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From Capability Development to Well-Being: A Moderated Mediation Model for Event Workers in Indonesia

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Abstrak

Pekerjaan berbasis proyek pada industri event menghadirkan paradoks: pekerja terus belajar melalui pelatihan, mentoring, komunitas profesional, dan pengalaman proyek, tetapi peningkatan kemampuan tidak selalu terkonversi menjadi kesejahteraan. Artikel konseptual dan protokol penelitian ini mengembangkan model teoretis yang menjelaskan bagaimana pengembangan kapabilitas kerja diharapkan berhubungan dengan kesejahteraan pekerja event di Indonesia melalui kompetensi kerja, dengan decent work sebagai kondisi konversi dan moderator. Model dikembangkan melalui sintesis Human Capital Theory, experiential adult learning, Capability Approach, Psychology of Working Theory, standar kompetensi Event dan MICE Indonesia, serta instrumen psikometrik tervalidasi. Model menghasilkan delapan hipotesis yang mencakup hubungan langsung, mediasi, moderasi, dan moderated mediation. Validasi empiris direncanakan menggunakan survei potong lintang terhadap sedikitnya 385 pekerja event berbayar di Indonesia, disertai adaptasi instrumen lintas budaya dan analisis PLS-SEM untuk mengevaluasi model pengukuran, HTMT, koefisien jalur, ukuran efek, daya prediksi, serta efek mediasi dan moderasi. Kontribusi artikel terletak pada pemisahan pengembangan kapabilitas, kompetensi kerja, decent work, dan kesejahteraan sebagai konstruk yang berbeda serta pengembangan model yang menjelaskan bagaimana pembelajaran dapat dikonversi menjadi kompetensi dan kesejahteraan dalam kondisi kerja yang layak. Artikel ini tidak mengklaim hasil empiris sebelum data dikumpulkan dan dianalisis.

Kata Kunci: *Pengembangan Kapabilitas Kerja; Kompetensi Kerja; Pekerjaan Layak; Kesejahteraan Pekerja; Pekerja Event.*

Abstract

Project-based employment in the event industry presents a paradox: workers continually learn through training, mentoring, professional communities, and project experience, yet capability development does not necessarily translate into well-being. This conceptual article and research protocol develops a theoretical model examining how work capability development may be associated with worker well-being among event workers in Indonesia through work competence, with decent work positioned as a conversion condition and moderator. The model integrates Human Capital Theory, experiential adult learning, the

Capability Approach, Psychology of Working Theory, Indonesian Event and MICE competency standards, and validated psychometric measures. Eight hypotheses are proposed covering direct associations, mediation, moderation, and moderated mediation. Empirical validation is planned through a cross-sectional survey of at least 385 paid event workers in Indonesia, supported by cross-cultural instrument adaptation and PLS-SEM analysis to assess the measurement model, HTMT, structural paths, effect sizes, predictive power, and mediation and moderation effects. The contribution of the article lies in distinguishing capability development, work competence, decent work, and worker well-being as analytically distinct constructs and in proposing a model that explains how learning may be converted into competence and well-being under decent working conditions. No empirical findings are claimed before data collection and analysis.

Keywords: *Work Capability Development; Work Competence; Decent Work; Worker Well-Being; Event Workers.*

INTRODUCTION

Event work is a useful context for examining when and how adult learning may contribute to human well-being. Event workers learn continuously: they solve unfamiliar production problems, coordinate temporary teams, negotiate with clients and suppliers, adopt new technologies, and reflect, often informally, after each project. These experiences can enlarge a worker's knowledge and agency, yet the same project ecology may expose workers to discontinuous income, compressed schedules, long or irregular hours, safety risks, and weak social protection. The analytical problem is therefore not simply whether workers learn, but when learning is converted into recognized competence and, ultimately, into a life they have reason to value.

Research on cultural and creative labour documents this tension between autonomy and precarity. Project time can produce intense cycles of opportunity and uncertainty, while unpaid or underpaid entry pathways reproduce unequal access to creative careers (Banks, 2019; Brook et al., 2020). These findings should not be mechanically generalized to every Indonesian event worker, but they identify mechanisms that are plausible in event production: intermittent contracts, dependence on networks, individualized risk, and a persistent need to secure the next project. They also caution against treating flexibility as an adequate proxy for job quality.

Indonesia's wider labour market makes the question consequential. In February 2026, 147.67 million people were employed and 87.74 million worked in informal activities (Badan Pusat Statistik, 2026). These national figures do not isolate event workers and therefore cannot establish the prevalence of informality within the event industry. They do, however, show that non-standard and weakly protected work is not marginal to the national employment context. A worker-level study is needed because official classifications do not provide a dependable denominator for the heterogeneous population of event freelancers, temporary crew, creative personnel, production specialists, and organizer employees. At the normative level, the ILO Decent Work Agenda connects employment creation with rights at work, social protection, and social dialogue (International Labour Organization, n.d.).

At the same time, Indonesia has strengthened the formal architecture of occupational competence. Minister of Manpower Decision No. 120/2024 specifies 54 competency units for event activities, while Decision No. 123/2024 specifies 114 units for Meeting, Incentive, Convention, and Exhibition (MICE). Both standards frame competence as an integration of

knowledge, skills, and work attitudes and position competency-based education, training, assessment, and certification as central to professional workforce development (Kementerian Ketenagakerjaan Republik Indonesia, 2024a, 2024b). The standards establish what competent performance can involve; they do not, by themselves, show whether competence improves workers' well-being.

This distinction is central to nonformal education. Work capability development in the present model refers to access to and engagement in structured and unstructured learning opportunities, including training, workshops, mentoring, peer communities, certification preparation, self-directed digital learning, reflective practice, and learning through projects. Workplace learning research shows that substantial learning occurs outside formal classrooms through experience, feedback, observation, experimentation, and reflection (Eraut, 2004; Decius et al., 2019). The ILO strategy on skills and lifelong learning likewise connects inclusive learning systems with resilience, social justice, decent work, and SDGs 4 and 8 (International Labour Organization, 2023).

A persistent measurement risk in this research domain is conceptual ambiguity: capability development, competence, decent work, and well-being can be operationalized with partly shared indicators. If the same notions, such as income, opportunity, work–life balance, or development access, are used simultaneously to define predictor, moderator, and outcome, high path coefficients may reflect measurement redundancy rather than a meaningful process. The present model therefore treats capability development as a learning process, competence as attained and demonstrable work capacity, decent work as the quality and fairness of employment conditions, and well-being as valued life, workplace, and psychological functioning.

The model combines four complementary theoretical lenses. Human Capital Theory explains why investment in learning should increase economically valuable competence (Becker, 1993). Adult and experiential learning explain how experience can be transformed into competence through problem orientation, reflection, conceptualization, and application (Knowles et al., 2020; Kolb, 2015). The Capability Approach extends this reasoning beyond productivity by explaining why learning resources and acquired skills require appropriate conversion factors before they can become valued functionings and well-being (Sen, 1999; Robeyns, 2017). Psychology of Working Theory further identifies decent work as a structurally conditioned pathway through which work can satisfy survival, social connection, and self-determination needs (Duffy et al., 2016). Taken together, these perspectives suggest that learning opportunities may contribute to competence, but the extent to which competence is translated into well-being depends partly on the quality and fairness of the work context.

Existing studies commonly examine training, competence, job quality, or well-being in separate relationships. Fewer studies explicitly model the full worker-level process in which nonformal learning contributes to competence, competence contributes to well-being, and decent work conditions the strength of that conversion. The gap is particularly salient for event workers in Indonesia, whose learning is often project-based and whose employment arrangements cross organizational boundaries. The novelty claimed here is therefore bounded: the article offers an integrated and testable model for this context; it does not claim that any individual association has never been studied.

Accordingly, this article asks three questions: (1) does work capability development strengthen event workers' competence and well-being; (2) does competence transmit the association between capability development and well-being; and (3) does decent work strengthen the direct and competence-mediated conversion of learning into well-being? The

contribution is a coherent theoretical model, a measurement architecture anchored in current standards and validated scales, and a transparent protocol for empirical validation without inventing findings that have not yet been observed. These distinctions are summarized in Table 1 to clarify the analytical role and conceptual boundaries of each construct.

Table 1. Conceptual boundaries used to prevent construct contamination

Construct	Analytical role	What it captures	What it does not capture
Work capability development (X)	Learning resource/process	Access to and engagement in nonformal, informal, and experiential learning opportunities.	Current competence level, pay, job security, or well-being.
Work competence (M)	Proximal learning outcome/mediator	Demonstrable knowledge, technical/project skills, interpersonal capability, problem solving, and professional attitude.	Training exposure or employment quality.
Decent work (W)	Employment-quality context/moderator	Safety, adequate compensation, rest, healthcare/social protection, rights, and value alignment.	A synonym for happiness or competence.
Worker well-being (Y)	Valued outcome	Life, workplace, and psychological well-being experienced by the worker.	A checklist of employment conditions already measured as decent work.

METHOD

Conceptual Development Approach

This manuscript uses a theory-driven integrative synthesis rather than a systematic review. Evidence was organized around four selection rules: a source had to clarify a core construct, explain a hypothesized mechanism, provide a validated measurement approach, or establish the current Indonesian institutional context. Foundational theories were retained where they supplied mechanisms; recent official sources were used for labour-market and competency-standard claims; and original scale-development or methodological publications were prioritized for measurement and PLS-SEM decisions. Because the search was concept-led rather than exhaustive, the article does not report PRISMA counts or claim systematic-review coverage.

Model development followed four steps. First, each construct was given a non-overlapping conceptual domain. Second, directional paths were derived by linking human-capital accumulation, adult learning, capability conversion, and decent work. Third, the original proposal's inconsistent moderation paths were reconciled into one structural model containing direct, mediated, moderated, and conditional indirect effects. Fourth, each construct was mapped to either a validated scale or a transparent domain-generation procedure based on national competency standards.

Planned Empirical Design and Participants

Empirical validation is planned as an explanatory, cross-sectional, worker-level survey. Eligible respondents will be at least 18 years old, reside or work in Indonesia, have completed paid event or MICE work during the previous 12 months, and meet a minimum exposure threshold of either three paid events or three months of event-related work. Eligible roles include organizer staff, freelancers, producers, creative and content personnel, technical production, stage and show management, logistics, registration, liaison, safety, venue operations, and other directly event-related functions. Unpaid one-time volunteers and respondents without recent paid event exposure will be excluded.

Because no reliable national sampling frame exists for event workers, the study will use purposive network sampling with quotas for employment status, including employee versus freelance or contract status, broad role family, experience level, and region. Recruitment channels may include event associations, training and certification networks, event companies, professional communities, and worker referrals. This design improves heterogeneity but remains nonprobabilistic; population prevalence estimates and nationally representative claims will therefore be avoided.

The target is at least 385 usable responses, with approximately 450 responses collected to accommodate screening and data-quality exclusions. The sample target is not justified solely through the Lemeshow formula, which is intended for proportion estimation rather than structural-model power. Before fieldwork, the target will be confirmed through an a priori power analysis and the inverse-square-root and gamma-exponential approaches for PLS-SEM, using the smallest theoretically important path as the design parameter (Kock & Hadaya, 2018). The retained sample also supports planned heterogeneity checks between employment groups, subject to measurement invariance.

Measurement and Instrument Adaptation

Work capability development will be operationalized as a formative higher-order composite of development modalities: structured training and workshops, mentoring or coaching, peer and community learning, self-directed digital learning, certification-oriented learning, and reflective experiential learning. Item content will draw on perceived investment in employee development and informal workplace learning research (Lee & Bruvold, 2003; Decius et al., 2019). Wording will be adapted for workers whose development is supplied not by one employer but by clients, project teams, associations, communities, and self-directed activity.

Work competence will be specified as a higher-order composite covering event knowledge, technical and project execution, interpersonal coordination, conceptual problem solving, and professional attitudes. Candidate items will be generated from the 54 Event and 114 MICE competency units and then reduced through content-validity review involving event practitioners, competency assessors, nonformal education scholars, and research-method experts (Kementerian Ketenagakerjaan Republik Indonesia, 2024a, 2024b). This is necessary because the national standards are occupational criteria, not a ready-made self-report psychometric scale.

Worker well-being will be adapted from the Employee Well-Being framework, which distinguishes life, workplace, and psychological well-being (Zheng et al., 2015). Decent work will be adapted from the 15-item Decent Work Scale covering safe conditions, access to healthcare, adequate compensation, time for rest, and values congruence, while also checking Indonesian relevance to social protection and worker rights (Duffy et al., 2017). The two

constructs will be screened carefully for semantic overlap, particularly around income, security, and work-life balance.

All borrowed items will undergo permission checking where required, two independent forward translations, reconciliation, backward translation, expert review, cognitive interviews, and a pilot test before main data collection (Beaton et al., 2000). The pilot will assess comprehension across roles and employment arrangements, completion time, floor and ceiling effects, item redundancy, and preliminary reliability. A common response format will be adopted only if the pilot supports it; otherwise, source-scale response structures will be retained.

Table 2. Measurement blueprint for empirical validation

Construct	Planned domains	Model specification	Primary source/adaptation basis
Capability development	Training; mentoring; peer/community learning; digital self-learning; certification; reflective project learning.	Formative higher-order composite; weights, significance, relevance, and collinearity assessed.	Lee & Bruvold (2003); Decius et al. (2019); ILO (2023).
Work competence	Event knowledge; technical/project execution; interpersonal coordination; conceptual problem solving; professional attitude.	Reflective–formative higher-order composite using a disjoint two-stage approach.	Kemnaker Decisions No. 120/2024 and No. 123/2024; Spencer & Spencer (1993).
Decent work	Safe conditions; healthcare/social protection; adequate compensation; rest; rights and complementary values.	Reflective higher-order construct; content adaptation followed by discriminant-validity testing.	Duffy et al. (2017); ILO Decent Work Agenda.
Worker well-being	Life well-being; workplace well-being; psychological well-being.	Reflective higher-order construct; disjoint two-stage estimation.	Zheng et al. (2015).

Data Quality and Ethics

Procedural safeguards against common-method bias will include anonymity, neutral instructions, separation of predictor and criterion blocks, balanced item ordering, concise wording, and a theoretically unrelated marker item set where feasible (Podsakoff et al., 2003). Records will be screened using completion time, duplicate patterns, long-string responding, instructed-response checks, missingness, and internal contradictions; exclusion rules will be specified before hypothesis testing.

PLS-SEM is selected because the model combines formative and reflective higher-order constructs, interactions, mediation, and prediction-oriented assessment. The analysis will use a disjoint two-stage approach for higher-order constructs (Sarstedt et al., 2019). Reflective measurement will be assessed using indicator loadings, composite reliability and rho_A, average variance extracted, and HTMT confidence intervals; formative measurement will be assessed using collinearity, outer-weight significance, and absolute indicator contribution (Henseler et al., 2015; Hair et al., 2022).

The structural model will report path coefficients, bias-corrected 95% bootstrap confidence intervals based on at least 10,000 resamples, R^2, f^2, Q^2, and out-of-sample prediction using PLSpredict (Shmueli et al., 2019). Mediation will be evaluated through the bootstrapped indirect effect rather than the causal-steps procedure. Moderation will use standardized interaction terms with simple-slope plots, and moderated mediation will be tested through the index of the conditional indirect effect. Interaction generation will follow established PLS-SEM guidance (Becker et al., 2018). Age, gender, education, event-work experience, project frequency, employment status, role family, and region will be included as controls only where theory and diagnostics justify them.

Before comparing freelancers and employees or other subgroups, the study will establish measurement invariance of composites. Robustness checks will examine alternative model order, nonlinear effects where theoretically plausible, and the sensitivity of estimates to low-quality-response exclusions. Ethics approval will be secured from the relevant Universitas Negeri Yogyakarta review mechanism before recruitment; participation will be voluntary, consent-based, and withdrawable before submission.

Table 3. Minimum analysis and reporting criteria

Stage	Primary criteria	Required reporting
Data quality	Prespecified eligibility; duplicate, speed, long-string, attention, missingness, and consistency checks.	Flow from responses received to usable cases; reasons and counts for exclusions.
Reflective measurement	Loadings (target ≥ .708); CR/rho_A .70–.95; AVE ≥ .50; HTMT with bootstrap confidence interval below 1 and target threshold ≤ .85/.90.	All loadings, reliability, AVE, HTMT matrix, and justified item decisions.
Formative measurement	VIF preferably < 3; outer weights and 95% CI; absolute loading relevance.	Weights, loadings, VIF, and substantive rationale for retaining nonsignificant but essential indicators.
Structural model	Collinearity; paths and 95% CI; R^2; f^2; Q^2; prediction.	Exact coefficients, uncertainty, effect sizes, predictive comparison, and no binary "significant/not significant" reporting alone.
Conditional process	Indirect effect; interaction terms; simple slopes; index of moderated mediation.	Conditional effects at meaningful values of decent work, plotted interactions, and bootstrap CI.

PROPOSED MODEL AND HYPOTHESES

The proposed model integrates capability development, work competence, decent work, and worker well-being within a single worker-level framework. The model distinguishes learning-related resources from attained competence, employment conditions, and well-being outcomes to reduce conceptual overlap. Work capability development is positioned as the predictor, work competence as the mediating mechanism, worker well-being as the outcome, and decent work as a contextual moderator. Figure 1 presents the proposed structural model and the hypothesized relationships among the four constructs.

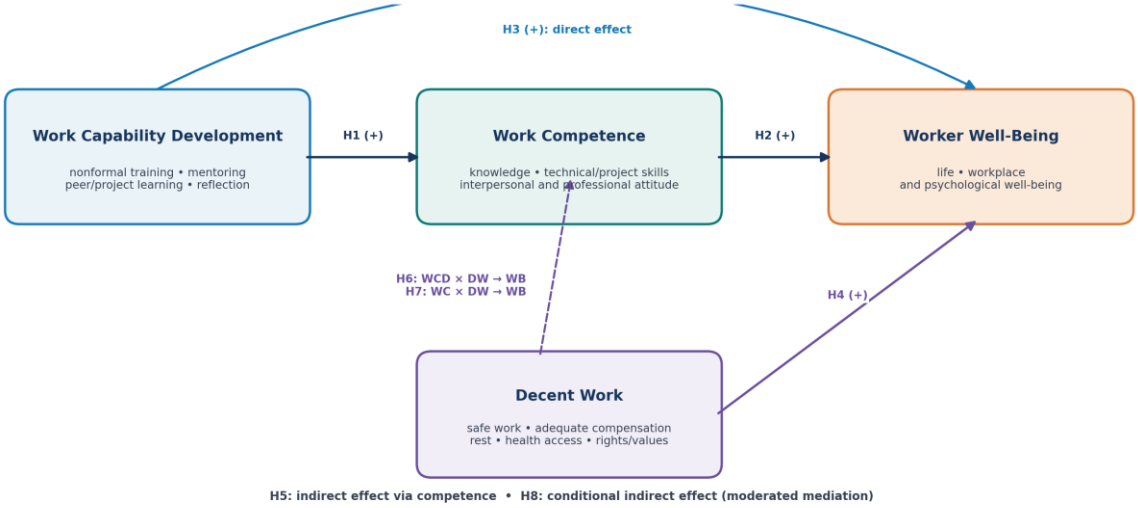


Figure 1. Proposed moderated mediation model linking adult learning, competence, decent work, and worker well-being

Capability Development and Work Competence

Capability development is expected to be positively associated with work competence because repeated opportunities for training, mentoring, peer learning, self-directed learning, certification preparation, and reflective project experience provide workers with opportunities to acquire and apply knowledge and skills. From a human capital perspective, learning investment can increase productive capabilities when workers have opportunities to use and consolidate what they learn (Becker, 1993). Adult and experiential learning perspectives further suggest that competence develops through the interaction between experience, reflection, conceptualization, and application (Knowles et al., 2020; Kolb, 2015).

In event work, this relationship may be particularly relevant because workers frequently encounter changing project requirements, temporary teams, new technologies, and client-specific demands. Learning opportunities can therefore contribute to the development of technical, interpersonal, problem-solving, and professional capabilities that are relevant to event and MICE work. The proposed relationship is expressed as:

H1: Work capability development is positively associated with work competence among event workers in Indonesia.

Capability Development and Worker Well-Being

Capability development may also be positively associated with worker well-being. Learning can expand workers' perceived options, confidence, adaptability, and ability to respond to changing work demands. From the Capability Approach, however, access to learning resources does not automatically produce valued outcomes; the conversion of resources into valued functionings depends on personal, social, and structural conditions (Sen, 1999; Robeyns, 2017). Thus, the proposed relationship represents an expected association rather than an assumption that learning alone determines well-being.

For event workers, continued learning may support a greater sense of competence and control over project demands and future work opportunities. These processes may contribute to workplace, psychological, and broader life well-being. Accordingly:

H2: Work capability development is positively associated with worker well-being among event workers in Indonesia.

Work Competence and Worker Well-Being

Work competence is expected to be positively associated with worker well-being. Competence can increase workers' ability to perform tasks effectively, respond to unexpected problems, coordinate with others, and manage changing project requirements. It may also enhance workers' confidence and perceived control over their work.

However, competence should not be understood as sufficient on its own to guarantee well-being. Competence may create opportunities for valued work outcomes, but the extent to which those opportunities are realized can depend on the conditions under which work is performed. This distinction is consistent with the Capability Approach, which emphasizes the role of conversion conditions in translating resources and capabilities into valued functionings (Sen, 1999; Robeyns, 2017). Therefore:

H3: Work competence is positively associated with worker well-being among event workers in Indonesia.

Decent Work as a Moderator of the Capability Development to Well-Being Relationship

The relationship between capability development and worker well-being may depend on the quality of workers' employment conditions. Decent work provides conditions that may allow workers to convert learning and capability into valued work and life outcomes. Safe working conditions, adequate compensation, access to social protection and healthcare, reasonable time for rest, and alignment with personal values may strengthen the extent to which learning-related gains can contribute to well-being (Duffy et al., 2017; International Labour Organization, n.d.).

This proposition follows the Capability Approach because the same capability may produce different outcomes under different conversion conditions (Sen, 1999; Robeyns, 2017). In event work, for example, additional skills may have limited implications for well-being when workers continue to experience unsafe conditions, inadequate compensation, excessive working hours, or limited employment protection. Thus:

H4: Decent work positively moderates the association between work capability development and worker well-being, such that the association is stronger when decent work conditions are higher.

Work Competence as a Mediator

The model further proposes that work competence may provide a mechanism through which capability development is associated with worker well-being. Learning opportunities are expected to contribute to competence, while competence may provide workers with greater ability to perform work, respond to project demands, and exercise agency in their working lives. This sequence connects Human Capital Theory with adult and experiential learning perspectives and the Capability Approach (Becker, 1993; Knowles et al., 2020; Kolb, 2015; Sen, 1999).

The proposed mediation does not imply that all learning benefits operate through competence. Capability development may also influence well-being through other pathways, such as social connection, confidence, identity, or access to networks. The proposed indirect

pathway therefore represents one theoretically specified mechanism within the broader relationship. Accordingly:

H5: Work competence mediates the association between work capability development and worker well-being among event workers in Indonesia.

Decent Work as a Moderator of the Capability Development to Work Competence Relationship

Decent work may also influence the extent to which capability development is translated into work competence. Learning opportunities are more likely to be practiced, reinforced, and converted into demonstrated competence when workers have sufficient time, resources, safety, support, and recognition to apply what they learn. Conversely, unstable or poor-quality work conditions may constrain opportunities to practice and consolidate newly acquired capabilities.

This proposition extends the conversion logic of the Capability Approach to the relationship between learning and attained competence. Decent work is therefore not treated as an outcome of capability development but as a contextual condition that may shape the strength of the learning-to-competence association. Thus:

H6: Decent work positively moderates the association between work capability development and work competence, such that the association is stronger when decent work conditions are higher.

Decent Work as a Moderator of the Competence to Well-Being Relationship

The association between competence and well-being may likewise depend on employment conditions. Competent workers may have greater capacity to perform effectively and negotiate work demands, but the benefits of competence may be constrained when work is unsafe, poorly compensated, excessively demanding, or inconsistent with workers' values. Psychology of Working Theory emphasizes that decent work conditions can support survival, social connection, and self-determination needs (Duffy et al., 2016).

Accordingly, competence may translate more strongly into well-being when workers operate in conditions that provide adequate material and social foundations for meaningful work. The proposed relationship is:

H7: Decent work positively moderates the association between work competence and worker well-being, such that the association is stronger when decent work conditions are higher.

Moderated Mediation

Taken together, H5, H6, and H7 imply that the indirect association between capability development and worker well-being through work competence may vary according to the level of decent work. When decent work conditions are more favorable, capability development may be more readily converted into competence, and competence may in turn have a stronger association with well-being. When decent work conditions are weaker, both stages of this conversion process may be constrained.

This conditional indirect relationship represents the central moderated mediation proposition of the model. It integrates the learning and competence pathway with the

structural conditions under which workers can convert capabilities into valued outcomes. Therefore:

H8: Decent work positively moderates the indirect association between work capability development and worker well-being through work competence, such that the indirect association is stronger when decent work conditions are higher.

DISCUSSION

The proposed model reframes the relationship between adult learning and worker well-being as a conversion process rather than a simple input-output relationship. Capability development represents opportunities and engagement in learning, work competence represents attained and demonstrable work capacity, decent work represents the quality and fairness of employment conditions, and worker well-being represents valued outcomes across life, workplace, and psychological domains. This distinction responds to a persistent problem in learning and work research: the tendency to treat training participation, competence, job quality, and well-being as interchangeable indicators of a single construct. By separating these domains, the proposed model provides a more explicit basis for examining how learning may become meaningful work and life outcomes.

The first contribution concerns the position of work competence as a potential mechanism linking capability development and worker well-being. Human Capital Theory suggests that learning investment can increase economically valuable capabilities, while adult and experiential learning perspectives explain how experience, reflection, and application can transform learning opportunities into competence (Becker, 1993; Knowles et al., 2020; Kolb, 2015). In the event industry, where workers repeatedly encounter changing clients, temporary teams, technologies, and project requirements, this pathway is particularly relevant. However, the proposed model does not assume that learning automatically produces competence or that competence automatically produces well-being. Both relationships remain subject to empirical testing.

The second contribution is the treatment of decent work as a conversion condition rather than simply another outcome of employment. The Capability Approach emphasizes that resources and capabilities do not translate uniformly into valued functionings because conversion factors shape what people are actually able to achieve (Sen, 1999; Robeyns, 2017). Applied to event work, a worker may acquire new technical or interpersonal capabilities but have limited opportunity to benefit from them if work is characterized by inadequate compensation, unsafe conditions, excessive working time, weak social protection, or limited recognition. Decent work is therefore positioned as a contextual condition that may strengthen or weaken the conversion of learning and competence into well-being.

This framing also extends Psychology of Working Theory into the proposed worker-level model. Decent work is expected to provide conditions that support survival, social connection, and self-determination needs (Duffy et al., 2016). For event workers, these conditions may be especially important because project-based employment can create substantial variation in income continuity, work schedules, social protection, and employment security. The model therefore does not treat competence as sufficient for positive well-being outcomes. Instead, it proposes that the value of competence may depend partly on whether workers have access to work conditions that allow those capabilities to be exercised and rewarded.

The model also contributes to nonformal education research by treating learning as distributed across multiple settings. Event workers may develop capabilities through formal

short courses, mentoring, peer communities, certification preparation, digital resources, and direct project experience rather than through a single institutional learning provider. This broader conception is consistent with workplace learning research showing that learning can occur through participation, observation, experimentation, feedback, and reflection in everyday work (Eraut, 2004; Decius et al., 2019). The proposed measurement architecture therefore attempts to capture capability development beyond conventional employer-provided training.

From an empirical perspective, the proposed PLS-SEM design is intended to test whether the theoretical relationships are supported while accounting for the different measurement properties of the constructs. In particular, the distinction between formative and reflective measurement is important because capability development and competence represent combinations of domains that may not be interchangeable, whereas well-being and decent work are conceptualized through underlying dimensions that are expected to reflect broader constructs. The planned assessment of reliability, convergent validity, discriminant validity, collinearity, structural paths, effect sizes, predictive relevance, and conditional effects is intended to provide evidence for evaluating the proposed model rather than assuming its validity in advance.

The proposed moderated mediation framework may also contribute to a more nuanced understanding of why learning does not always produce positive work outcomes. If the empirical data support H5, competence would represent one pathway through which capability development is associated with well-being. If H6 and H7 are supported, decent work would further condition both stages of this conversion process. H8 would then provide evidence that the indirect association between capability development and well-being through competence varies according to the level of decent work. These relationships remain hypotheses rather than empirical conclusions until the planned data collection and analysis are completed.

Practically, the model suggests that workforce development interventions should not focus exclusively on increasing workers' skills. Training providers, professional associations, employers, project organizers, and policymakers may also need to consider whether workers have opportunities to apply new competencies under fair and supportive employment conditions. For nonformal education providers, this implies that learning programs could be connected more deliberately with competency standards, mentoring, workplace practice, and pathways toward recognized competence. For employers and industry stakeholders, the framework suggests that investments in learning may have greater value when accompanied by decent working conditions that allow workers to use and benefit from their capabilities.

The model also has implications for policy alignment with SDG 4 and SDG 8. SDG 4 emphasizes inclusive and equitable quality education and lifelong learning opportunities, while SDG 8 emphasizes decent work and productive employment. The proposed framework connects these agendas at the worker level by asking not only whether people receive opportunities to learn, but whether those opportunities can be converted into competence and well-being under decent work conditions (International Labour Organization, 2023). This connection may be particularly relevant for project-based sectors in which conventional boundaries between education, employment, and self-directed learning are less distinct.

Several limitations should be recognized. First, the planned cross-sectional design cannot establish temporal causality. The proposed paths should therefore be interpreted as theoretically motivated associations rather than definitive causal effects. Longitudinal research would be better suited to examining whether capability development precedes

competence development and whether both subsequently contribute to changes in well-being. Second, purposive network sampling limits population-level generalization because no reliable national sampling frame for event workers is available. Third, self-report measurement may introduce common-method and social-desirability bias despite the procedural safeguards described in the Method. Fourth, event work is heterogeneous across roles, project types, employment arrangements, and regions, so the strength of the proposed relationships may vary across worker groups. These limitations will need to be considered when interpreting the empirical findings once the protocol is implemented.

CONCLUSION

This article proposes an academically defensible framework for examining the relationship between capability development and worker well-being in Indonesia's event industry. Nonformal and experiential learning are expected to contribute to work competence, while competence is expected to transmit part of the association between capability development and worker well-being. Decent work is positioned as a contextual condition that may shape how strongly capability development and competence are converted into valued work and life outcomes. The resulting model contains Three direct effects, one mediation effect, Three moderation effects, and one conditional indirect effect.

The model's practical message is concise: skill development and job-quality improvement should advance together. Empirical validation with at least 385 eligible workers, culturally adapted measures, and transparent PLS-SEM reporting is the next step. Until those data are collected and analyzed, the manuscript offers a conceptual contribution and research protocol rather than empirical evidence of effects.

DATA AND ETHICS STATEMENT

No empirical participant data were generated or analyzed for this conceptual article. The planned survey phase will commence only after ethics approval, informed-consent procedures, instrument adaptation, pilot testing, and prespecified data-quality rules have been completed. Participation will be voluntary, and eligible participants will be informed of the study purpose, procedures, confidentiality, and their right to withdraw before submitting their responses. Data will be handled in accordance with applicable institutional and ethical requirements.

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