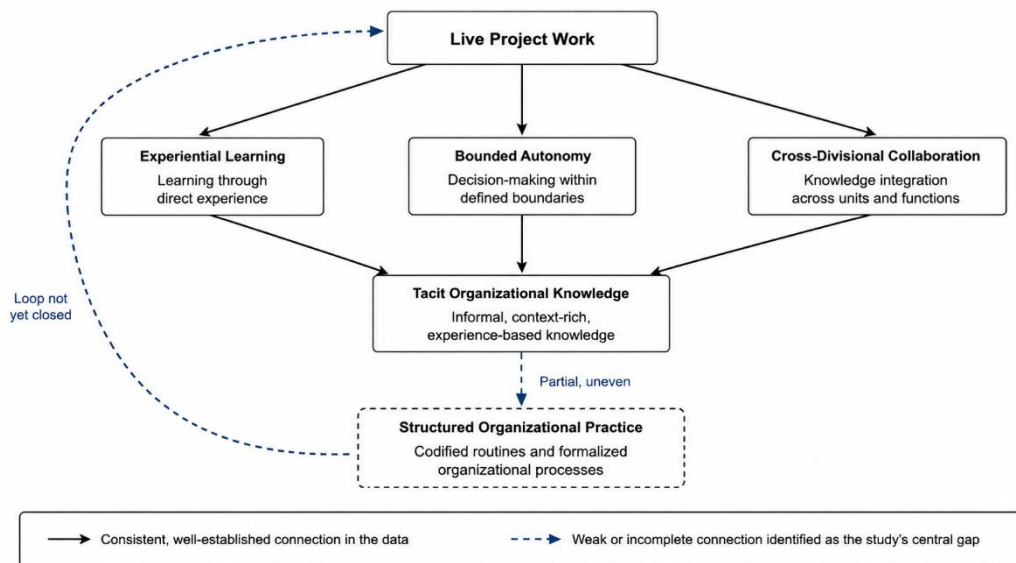


Figure 1. The Live-Project Learning Loop

Source: Author's synthesis based on the study's four findings (2025).

The loop in **Figure 1** is drawn with one connection noticeably thinner than the rest: the arrow running from tacit organizational knowledge to structured organizational practice. This is a deliberate representation of the fourth finding. The three learning mechanisms in the upper half of the model appear to function well, generating a steady supply of experience-based, individually held knowledge. The mechanism needed to convert that supply into a durable organizational asset, the kind that survives an employee's departure or supports a new manager's onboarding, is present only in early and uneven form. Reframed this way, the organization's developmental challenge is not a shortage of learning. The data show learning is already substantial and recurring. The more precise challenge is a shortage of mechanisms for capturing learning that is already happening before it disappears along with the person who acquired it. This distinction matters because the two problems call for different solutions. More training would address a learning shortage, whereas a documentation or mentoring system would address a capture shortage; the data here point to the second.

These conclusions come with limits worth stating plainly. The study examines a single company, drawing on five informants and a period of field observation that was too short to capture seasonal variation in event types fully. A qualitative case study of this kind is well suited to explaining how a particular pattern operates and why it makes sense to the people living inside it. It cannot establish how common this pattern is across the broader event-organizer industry, which includes companies of varying sizes, client bases, and management styles. The live-project learning loop proposed here should accordingly be read as a plausible account grounded in one

organization's data rather than a general claim about how event companies learn. Future research carried out across multiple companies, or using longer observation periods that span a full event season, would be better placed to test whether the loop, and particularly its weak link between tacit knowledge and structured practice, holds beyond this single case.

The contribution this study makes to transformative education and learning research is specific rather than general. Existing transformative learning scholarship, following Bano et al. (2025), has focused mainly on adult learners in structured educational settings where a disorienting dilemma is often designed into a course or program. This study extends that account into a setting transformative learning theory has rarely examined: a non-formal, project-based creative industry workplace, where disorienting conditions arise from operational pressure rather than pedagogical design. The finding that bounded autonomy under live-event pressure serves as a trigger for this kind of learning suggests that transformative learning can emerge from ordinary operational stress, not only from settings deliberately built to provoke reflection. At the same time, the live-project learning loop shows that transformative learning at the individual level does not automatically translate into transformative change at the organizational level unless a capture mechanism exists to carry it forward. This distinction between learning that transforms a person and learning that transforms an organization is the study's central theoretical contribution. It offers event-organizing companies and similar creative-industry employers a concrete basis for deciding where to direct their next investment in human resource development.

CONCLUSION

This study set out to examine how workplace learning functions as a human resource development strategy inside an event organizer company and finds that such learning is genuinely active but not yet organizationally secure. Employees at PT Indra Global Persada build competence through live project work. They exercise judgment within boundaries their leaders have defined and rely on cross-divisional cooperation once an event moves into execution. What the company has not yet achieved is a reliable way of carrying that learning forward once the people who hold it move on or step away. The study rests on a single company, five informants, and a field observation period too short to cover a full cycle of event types. Its findings describe one organization's pattern rather than a rule for the wider industry. Future research would do well to examine multiple event-organizer companies side by side, follow a single organization over a longer period, and test directly whether firms that build a documentation or mentoring system around their informal learning perform differently from those that do not. Such work would show whether the gap identified here between rich individual learning and weak organizational capture is a feature of this company alone or of the industry more broadly.

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