

## Shaping the Future of PR Education: Creating a Digital Public Relations Textbook for Course

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### ABSTRACT

Teaching Public Relations courses is essential for the Office Administration study program at the Faculty of Economics, Medan State University (FE UNIMED). Current learning materials are outdated and lack alignment with the Industrial Revolution 4.0, potentially resulting in suboptimal knowledge for future organizational leaders. Thus, updating teaching materials is crucial to ensure students receive contemporary and sharp knowledge in the digital context. This study aims to compile and develop textbooks for Public Relations courses within a digital context, using the ADDIE development model. The ADDIE model includes five stages: Analysis, Design, Development, Implementation, and Evaluation. This Research and Development (RnD) approach ensures a comprehensive development process, enhancing the relevance and effectiveness of the course material. In the Analysis stage, current course materials and student needs were assessed to identify gaps. The Design phase involved structuring the content to incorporate digital public relations concepts. During development, the textbook was created to integrate modern communication strategies and digital tools. The Implementation stage involved testing the textbook in classroom settings. Evaluation included assessing the textbook's Validity, Effectiveness, and Practicality. The newly developed textbooks provided a contemporary framework for understanding public relations in the digital era. Validation results showed high relevance and accuracy, while effectiveness tests indicated improved student engagement and comprehension. Practicality assessments confirmed ease of use for both students and lecturers. These outcomes highlight the importance of regularly updating educational materials to align with technological advancements and industry needs. Updating Public Relations teaching materials to reflect digital advancements is vital for preparing students as future organizational leaders. The ADDIE model proved effective in developing relevant and practical textbooks. Future research should focus on long-term impacts of these updated materials on student performance and career readiness.

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## 1. INTRODUCTION

Indonesia, as a developing country, has embraced Public Relations (PR) not merely as a field of communication but as a crucial profession in the era of the industrial revolution 4.0. PR encompasses a wide range of activities, including media dissemination, managing corporate campaigns, working with buzzers and influencers, and handling stakeholder data (Arief & Saputra, 2019). The role of PR professionals is pivotal in conveying accurate and timely information amidst the rapidly evolving technological landscape. With information becoming increasingly accessible, PR practitioners must be highly selective and ensure that they disseminate information that accurately reflects the current conditions without any alterations. This critical function underscores the need for comprehensive and updated PR education to prepare students for the dynamic challenges of the profession.

The PR profession in the modern era according to Akhmadieva et al. (2021) must be able to organize the external environment, especially if the image of a company or organization can depend on the role of PR because they have a strategy carried out through digital media to develop credibility, trust & authenticity to the wider community (Kim & Freberg, 2021). A person who works as a PR must be equipped with various competencies that refer to knowledge, skills and attitude competencies and an understanding of the PR code of ethics, which forms the basis of ethics in their profession.

Higher education is a place for potential human resources, resources, competence to improve knowledge, skills, attitude development, and the development of a professional code of ethics through courses that are taught to be implemented in the future. This is reinforced in the Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education, especially in Chapter 1 article 5 regarding the goals of higher education, one of which is to develop the potential of students to become human beings who believe and fear God Almighty and have noble, healthy character (Swann, 2019). Knowledgeable, capable, creative, independent, skilled, competent, and cultured for the benefit of the nation. Thus, the role of tertiary institutions is very important to support each student by focusing on their field of study by utilizing increasingly sophisticated technology and balancing with character education in it. So, with this, students are expected to continue to increase their knowledge and competence (skills) while at the same time being able to have good character so that later they can contribute to social life (Hu, 2021).

This is in accordance with the opinion of Cismaru, Gazzola, Ciochina, & Leovaridis (2018), to find or create value in the PR profession student skills should continue to be developed so that when students graduate from tertiary institutions they are able to properly implement several skills, namely communication, writing, managing social or social media strategic media. The public relations course is one of the knowledge-based and skill-based courses offered for students of the S1 Office Administration Education Study Program, Medan State University. This course provides an opportunity for students to learn about the existence of the public relations profession and to know some of the skills that must be mastered. According to the RPS series of Public Relations Courses in the Office Administration Education Study Program, the learning achievement indicators are as follows. First, students have the ability to carry out public relations tasks in accordance with the personality and character of educational institutions or companies. Second, students have the ability to master ceremonies, presentations and speeches in providing excellent service (Gesualdi, 2019). Third, students have PR writing skills in managerial, entrepreneurship, and finance in office administration. And fourth, students are able to carry out homework assignments in making positive opinions according to organizing principles office administration. Based on the details of the RPS indicators for the public relations course, it can be said that the implementation of several meetings in learning is carried out by direct practice to maximize the potential and knowledge of students (Raza, Khan, Khan, Ali, & Bano, 2020).

The role of the public relations course, according to (Misidawati, Ernawati, & Shofwani, 2021) is to provide knowledge and understanding of PR both theoretically and practically so that after getting this course, students are expected to be able to analyze and practice their knowledge in the real world, namely in economic activities in the business world or in the life of the wider community, because in this case public relations is a broad science and it is not enough to just focus on the economy. This is also supported by the presentation of a theory by Silviani (2020), which states that the PR profession, apart from working

in the economic field also moves into the political, social and cultural fields. The role of public relations in an organization is very important and complements the other parts of the organization.

An educator has a role to make graduates have the best achievements (Wulandari et al., 2021). Qualified graduates and high achievements are formed not by an instant and easy process. However, there are factors that support this achievement. In this case, lecturers, as educators and facilitators in tertiary institutions, must be creative and not limited in presenting material (Maghfirah, 2017). The creativity of lecturers can be seen from their creative abilities in making learning methods, learning models, teaching materials, and so on to generate student interest, especially in subjects, so that students will gain knowledge and develop skills in depth and maximally. Here, the creativity of lecturers plays a role as one of the factors in increasing student output in both science and skills (Alaimo, 2020).

Talking about the creativity of educators, the thing that needs to be considered is that educators must be able to pursue creativity in terms of technology and non-technology (Suratman, Wulandari, Nugraha, & Narmaditya, 2020). Previously, in public relations courses by lecturers in public relations courses. However, in practice the media is made less able to increase creativity and public relations skills in students. Even though the role of educators is also described by Wulandari et al. (2021) to determine the quality of graduates, namely graduates with high quality and high achievement. Based on this explanation, it is necessary to develop learning media for public relations courses.

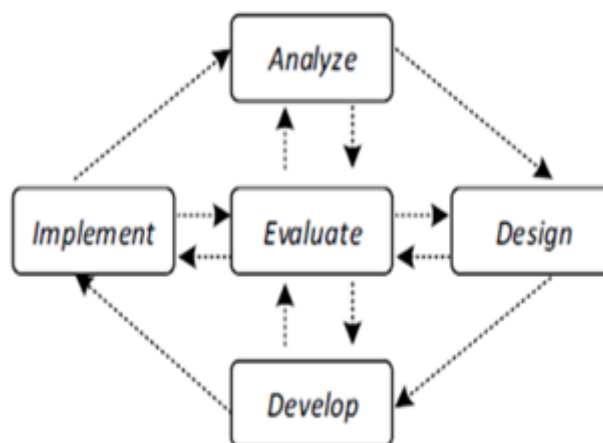
The classroom teaching and learning process is crucial in producing high-quality students. However, a significant issue in the Office Administration Study Program is the insufficient availability of tailored teaching materials for lecturers. Current classroom materials are not designed to provide students with sharp, up-to-date knowledge, potentially compromising their readiness as future leaders. Presently, lecturers rely on external teaching materials that may not fully align with the Graduate Learning Outcomes (CPL), graduate profiles, or the specific curriculum requirements of the institution (Edlins & Dolamore, 2018). While using external materials can be acceptable if they meet curriculum demands and student needs, it is essential to recognize that the needs and capabilities of students vary across institutions. Therefore, reliance on generalized external materials may not effectively address the unique requirements of each student body (Bardhan & Gower, 2020). In conclusion, developing customized teaching materials that align closely with institutional goals and student needs is critical for optimizing educational outcomes.

In view of this, improvements to teaching materials are necessary and crucial. Teaching materials are a guide for facilitators/lecturers in carrying out learning in class. This study aims to develop textbooks for public relations courses in a digital context. The reason for choosing the Public Relations course is because this course is the basis for students to get to know the ins and outs of the world of communication and public relations (Ki, Pasadeos, & Ertem-Eray, 2019). Office Administration Study Program lecturers need to create their own teaching materials because they have to consider the conditions and needs of students (Ferguson, 2018).

Despite the importance of Public Relations (PR) in Indonesia, particularly within the context of the Industrial Revolution 4.0, there remains a significant gap in the relevance and modernization of PR educational materials. Current teaching resources are often outdated and do not align with the contemporary needs of the profession, potentially leaving students underprepared for future roles. This research addresses this gap by developing and evaluating textbooks tailored to the digital age, focusing specifically on the PR course within the Office Administration Study Program at Medan State University. The novelty of this study lies in its use of the ADDIE development model to create a digital context for PR education, ensuring that materials are not only up-to-date but also pedagogically sound. The primary objective is to enhance the effectiveness of PR education, thereby improving students' preparedness for professional challenges. The central research question guiding this study is: How can digital context-based textbooks improve the teaching and learning of Public Relations in the Office Administration Study Program? By addressing this question, the research aims to provide a framework for integrating modern educational tools into PR curricula, thereby enhancing PR education's overall quality and relevance.

## 2. METHODS

This research utilizes the Research and Development (RnD) method. Research and Development is a methodology employed to create specific products and evaluate their effectiveness (Rustandi, 2021). The procedure for this research follows the ADDIE development model, which involves a systematic process for designing and developing a learning system through five stages: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation. The ADDIE model was selected for this study due to its structured approach to instructional development and its provision for ongoing evaluation and revision at each stage, ensuring that the resulting textbook is both valid and reliable. The following image illustrates the ADDIE procedure:



**Figure 1.** Stages of the ADDIE Model

In this study, the research subjects serving as data sources included lecturers and students from the Office Administration Education Study Program who had taken Public Relations courses. The lecturers involved were those who taught the Public Relations Course within the Office Administration Education Study Program, Faculty of Economics, UNIMED.

The validation stage involves evaluating the validity of the developed teaching materials and research instruments (Adnan, Muharram, & Jihadi, 2019). This assessment is performed by expert validators who also provide feedback and suggestions for improving the teaching materials and research instruments. The goal is to produce suitable teaching materials for implementation in lectures. The validity assessment is conducted using a validation sheet, and the results are measured using a Likert Scale, a common psychometric tool used in questionnaires that includes statements about an object, ranging from positive to negative (Taluke, Lakat, & Sembel, 2019). The Likert scale responses consist of strongly agree, agree, disagree, and strongly disagree (Rivera, 2019).

To evaluate the effectiveness of these teaching materials, a trial will be conducted with small, limited groups using a before-after (one-to-one) experimental design and a paired sample t-test. This trial will involve a small sample of 10 students who have completed the Public Relations course. The design tests the effectiveness of the teaching materials on learning outcomes before and after their application (Place & Vardeman-Winter, 2018). The paired sample t-test will be used with the following hypotheses:

Ho: There is no difference in learning outcomes before and after using the teaching materials based on theory and practice in the Public Relations Course.

Ha: There are differences in learning outcomes before and after using the teaching materials based on theory and practice in the Public Relations Course.

The criteria for accepting Ho is if the Sig value is  $> 0.05$ , and for rejecting Ho, if the Sig value is  $< 0.05$  (Kadir, 2015).

### 3. FINDINGS AND DISCUSSION

#### 3.1 Research Result

The entire research activity includes 5 stages, namely Analysis, Design, Development, Evaluation, and Implementation.

##### 3.1.1 Analysis

Curriculum analysis is a crucial step in understanding the current curriculum implemented at Medan State University, specifically within the Office Administration Education Study Program. The primary objective of this analysis is to identify the requirements of the curriculum to ensure alignment with the teaching materials. For higher education institutions, the Indonesian government has established the Indonesian Qualification Framework (KKNI) under Presidential Regulation No. 8 of 2012.

Student analysis aims to assess the needs and ability levels of students participating in the learning process. This analysis was conducted through open interviews with students, specifically class A students in Semester VII of the Office Administration Education Study Program. The interviews revealed that students require technology-based teaching materials to enhance their learning experience. This information serves as a guide for designing relevant teaching materials and identifying necessary public relations practice activities (Lee, 2021). Additionally, students expressed a desire for lectures to include contemporary case studies relevant to current public relations practices, providing them with updated industry knowledge.

The analysis also highlighted the diversity in students' learning preferences and cognitive abilities. Some students prefer independent study, while others thrive in group settings. Consequently, the digital-based public relations book developed in this study will incorporate these varied preferences, offering a range of individual and group assignments to cater to different learning styles.

##### 3.1.2 Design

The design phase began with the creation of a competency map for Course Learning Outcomes (CPMK), ensuring that these outcomes align with the overall learning goals for graduates of the Office Administration Education Study Program. The graduate profile for this program includes roles such as teaching assistants in office administration, office administration practitioners, and entrepreneurs. In line with these profiles, the design phase focused on developing material for a digital-based Public Relations textbook. This involved detailed planning to ensure the course content matched the expected competencies and outcomes (Zhang & Lu, 2021a).

Following the creation of the competency map, the next step was the preparation of the Semester Learning Plan (RPS). The RPS outlined the allocation and structure of sub-chapters for each textbook chapter, ensuring a coherent and logical flow of information. Additionally, the RPS included the design of Indonesian Qualification Framework (IQF) tasks, which were structured as routine, individual, and group assignments. These assignments, such as Mini Research, Idea Engineering, Case-Based Reasoning (CBR), and Case-Based Learning (CBL), were designed to reinforce the practical application of the course material.

The primary objective at this design stage was to prepare practical assignments for students, which was a main goal of the textbook. Incorporating case method-based learning approaches ensured comprehensive achievement of all course components. This method engaged students in real-world problem-solving activities that mirrored the challenges they would face in their professional careers. The assignments were crafted to encourage critical thinking, creativity, and strategic planning, thereby enhancing the students' practical skills.

All the detailed designs from this phase were set to be implemented in the subsequent Development stage, ensuring a seamless transition from planning to practical application. This meticulous design process not only prepared students for their future roles but also enhanced the overall quality and relevance of the Public Relations course within the Office Administration Study Program. By aligning the

course content with modern digital practices and real-world applications, the program aims to produce graduates who are well-equipped to meet the demands of today's dynamic professional environment.

### 3.1.3 Development

At this stage, all plans that have been determined at the Design stage are realized. The development carried out was to make a book on MK Public Relations and accompanied by an assignment of Case Method. The results of the development carried out at this stage are as follows. The following is the cover design for the book MK Public Relations.

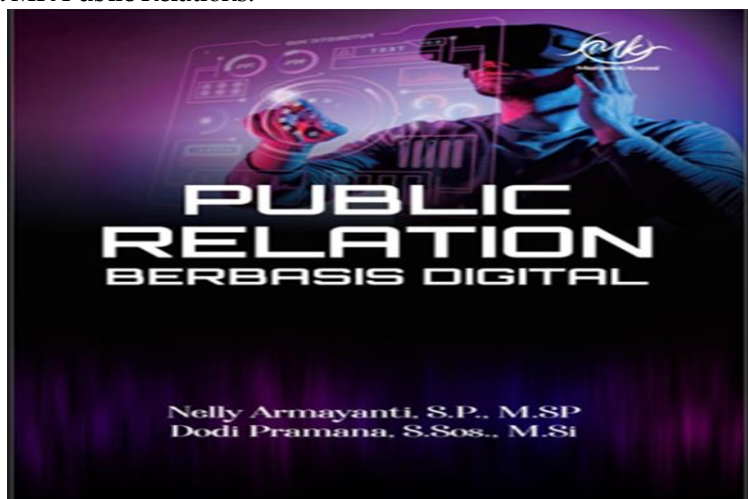


Figure 2. Cover Design

Each chapter in this book contains a variety of routine assignments, divided into group or individual tasks. These assignments are based on case studies (Case Method). Additionally, each chapter includes practical assignments, some of which are to be completed in class, while others are done outside of class to ensure their effectiveness. Conducting all practical assignments during class time would be inefficient due to time and facility constraints.

The practical assignments in this book are integrated with the Indonesian Qualification Framework (KKNI) tasks, such as Mini Research, Team Projects, and Idea Engineering. In specific chapters, practical assignments are aligned with Team Projects, and Mini Research is included to streamline student work. Despite the heavy workload associated with IQF tasks, this Public Relations book aims to ease the burden on students without compromising the curriculum's demands or proportion. There are three Mini Research assignments in the book, but they are consolidated into a single implementation, as the research covers three topics that can be studied within the same context (Smith, 2020).

### 3.1.4 Implementation

#### *Validity test*

After compiling the Digital-Based Public Relations book, the next step is its implementation with the research subjects. However, before the book can be implemented, it must undergo a validation process to assess its suitability and effectiveness. This validation is conducted by three expert validators: Dr. Azizul Kholis, SE., M.Si., M.Pd., Dr. Jufri Dharma, M.Si., and Dr. Hariady, M.Kom. These validators meticulously review the content, structure, and relevance of the book to ensure it meets the necessary academic and practical standards. Their feedback and recommendations are crucial for refining the material, and ensuring it aligns with educational goals and industry practices. Only after receiving their approval will the book be used in the actual study, providing students with updated and comprehensive resources for learning public relations in a digital context. This rigorous validation process underscores the commitment to delivering high-quality educational materials.

### Practicality Test

The practicality test of the teaching materials aims to evaluate the ease of use, usability, and effectiveness of the books. To assess practicality, the research sample comprised class A, Semester VII students from the Office Administration Education Study Program. Students were provided with questionnaires to review and evaluate the books. The questionnaire included 12 items, covering three main aspects: content feasibility (5 items), presentation (4 items), and language (3 items). This comprehensive evaluation helps determine how well the books meet educational standards and the needs of the students.

**Table 1.** Tabulation of Practical Values

No	Respondents	Aspect			Total
		Fill	Presentation	Language	
1	Rep 1	24	10	18	52
2	Rep 2	23	15	17	55
3	Rep 3	24	15	18	57
4	Rep 4	23	12	18	53
5	Rep 5	24	13	19	56
6	Rep 6	21	12	14	47
7	Rep 7	23	14	17	54
8	Rep 8	22	14	16	52
9	Rep 9	23	13	17	53
10	Rep 10	23	13	17	53
11	Rep 11	25	15	18	58
12	Rep 12	25	14	20	59
13	Rep 13	25	13	18	56
14	Rep 14	24	11	19	54
15	Rep 15	22	13	16	51
16	Rep 16	25	15	19	59
17	Rep 17	24	15	17	56
18	Rep 18	21	13	16	50
19	Rep 19	24	14	19	57
20	Rep 20	23	14	19	56
21	Rep 21	23	14	19	56
Score Total		491	282	371	1144
Average		23,381	13,428	17,667	54.4761
Practical		$= \frac{23.381}{25} \times 100\%$ =93.52%	$= \frac{13.428}{25} \times 100\%$ =89.52%	$= \frac{17.667}{20} \times 100\%$ =88.33%	$= \frac{54.4761}{60} \times 100\%$ =90.79%

Out of 33 individuals, 21 respondents participated in this section, representing the middle group sample test. The practical values derived from student feedback are summarized in the following table. This table provides an overview of the students' assessments, highlighting key insights into the usability and effectiveness of the teaching materials. The feedback gathered from this diverse group is crucial for refining and improving the educational content, ensuring it meets the students' needs and enhances their learning experience.

**Table 2.** Practical Values

No	Aspect	Percentage	Information
1	Material	93.52%	Very Practical
2	Presentation	89.52%	Practical
3	Language	83.33%	Practical
Total		90.79%	Very Practical

Based on the table, it is evident that the digital-based public relations book has a practical value of 90.79%, indicating its high usability. Specifically, the material received a practical value of 93.52%, presentation aspects scored 89.52%, and language presentation achieved 83.33%, all of which fall into the practical category. However, some respondents noted that certain words in the book were somewhat difficult to understand. Consequently, revisions have been made to the product to refine and improve the book based on the respondents' feedback.

### Effectiveness Test

The effectiveness test aimed to determine the impact of the Digital-Based Public Relations MK Book on student learning outcomes. This test employed a pretest-posttest experimental design over three sessions, covering the topics of Introduction to Public Relations, Company Reputation and Image, and Digitalization of Public Relations. The research sample comprised 33 students from Class A, Semester 2, who had previously studied Public Relations courses. Conducted over June 2023, the study began with a pretest to assess students' initial learning outcomes before using the Public Relations teaching materials.

Following the pretest, the lecturer presented the material using the Public Relations book and assigned practical tasks. At the end of the sessions, a posttest was administered to evaluate the differences in learning outcomes before and after the application of the Public Relations book. The Paired Sample T-Test was used for data analysis to determine whether the use of the Public Relations book had a significant effect on student learning outcomes.

**Table 3.** Calculation results of the Paired Sample Test

		paired Differences			95% Confidence Intervals of the difference		t	df	Sig. (2-tailed)
		Means	std. Deviation	std. Error Means	Lower	Upper			
Pairs 1	PRE - POST	-14.84848	6.91069	1.20300	-17.29891	-12.39806	-12,343	32	,000

The Paired T-Test is a parametric test used for analyzing two related datasets. This test aims to determine if there is a significant average difference between two paired or related samples. The results of the data analysis using the Paired Sample T-Test are presented in table 4.4 above. The table indicates a t value of 12.343 with a significance level of 0.00, which is less than the 0.05 threshold, leading to the rejection of H0. Consequently, student learning outcomes after using the Public Relations book were significantly higher than their pretest results. This finding demonstrates that the Public Relations book effectively enhances student learning outcomes.

### Evaluation

At this stage, the language in the book is revised and simplified to enhance user comprehension. Consequently, the book has undergone rigorous testing for validity, effectiveness, and practicality (Alam, 2020). Research findings indicate that the book effectively improves student learning outcomes. All phases of the research, including Analysis, Design, Development, and Implementation, were successfully executed (Edwards, 2018). In conclusion, the comprehensive testing and iterative refinement of the book ensure its suitability as an effective educational resource.

### 3.2 Discussion

The discussion in this study aims to address the issues highlighted in the problem formulation. The study's findings include two main outcomes: the development of a Public Relations book and an assessment of its feasibility, effectiveness, and practicality. These results provide a comprehensive evaluation of the new learning resource.

The development of the Digital-Based Public Relations book resulted in a printed version, with its content structured into several key sections. The initial part includes the title page, book caption, preface, table of contents, and a list of diagrams/tables. This organization ensures that users can easily navigate the material. The core section is divided into book chapters, each containing learning outcomes, material descriptions, case studies, practical assignments, and IQF (Indonesian Qualification Framework) assignments, followed by a bibliography. This structure aligns with best practices in educational material design, ensuring comprehensive coverage of essential topics (Pedro, Subosa, Rivas, & Valverde, 2019).

Each chapter begins with a description of the learning objectives, providing clear guidance on what students are expected to achieve. The inclusion of case studies and practical assignments fosters an interactive and applied learning environment, which is crucial for developing real-world skills in Public Relations. These elements are designed to encourage critical thinking and problem-solving, essential competencies for students aspiring to excel in the field. Furthermore, the book's layout, including the title section on the front cover and the design of learning topics on the start page of each chapter, reflects the comprehensive nature of the material discussed, enhancing its usability as an independent learning medium (Zhang & Lu, 2021b).

The feasibility, effectiveness, and practicality of the Public Relations book were assessed through various validation processes involving both experts and students. The results indicated high levels of acceptance and positive feedback, highlighting the book's potential as a valuable educational tool. Its detailed content and well-organized structure make it an effective resource for both classroom learning and independent study. The comprehensive nature of the practical assignments and the inclusion of assessment tasks ensure that learning outcomes are met effectively. These findings support the conclusion that the Digital-Based Public Relations book is a significant improvement over previous teaching materials, offering a modern, practical, and highly effective approach to learning Public Relations.

#### 4. CONCLUSION

Based on the research findings and discussion, it can be concluded that the Digital-Based Public Relations book for students of the Office Administration Education Study Program at FE UNIMED was successfully developed using the ADDIE model, which includes Analysis, Design, Development, and Implementation phases. The feasibility of the product was validated, and it was deemed fit for use in learning environments. Additionally, the effectiveness of the book was confirmed, indicating that it significantly enhances learning outcomes. The practicality of the book was also affirmed, demonstrating that it is user-friendly and easily integrated into the learning process. However, the research was limited to the initial development and evaluation stages, without extensive long-term implementation data. Future research should focus on longitudinal studies to assess the sustained impact of the book on student performance and explore additional features to further enhance its utility and effectiveness in diverse educational settings.

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