

Team-Based Project Implementation in Public Relations Learning Through PR Campaign Video Analysis

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Abstract

This study aims to analyze the implementation of the Team-Based Project Learning method in Public Relations learning for Office Administration students of the Economics Faculty at Universitas Negeri Semarang. Some difficulties faced by office administration students in developing their skills become more complicated after the pandemic due to online learning. Online learning focuses more on lecturers than students, so it has not been able to solve the difficulties in developing their public relations skills. Team-Based Project Learning is implemented because it demands the ability of the students themselves to solve problems in working as public relations, while teachers as facilitators of ideas for problems that must be solved through PR-Campaign Video. This research uses a qualitative descriptive approach. Data analysis uses Milles and Huberman with data collection, data reduction, and conclusion. The data sources used are observations, interviews, and documentation. The results of this study showed that students who usually learn passively, produce active abilities in their groups because each of the students has a role in the groups to analyze the PR-Campaign video. Each group in team-based project learning has various ways of analyzing the project and has different creativity to present the results.

Keywords: team-based project learning; public relations; PR-Campaign video.

INTRODUCTION

Education is the key to increase students' cognitive, psychomotor, and affective skills for a high intellectual and good personality generation in society (Johan & Harlan, 2014). It is important to use proper learning methods for upgrading the students' characters and skills. (Andrian & Rusman, 2019) found that students must have 4C skills to compete development of the current industrial revolution consisting of critical thinking and problem solving, creativity, communications skills, and collaboration skills. Ministry of Education and Culture through decision No 3/M/2021 concerning Key Performance Indicators State Universities and Institutions of Higher Education Services emphasized collaborative and experiential learning real to students. This aims to improve quality learning and the relevance of higher education in a college environment that is demanding college to be able to design and carryout innovative learning, so that students can achieve outcome learning includes attitudes, knowledge, and skills optimally (Hodijah et al., 2022). After online learning because of COVID-19, students are enrolled again in campus classroom. It is challenging adaptation for student to face the condition. Lecturers should improve the teaching learning process. One of the strategies in learning method implementation is team-based project. Students must learn the materials in a group and analyze the case or problem to develop their critical thinking and collaboration skills. The 4C is not only theory but also needs to be mastered by student of office administration to prepare the work readiness.

Students of office administration in higher education are not only prepared to be a teacher but also administrative assistant in the future. They must be able in every aspect of administration such as communication, organization, management, finance, human resource management, logistics, clerical work, and public relation. So, the course learning of public relation in university must prepare the students with the proper learning outcomes. In digital era, public relations faces the challenges, such as cyber public relation. Nowadays, companies not only spread the news or press release through printable media, but also digital media. Students of office administration should accept these challenges. Cyber

Public Relation (CPR) is a transformation of public relations used internet-based communication media with advanced technology (Sutrisno et al., 2019). In the past, companies conducted press conferences displayed on the television screen, but now it is changing rapidly because of social media. The company can interact directly with the public via multiple platforms, but social media is the best way to give a chance. Social media is currently a trend among world community and very useful for public relation in interacting and communicate with the public (Putra, M. A. S., & Anshari, F. 2016). The presence of CPR makes the company use the Public Relation Campaign (PR Campaign). The campaign is a form of communication management that planned before by the company to change the public attention and increase brand awareness through call-to-action campaign related to their products.

Course learning of office administration in higher education also has a contribution to the students' competences in public relations. They must understand the importance of these materials for their career forward. To prepare the skills in public relations, students should know what aspects are needed to become a public relation officer. In the learning of public relations, lecturers can apply the team-based project learning to train and measure the students' competences especially in subject matter public relation media through analyzing the PR Campaign video of some national companies.

LITERATURE REVIEW

Team-Based Project Learning

Team-based project learning methods are an active learning method. This learning method can be used by lecture to solve problems and develop students' competences (Riyaningrum, Isnaeni, Rosa, 2021). The effectiveness of the team-based project learning method will be different for each learning material presented by lecturers. Team-based project is an innovative learning model that involves students' project to conduct their own learning process and shift it to be a product. Students try to find the solution with the design product they made. Lecturers have to be a facilitator, initiator, director, participant and motivator in team-based learning process (Syam, 2022). Team-based project learning aims to support the students' higher order thinking and more understand the teaching materials (Saputra et al., 2022). Participation of each student are very needed in team-based project learning (Rosidah & Pramulia, 2021). Nursulistyo et al. (2021) showed that team-based project learning effective to upgrade the students' critical thinking. Through team-based project learning, lecturers provide opportunities for students to develop collaborative skills by giving greater scores for the discussion process and individual study than the score of knowledge about materials.

Public Relation Learning

One of the courses for office administration students in higher education is public relations. The course learning outcome (CLO) is students able to have a good relationship with the public and media. This course is about how students can become good public relations (PR) officer in the future workforce. This course is also needed by the students to be a teacher at vocational high school (SMK). Based on the curriculum implemented by SMK, teachers should be ready to deliver the public relation material for second grade student. Subject matter of public relation course in Faculty of Economics Universitas Negeri Semarang are:

Table 1. Subject Matter of Public Relation Course Learning

No	Subject Matter
1	History of Public Relation
2	Theory of Public Relation
3	Law and Ethics of Public Relation
4	Public Opinion
5	The effectiveness of public relation
6	The role of communication in public relation
7	Public relation evaluation
8	Public relation media
9	Public relation communication
10	The role of information technology for public relation

Source: PR Lesson Plan, 2022

This research aims to analyze the implementation of team-based project learning of public relation media subject matter through PR Campaign video analysis. The effectiveness of the team-based project learning method will be different for each group. But it should be studied in the future.

PR Campaign Video

Public Relations Campaign (PR Campaign) nowadays become very important, the campaign itself means a planned communication to gain certain goals and influence audiences (Gani, 2013). PR campaign aims to create understanding, knowledge, interest, support and awareness from various public to obtain an image for the institution or organization it represents (Rahmadilaga, 2017). According to Gregory (2018), there are three levels in the objectives of the PR Campaign. First, awareness where the targeted public thinks about something and tries to introduce a certain level of understanding (cognitive). Second, attitudes and opinions were making the targeted public to make a certain attitude or opinion about a subject so the public can trust, be interested and like the message conveyed (affective). This component affects emotions or feelings for a particular product or brand and determines whether consumers like certain products. Third, behavior where targeted public act as desired (conative). This component affects a person in acting and behavior in a certain way towards an object of attitude and determines whether consumers will buy or reject a product.

There are some differences between PR Campaign and advertisement. PR Campaign targets a wider audience including stakeholders, media, legislators, and the public while advertising targets potential customers. Advertising has more strategic direction to persuade the customers' desire because the cost is more expensive (Ismail & Ahmad, 2015).

METHODS

This research uses a qualitative descriptive approach research type. The data sources used are observations, interviews, and documentation. Observations are done by observing the learning process of public relations through team-based projects. Interviews were conducted by gathering information about students' experience of enrolling in the team-based project public relation learning. Documentation is used to archiving the results of students' final project. Data analysis uses Milles and Huberman analysis with data collection, data reduction, and conclusion drawing.

RESULTS AND DISCUSSION

Team-Based Project Implementation in Public Relation Learning

Public relation is one of learning course for office administration students in Faculty of Economics Universitas Negeri Semarang. One of the outcome learning course is the students are able to be a public relation officer. In public relation media subject matter, students should understand the kind of media used for cyber public relation such as PR Campaign video. Students should identify the characteristic of each media. Lecturer can use team-based project for this subject matter. Team-based project in public relation learning of office administration students done by steps bellow:

1. The lecturer prepares the lesson plan of a team-based project.
2. The students in the classroom are divided into groups (5-6 people for each group).
3. In subject matter of public relation media, lecturer deliver the materials about Public Relation Campaign.
4. Each group should discuss a national company to be analyzed.
5. Each group should analyze the video about PR Campaign of the company as the final project in public relation learning.
6. The results should be performed in short video (90 seconds) and portrait layout.
7. Each group submitted the project to the google drive for documentation.
8. After the project has been done by the groups, they should present the result in front of other groups in the classroom.
9. The video consists of analysis of media public relation used by the company and the structure of PR Campaign video they found.
10. The lecturer gives feedback for the project on every video and gives them score.
11. Students and lecturer do the reflection together about the implementation of team-based project in public relation learning.

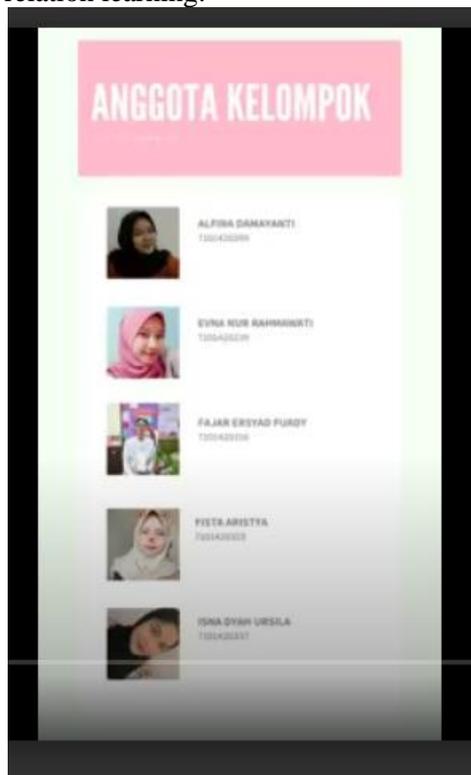


Figure 1. Student Group



Figure 2. Each Group Analyzing a National Company



Figure 3. Example of PR Campaign Video



Figure 4. Student Making Potrait Video 90 Seconds

Each group have a typical results of video. Class A found the PR Campaign video accurately from national company such as Indofood, Scarlett Whitening WWF, PT KAI, PT Unilever. The term and condition are they should describe how many public relation media own by the company, such as Facebook, Instagram, LinkedIn, TikTok. Class B still confused to describe the difference of advertisement and PR Campaign, so the results is less accurate than Class A. Each group typically found the advertisement video such as from Traveloka, Sariwangi, Indosat, Wardah, Lemonilo. Then International Class they choose international company such as ASEAN, UNICEF, WHO, UNESCO. It is difficult to show the PR Campaign because it is non profit organization, that actually every activity is always campaign.

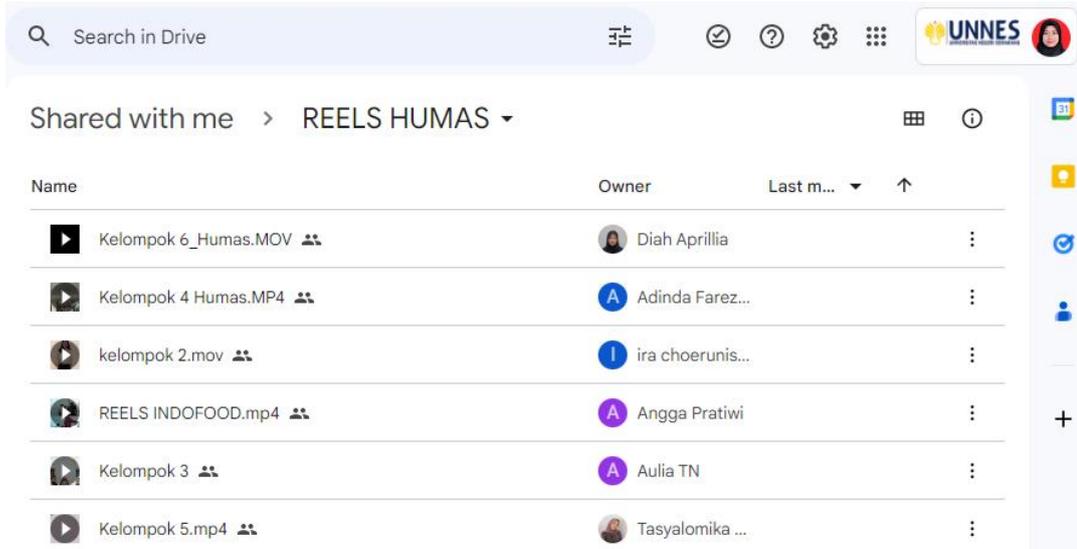


Figure 5. Each Group Submitted the Project into Google Drive

After all project was submitted, each groups present the result in front of class. In discussion session, other groups can give some comments or question to confirm about what is presented in video. The lecturer gives the feedback with score in each projects and give appreciation as reinforcement to the learning process.

Table 2. The Score of Public Relation Team-Based Project Learning

Class	Mean	Number of Groups
A	90,68571	6
B	89,47619	6
International	88,95	4
Total	89,704	16

Source: Documentation 2023

The score showed that every class have their own creativity. The video should contain list of media used by the PR company and the example of company's PR campaign. Of all groups, the group A of office administration class has a highest mean score of project results. It is from the creativity aspect from the group and the accuracy of analyzing the PR-Campaign video.

Based on the implementation of team-based project learning during the public relation media subject matter, the method is suitable for the students. Student can collaborate with others and make a good project to be shared. This finding is relevant with the research that team-based project learning have a positive effect on communication and collaboration skills (Tekad & Pebriana, 2022) and can increase student creativity (Indrawijaya & Siregar, 2022). Based on the interview to the each groups, students said that:

1. They like the learning methods and easy to understand about public relation media especially cyber public relation through PR Campaign video
2. Students can identify the difference between PR Campaign video and Advertisement video
3. Students feel appreciated from the result of the team-based project
4. Students can describe the part of PR Campaign video
5. Students more creative to express their idea through video analysis

The abilities learned by students in team-based project learning are critical thinking. Students can give comments for each project about PR Campaign video analysis from every group during the presentation. According to Nursulistyo et al. (2021) the implementation of team-based project learning have significant effect to the students' critical thinking. Students also learn to have peer discussion to develop their collaborative skill during the project. The lecturer gives a chance to students to develop their skill based on the public relation project. This research also prove that team-based learning have significant effect to the students' creativity (Indrawijaya & Siregar, 2022). It shows that students creatively analyze the PR Campaign video through 90 seconds short video include the description of public relation media and describe the example of PR Campaign video from a national company in Indonesia.

Team-based project learning makes the students responsible to have a role actively in the groups. This learning method makes students discuss in group interactively and arrange the project in analyzing PR Campaign video. Students can learn to share information in groups. The lecturer can observe the teaching learning process and how each group solves the idea or problem given from the valid resources. Each group are creative and active to respond to the project about PR Campaign video analysis and the best project get appreciation from the lecturer to publish their project in social media such as TikTok. This is related to the last research that team-based project learning can increase the students' learning activities (Siyam, 2021).

CONCLUSION

The results of this study show that office administration students in public relation course learning who are usually passive when learn in the classroom, show active abilities in their groups because each of the students has a specific role in the groups to analyze the PR-Campaign video. Of all groups, the

group A of office administration class has a highest mean score of project results. It is from the creativity aspect of the group and the accuracy of analyzing the PR-Campaign video. This variation of learning strategy can be chosen as an alternative to public relation learning methods for office administration students. This research limitation is analyzing the implementation through observation, interview, and documentation. The effectiveness of team-based project learning can be conducted in future research.

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