

OBE-Based Education Crisis Communication Strategy After the Covid-19 Pandemic

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ABSTRACT

The phenomenon of graduates who are by their specialization while studying at institutions or schools or universities often occurs that is different from the jobs they get in the outside environment or the company where they work. Many even cannot get jobs because they are not by their education. The author aims to carry out this research to identify and describe how institutions integrate education through media and OBE (outcome-based education) to create appropriate graduates according to the crisis communication strategy. Data collection uses descriptive-qualitative methods based on Situational Crisis Communication Theory (SCCT), and data are collected through documents in the form of workplace phenomena related to media and technology integration. The results of this study indicate that the education provider uses a crisis communication strategy in the implementation of education associated with the integration of media and technology. Conclusion of the process of educational institutions using crisis communication strategies through transparency, crisis teams, social media integration, psychological support and evaluation in learning in higher education institutions.

KEYWORDS

crisis communication strategy; online media; OBE education; post-Covid 19 pandemic

INTRODUCTION

The author finds phenomena in graduates and the educational process in schools and tertiary institutions. The phenomenon of graduate students, commonly referred to as students, sometimes work according to their specialization at school and only a few graduates from those who match their profession during their education at school (Safrizal et al., 2022). School leaders try to provide the best education but often need to be more accurate in the field. Institutional leaders have yet to relatively carry out a crisis communication strategy that can be used to carry out educational process planning programs in schools and tertiary institutions (Amin et al., 2021). Activities in the learning process carried out by organizers of educational institutions generally assume that educational outcomes with more dominant workforce graduates working in the field have yet to be synergized as expected by labour users or business companies, in this case, media users. Companies in the business media sector expect graduates from tertiary institutions to contribute and work in their fields. The assumption in the employment field is that a few per cent of graduates from tertiary institutions cannot work according to their major or study program graduates. This is unpleasant and adds time and cost to business institutions, especially Media Businesses, because they have to train new workers.

The use of technology and the production of innovation are developing rapidly, creating a gap between the world of education and employment. OBE (Outcome Based Education) is a valuable tool for 21st century education as a solution to 21st century education problems such as: B. The gap between the educational process and the world of work in higher education and the need for innovation (Purba et al., 2018). Learning can be understood as a process or a way to make someone not know. This is related to the learning process, which requires media to make the people being taught feel that learning is understood and understand what the teachers are conveying (Amal et al., 2022). Crisis communication strategies in education are essential to ensure that the messages conveyed to students, parents, staff, and society, in general, are clear and precise (Sutiah et al., 2021). During the Covid-19 pandemic crisis, the education climate changed very quickly; for this reason, it is essential to maintain transparency to ensure that the messages conveyed by schools or tertiary institutions are always clear and transparent (Bintang et al., 2022). The information conveyed is factual and reliable. Creating a crisis team starts with staff members from various parts of the school who are directly involved in the crisis.

Teams must be trained and prepared to respond quickly and effectively to crises. As well as using social media can be a very effective tool for disseminating information to students, parents, staff, and the community and ensuring that messages conveyed through social media are clear, accurate, and delivered promptly. Psychological support in crises can be frightening and stressful for students, staff and parents. Institutions provide psychological support to those in need, including counselling and emotional support services. Evaluating and improving after the crisis is resolved, it is essential to evaluate and improve the communication strategy that has been implemented. This will help schools to be better prepared to deal with crises that may occur in the future. In a crisis, stay calm, think clearly to find the best solution, and focus on the safety and well-being of students, staff and the community.

RESEARCH METHODS

The method writer uses in this paper uses a descriptive qualitative method. As the qualitative method describes the problem based on the direct field observation analysis results, the data will be strengthened by the existing literature (Creswell, 2014). Data collected through documentation in the form of case studies based on Situational Crisis Communication Theory (SCCT) and workplace phenomena related to media integration and OBE (outcome-based education). This study aims to identify and describe how learning in schools and universities as implementing institutions integrate media and OBE (outcome-based education) and then create graduates who are suitable for education according to the needs of the work field through strategies for managing and dealing with crises.

RESULTS AND DISCUSSION

Crisis Communication Strategy related to results-based learning; each institution that provides education should ideally carry out crisis communication activities with related parties. Crises can make a different learning culture. The education implementing agencies quickly responded to the crisis with strategies related to changes in the implementation of the learning process in accordance with the achievements of the results-based learning curriculum. Crisis communication is carried out by the host agency by implementing a planned strategy of integrating outcome-based learning with planning before, in this case, the context of the Covid19 pandemic, during and after the crisis. it was done. Check-to-Action (PDCA) paradigm perspective framework, then curriculum design, development,

implementation and evaluation using Outcome-Based Learning Approach (OBE), then stakeholder needs, curriculum, learning outcomes, Implementation of the principles of education and constructive collaboration with education. Implementation of Bloom's Taxonomy as a strategy for learning processes and assessments and determining learning outcomes. Design rubrics and student assessment schemes to achieve learning outcomes and implement change management in results-based learning. Strategies to change what is usually done with something new related to learning, affected by the Covis-19 pandemic crisis. A situation that engulfs all elements so that an ordinary system becomes super extraordinary, which should have been planned. The steps taken regarding results-based learning (OBE) can be adapted to crisis communication activities (Ampera et al., 2020).



Figure 1. Crisis Communication Model related to results-based learning (OBE)

Source: Faustyna Innovation Results, 20 June 2022

Integrating results-based learning with the Plan-Do-Check-Act (PDCA) paradigm Framework. SCCT theory (situation communication crisis theory) related to output-based learning can be synergized by using the PDCA Framework.

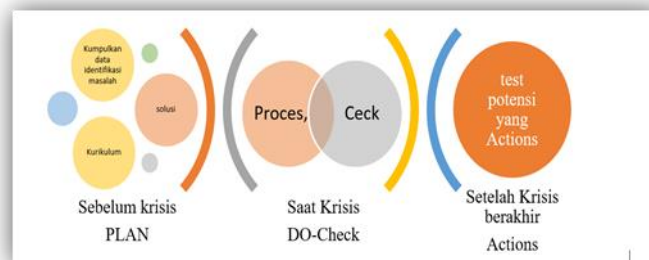


Figure 2. Plan-Do-Check-Act Crisis Communication Activity Planning Model

Source: Faustyna Innovation 20 June 2022

SCCT theory (situation communication crisis theory) related to output-based learning can be synergized by using the PDCA Framework. By compiling a plan (planning), the stakeholders can implement the learning program. As shown in Figure 2, the chart depicts planning as a crisis communication activity related to output-based learning. To prepare a plan that from the start wants to be successful and right on target as a program that implements the desired changes in Higher Education institutions so that they can succeed according to the demands of the world of work and business.

1. Plan the program before the crisis, and prepare and collect any problems encountered in the institutional learning climate. What teaching staff resources and who and what are needed to prepare the best graduates who can be accepted in the world of work,

what kind of figures and what kind of graduates will be printed? Depending on the problems in the higher education institution environment, the steps in this planning may be fast in anticipating the learning system before, during and after the crisis.

2. More targeted and robust implementation of programs and solutions to deliver learning in accordance with what institutions have planned, ensuring confirmation when crises occur. So that solutions can be implemented properly. Crisis communication is currently carried out effectively between student members and the structural team at the institution, both working with one mission and vision. Check the stages of the plan implemented by the agreement and review in the field regarding the integration of business media to the needs of the world of work and the results of graduates who perform optimally and communicate effectively. Check the work plan in a controlled environment according to the achievement plan according to the initial plan, or start to identify problems and discuss how to solve them in focus.
3. Actions after the crisis, act according to the initial plan by implementing it and reviewing or re-checking whether the program functions as planned according to its feasibility and is continued or needs to be re-reviewed.

Crisis communication related to the PDCA approach cycle is assumed to be sustainable due to the implementation results of the learning environment planning through the program standardized output in the fields of economy and employment. PDCA-based learning is associated with OBE learning crisis communication activities such as changing programs, processes or communication media tools and standards needed, such as physical documents that are useful for collecting all information data, then sharing it with teams who work and are involved in the performance of teaching system updates so that can help in positive change.

Media is of Latin origin and is the plural form of the word media, meaning mediation or introduction. Media is the intermediary or transmission of messages from the sender of the message to the recipient (Machmud et al., 2020). A lot of restrictions people put on the media. For example, the American Association for Educational Technology Communication restricts media to all formats and channels people use to communicate news and information. Briggs (1970) argues that all media are physical tools capable of presenting messages and encouraging student learning. Books, film cassettes, film frames, etc. The National Education Association limits are a little different. Media are said to be the forms and devices of communication, both print and audiovisual. Media must be able to operate, see, hear and read. Learning, Outcome-Based Education or OBE (Outcome-Based Education), also known as Outcome-Based Education, which results from education from institutions, can be said to be an education system starting from systemic elements that are very important in achievement and the results of a process of education or learning. Over the last four decades, there have been several precursors to this move to outcomes-based education (OBE) (Harden, 2002).

Teachers carry out teaching and learning processes in education and training, both as a teacher, lecturer, trainer, administrator or student, student, trainee. You are probably familiar with the term teaching and learning process. Another commonly used term is teaching activity and learning activity. In these two terms, there are two processes or activities, namely: learning processes/activities and teaching processes/activities. The two processes are inseparable from each other; if there is a learning process, there must be a teaching process. Someone learns because someone teaches; teaching is seen as a directed and planned activity or process that seeks to make the learning process happen; it can happen anytime and anywhere, regardless of whether someone is teaching or not. Thus, learning can occur whether there is a teacher or no one teaching. Teachers are not the only

source of learning, although their duties, roles and functions in the teaching and learning process are very important. Suppose you look at the history of the development of the teaching profession. In this case, the parenting task is the delegation of parental responsibility. This is because at this point you will no longer be able to impart certain knowledge, skills and attitudes (Ingias et al., 2022).

Together with the development of science and technology and the development of society and culture in general, the duties and roles of teachers have also developed in line with the growing number of children who need education. Learning does not always bring students to actual objects/objects/events, or vice versa brings actual objects/objects/events to students. Teaching a process of the occurrence of a lunar eclipse requires another source to convey the message. Models, pictures, charts, framed films, assembled films, bracelet films, and films can convey this message well. Like it or not, as teachers or instructors of practice, we have to admit that we are not the only source of learning. This Medical Teacher themed issue illustrates how learning outcomes can provide this necessary language. Jessup's important thesis about outcomes-based education (OBE) is "if outcomes determine education or training, it opens up access to learning and assessment in ways that are not possible in the traditional syllabus or program-based systems (Harden, 2007).

Educators carry out learning that has been going on for many years, and it is hoped that the curriculum will change from the meaning of the syllabus to a collection of knowledge and skills that will be taught to students or students. About Outcome-Based Education Outcome-based education is about preparing students for life, not just college or work. We hear more and more these days about results-based education. There are two reasons viz. First, over the last 20 years, several courageous and pioneering school districts have used the principles of results-based education to produce some remarkable results. In other words, there is a track record. Second, schools are under pressure to do something dramatically different. Then the result of thinking was born that pressure makes people pay more attention to results, according to Bill Spady Ron Brandt in (Brandt, 1993). Since South Africa's first democratic elections in 1994, the United Nations government has enacted a number of curriculum-related reforms to democratize education and eliminate inequalities in the post-apartheid education system. The most comprehensive of these reforms is called Outcome-Based Education (OBE), the approach to education that underpins the 2005 new curriculum.

Given South African schools' social and educational context, the expected positive effects of the new curriculum were widely heralded, but there was little criticism of the proposal. Systematically analyze and evaluate political and implementation dilemmas (Jansen, 1998). Outcome-based education is a pedagogical approach and learning process in which curricular decisions are determined by the learning outcomes that students must demonstrate at the end of a course (Davis, 2003; Caguitla et al., 2013). Spady (1994) states that outcomes education aims to equip all students with the knowledge, skills and qualities necessary to succeed when they leave the educational system. In this system, students excel in their interests and acquire knowledge in various ways over time (Borsoto et al., 2014). The move to performance-based education is one of the significant trends in vocational education in recent years. The definition of outcomes and outcome-based education is learning differently from what outcomes are presented and describes the advantages and disadvantages of outcome-based approaches to teaching. Implementing outcomes-based education at the Medical School of the University of Dundee, Scotland, UK, is described as a case study of curriculum planners in veterinary medicine education. Lessons learned at Dundee from her six-year experience in results-based education have been identified to assist veterinary trainers wishing to apply this approach (Davis, 2003).

Educators carry out learning in system changes in outcomes that aim to be by OBE or Outcome-Based Education as an important element in changing perceptions of the curriculum in the learning process. So far has been interpreted as a syllabus that collects knowledge and skills to be taught to students. The main parameters underlying changes according to OBE are learning outcomes. OBE focuses on learning outcomes applicable in the business world and work/graduate professions. OBE is also used as a standard in international assessment and accreditation. Teachers and administrators in the world of good education are also advised to take part in OBE training to increase understanding and knowledge and improve skills in compiling and developing an output-based curriculum. Likewise with preparing and developing the curriculum and its components, paying attention to constructive alignment (Constructive alignment).

Educators implementing Outcome-Based Education (OBE) are equally applicable across the entire educational continuum from primary to postgraduate education rather than new concepts or passages in educational technology. The OBE focuses on the finished product or outcome and defines the learner's responsibility for the teaching and learning program. OBE does not specify how teachers or learners teach or learn. OBE introduced into undergraduate medical education almost 20 years ago. This method is used in various medical institutions and some developing and developed countries. Professor Harden has previously argued that OBE is a sophisticated curriculum planning strategy with several advantages. Professor Jim McKernan argues that OBE reduces teaching and learning to engineer methods and semi-scientific planning processes and that education cannot be a means to an end. No teaching or teaching strategy is perfect, and contradictions, conclusions, and questions surround many strategies and hidden challenges (Ingtyas et al., 2021). Finally, the OBE approach is based on sound educational principles. It provides a solid framework for students to acquire the aptitudes necessary for practice, significantly modifying and encouraging rational prescribing (Haque, 2017).

An understanding of the level of awareness of Teacher Educators regarding Results-Based Education (OBE) in Tamil Nadu. A snowball sample of 114 teacher educators was selected, demonstrating that teacher educators in Tamil Nadu have above-average awareness of outcomes-based education (Singararavelu & Thirummoorthy, 2021). Outcome-based education is one of the most important global developments in medical education. Results-oriented education in medical schools around the world. Scotland; the United States; Pakistan; and Singapore. Results-oriented curricula have been around for a long time and are in the development or planning stages. The results of the medical school's implementation of outcome-based education are discussed, highlighting critical points for successful implementation (Davis et al., 2007). Furthermore, it can also be presented about the learning model from English; the applicable model can be seen in Figure 3 presented, namely :

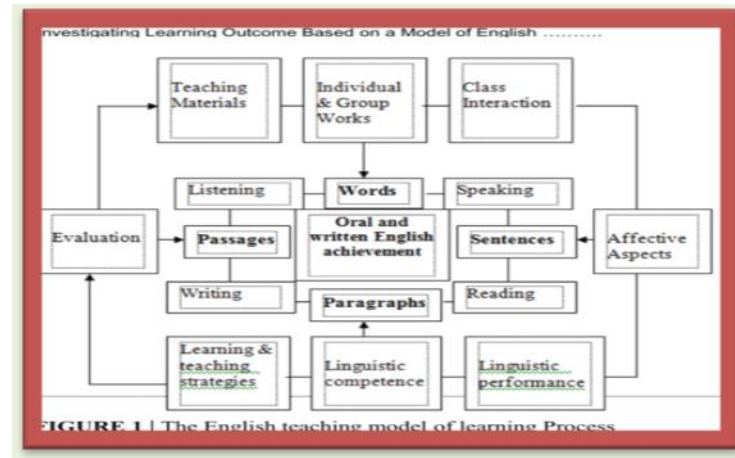


Figure 3. The learning model of English

Source: *English Language Teaching Process Model* (Syatriana & Erwin, 2021)

The teaching model in figure 3 The main objective is to achieve spoken and written English in the middle of figure 1 (Hamra, 2010), stating the achievement of reading comprehension as the goal of teaching and learning, reading text, cognitive & affective dimensions, and teaching environment in this teaching model: 1. The second squared range involves listening, speaking, reading, and writing skills that students need to learn and the meaning of terms, phrases, paragraphs, and paragraphs as the origin of the four competencies. The third quadratic finds (1) teaching materials refer to language functions and subjects from the curriculum regarding classrooms, schools, and students' home environments (2); students and groups participate in the teaching and learning process (3); class interactions in the form of teacher-students, students, and student-teachers (4); affective characteristics of students contribute to interest and motivation to learn (5); linguistic success refers to the ability to use language or language functions (6); linguistic competence relates to knowledge of grammar, pronunciation, and spelling or forms of language (7); learning and teaching strategies mainly relate specifically to the concept of physical response which increases students' motivation and interest in learning English or performing language functions, (8) evaluation refers to formative and summative evaluation (Syatriana & Erwin, 2021). Outcome-based Education (OBE) means focusing and organizing everything in the education system around what is essential for all students to do successfully at the end of their learning experience (Mielicki & Wiley, 2022).

Outcome-Based Education means focusing and organizing everything in the education system around what is essential for all students to be successful at the end of their learning experience. This means starting with a clear picture of what is essential for the student to be able to do (then adjusting the curriculum, teaching, and assessment to ensure this learning eventually takes place. The keys to having a results-based system are: 1) Developing a clear set of learning outcomes in where all system components can be focused. 2) Establish conditions and opportunities within the system that enable and encourage all students to achieve those critical outcomes (Mielicki & Wiley, 2022).

Etymologically, integration can be interpreted as assimilation to become a complete or unified whole. In the dictionary of junior high school students, integration means unification to become a unified whole or unified. Integration also comes from the English "integration", which means perfection. Another definition of *integration* is a situation where ethnic groups adapt to the culture of the majority of society but still maintain their own culture. From the two meanings above, it can be concluded that integration has two

meanings: 1) control of conflicts and irregularities in a particular system and 2) making a whole and uniting certain elements.

Integrating science and Islam in modern science can be defined as the professionalism or competence of secular science in a particular field and can be based on or built on divine consciousness. Basic knowledge of Islamic science accompanies this realization. Therefore, the science and individuality of Islam are two aspects that support each other and are the basis for the development of science and technology. It includes hardware, software and human resources that can be used to enhance the student learning experience. Media in learning functions as a tool to clarify the message conveyed by the teacher. The media also work for individual learning, and the media's location satisfies the student's learning needs. Computers are the kind of media that can instantly respond to student learning outcomes as the COVID-19 pandemic crisis hits the world. In addition, computers can store and manipulate information by implementing learning using digital media such as Zoom Meet, Google Meet and e-learning applications. Rapid technological development has enabled computers to read and display media in various formats. Computers can control and integrate various media such as images, graphics, motion pictures, and printed information. Computers can also record, analyze, and respond to student responses as they are typed with the keyboard or selected with the mouse.

Authors now understand the importance of computer technology, used not only as a computing and word-processing tool but also as a multimedia learning tool that enables students to design and develop concepts and knowledge. Computer-based multimedia presentations present and manipulate text, graphics, and sound on an integrated display. Computers with displays capable of combining different elements to convey information and messages can be designed and used as effective technical mediums for learning and teaching related learning materials such as graphic design and animation.

The author found forms of using computers as multimedia that can be used in learning include: Use of Presentation Multimedia, Multimedia presentations are used to explain theoretical material and in classical learning with study groups above 50 people. This media is quite effective because it uses a multimedia projector with an extensive beam range. The advantage of this media is that it combines all media elements such as text, video, animation, images, graphics and sound into a single presentation unit, thus accommodating students who have visual, auditory and kinesthetic types. This is supported by hardware technology that has been developing for a long time and has made a substantial contribution to presentation activities; currently, technology in the field of computer engineering replaces the role of presentation tools in the past. Various software that enables presentations are packaged in a dynamic and beautiful multimedia form. Some support hardware development supports software development. One of the most influential products in digital presentation materials today is the digital projector, which enables the digital presentation of presentation materials for different purposes, conditions and situations, and room sizes. Development And characteristics of different audiences. Computer processing of presentation materials is not limited to digitally assisted presentations in multimedia projectors (LCD, In-Focus, etc.). However, it can also be shown using other projectors already in production, such as transparencies and film slide projectors.

A crisis communication strategy in education is essential to ensure that the messages conveyed to students, parents, staff and society are clear and appropriate. Here are some strategies that can help in educational crises: Maintain transparency: It is important to ensure that the message conveyed by the school or college is always clear and transparent. The information submitted must be factual and reliable. Create a crisis team: The crisis

team should consist of staff members from different parts of the school or college directly involved in the crisis. This team must be trained and prepared to respond quickly and effectively to crises. Using social media: Social media can effectively disseminate information to students, parents, staff and the community. It is important to ensure that messages conveyed via social media are clear, accurate, and delivered promptly (Nasution et al., 2023). Provide psychological support: Crises can be frightening and stressful for students, staff and parents. It is important to provide psychological support to those in need, including counselling and emotional support services. Evaluate and improve: After the crisis is resolved, it is important to evaluate and improve the communication strategy that has been implemented. This will help schools or colleges to be better prepared to deal with crises that may occur in the future.

In a crisis, staying calm and thinking is essential to find the best solution. Always remember to focus on the safety and welfare of students, staff, and the community in general. OBE (Outcome-Based Education) results-based learning is a learning approach oriented towards the learning outcomes students want to achieve. The application of OBE in learning in the post-Covid19 pandemic can provide its challenges because learning is carried out online or remotely. Therefore, an appropriate crisis communication strategy is needed to ensure the effectiveness of OBE learning in the post-Covid19 pandemic. One of the crisis communication strategies that can be implemented is maintaining openness and transparency in conveying information. Openness and transparency are critical to building trust and ensuring all parties are well-informed. In addition, the right communication strategy must use various communication channels to ensure that all messages reach all students, teachers and parents (Supsiolani et al., 2022).

This can be done through social media, electronic mail, text messages, and the school's website. In crises, it is essential to pay attention to individual needs. The Covid-19 pandemic situation can impact individual conditions and needs differently. Therefore, paying attention to individual needs, such as providing psychological support and financial assistance to needy students, is essential. In addition, an appropriate communication strategy should provide information and technical support. Students and teachers may need additional technical support in implementing OBE learning in the post-Covid-19 pandemic. Therefore, providing technical information and support through webinars, online training, or in-person consultations is essential. Lastly, the right communication strategy should provide feedback and evaluation. Evaluation and feedback related to the implementation of OBE learning in the post-Covid-19 pandemic will help improve the system as a whole and evaluate the effectiveness of the communication strategy that has been implemented. In a crisis such as the Covid-19 pandemic, an appropriate crisis communication strategy is essential to ensure the effectiveness of OBE learning. Following the abovementioned strategies, OBE learning can remain effective and run smoothly in the post-Covid-19 pandemic.

Coombs (2010) explains Managing and Responding to a crisis communication strategy is a series of actions or steps taken by an organization in response to an unexpected crisis situation or beyond the control of the organization. This strategy aims to minimize the negative impact that may arise from a crisis situation, as well as improve the reputation of the organization affected by the crisis situation. Coombs also emphasized the importance of using effective communication in a crisis communication strategy, which includes the use of appropriate media and technology, as well as paying attention to aspects such as transparency, consistency and empathy in conveying communication messages to the public. In a crisis communication strategy, Coombs also stated that organizations need to be able to identify and assess the level of risk of the crisis situation they are facing and plan

response steps according to that level of risk. That way, the organization can provide a timely and effective response and minimize the negative impacts that may arise as a result of the crisis situation. Communication in teaching and learning activities should be very effective, both between teachers and students and among students themselves, because the mechanism allows students to get used to expressing opinions in an argumentative manner and examine themselves, whether what they already know is true or not. In order for the course of quality communication, a communication approach is needed, namely; approach epistemologically, but also axiologically and ontologically (Miftah, 2019).

CONCLUSION

The author concludes that in crises such as the Covid-19 pandemic, an appropriate crisis communication strategy is needed to ensure the effectiveness of OBE results-based learning in the post-Covid19 pandemic. Several strategies that can be implemented are maintaining openness and transparency in conveying information, using various communication channels, paying attention to individual needs, providing information and technical support, and providing feedback and evaluation of the implementation of OBE learning. In the context of OBE learning, appropriate crisis communication strategies can help students, teachers, and parents overcome the challenges that arise due to distance learning in the post-Covid19 pandemic. By ensuring openness and transparency, maintaining effective communication and providing appropriate technical support, OBE learning can continue to run effectively in the post-Covid-19 pandemic.

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