

Crisis Communications Related to Student Learning Implementation in Public Relations Marketing Event Course

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Crisis Communications Related to Student Learning Implementation in Public Relations Marketing Event Course

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Abstract

This study aims to analyze crisis communication patterns related to the implementation of student learning in the Marketing Event Public Relations course. Crises can threaten the reputation and maintain an organization; therefore, it is important to understand how students can face and handle crises that occur in the context of marketing and public relations activities. Methods This research was conducted using a qualitative approach and involved case studies on students who were taking the course. The research data was obtained through in-depth interviews with students who had experienced a crisis in implementing their learning in the Marketing Event Public Relations course. A qualitative method with Data analysis was carried out using a thematic approach to identify patterns of crisis communication that emerged during the situation. The research findings indicate that there is a pattern of communication involving internal communication between students, communication with teaching lecturers, as well as communication with related external parties. The results of this study provide a deeper understanding of how students face and respond to crisis situations in the context of learning Marketing Event Public Relations. The findings of this research can also provide valuable input for the development of relevant curricula and teaching methods in this course. In conclusion, this research makes an important contribution to the understanding of crisis communication patterns in the context of implementing student learning in the Marketing Event Public Relations course. It is hoped that the suggestions from this research can be used as a basis for increasing the understanding of students, lecturers, and practitioners in the field of marketing and public relations in dealing with future crisis situations. Students are expected to be able to develop effective crisis communication skills and apply the knowledge they have acquired in real situations.

Keywords:

Crisis Communication, Learning Implementation, Students, Public Relations.

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A. Introduction

The author examines "Crisis Communication Patterns Related to the Implementation of Student Learning in the Marketing Event Public Relations Course" which can be related to the importance of understanding and analyzing communication patterns that occur in crises related to the facilitation of student learning in the Marketing Event Public Relations course. Researchers conducting this research aim to evaluate the effectiveness of implementing active learning in the course "Marketing Event Public Relations" for students of the Communication Sciences study program. Active learning involves students' active participation in discussions, case studies, simulations, or real projects related to event marketing and public relations. This study will evaluate how the active learning process is so that it can influence students' understanding of event marketing and public relations concepts, as well as students' ability to apply these concepts in real contexts. In addition, this research will also involve an analysis of student's perceptions and experiences related to active learning in this course. The author means that a crisis is an unexpected situation and has the potential to damage the reputation, finances, or continuity of an organization. In the context of event marketing and public relations, the ability to deal with crises effectively and quickly becomes very important. Students who are studying the Marketing Event Public Relations course in class can understand and implement it in the workplace after graduation and can understand crisis communication patterns and can apply them in real situations. In the Marketing Event Public Relations course, students are taught about planning, implementing, and evaluating marketing events as well as effective public communication strategies. However, when a crisis occurs, the ability of students to apply this knowledge in practice is the key to

success. Through this research, the researcher aims to analyze the crisis communication patterns that occur in the context of understanding during classroom learning and the implementation of student learning in the Marketing Event Public Relations course in the workplace. This research can provide a deeper understanding of how students face and respond to crises in the context of learning in the Marketing Event Public Relations course to be implemented during post-graduate work from the learning process and entering marketing activities with public relations. In addition, this research can also provide valuable input for the development of curricula and teaching methods that are relevant in this field. By understanding crisis communication patterns related to the implementation of student learning in the Marketing Event Public Relations course, it is hoped that it can provide useful insights for students, teachers, and practitioners in the field of marketing and public relations in dealing with crises that may occur in the future. Students understand early, some of the problems that may arise caused by the learning process in the Marketing Event Public Relations course are caused by the lack of coordination, if students do not understand crisis communication patterns that are relevant to the implementation of their learning in that of course, there can be a lack of coordination. between students, lecturers, and other related parties. This can lead to errors in planning, executing, and evaluating tasks related to marketing events and public relations. Response factors that are not effective in crises can also make students not understand crisis communication patterns, they may not be ready to deal with unexpected difficult situations or disasters related to marketing events or public relations. It can be assumed that students do not know how to respond quickly and effectively so it can exacerbate a crisis and create a bigger negative impact. Problems that can arise are triggered by the inability to manage reputation. Therefore, the crisis communication management process is very important in maintaining and restoring the reputation of a company or organization. If students do not understand crisis communication patterns, they may not be able to manage their reputation properly when facing problems or controversies related to marketing events or public relations courses. This can negatively impact the image of the company or organization they represent. Lack of communication skills: Crisis communication patterns involve specialized communication skills. If students don't catch on early, they may not have the skills necessary to communicate, tactfully, and sensitively in a crisis. This can lead to misunderstandings, conflicts, or other miscommunications that can harm relationships with various related parties. Low levels of trust and satisfaction: students do not understand crisis communication patterns, this can result in low levels of trust and satisfaction from related parties, such as lecturers, fellow students, or clients involved in marketing events or public relations. A lack of understanding of crisis communication patterns can give the impression that students are not ready or not serious about facing the challenges that may arise in that field. To avoid these problems, students and lecturers need to understand and communicate crisis communication patterns from the start. Good training, an emphasis on communication skills, and an understanding of risk and relevant crisis management are very important in the context of implementing student learning in the Marketing Event Public Relations course. ¹Students when implementing classroom learning are carried out using class discussions and questions to students who will be allowed to discuss or ask questions related to the crisis. The lecturer or teacher will try to answer questions and provide the necessary clarifications to clarify the situation. Monitoring and supervision from lecturers or instructors will monitor and oversee the development of the crisis as well as student responses to the steps taken. They will provide additional feedback and guidance if needed. Evaluation and learning are carried out after the crisis is resolved, the lecturer or teacher will evaluate the crisis communication process that is being carried out. They will look for lessons that can be drawn from this experience to improve future crisis communication strategies. It is important to note that crisis communication patterns can vary depending on the policies and practices implemented by the educational institution or faculty involved.

B. Discussion

Researchers found patterns of crisis communication when conducting classroom learning during the implementation that the student learning process in the Marketing Event Public Relations course

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¹ Shadiqien, S. (2020). Efektivitas Komunikasi Virtual Pembelajaran Daring Dalam Masa Psbb (Studi Kasus Pembelajaran Jarak Jauh Produktif Siswa Smk Negeri 2 Banjarmasin)

that was happening in class was identified according to students' understanding of the crisis. It is the lecturer or teacher who is fully responsible for the implementation of student learning in the Marketing Event Public Relations course. Students study in class according to the direction of the lecturer who has set up the teaching program in class.² The student learning process is adjusted in detail and effectively according to the theory and its implementation in class. It is intended that the Marketing Event Pub[5] Relations course can become an asset when they enter the world of work in the future. Following the results of research conducted by Nurislaminingsih that his research produced technological devices so that they could be widely disseminated and accessed by the public more easily. The results of the mapping also show that there are not many libraries in Indonesia that share local knowledge with the community. This can be a reference for anyone interested in discussing how to adapt the concept of local knowledge in libraries, from elementary school libraries to tertiary institutions, village libraries to national libraries. This research can be carried out by employing a literature study³.

a. Crisis Communication Patterns

The author cites communication patterns from Purwasito (2015: 96) that according to him a communication pattern is a way of working or a structure that tends to remain an individual or group in communicating. Meanwhile, according to the author that the pattern of communication is a way of working or a structure that tends to remain of an individual or group in communicating. Communication pattern This indicates that there is a common or habitual way of communicating engagement that can be observed in individuals or groups. These patterns can include communication preferences, speech styles, body language, and others that are characteristic of the way a person or group communicates. Crisis communication patterns refer to communication strategies and tactics used in crises to minimize negative impacts and build public trust. Experts have identified several elements involved in crisis communication patterns, including Rapid response: In a crisis, time is of the essence. A fast and proactive response is needed to resolve problems and communicate information to related parties. Transparency: Effective crisis communication involves a high degree of transparency. Organizations should strive to provide clear, accurate, and up-to-date information to the public. Withholding information or trying to shirk responsibility can undermine public trust. Consistency and coordination: Effective crisis communication requires good coordination between various stakeholders, including company management, spokespeople, and the communications team. The message conveyed must be consistent across all communication channels. Empathy: In crises, organizations need to show empathy and concern for the individuals who are affected. Understanding the needs and concerns of the public can help build better relationships. Resources that can help locate more specific references are research databases, academic journals, or websites of reputable crisis communication organizations such as the Institute for Public Relations (instituteforpr.org) or the International Association of Business Communicators (iabac.com). According to HAW Wijdjaja in his book, it states that the various communication patterns are divided into four parts, namely: 1. Wheel communication patt[12]s explain communication patterns from one person to many people, namely (A) communicating to (B), (C), (D), and (E). B E A C D Illustration Example: A person, usually a leader, becomes the focus of attention. He can relate to all group members, but each group member can only relate to the leader. 2. Chain communication patterns 2-12 this communication pattern, a person (A) commun[11]es with another person (B) and so on to (C), (D), and (E). B A C D E An illustrative exampl[17] A can communicate with B, B can communicate with C, C can communicate with D, and so on. 3. Circle communication pattern This communication pattern is almost the same as the chain communication pattern, but finally (E) communicates back to the first person[12]A. 24 In this communication pattern, a person (A)[11]mmunicates with another person (B) so on to (C), (D) and (E). B A C D E An illustrative example: A can communicate with B, B can communicate with C, C can

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² Lestari, N. P. (2022). Pengaruh Pola Komunikasi Mahasiswa Dengan Dosen Pembimbing Akademik Dan Motivasi Belajar Mahasiswa Pendidikan Ilmu Pengetahuan Sosial Di Uin Malang. *Dinamika Sosial: Jurnal Pendidikan Ilmu Pengetahuan Sosial*, 1(1), 1– 11.

³ Nurislaminingsih, R., Sukaesih, S., & Komariah, N. (2021). Pengetahuan Lokal dan Perpustakaan: Analisis Tematik di Google Scholar. *Anuva: Jurnal Kajian Budaya, Perpustakaan, Dan Informasi*, 5(4), 543– 554.

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communicate with D, and so on. 3. Circle communication pattern This communication pattern is almost the same as the chain communication pattern, but finally (E) communicates back to the first person (A). A E B D C Illustrative example: Each person can only communicate with two people, besides his left and right. In other words, in this model, there is no leader. 4. Star communication patterns In this star communication pattern, all members communicate with each other. (Back, n.d.) Communication patterns can be said as a form of delivering structured or systematic messages from one person to another. In the pattern of communication, there are several elements of communication, namely the sender of the message (communicator), recipient of the message (communicant), messages, responses, and effects (Los, n.d.) The pattern of communication is a form of interaction carried out by the communicant and communicator. The communication pattern of student-lecturer academic supervisors can create good interactions between the two of them, this can foster good motivation for students. Good motivation can foster student learning enthusiasm in the academic field, this is evidenced by the increasing learning achievement. (Sustainable, 2022). The teacher's communication patterns are (1) primary communication patterns, (2) media (toy) communication patterns, (3) dialogue communication patterns (4) attention communication patterns, (5) communication/stimulation patterns.⁴ The results of the study concluded that the Communication Patterns Between Teachers and Children with Autism in the Teaching and Learning Process at SLB-C Syauqi Day Care Serdang Bedagai went quite well, where researchers found that SLB-C Syauqi Day Care used interpersonal communication to communicate effectively directly with autistic children as well as the first approach for teachers to be able to interact with autistic children, and the ABA (Applied Behavior Analysis) method or ABA therapy is used by SLB-C Syauqi Day Care teachers in emphasizing compliance or fostering a sense of obedience, controlling behavior problems towards children autistic children, as well as foster the ability to socialize with the surrounding environment⁵.

b. Implementation of Student Learning

Lecturers carry out the communication process while studying in class with students in the implementation of the "Marketing Event Public Relations" course which is very important for success and a good understanding of the material being taught. Aspects of the communication process while studying in class that can be said to be relevant in this context are 1) Explanation of Objectives and Expectations: Lecturers comprehensively communicate the objectives of the course and the expectations they have for students. This will help students understand the context and importance of the course in the context of event marketing and public relations.

2) Delivery of Material: Lecturers use a variety of effective communication methods to convey material to students. lectures, visual presentations, case studies, group discussions, or the use of relevant technology and digital media. Lecturers must also ensure that the messages conveyed are easy to understand and well structured. 3) Discussion and Q&A: It is important to create an environment that encourages discussion and debriefing between lecturers and students. Lecturers must open space for students to ask questions, share thoughts, and overcome confusion or ambiguity. This discussion can help in a deeper understanding and enrich learning. 4) Use of Case Studies and Real Examples: Lecturers can use case studies and real examples in their communications to explain concepts related to marketing event public relations. This can help students relate theory to practice in the real world, thus strengthening their understanding. 5) Constructive Feedback: Lecturers should provide constructive feedback to students about their progress in the course. This feedback can be provided in person or through grading assignments and exams. Lecturers should also be available for further discussion of any questions or concerns that may arise from the feedback. 6) Communication Outside Class: In addition to in-class communication, lecturers can also provide communication channels outside class hours, such as through e-mail, e-learning platforms, or personal consultations. This allows students to ask additional questions, share ideas, or seek more individualized guidance. In all forms of communication, lecturers need to pay attention to clarity, continuity, and concern for students'

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⁴ Siska Anggraini, E. (2021). Pola Komunikasi Guru Dalam Pembelajaran Anak Usia Dini Melalui Bermain. *Jurnal Bunga Rampai Usia Emas*, 7(1), 2502-2056.

⁵ Di, M., Day, S. S., & Serdang, C. (n.d.). *Pola Komunikasi Antara Guru Dengan Anak Autis Dalam Proses Belajar*. 44-50.

needs. Lecturers maintain open communication channels or patterns, respond patiently to questions, and try to create an inclusive and inspiring learning environment. The results of the study⁶ show that their research shows that the obstacles to the MBKM program vary depending on the forms of learning activities implemented by universities, study programs, lecturers, and students. The findings of the research results can also be seen in Indrawan's research that they found research result that would have different results if using a different method as suggested for further researchers to use more research subjects with different methods, for example, experiments, action research, development or other methods. mix (mix method)⁷. The results showed that the implementation of the Merdeka Learning Campus Merdeka curriculum had been able to improve students' communication skills², student creativity, and critical thinking, and increase student collaboration skills. Of the three forms of off-campus learning activities that have been implemented, Thematic Field Work Lectures are the most effective form of off-campus learning activities in improving communication and collaboration skills. Other forms of off-campus learning activities, namely Teaching Assistance and Teaching Campus, are effective in increasing creativity and critical thinking.⁸ The results of research by students of the Islamic economics study program at the Open University from various UPBJJs throughout Indonesia have a positive paradigm for the implementation of the MBKM curriculum⁹. The results of Suryani's research that the implementation of student learning results obtained an increase in the number of students who have independent learning. Pre-cycle learning independence data shows that 21.35% of students have aspects of learning independence. After the implementation of blended learning, the results in cycle 1 increased to 49.38% of students and increased again in cycle 2 to 78.75% of students.¹⁰ The implementation of self-motivated student learning is shown in the results of this study which show that student learning independence can improve student learning achievement. The percentage of increasing student learning independence is 12% and the percentage of increasing student learning achievement is 11%.

c. Marketing Event Public Relations course

The pattern of crisis communication in the context of implementing student learning in the Marketing Event Public Relations course that is currently happening in class can vary depending on factors such as the complexity of the crisis, the level of urgency, and the need for proper communication. The following are crisis communication patterns that might occur in this situation: Identification and understanding of crisis: Responsible lecturers or instructors will identify crises that occur related to the implementation of student learning in the Marketing Event Public Relations course. They will understand the nature and impact of the crisis. Initial communication: Lecturers or instructors will contact students directly or through class communication channels such as email or online learning platforms.¹¹ This initial communication aims to inform students of the crisis and provide an initial picture of the situation. Explanation of the crisis: Lecturers or teachers will provide a more detailed explanation of the crisis that occurred. They will explain the causes of the crisis, the implications for the implementation of student learning, and the steps to be taken to overcome the crisis. Giving directions: Lecturers or instructors will give directions to students regarding actions to be taken in dealing with a crisis. They will provide instructions regarding changes that may be

- 6 Bhakti, Y. B., Simorangkir, M. R. R., Tjalla, A., & Sutisna, A. (2022). Kendala Implementasi Kebijakan Merdeka Belajar Kampus Merdeka (MbkM) Di Perguruan Tinggi. *Research and Development Journal of Education*, 8(2), 783.
- 7 Indrawan, I. P. O., Jude Saskara, G. A., & Budi Wijaya, I. K. W. (2019). Kreativitas dan Motivasi Belajar Mahasiswa dalam Implementasi Blended Learning Berbasis Bali. *International Journal of Natural Science and Engineering*, 3(2), 70.
- 8 Jufriadi, A., Huda, C., Aji, S. D., Pratiwi, H. Y., & Ayu, H. D. (2022). Analisis Keterampilan Abad 21 Melalui Implementasi Kurikulum Merdeka Belajar Kampus Merdeka. *Jurnal Pendidikan Dan Kebudayaan*, 7(1), 39–53.
- 9 Komarudin, M., & Aziz, I. A. (2022). Analisis Persepsi Mahasiswa Terhadap Implementasi Kurikulum Merdeka Belajar Kampus Merdeka (MBKM). *Tadbir Muwahhid*, 6(2), 207–222.
- 10 Suryani, D. R. (2022). *Implementasi Blended Learning Untuk Implementation of Blended Learning To Improve Student 'S Learning Independence*. 4, 68–72.
- 11 Fajriati, R., Na'imah, N., Hibana, H., Putro, K. Z., & Labziah, L. (2022). Pola Komunikasi dalam Proses Pembelajaran di Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(5), 3877–3888.

needed. in learning implementation, revision schedules, or adjustments to existing assignments. Discussion and questions: Students will be allowed to discuss or ask questions regarding the crisis. The lecturer or teacher will try to answer questions and provide the necessary clarifications to clarify the situation. Monitoring and supervision: Lecturers or instructors will monitor and oversee the development of the crisis and student responses to the steps taken. They will provide additional feedback and guidance if needed. Evaluation and learning: After the crisis is resolved, the lecturer or teacher will evaluate the crisis communication process that was carried out. They will look for lessons that can be drawn from this experience to improve future crisis communication strategies. It is important to note that crisis communication patterns can vary depending on the policies and practices implemented by the educational institution or faculty involved.

c. Main Headings of Manuscripts

The author uses a qualitative method with thematic analysis, a qualitative research method that the author uses intending to identify, analyze, and understand patterns of themes or motifs that emerge from the data collected. This approach is typically used in research in the social sciences, humanities, and other sciences to reveal hidden or thematic meanings in data. The author carries out general steps in carrying out a thematic analysis which is carried out by collecting data the first step is to collect data that is relevant for research, such as interviews, observations, or documents. This data can be in the form of written text, interview transcripts, field notes, or documents being analyzed. Familiarize with the data and after data collection, then read and examine the data as a whole to understand the context. will assist in building an initial understanding of the main issues that arise. The writer then performs coding with this step giving labels or codes to units of information related to certain themes or meanings. Coding is done manually using computer software that supports thematic analysis. The next step is developing the theme, collecting and grouping coded information units into themes or broader categories. This theme represents the ideas, concepts, or meanings that emerge from the data. It is important to develop themes that are mutually exclusive and inclusive. Compilation and screening of themes: After collecting potential themes, compile and filter the thematics that are relevant to the research focus. This process involves considering the significance, consistency, and interrelationships between emerging themes. Analysis and interpretation of themes by analyzing and interpreting emerging thematics. Use notes, transcripts, or relevant examples from the data to illustrate the themes, explore the meaning behind them and build a deeper understanding. Presentation of Results: The final step is to present the results of the thematic analysis. This can be done through writing research reports, articles, or presentations that describe the themes discovered, the main findings, and the interpretations that emerged. The thematic analysis allows researchers to explore, understand, and describe the thematic patterns that systematically emerge from data. Development of new insights, theory construction, or discovery of hidden meanings in the phenomenon under study. This study aims to map the relationship between local knowledge and the library because it uses a qualitative design with a thematic analysis approach. Boyatzis (1998) in Javadi & Zarea (2016) explain that qualitative research is used when researchers aim to evaluate and analyze social reality. Thematic analysis can be used if the researcher intends to make review of the themes in the qualitative research data. The same thing was also said by Javadi & Zarea (2016) that thematic analysis is appropriate for qualitative research which aims to make research theme maps. The advantage of thematic analysis is that it is flexible and does not require detailed data analysis. Castleberry & Nolen (2018) stated that thematic analysis is basically in the form of textual data analysis activities which are then visualized. This activity can be done with the help of a computer that has software or applications installed. This technological device will automatically present the results of data processing in the form of grouping based on similar themes, interrelated or not related at all. Researchers can choose groups according

to research objectives. The use of computers for analyzing qualitative data themes is following what Miles & Huberman (1994) said in Alhojailan (2012) that software is useful for assisting researchers in analyzing qualitative data in grouping themes.

d. Conclusion

The author concludes that regarding the analysis of crisis communication patterns in the implementation of student learning for the Marketing Event Public Relations course, it was found that several crisis communication patterns can be used. The pattern of crisis communication that is commonly used starts from transparency and honesty, that transparent and honest communication is very important in dealing with crises. Students need to be told clearly about the situation that is happening and the implications for the course. This helps in building trust and reducing unnecessary speculation. Responding quickly to a crisis response is key to avoiding the spread of false or inaccurate information. Institutional factors in the faculty or lecturers as teaching teams must immediately respond to problems that arise and provide clear directions to students. Two-way communication factor In a crisis, it is important to open two-way communication lines between faculty or instructors and students. This allows students to ask questions, raise concerns, or provide input on steps being taken to address the problem. The institution is ready to provide accurate information by ensuring that all information conveyed to students regarding the crisis and implementation of learning is accurate and verified.

The author provides suggestions for solutions or alternatives by providing information about the problems that occur, it is also important to provide solutions or alternatives to students. They are in navigating the changes that are happening and provide the necessary support to continue the learning process. Evaluation and learning: After the crisis is resolved, by evaluating the responses given. Identify what worked and what needs improvement. This will assist in enhancing capability and preparedness in dealing with future crises. The crisis communication patterns above can help in overcoming crises related to the implementation of student learning in the Marketing Event Public Relations course. The suggestion is that each crisis has a different context and characteristics so a communication approach that is flexible and adapted to specific situations is also needed.

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