Crisis Communication During COVID-19 Pandemic: Lessons from Universitas Muhammadiyah Yogyakarta

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Abstract

The COVID-19 pandemic has devastated the global population, disrupting many aspects of human life, including education. Countries like Indonesia have implemented policies requiring schools, colleges, and universities to be closed. This research aims to develop crisis communication guidelines specifically adapted for higher education institutions to prevent the spread of the virus. One higher education institution, Yogyakarta Muhammadiyah University (UMY), has switched from traditional face-to-face lectures to online learning. This study used a qualitative approach, data collection techniques of in-depth interviews with the UMY Public Relations Bureau, the UMY Planning and Development Agency (BPP), students, and document analysis to examine crisis communication management strategies implemented by universities during the pandemic. The study results found a crisis communication model used by students, parents, educators, and employees to continue learning and working safely and comfortably despite the spread of COVID-19. The latest information can be found on https://COVID-19.umy.ac.id/ and UMY's official social media. This research contribution includes the integration of theory, practical applications, empirical insights, and a deeper understanding of crisis communication strategies in the context of higher education institutions and government responses to the COVID-19 pandemic.
Keywords: Communication; Crisis Communication Management; Policy; University

Abstrak

Pandemi COVID-19 memberikan dampak yang menghancurkan bagi populasi global, mengganggu berbagai aspek kehidupan manusia, termasuk pendidikan. Negara-negara seperti Indonesia telah menerapkan kebijakan yang mengharuskan penutupan sekolah, perguruan tinggi, dan universitas. Penelitian ini bertujuan untuk mengembangkan pedoman komunikasi krisis yang khusus disesuaikan untuk institusi pendidikan tinggi guna mencegah penyebaran virus. Salah satu institusi pendidikan tinggi, Universitas Muhammadiyah Yogyakarta (UMY), telah beralih dari kuliah tatap muka tradisional menjadi pembelajaran daring. Penelitian ini menggunakan pendekatan kualitatif, teknik pengumpulan data wawancara mendalam dengan Biro Humas UMY, Badan Perencanaan dan Pengembangan (BPP) UMY, serta mahasiswa, bersama dengan analisis dokumen, untuk mengkaji strategi manajemen komunikasi krisis yang diterapkan oleh universitas selama pandemi. Hasil penelitian ini menemukan model komunikasi krisis yang digunakan para mahasiswa, orang tua, pendidik, dan karyawan sehingga dapat terus belajar dan bekerja dengan aman dan nyaman meskipun penyebaran COVID-19. Informasi terbaru dapat ditemukan di situs web https://COVID-19.umy.ac.id/ dan media sosial resmi UMY. Kontribusi penelitian ini mencakup integrasi teori, aplikasi praktis, wawasan empiris, dan pemahaman yang lebih mendalam tentang strategi komunikasi krisis dalam konteks institusi pendidikan tinggi dan respons pemerintah terhadap pandemi COVID-19.
Kata Kunci: *Kebijakan; Komunikasi; Manajemen Komunikasi Krisis; Universitas*

Introduction

COVID-19 hit Indonesia in 2020. The COVID-19 case in Indonesia was discovered in two citizens (WNI) on March 2, 2020 (Azanella, 2020). To curb the spread of COVID-19 in Indonesia, on March 31, 2020, President Joko Widodo approved the Large-Scale Social Restrictions (PSBB) policy outlined in Government Regulation (PP) No. 21 of 2020 regarding Restrictions. PSBB in the Context of Accelerating the Handling of COVID-19 in line with the legal foundation of Health Quarantine Law No. 6 of 2018. In addition, Minister of Law and Human Rights (Menkumham) Regulation

No. 11 of 2020 on the Temporary Prohibition of Foreigners from Entering the Territory of the Republic of Indonesia is in effect (Nuraini, 2020).

The COVID-19 pandemic impacts not just the health sector but also several other areas of life. According to McKibbin & Fernando (2020), the evolution of the Coronavirus and its influence on the economy are extremely difficult to anticipate, making it hard for the government to formulate economic measures in response to the pandemic. Gray, R.S. (2020) determined that the disruption of transportation services caused by COVID-19 could impact the agriculture supply chain. In addition to the economic, transportation, and agricultural sectors, the pandemic has significantly affected the education sector. Following Abidah et al., Hidaayatullah et al., Simamora et al., Fehabutar et al., and Mutakinati, L. (2020), the expansion of COVID-19 has impacted education. To prevent the spread of COVID-19 and break its chain, educational institutions are expected to suspend their normal operations.

During a pandemic, governments use a particular crisis communication mode vis-à-vis. This condition is where the parties are placed in the same position and do not take sides with each other (Wodak, 2021). Due to the limitations during the pandemic, the government is trying to review ways so that all government mobility runs well. By utilizing technology to reduce the impact of the spread of the virus during the COVID-19 pandemic (Dwivedi et al., 2020). The Indonesian government has prepared virtual infrastructure well. However, the obstacles experienced by several factors that teachers and schools still need to understand more deeply the essence of distance learning (Tripambudi & Suparno, 2022).

The government's efforts to create distance learning have advantages and disadvantages. In terms of communication patterns in some educational institutions, students and teachers need to gain the disadvantage that in the teaching and learning process, communication that occurs is not enough to build a quality learning process (Fajriati et al., 2022).

While the advantages felt by students with online learning are being able to listen at home, not limited by place, can be heard anytime, anywhere, and not limited by space and time grouped into comfortable, educational themes. Environment, free time utilization, network instability, lecturers' voices, and teaching materials need to be in sync, and they cannot take classes when wifi is not connected, reducing concentration. Suggestions for improvement include increasing network instability, enabling interaction through increased one-sided interaction, and holding face-to-face classes for exercise (Arifiati et al., 2020). From this analysis, the Indonesian government created programs supporting students' ability to independently (Abidah et al., 2020).

Most educational institutions in Indonesia apply a curriculum adapted to the learning model, namely Blended Learning, during the COVID-19 pandemic. Some universities use online and offline learning systems implemented during the COVID-19 pandemic (Adri et al., 2021). One of the obstacles in running this blended learning system is the need for more communication between the University and its students. The role of the University is very influential in creating a good image through "negotiation" in managing crises such as the communication crisis that occurred during the COVID-19 pandemic (Varma, 2011). Research conducted by Dasrun said that the SfH (School from Home) government program through online learning has two areas for improvement: technical and communication. Geographical factors, internet networks, and internet costs influence technical weaknesses. Meanwhile, communication weaknesses include slow adaptation, learning media not being optimal, the interactive atmosphere not being developed, and no atmosphere of empathy. This situation results in lecturers needing help managing learning effectively (Hidayat et al., 2020). Research conducted by Brooke concluded that higher

education institutions are trying to implement consistent communication during distance learning with several essential modifications (Liu et al., 2021).

The gap is related to the need for comprehensive research that bridges the theoretical concepts of crisis communication, as outlined in the Situational Crisis Communication Theory (SCCT), and their practical application in the context of higher education institutions during the COVID-19 pandemic. While this research provides insights into communication theories and strategies, it might not delve deeply into the specific challenges and solutions faced by these institutions during the pandemic. The novelty of this research is focus on higher education institutions' crisis communication strategies is particularly relevant, as the pandemic significantly impacted education. This aspect adds a specific and valuable angle to the overall discussion on crisis communication during the pandemic.

Due to the pandemic, the face-to-face (offline) lecture system, practicum, and other academic activities, including thesis defense, must be replaced with a distance online learning approach. Changing learning activities to online learning poses a significant barrier for lecturers and students, who must be well-versed in the process (Annisarizki & Suharman, 2022). Indeed, face-to-face, and online learning have differing effects on the quality of student learning (Karwati, 2014).

Under a Circular Letter of the Minister of Education, Culture, Research and Technology No. 2 of 2002 regarding Guidelines for the Implementation of Learning During the COVID-19 Pandemic, Face-to-face Learning (PTM) is limited to 50% of the classroom's maximum capacity, and parents have the option of allowing their children to participate in PTM or Distance Learning (PJJ). Then, blended learning, combining face-to-face and distance learning, emerged. With the circular letter and the blended learning process, universities require the appropriate strategy to adapt and maintain the quality of teaching and learning.

To adjust and continue to conduct teaching and learning activities safely, universities have enacted numerous policies to address pandemic-related issues. An example of a crisis is a complaint from residents around the universities who forbade students from outside the city from entering the campus environment on the belief that they were infected with the virus. Consequently, a standard operating procedure (SOP) for the arrival of students from outside the city has been implemented. Each university, state universities (PTN) and private ones (PTS), has its crisis management. Below is the crisis management from PTN and PTS, demonstrating the distinctions between each university's crisis communication management preparations. These distinctions are obviously intriguing because fresh insights can be gained regarding the management of crises in the education sector, particularly in universities.

With the differences in crisis communication at each university, it is expected that many new insights will emerge and can be used as examples of handling crises during a pandemic in the education sector. After all, education is a crucial sector and has become the pillar of community welfare. Hence, it must continue even though a pandemic is engulfing the world. This research took a case study at Universitas Muhammadiyah Yogyakarta (UMY). UMY is the first university in Yogyakarta to start a blended learning policy in the Odd Semester of the 2020/2021 Academic Year. Pros and cons were present in the process, especially from the Muhammadiyah Central Leadership through the Muhammadiyah COVID-19 Command Center (MCCC) No.01/EDR/COVID-19/2020 prohibiting face-to-face learning activities for all Muhammadiyah Charities (AUM) in the education sector, since September 2020 until an undetermined time (Priatmojo, 2020).

Tabel 1. Crisis Handling in State Universities (PTN)

No	Poltekkes Surabaya	Universitas Islam Negeri Syarif Hidayatullah Jakarta	Universitas Sriwijaya Palembang
1	Providing funding assistance of IDR 100,000 every month	Implementing the strict health protocol	Implementing the strict health protocol
2	Providing tuition fee relief in installments	Implementing mandatory vaccination for all academics, lecturers, employees	Providing tuition fee relief
3	Conducting online teaching and learning activities for theoretical material and offline practicum	Applying activity duration policy while on campus	No subsidies of quotas or cash
4	Forming a special team for COVID-19 volunteers being part of the organization's work program, not the university	Implementing policy on the use of public facilities	Conducting online teaching and learning activities
5	Conducting vaccinations for students, educators, employees, and the community	Providing tuition fee relief	Conducting offline thesis defense
6		Conducting online teaching and learning activities	

Source: Obtained From Primary Data

Therefore, the objectives of this study are to analyse the crisis communication management conducted by higher education institutions during the COVID-19 pandemic, contribute guidelines for crisis communication in higher education institutions, provide valuable insights gained from analysing the crisis communication management of higher education institutions.

This research also gives valuable resource for future crisis preparedness and response efforts, and identify successful strategies and lessons learned from this research to offer practical recommendations for other institutions facing similar challenges.

The theory of Crisis and Emergency Risk Communication (CERC) and Situational Crisis Communication Theory (SCCT) are both utilized in this study. CERC has five stages, according to Reynold and Seeger (2005), comprising pre-crisis, first event, crisis period (maintenance), resolution, and assessment. From risk to eruption to cleanup and recovery to crisis evaluation, the five-stage CERC model believes that crises are predictable and methodical.

Table 2. Crisis Handling in Private Universities

No	Universitas Muhammadiyah Yogyakarta	Universitas Komputer Indonesia Bandung	Universitas Persada Indonesia YAI Jakarta
1	Tightening the health protocol on campus	Conducting 100% online learning activities	Implementing lecture schedule policy starting from noon
2	Having a Hotline Center and always providing information about COVID-19 mitigation	Conducting mandatory vaccination for all academics, lecturers and employees	Providing tuition fee relief, but the submission rules are quite complicated
3	Having online and offline lecture guides	Conducting online teaching and learning activities	Conducting 100% online lecture activities unless there is a practicum or activity to collect field data
4	Having an SOP for handling COVID-19 for the UMY academic community		
5	Having procedure and protocol for returning and arriving students		
6	Having a procedure for organizing activities during the pandemic		
7	Reducing tuition fees in exemption from electricity costs, bandwidth		
8	Providing quota subsidy of IDR 150,000 for three months		
9	Conducting vaccinations for students, educators, employees, and the community		
10	Implementing blended learning and being the first university to implement it		
11	Establishing the Incident Command System (ICS)		

Source: Obtained From Primary Data

The first is Situational Crisis Communication Theory (SCCT). This theory was developed by Timothy W. Coombs. Under SCCT, organizations send two types of messages to the public during a crisis. First, instruction information—a statement to the public that contains instructions to prevent material loss or physical injury due to the crisis. Second, adjusting information—a statement aiming to protect the public from emotional loss (Holland et al., 2021; Utz et al., 2013).

According to Kriyantono (2018), five stages in the crisis life cycle must be recognized and comprehended. First, Pre-Crisis Stage. It is the situation before a crisis occurs. The roots of a crisis are already present, and a crisis might arise with the smallest misstep. Because some company components are risky, the seeds that begin to emerge are generally overlooked. Furthermore, the company does not have a crisis plan.

Second, Warning Stage. It is regarded as one of the most critical stages in the crisis life cycle. In it, an issue is identified for the first time; it can be solved, or it can be allowed to grow into an all-encompassing crisis. Because of the dread of confronting the problem and thinking it does not exist, a crisis might quickly occur at this stage. Shock, denial, and pretending security are common emotions currently.

Third, Acute Stage. The crisis is taking shape at this point, and the media and the general public are becoming aware of the situation. If the crisis has progressed, the company cannot keep silent because it is causing losses. Various documentation and mitigation modules for coping with crises must be issued and employed.

Fourth, Clean-up Stage. The company suffers damage when a problem reaches the warning stage without being resolved. It is the moment to recoup the company's losses. However, the lesson that can be gained is that the company can predict how a crisis will occur, how to deal with it, and how to assure that it will never occur again.

Fifth, Post-Crisis Stage (After the Crisis. It is the previously described stage in which the company should react when a crisis occurs to the warning stage. A crisis will occur if it is not stopped from the outset. However, if the company can regain the public's trust and resume normal operations, the crisis can be declared officially over. A crisis will result in the following outcomes from a business standpoint; 1) The intensity of the problem will increase; 2) The problem will be in the public spotlight either through the mass media or by word of mouth; 3) The problem will disrupt the smooth running of daily business; 4) The problem can disturb the good name of the company; 5) The problem can damage the work system and shake up the company as a whole; 6) Apart from being able to make the company panic, the problem faced does not infrequently also make people panic; 7) The problem will cause the government to intervene.

The Second Theory is Crisis Management. The first step from this theory is to solve a crisis. Public relations are directly tied to a company's top executive level. Public relations appear to translate what top management believes about public issues. Public relations' problem-solving management approach is as follows (Cutlip et al., 2019). First, Identifying the issue or opportunity (fact-finding). This first phase is to monitor and discover the degree of the crisis and determine what beliefs, attitudes, and behaviours have been established and will be created.

Second, planning and scheduling. In the second stage, decisions on public programs, strategic objectives, actions and communications, strategies and targets for action are made based on the data and information gathered in the previous stage. Third, acting and interacting with otthers (communication). This step attempts to implement an action and communication plan for the target audience to achieve the program's objectives. Fourth, program evaluation. Evaluating program preparation, implementation, and outcomes. While the process is being implemented, adjustments are made, with input used to assess the program's success or failure.

Silih Agung Wasesa (2006) has detailed the actions a public relations officer should take in a crisis. First, data and fact analysis. Conducting a comprehensive study on emerging challenges. Developed research should be based on the following: 1) The perspectives of journalists, stakeholders, and public opinion leaders on emerging topics; 2) A visual representation of the concerns, information sources, and the nature

of the information gathered; 3) Alternatives concerning ongoing crises and business-appropriate methods for addressing them.

Second, preparing information. Preparing standard information packages comprising the information that the public relations will deliver to all stakeholders and the distribution strategy. Third, limiting the problem and its effects. Analyzing and defining each issue in terms of its impact, setting limits on the information that will be developed, and creating information properly and efficiently to prevent the target audience from encountering trouble understanding the intended message. Fourth, positioning the organization's image. Determining how the company will be positioned concerning emergent concerns before the public because a strong organization can frequently be isolated from the individuals or goods it employs. Fifth, Preparing the Emergency Response Team (Crisis Center). Preparing the crisis centre and a team ready to be deployed in a crisis and constructing simulations to see other options that will arise or be used by the organization swiftly and effectively in resolving the crisis. Sixth, appointing an unofficial spoke person. The situation center should engage not just within the organization but also with outside parties brought in to help address the crisis. This final party can be viewed as the organization's spokesperson, not as an internal party or part of organizational management. The third individual will serve as an unofficial spokesperson.

Guttman & Lev (2021) explored the communication dilemma during the COVID-19 pandemic. The World Health Organization (WHO) crisis can result in a loss of public trust in the WHO as a reliable source of global health information. According to the definition of crisis communication, the crisis of inconsistencies in the information provided by the WHO regarding the spread of the Coronavirus through the air is an information crisis caused by human mistake, in which the WHO is deemed irresponsible in verifying any information beforehand made

available to the public (Robert et al., 2020). Following crisis communication theory, the WHO aims to repair public trust through rebuilding ways. In this case, the WHO rebuilds trust by not denouncing the acts of multiple researchers who believe the WHO misled information to the public. In addition to acknowledging to the media that based on the available evidence about the spread of COVID-19, the WHO has not uploaded information that contradicts the findings of a research poll by checking the WHO Instagram account and its official website a few months ago.

The global incidence of the COVID-19 pandemic, especially in Indonesia, is a health disaster with the potential to cascade into an economic, social, security, and political crisis (Abdoul-Azize & Gamil, 2021; Suryahadi, A., Al Izzati, R., & Suryadarma, 2020; Yuda et al., 2021). As a result, it must be addressed immediately by the country's administration. Crisis communication is critical in a problem, making stakeholders understand how the government addresses the crisis. This research aims to analyse crisis communication by the Indonesian government, particularly the central government. According to Azis and Wicaksono's research, the world has been plagued by the COVID-19 pandemic. This pandemic has afflicted more than 200 countries, including Indonesia. The global impact includes health and economic difficulties and political crises. This article aims to determine the crisis communication efforts of the Indonesian government in dealing with COVID-19.

Research Methods

This research aims to determine how universities handle crisis communication in facing the COVID-19 pandemic. The interviews allowed for detailed and nuanced understanding of the universities' roles, challenges faced, strategies implemented, and outcomes achieved in their crisis communication efforts during the pandemic. The interviews were semi-structured, allowing flexibility for the interviewees to share their experiences and insights. Secondary

data were collected from various sources to complement the interview findings. The sources included newspaper clippings, reports, and websites of the universities.

This study will employ a qualitative research approach to investigate the higher institution (UMY) handling the crisis communication Qualitative research is well-suited for exploring complex phenomena and capturing in-depth insights from multiple perspectives.

Data collection will primarily consist of semi-structured interviews and document analysis. Semi-structured interviews will be conducted with key stakeholders, including Head of Public Relations Bureau, Planning and Development Agency, students of UMY, employees of UMY.

These interviews will provide valuable insights into their perspectives, experiences, and perceptions related to crisis communication. Additionally, document analysis will be conducted on relevant documents such as reports, guidelines, SOP (Standard Operating Procedure), and program reports to gather comprehensive information about the planning, implementation, and control processes of crisis communication in UMY.

Thematic analysis will be used as the primary data analysis technique. The collected data from interviews and document analysis will be coded, categorized, and organized into themes to identify patterns, commonalities, and differences in perspectives, experiences, and perceptions related to crisis communication. Through this qualitative analysis, the research aims to provide rich and nuanced insights into the research objective. By adopting a qualitative research methodology, this study will generate detailed and contextualized findings that contribute to the existing knowledge on Crisis Communication.

The first step data collection is an in-depth interview, according to Esterberg (2002, cited in Sugiyono, 2017: 114), refers to "a meeting between two people to exchange information and ideas through questions and responses, culminating in communication and the mutual development of meaning regarding a specific issue". It aims to generate meaning about a specific issue. Informants in this study were interviewed using the purposive sampling technique, in which they were selected following the research goal. The questions asked corresponded to the previously compiled list of how the university managed crisis communication and the efforts taken to create programs for implementing crisis communication. The selected informants were individuals believed to have a deeper understanding of the topic under investigation, allowing them to provide information as data sources. Interviews were performed with the university's Public Relations and Protocol Bureau (BHP), Planning and Development Agency (BPP) of UMY and students. The primary data are the words or actions of a person seen or questioned about a research subject (Moleong, 200:112).

The second is a Documentation. Documents are historical records of past events, which can be written, photographic, or monumental works of an individual. According to Bogdan, "in most qualitative research traditions, the term personal document refers to any first-person narrative written by an individual that recounts his activities, experiences, and beliefs" (Sugiyono, 2017: 124). In this research, online media (Instagram, online news) and print media containing news about crisis management and policies at the university level, such as interview transcripts, field notes, photos, audio recordings, personal documents, notes, memos, annual accountability reports, and other official documents were utilized.

Crisis Communication Management
Fact Finding Issues Associated with COVID-19 at UMY

The methods done included gathering information and data about COVID-19 via mass and social media, mapping what COVID-19
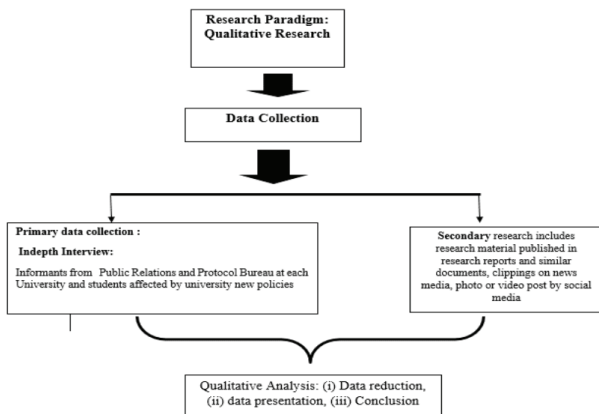
Research Flow Chart

Figure 1 Research Flow
Source: Obtained From Primary Data

is and its effects, and considering the impact of COVID-19 on UMY. During the pandemic crisis, the figures and information acquired were linked to the news and information circulating regarding COVID-19 and that published by the UMY Bureau of Public Relations and Protocol (BHP). To reduce disinformation and fraud, the vice-chancellor of academics issued official information.

Online and offline lectures (with frequency restrictions and stringent health regimen), requirements for practicums and final assignments, and quarantine rules are all part of these policies. The identification also included relevant UMY positions such as the Planning and Development Agency (BPP), Educational Development Institute (LPP), and others.

To reduce disinformation and fraud, the vice-chancellor of academics issued official information about lectures via a circular describing lecture rule. Online and offline lectures (with frequency restrictions and stringent health regimen), requirements for practicums and final assignments, and quarantine rules are all part of these policies.

Promoting Well Being Dan Safety Campus During COVID-19

UMY also implemented several policies and activities as a management effort in the learning process during the COVID-19 pandemic, including establishing the Incident Command System (ICS) as an institution tasked with mitigating and handling COVID-19. To effectively address the crisis brought about by COVID-19, it is imperative to establish a comprehensive and well-integrated management system. This system should encompass proficient facilities, appropriate equipment, skilled personnel, streamlined processes, and robust communication channels, both online and offline (Prasanti & Indriani, 2022).

It is stated in various COVID 19 Mitigation Standard Operating Procedures (SOPs) that support the learning process at UMY during the pandemic, including implementing the COVID-19 health protocol when entering and while at UMY, providing information about COVID-19 mitigation, having a Hotline Centre, offline and online lecture guides, tuition waiver policies, procedures, and protocol for returning and arriving students, and SOPs for handling COVID-19 for returning and arriving students.

UMY has provided an understanding to prevent demonstrations that UMY students have been luckier than those of big universities. UMY has possessed e-learning learning system with complete features that can be easily accessed by the internet—facilitating online learning. UMY COVID-19 Task Force and relevant personnel have organized offline lectures using logical and adaptive methods to ensure that offline lectures could be held safely and successfully, following the expectations of the academic community and students in particular. Along these lines, online learning facilities have been built to complement the blended learning process optimally throughout the COVID-19 pandemic.

Before entering the building, hands must be washed or sanitized, and the temperature should be rechecked. Avoiding crowds, keeping a distance of at least 1.5 meters, and avoiding physical contact, including handshakes, are some other rules imposed. In addition, the regulation consists of the UMY Health Protocol Enforcement Team, not previously constituted, as well as the UMY COVID-19 Task Force and volunteers.

"Rector Greeting" Session of Students, Lecturers and Education Personnel

The Chancellor Greets video features UMY Chancellor Dr. Ir. Gunawan Budiyanto M.P and the vice chancellor seated side by side facing the camera in the AR Building's rector's lobby. Fachruddin A Floor 1 to hear directly from students about the difficulties they are experiencing while studying at home as a result of the COVID-19 pandemic. Even though it was wrapped online and broadcast live through UMYogya's official Youtube and Instagram pages.

The "Rector Greeting" session was held also to discuss with lecturers and educational workers. One method for achieving this goal is to prepare for offline lectures beginning in September 2020, which were carried out in stages. Because online lectures could not replace face-to-face ones, the Chancellor of UMY supported the introduction of blended learning. New patterns and the COVID-19 protocol have been implemented (Universitas Muhammadiyah Yogyakarta, 2020c). It was recorded that approximately 4,000 students attended this session.

Vaccination Program to the students, staff and lecturer and giving vitamins

Universitas Muhammadiyah Yogyakarta, in collaboration with the Regional Police of the Special Region of Yogyakarta, administered the first vaccine dosage and giving vitamins to UMY students at the Sportorium Building on the UMY Main Campus. A total of 2,000 doses of Sinovac vaccine were distributed for free to students and staff, and the immunization was performed utilizing a drive-thru method to prevent congestion. The vaccination program for 2000 active UMY students is another manifestation of the university's concern for its students. The vaccination implementation mechanism, in addition to being performed in a drive-thru manner, uses separate lanes for male and female students, with independent vaccinators from the Faculty of Medicine and Health (FKIK) UMY.

Community Service Projects during the pandemic towards the stakeholders

During the current COVID-19 pandemic, it is not an excuse for Universitas Muhammadiyah Yogyakarta (UMY) not to carry out one form of USR in the midst of a pandemic. UMY has fielded students in the Batch I COVID-19 Volunteer Real Work Lecture (KKN) program starting in 2020.

According to one of the sources, the goal of this activity is for students to be able to constructively participate to becoming a part of the COVID-19 task force in their environment. Those chosen for this program are prepared to become capable COVID-19 task forces and to make a good contribution to the audience on campus and in the surrounding areas.

Universitas Muhammadiyah Yogyakarta (UMY) has also provided students with iftar and sahur meals. This work was carried out by the UM Food Service unit UMY. Preparing food for thousands of people per day necessitates many people. UM Boga UMY employs 70 workers in the culinary process, among other things.

Another community service activity is packaged in the form of webinars and workshops. Raised the theme how to improve Communication Skill among Early Childhood educators and assistant. The material was delivered in lectures and active discussions, with the resource person from Communication Department delivering material entitled "Improving Communication Skill to the Early Childhood Educators and Assistant" The purpose of this community service

activity aims to introduce and provide provisions related to effective communication skills to shape character and communication skills for early childhood teachers and assistant.

Another program of community service by UMY students is assistance and training to communities. In COVID-19 pandemic with physical distancing in various regions in Indonesia, made various activities changed to online. Micro, Small & Medium Enterprises (MSMEs) in various sectors were also affected by the COVID-19 pandemic. From those problems, UMY students choose to assist and train MSMEs parties to promote their products through digital marketing.

A crisis is the instability of a situation that gives rise to various potential unfavourable repercussions and can undermine the organization's image and threaten its varied objectives. Its existence consists of distinct, unanticipated events that can occur at any point with high uncertainty (Kriyantono, 2018: 196-197). This circumstance can harm the entire company or organization. Thus, it is essential to take preventative measures and implement proper crisis management.

Through various preparations, implementations, strategies, and tactics, the objective is to prevent or stop the harmful effects of an event (Kriyantono, 2018). Consequently, the crisis is a vital time for establishing the viability of an institution (Kasali, 2015: 222). Kriyantono further mentioned that organizations must create a crisis management plan by considering the worst-case scenario. Crisis planning is beneficial for preventing recurrences of similar crises, or if there is any crisis, the organization possesses instructions for handling it (Kriyantono, 2018).

UMY conducted identification coordinated by UMY leaders by involving related ranks such as the BPP, LPP, and BHP at the faculty and department levels because they could aid in reviewing strategic plans by the BPP, learning process plans, and communication processes that the BHP would execute. In order to discover more about COVID-19, professionals, physicians, and professors have also been involved in the identifying process.

The identification method consisted of gathering as much information and data as possible on COVID-19 from mass and social media, creating a map of what COVID-19 is and its impacts, and considering the influence of COVID-19 on UMY. During the pandemic, several unfavourable and positive press reports and those provided by the BHP became identifying materials.

In addition, each work unit conducted strategic surveys to assist in the identification procedure. As the Chancellor of UMY adheres to a collegial system by always considering input from work units, it is intended to accept the aspirations of stakeholders as input throughout the review process to promote stakeholder satisfaction.

Before developing a crisis management strategy, UMY has taken the correct action by identifying COVID-19 with a reputable source and its influence on UMY, particularly in the learning process—its primary activity. Beginning with the identification process, the UMY Chancellor's implementation of a collegial system is evident through the participation of relevant ranks and work units. Experts, physicians, and lecturers have contributed to the development of COVID-19 through their expertise and trustworthiness.

The involvement of the entire academic community in data collection and presenting their objectives to UMY has become a valuable factor in formulating policies and programs that would be implemented. The amount and rapid flow of information in the early days of COVID-19's presence posed obstacles to the identification process in different interpretations for each individual regarding COVID-19 information, necessitating the need for the most concrete data with clear references prior to the planning of follow-up policies.

The study determined that public safety has become one of the primary concerns during the COVID-19 pandemic. Thus, communication becomes a good way to raise the knowledge of the academic community and the general public following UMY on social media. Despite the fact that the provided message was still general, it could imply that UMY had detected the signal of COVID-19 entering Indonesia two days before launching additional attempts to combat its spread.

An evaluation was conducted at each level, contributing to resolving the learning process crisis at UMY, and the indicators correspond to their respective scopes. As a crisis management team, the ICS has continued to review by holding weekly meetings with its managers and biweekly meetings with IC Posts. However, evaluation indications were only accessible to the internal ICS. The BHP has included IKS 2020 indicators in its communication process, and its implementation has been quite successful based on the accomplishments achieved, which considerably surpass the aim.

The selected policies, protocols, procedures, and communications have been carefully prepared. The COVID-19 protocol implemented in the campus environment is quite good, but controls are needed in its application, such as when washing hands, checking temperature, maintaining distance, and using masks that must be considered properly.

The impact of using social media as a means of communication is very helpful in conveying information to the public or students. Social media plays a role in providing information and controlling opinions and rumors that develop in society, through factual, up-to-date, and open information. Various information is conveyed so that students who are in their area of origin stay informed about campus policies and activities, with informative content. and updates for the benefit of the public, especially students. This was done so that students still have an attachment to UMY, so they can complete their education even during the COVID-19 pandemic.

Conclusion

UMY took steps to continue to carry out learning during the COVID-19 pandemic and strive to continue to be able to carry out online and offline learning (Blended Learning). Several policies and activities were carried out by UMY as a management effort in the learning process during the COVID-19 pandemic, namely by establishing the UMY Incident Command System (ICS) as an institution that functions to carry out mitigation and handling of COVID-19 with an effective and efficient, and integrated management system. with a combination of facilities, equipment, personnel, procedures and communications. This is stated in various COVID-19 Mitigation Standard Operating Procedures (SOPs) that support the learning process at UMY during the COVID-19 pandemic, COVID-19 health protocol when entering and while in UMY, providing information about COVID-19 mitigation, has a Hotline Center, offline and online lecture guides, tuition waiver policies, procedures and protocols for returning and arriving students, SOPs for handling COVID-19 for the UMY academic community, procedures for organizing activities during the COVID-19 pandemic, and so on.

This study contributes to crisis communication in higher education by providing a comprehensive understanding of strategies used by universities during the COVID-19 pandemics. It explores measures such as tuition fee reductions, quota subsidies, and lecture adjustments, revealing practical steps to ensure student and stakeholder well-being. Furthermore, the study emphasizes proactive and transparent communication, highlighting the role of official websites, social media, and stakeholder engagement sessions in disseminating timely and accurate information to the university community. Internal communication and external communication during crisis can be done directly

(verbal) or indirectly. Effective communication will help organizations to; motivate work, achieve results according to plan, explain environmental policies, ensure understanding of roles and responsibilities, describe management commitments, monitor and evaluate performance. Effective internal communication requires mechanisms to flow information from the "top-down, bottom-up, and horizontal" flows. Since employees are at the forefront, they can be a great source of information, ideas and issues. internal communication should strive for 2 (two) way communication, information should be explained in a precise and understandable manner, information should be verifiable, organization should present a detailed description of performance, information should be presented in a consistent form.

Lastly, the research aids in developing crisis communication guidelines for higher education institutions. Insights gained from analysing universities' crisis communication management during the pandemic serve as a valuable resource for future preparedness and response efforts. The study offers practical recommendations and identifies successful strategies and lessons learned for institutions facing similar challenges.

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