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Higher Education Crisis Communication In Indonesia In The Digital Era For Maintaining Reputation

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Abstract

Between January and June 2024, four plagiarism issues occurred in Indonesian higher education, posing a threat to reputations that have been upheld for years. This study aims to explore the crisis communication strategies of Indonesian universities in the digital era to maintain their reputations, using a case study method and a qualitative approach. The results of the study show that there is a consistent pattern in the crisis communication employed by Indonesian higher education. According to the Situational Crisis Communication Theory, it can be concluded that the strategies employed include (1) Reminding, (2) Ingratiation and (3) Compensation, .This study found that there are both advantages and disadvantages to these strategies and offers recommendations that can be applied by other universities in Indonesia if they encounter similar issues in the future.

Keyword: Manajemen Issue And Crisis, Crisis Communication, Higher Education Institution, Digital Era, Reputation

Introduction

The digital era has brought significant changes in how information is produced, disseminated, and consumed. Information and Communication Technology allows information to move faster and more broadly than ever before. The internet and social media enable information to be accessed in real-time by millions of people worldwide (Alamsyah et al., 2024). Various platforms such as TikTok, X, YouTube, and Facebook allow users to share news, opinions, and other content within seconds, which can then be further disseminated by other users, potentially creating massive viral effects (Sampuna et al., 2024)

The impact of this rapid and uncontrolled spread of information is substantial (Rahmawati et al., 2022). On one hand, it facilitates access to information, speeds up the dissemination of knowledge, and serves as an effective communication tool (Fauziah et al., 2024). On the other hand, it also increases the potential for issues and crises that can affect institutions and organizations (Jayus, 2023).

An issue arises when there is a issue or change that has a significant impact on the organization's operations (Coombs, 2023). Issues arise from a gap between organizational activities and public expectations. Ignored issues can escalate into crises and have consequences for the organization's reputation (Prayudi, 2021).

Issue management is a crucial process in corporate management to protect the market, reduce risks, create opportunities, and manage the organization's image to maximize profits and minimize losses through effective use of organizational resources and communication to maintain public trust (Permata et al., 2020). From the mass communication perspective, issue management relates to public relations and propaganda activities (Wahono, 2020).

Hainsworth and Meng, as cited in Regester & Larkin (2008) , outline stages in the issue lifecycle: (1) potential stage; (2) emerging stage; (3) current stage; (4) crisis stage; and (5) dormant stage.

A crisis is an unpredictable event for an organization, the impact of which can threaten stakeholders' expectations and affect organizational performance, resulting in negative outcomes. According to Regester & Larkin (2008), a crisis is when a company faces widespread negative attention. On the other hand, Fink (2013) describes a crisis as an unstable situation that threatens the existence, operations, or reputation of an organization, requiring the company to act swiftly and effectively to address the issue.

Crisis management involves preparing and taking emergency steps that an organization can use to handle unexpected events and difficulties to minimize losses during emergencies and protect itself (Sun, 2023).

Any organization, company, or institution can potentially experience a crisis, including those in the education sector, such as higher education (Aini, 2020). Higher education are institutions that provide educational services to the public as an essential part of efforts to enhance knowledge and skills (Amelia et al., 2024).

Law Number 12 of 2012 Article 1 Paragraph 6 states that higher education institutions are educational units that provide higher education. Higher education institutions in Indonesia come in various forms, including: Universities, Institutes, Colleges, Polytechnics, and Academies.

Higher education in Indonesia play a role in building national civilization through three main aspects known as the "Tri Dharma of Higher Education." According to Law No. 12 of 2012, it is stated that

"Higher Education is obligated to carry out Education, research, and community service."

According to Bairizki (2021) , in fulfilling this central role, higher education need to build, maintain, and enhance a positive image in the eyes of stakeholders. higher education public relations, as communication facilitators, act as a bridge to maintain and improve the higher education's reputation. The better the reputation, the greater the chance for the higher education to gain the trust of stakeholders, including investors.

Reputation is shaped and influenced by various aspects, including performance, behavior, image, and interactions with stakeholders. Consistent and satisfactory performance, ethical and professional behavior, a positive image, and transparent interactions all contribute to building a solid reputation (Fahruddin & Prayudha, 2023).

A good reputation has significant impacts. In addition to helping build trust and strong relationships with stakeholders, a good reputation can also enhance attractiveness and customer confidence (Rifa'I & Hosen, 2023). This trust can create high customer loyalty and strengthen the organization's market position, resulting in sustainable long-term benefits (Zulkarnain et al., 2023). Conversely, a poor reputation can lead to various negative consequences. Loss of stakeholder trust, decreased revenue, and damage to image and market position are some of the impacts of a negative reputation. An organization with a poor reputation may face difficulties in establishing new business relationships, retaining existing customers, and attracting top talent.

Maintaining a reputation is not an easy task (Azizah & Budiyono, 2023). Many universities must contend with various negative issues that can arise at any time (Faqrurrowzi & Dharma, 2023). One sensitive issue for Indonesian universities is plagiarism (Astuti et al., 2021), which can damage a higher education's reputation.

Plagiarism in higher education is a serious issue specifically regulated under the Regulation of the Minister of National Education of the Republic of Indonesia Number 17 of 2010 concerning the Prevention and Handling of Plagiarism in Higher Education. This regulation emphasizes the importance of maintaining academic integrity as part of the educational institution's responsibility to produce quality graduates and uphold scientific ethics. Higher education are expected to prioritize the intellectual capabilities and knowledge advancement of individuals without resorting to copying others' ideas and concepts (Palandeng et al., 2023).

However, in practice, plagiarism scandals still frequently occur, involving both students and educators (Pratiwi & Aisya, 2021). With the emergence of tools like ChatGPT (Susnjak, 2022) these cases not only damage individual reputations but also tarnish the reputation of higher education institutions in the public eye. In the digital era, the impact of such scandals is amplified due to the rapid dissemination of information through social media and other digital platforms. This situation presents significant challenges for higher education institutions to respond effectively, protect their reputation, and restore public trust.

From January to June 2024, several prominent cases related to plagiarism have emerged in Indonesian higher education. The first case involved students from UNEJ (Universitas Negeri Jember) who

became a hot topic on social media X after being posted by the account @MenfessUnej. The post showed screenshots of a thesis repository suspected of plagiarism, with indications of abstract and thesis text manipulation to deceive plagiarism detection applications. The post also revealed that the student had continued their education at ITS Surabaya, and the post had been viewed by 1.1 million people on Twitter.

The second case involved plagiarism by a social media influencer from the Faculty of Economics and Business (FEB) at Universitas Airlangga (UNAIR). According to detikJatim (2024), this case began from a thread on X created by Putri Zahra on March 9, 2024, revealing that Shafrina had copied her assignment and only changed the name.

The third case involves the Dean of the Faculty of Economics and Business at Universitas Nasional (Unas), Kumba Digdowiseiso, who came under public scrutiny after lecturers from Universiti Malaysia Terengganu (UMT) revealed that their names were improperly included in scientific publications authored by Kumba. According to Tempo.co, in 2024, Kumba reportedly published 160 scientific articles independently, but without permission to cite the names of UMT lecturers.

The fourth case of plagiarism involved a lecturer and student at Institut Teknologi PLN Jakarta (ITPLN) and was first made viral on social media based on a thread created by a lecturer from the University of Cambridge. This prompted ITPLN to speak out and investigate the plagiarism case (Tempo.co, 2024).

The final notable case involved the plagiarism of a final project by a student from Universitas Muhammadiyah Palembang (UMP). According to Kompas (2024), this issue originated from a tweet on

social media X highlighting academic integrity issues and graduation supervision at universities. Similar to ITPLN, UMP also formed a team to investigate the plagiarism case.

These examples demonstrate that universities are not immune to issues that can potentially become crises. However, the limited literature on crises in higher education has resulted in higher education lacking effective crisis management strategies, leading to less optimal crisis responses (Permata et al., 2020). This is reinforced by a VOSviewer analysis, which highlights a research gap in higher education crisis communication.
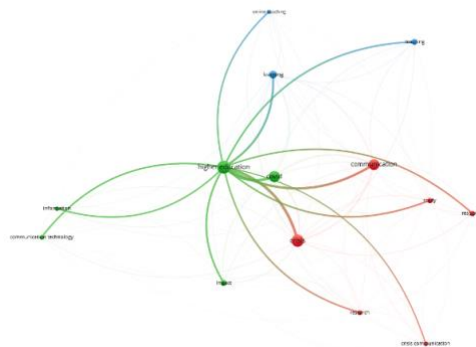

Figure 1. Analysis VosViewer

(Source: VosViewer, 2024)

This research aims to discover crisis management guidelines that can serve as a reference for universities in facing similar challenges in the future. BecausewWithout clear issue and crisis management guidelines, higher education institutions are vulnerable to negative impacts and crises that can tarnish their reputation (Lutfi, 2019). Given the significant responsibility of higher education through the Tri Dharma of Higher Education, it can be concluded that universities need to be able to respond to issues and crises quickly

and effectively to maintain their reputation and integrity, ensuring they remain trusted and high-quality educational institutions in the eyes of the public (Wirman et al., 2021).

This study will focus on plagiarism issues at Indonesian higher education in 2024 as the main reference for analysis, given that plagiarism is a critical issue for higher education as it can undermine academic integrity, reduce the quality of education, and damage the reputation of institutions and their graduates (Disantara, 2020).

This study employs the Situational Crisis Communication Theory (SCCT) introduced by Coombs (2022) to examine how higher education institutions in Indonesia responded to plagiarism crises in 2024. Coombs outlined ten reputation repair strategies and group them into four clusters by posture: (1) Deny (attacking the accuser, denial, scapegoating), (2) Diminishment (excusing, justification), (3) Rebuilding (apology, compensation, bolstering) (4) bolstering (reminding, ingratiation, victimage) The research aims to understand the differences in crisis communication patterns and strategies implemented by various types of institutions.

Based on the background of the issue outlined above, the researcher formulates the issue as follows: How do higher education in Indonesia use digital platform to manage crisis communications and maintain their reputation when plagiarism scandals occur. The objective is to understand crisis communication strategies used by Indonesian universities in the digital era to uphold their reputation.

Research Method

Qualitative research is a research method used to study natural conditions of objects. The researcher is a key instrument, data

collection is conducted through triangulation techniques, data analysis is inductive or qualitative, and the research results emphasize meaning over generalization. This method is used to understand complex and meaningful social phenomena within their context, focusing more on processes and generated meanings (Sugiyono, 2020). Content analysis is a research method used to analyze communication content, such as text, images, videos, or audio, with the aim of understanding specific patterns, themes, or trends within the material (Krippendorff, 2018).

This research adopts a qualitative approach with a case study design, aiming to provide an in-depth understanding of how higher education institutions handle plagiarism crises. The data collection technique used is library research, which involves reviewing relevant literature, academic journals, institutional reports, and online resources to gather comprehensive data.

The data analysis follows Creswell (2015)analytical spiral model, which consists of several iterative steps: data management, where data is organized and prepared for analysis; reading and memoing, which involves thoroughly examining the data and noting initial insights; description, classification, and interpretation, where key themes, patterns, and relationships are identified and analyzed; and presentation and visualization, where the findings are organized into a coherent narrative and supported by visual representations, such as charts or models, to enhance clarity and comprehension.

To enhance the validity and accuracy of the findings, triangulation of techniques and sources is applied. Triangulation of techniques involves using multiple methods or approaches to ensure consistency in results, while triangulation of sources is achieved by collecting data from various sources. This method allows

researchers to gain comprehensive and in-depth insights into crisis communication in Indonesian higher education institutions. In case study research, there are research limitations. The limitation of this study is the issue of plagiarism in Indonesian higher education institutions that occurred from January to June 2024.

Results and Discussion

Results

There were 5 cases of plagiarism occurring at Indonesian universities between January and June 2024. These issues affected Universitas Negeri Jember (UNEJ), Universitas Airlangga (UNAIR), Universitas Nasional (UNAS) Institut Teknologi PLN Jakarta (ITPLN Jakarta), and Universitas Muhammadiyah Palembang (UMP). These cases will be described chronologically as follows:

Universitas Negeri Jember

The plagiarism issue involving UNEJ students began with a post by the account Teguh Arie Sandy on February 23 in the Facebook group Keluh Kesah Ngampus (KKN). The post was apparently screenshot by several parties and subsequently spread across other social media platforms such as X and TikTok, leading to extensive coverage by various mass media channels
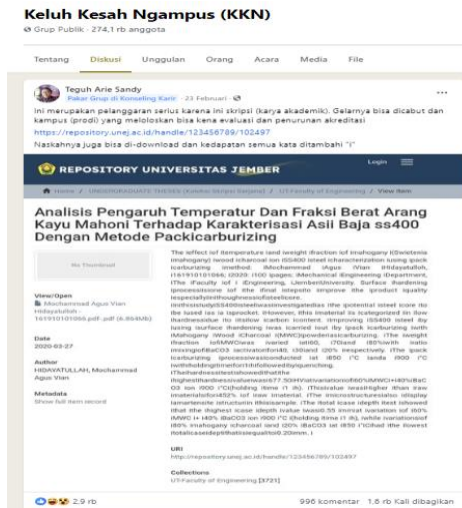
Figure 2. Threads X@MenfessUnej

(Source: X UNEJ @MenfessUnej, 2024)

Table 1. News coverage about UNEJ during issue

No.	News Title	Link News	Publish Date
1.	Mahasiswanya Diduga Plagiat Skripsi, Begini Hasil Temuan Universitas Jember	Kompas.com	5 Maret 2024
2.	SEMPAT Viral Mahasiswanya Diduga Plagiat Skripsi, Universitas Jember: Mirip 74 Persen, Diyakini Asli	Tribun-Medan.com	5 Maret 2024
3.	Penjelasan Unej soal Dugaan Alumnusnya yang Disebut Plagiat Skripsi	Kompas.com	6 Maret 2024
4.	Viral Unggahan Sebut Mahasiswa Universitas Jember Diduga Plagiat	TribunJabar.Id	6 Maret 2024

After this case went viral on social media, UNEJ issued a statement through the Vice Rector for Academic Affairs, Prof. Slamin, on March 5, 2024. He stated that the university had investigated the alleged plagiarism involving its alumnus. It was explained that the Dean's Office of the Faculty of Engineering conducted an originality check of the thesis by re-examining the original Microsoft Word version of the thesis, rather than the file from the UNEJ Library. It was found that there was a 74 percent similarity, but it was concluded that the thesis was original. The appearance of the letter "i" in every word of the uploaded thesis was suspected to be due to the system in 2020 not being as advanced as it is now.

Universitas Airlangga

A student from the Management Department, Faculty of Economics and Business (FEB) at Universitas Airlangga (UNAIR) was suspected of plagiarizing a class assignment. This case involved a social media influencer named Shafrina Putri Indira, who was alleged to have copied the assignment of another UNAIR student, Putri Zahra. The case originated from a tweet by the X account @wkwkingatmyself, as cited by researchers from an article by detikJatim (2024), because the post has since been removed.

Figure 3. Threads *X* @wkwkingatmyself

(Source: *X* @swooningfangirl, 2024)

Table 2. News coverage about UNAIR during issue

No.	News Title	Link News	Publish Date
1.	Heboh Mahasiswa Unair Plagiat Tugas Kuliah	detikJatim	28 Maret 2024
2.	Unair Buka Suara soal Gaduh Cuitan Mahasiswa Plagiat Tugas	Kompas.com	29 Maret 2024
3.	Viral Mahasiswa Unair Plagiat Tugas Kuliah, Netizen Geram Korban Malah Ikut Minta Maaf	Yoursay.id	29 Maret 2024
4.	Viral Cuitan Mahasiswi Tugasnya di Plagiat oleh Teman, Unair Buka Suara, Kini Saling Minta Maaf?	TribunJabar.Id	29 Maret 2024
5.	Mahasiswi Unair Viral karena Plagiat Tugas Kuliah, Muncul Dugaan Adanya Backingan	Pikiran Rakyat Tangerang	29 Maret 2024
6.	Safrina Mahasiswa Unair yang Viral di Medsos, Ini Sanksi Akademik yang Diterimanya	tempo.co	30 Maret 2024

7	Klarifikasi Mahasiswa Unair yang Lakukan Plagiarisme Tugas Kuliah	Kompas	2 April 2024
8.	Viral Mahasiswa Unair Plagiat Tugas Kuliah, Kampus Beri Sanksi Pelaku	IDN Times Jatim	3 April 2024

After the issue became widely discussed on social media, the perpetrator created a clarification video posted on TikTok. However, the public response was unfavorable, leading to a second clarification video where the perpetrator invited the victim to participate in a joint video. This attempt further angered the public, as many felt that the victim should not have been required to make a public apology. The victim even deleted their social media account and urged netizens not to attack the perpetrator's social media due to fear of retaliation from the perpetrator's social circle.
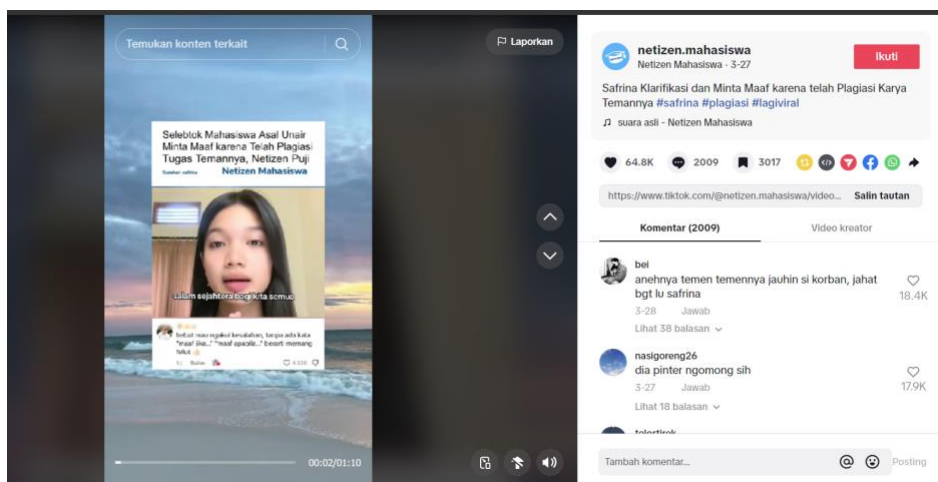
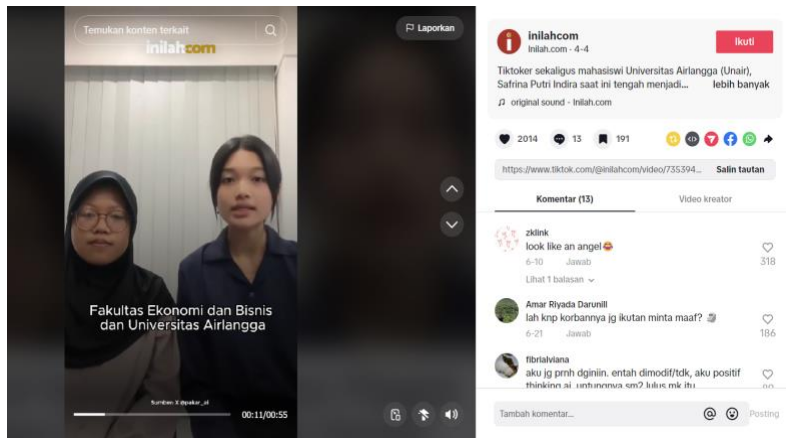**Figure 4.** Video clarification Shafrina Putri Indira

Figure 5. Video clarification Shafrina Putri Indira & Putri Zahra

(Source: *Tiktok* @inilah.com, 2024)

Universitas Airlangga issued a press release on March 28, 2024, outlining the university's stance on the plagiarism issue. The release included six key points, which will be detailed in the following image.
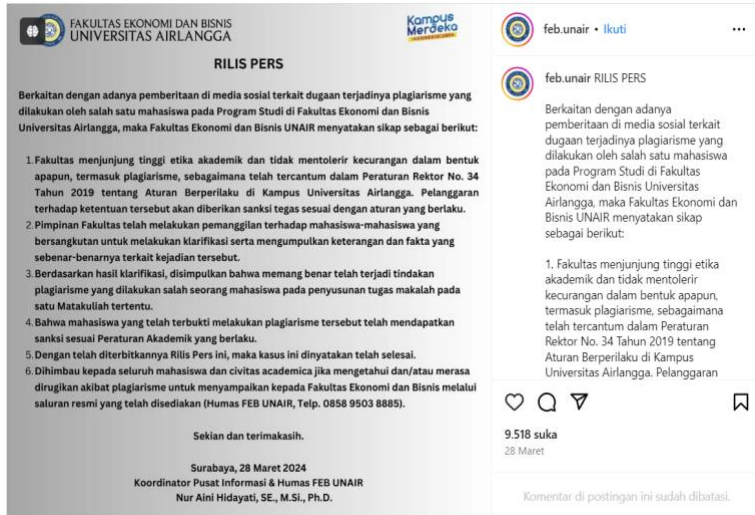
Figure 6. Press Release UNAIR

(Source: *Instagram* @feb.unair, 2024)

Universitas Nasional

The plagiarism allegations at Universitas Nasional (Unas) Jakarta continue to draw public attention after a Turnitin examination revealed that the academic paper by the Dean of the Faculty of Social and Political Sciences (FISIP) at Unas, Kumba Digdowiseiso, had a 96-97 percent similarity to other scientific articles. In his work, Kumba is also accused of listing the names of several lecturers from Universiti Malaysia Terengganu (UMT) without permission, including Safwan Mohd Nor, an assistant professor of finance, who claimed he had never met Kumba. Additionally, 24 other UMT staff members were allegedly included in Kumba's publication authorship list without their knowledge.

These allegations strengthen suspicions of severe violations of academic ethics at the institution, as highlighted by the Coordinator of the Indonesian Caucus for Academic Freedom (KIKA), Satria Unggul Wicaksana Prakasa. Retraction Watch previously reported on Kumba's Google Scholar profile, which shows that he published over 160 papers throughout 2024—a number deemed implausible by many. This case involves not only plagiarism accusations but also the practice of name falsification without consent, further tarnishing Kumba's academic integrity. Universitas Nasional has stated its commitment to conducting a thorough investigation to safeguard the institution's credibility and restore public trust, while

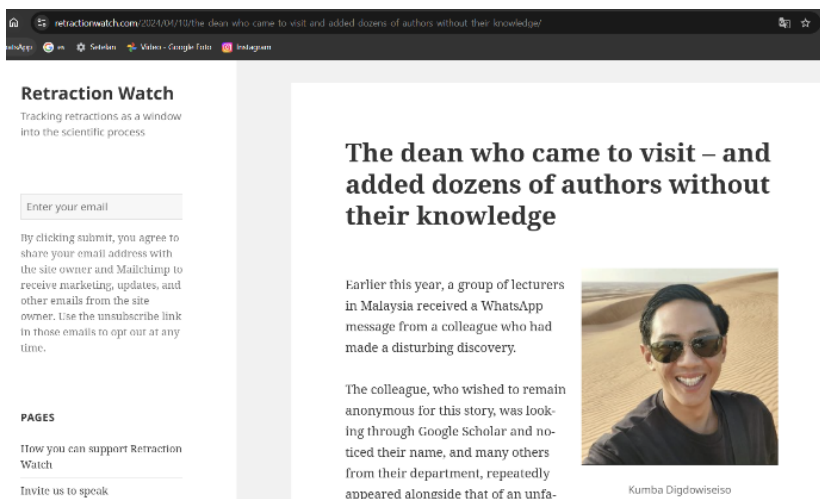academics from Universiti Malaysia Terengganu have demanded clarification and strict action.

Figure 7. News by Retraction Watch

(Source: Retraction Watch, 2024)

Table 3. News coverage about UNAS during issue

No.	News Title	Link News	Publish Date
1.	The dean who came to visit – and added dozens of authors without their knowledge	Retraction Watch	10 April 2024
2.	Heboh! Profesor Muda Unas Jakarta Diduga Plagiat Dosen UMT	IDN Times	12 April 2024
3.	Hasil Turnitin Karya Ilmiah Dekan Unas Kumba: 96-97 Persen Mirip dengan Artikel Lain	Tempo	15 April 2024
4.	Dekan UNAS Dituding Lakukan Plagiarisme Berat, Yanuar	Suara.com	16 April 2024

	Nugroho: Beginilah Remuknya Sistem dan Liciknya Individu		
5.	Dekan FEB Unas Diduga Catut Nama Dosen Malaysia di Jurnal Ilmiah, Kampus Buka Suara	Kompas.com	18 April 2024
6.	Dean in Indonesia resigns following Retraction Watch report	Retraction Watch	19 April 2024
7	Dekan FEB Unas Akhirnya Mundur Terkait Kasus Plagiat	IDN Times	19 April 2024
8.	Indonesian university dean dismissed, barred from teaching, asked to apologize	Retraction Watch	30 April 2024

Figure 8. Threads *X* @UNAS1949

(Source: *X* @UNAS1949, 2024)

Institute of Technology PLN Jakarta

An X user named Illias Alami posted that a scientific article written by him had been plagiarized by a lecturer and student from Institut Teknologi PLN Jakarta. The tweet has been seen by 1.2 million X users as of August 17, 2024, drawing significant media attention in Indonesia.
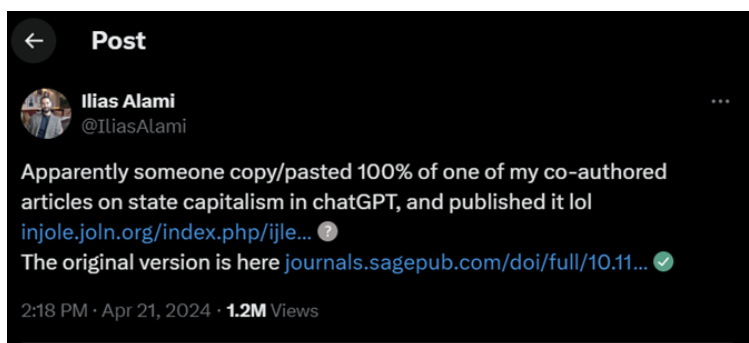

Figure 9. Threads @IlliasAlami

(Source: *X* @IlliasAlami, 2024)

Table 4. News coverage about ITPLN Jakarta during issue

No.	News Title	Link News	Publish Date
1.	Dosen ITPLN Diduga Plagiat Artikel Ilmiah Milik Dosen di Cambridge, Kampus Lakukan Investigasi	tempo.co	23 April 2024
2.	Dosen dan Mahasiswa IT PLN Diduga Lakukan Plagiarisme Artikel Ilmiah University of Cambridge	Kaldaranews	24 April 2024
3.	Mahasiswa ITPLN yang Diduga Plagiarisme Minta Maaf, Dosen	tempo.com	25 April 2024

The case was quickly resolved as the victim decided not to pursue legal action. However, despite the matter being considered resolved, the university vowed to impose strict sanctions on the perpetrators. ITPLN Jakarta released a statement on April 23, 2024, across various social media platforms including Facebook, Instagram, and X, as well as the university's website

Figure 10. Press Release ITPLN Jakarta

(Source: *Instagram* @itpln, 2024)

Universitas Muhammadiyah Palembang

A case went viral on social media involving a student from the Faculty of Law at UMP, who was suspected of plagiarizing a thesis from a graduate of the Faculty of Law at Universitas Sriwijaya. The plagiarism was exposed after the original thesis owner shared

excerpts of their thesis, which were then compared to the thesis allegedly belonging to the UMP law student on X on May 29, 2024. This issue attracted public attention and was covered by mass media.

Figure 11. Threads X @wahkerensih

(Source: *X* @wahkerensih, 2024)

Table 5. News coverage about UMP during issue

No.	News Title	Link News	Publish Date
1.	Mahasiswa UM Palembang Plagiat Skripsi, Dekan FH Bentuk Tim Investigasi	detik.com	30 Mei 2024

2.	Mahasiswa UM Palembang Diduga Plagiat Skripsi Lulusan Unsri, Kok Bisa?	Kompas	30 Mei 2024
3.	Viral Mahasiswa UM Palembang Plagiat Skripsi, Kampus Investigasi	detik news	31 Mei 2024
4.	Merasa Difitnah! Devi Sri Astuti, Mahasiswa Universitas Muhammadiyah Palembang Bela Diri Usai Dituding Plagiasi Skripsi	kilat	31 Mei 2024
5.	Kemdikbud Bakal Beri Sanksi Mahasiswa yang Lakukan Plagiasi Skripsi	detik.com	31 Mei 2024
6.	Soal Dugaan Kasus Plagiat Skripsi UM Palembang	detik.news	3 Juni 2024
7	Terbukti Plagiat Skripsi, Mahasiswi UMP Batal Wisuda dan Diskorsing	Suara.com	6 Juni 2024
8.	Mahasiswa UM Palembang Terbukti Plagiat Skripsi, Kena Skorsing 1 Semester	detiksumbagsel	7 Juni 2024
9.	Nasib Mahasiswa UM Palembang Pelaku Plagiat Skripsi, Gagal Wisuda dan Diskors	Kompas.com	8 Juni 2024
10.	Mahasiswa UM Palembang Diduga Plagiat Skripsi Mahasiswa Unsri, Ini Kronologinya	tempo.co	9 Juni 2024

Initially, the alleged plagiarist denied the allegations and attempted to defend themselves. However, this was contradicted by high plagiarism detection results showing a 58% similarity. The victim issued a formal notice to the faculty and university. In response, the

Dean of the Faculty of Law released a clarification video on the same day, stating that the university would take strict action by forming an investigative team. After seven working days, it was found that the perpetrator, Devi Sri Astuti, admitted that the thesis she wrote was indeed plagiarized.
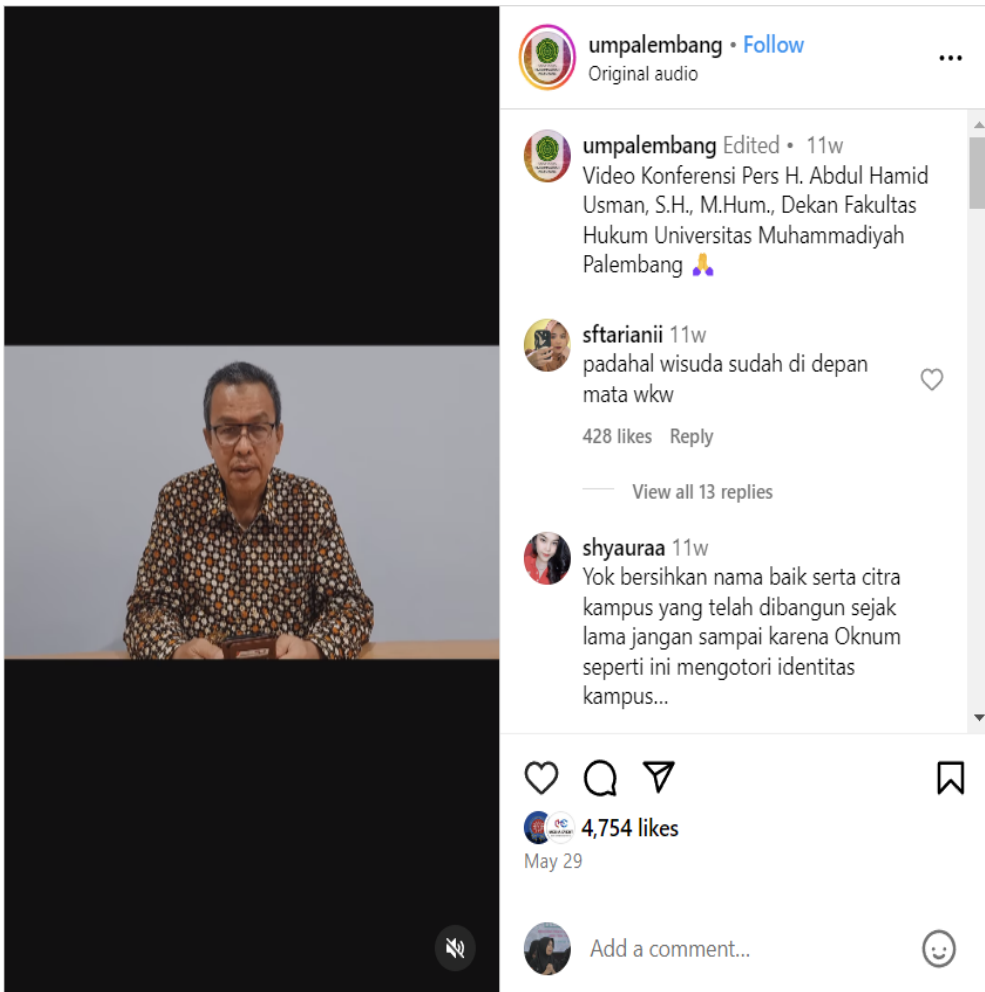

Figure 12. Press Release UMP

(Source: *Instagram* @umpalembang, 2024)

Discussion

Cluster of Higher Education in Indonesia

In Indonesia, higher education institutions are categorized into Universitas, Institut, Sekolah Tinggi, Politeknik, dan Akademi.Perguruan tinggi In this article, before discussing the communication strategies employed by each institution, the researcher will classify the universities as follows:

Table 5. Classify the higher education in Indonesia

Cluster	Category	Higher Education
Public Universities	Public Universities	1. Universitas Negeri Jember (UNEJ) 2. Universitas Airlangga (UNAIR)
	State Institutes	1. Institut Teknologi PLN Jakarta (ITPLN Jakarta)
Private Universities	Private Universities	1. Universitas Nasional (UNAS)
	Muhammadiyah Universities	1. Universitas Muhammadiyah Palembang (UMP)

Crisis Communication Response Strategies

The crisis communication strategies employed by higher education in Indonesia reveal both similarities and differences that are interesting to analyze. Generally, the responses chosen by various institutions tend to follow a similar pattern, indicating the use of standard approaches in handling plagiarism issues. However, despite these similarities in crisis communication patterns, there

are also small differences that arise depending on specific factors such as the institution's reputation, the scale of the violation, and stakeholder demands. These differences reflect the adaptation of crisis communication strategies by each university to suit their context and needs. The further explanation of these similarities and differences is outlined in the following table:

Table 6. Similarities and differences crisis communication of higher education institutions in Indonesia

No.	Similarities	Differences
1	All institutions stated their intention to form investigation teams to address the plagiarism issues.	Platforms and Communication Methods Used
2	All institutions committed to imposing strict sanctions on those found guilty of plagiarism.	Level of Transparency in Acknowledging Mistakes
3	Institutions communicated their core values, including a commitment to anti-plagiarism practices.	Content and Focus of Statements, and Tone of Voice Used
4	Institutions utilized social media and mass media to disseminate information and clarifications to the public.	

After identifying the patterns of similarities and differences in how universities communicate with their public during a crisis, the

researcher continues to analyze the strategies chosen by each higher education institution based on the Situational Crisis Communication Theory (SCCT) by Coombs (2022). The SCCT outlines various crisis communication strategies that can be employed during a crisis period. These strategies are detailed in the table below:

Table 7. Crisis communication of higher education institutions in Indonesia

No.	Higher Education	Response strategy
1.	Universitas Jember	- **Denial** of the crisis (Deny) - **Scapegoating** the system (Deny) - **Reminding** UNEJ's Core Value (Bolstering)
2.	Universitas Airlangga	- **Reminding** academic value (Bolstering) - **Compensation** through academic sanctions (Rebuild) - **Ingratiation** appeal for reporting similar incidents (Rebuild)
3.	Universitas Nasional	- **Excuse**, It seeks to reduce the perception of responsibility by stating that the incident was beyond their control or an individual act (Deminish) - **Ingratiation** by creating a committee (Bolstering)
4.	Institut Teknologi PLN Jakarta	- **Reminding** ITPLN's core value (Bolstering) - **Compensation** through academic sanctions (Rebuild) - **Ingratiation** by creating a committee (Bolstering)
5.	Universitas Muhammadiyah Palembang	- **Ingratiation** by creating a committee (Bolstering)

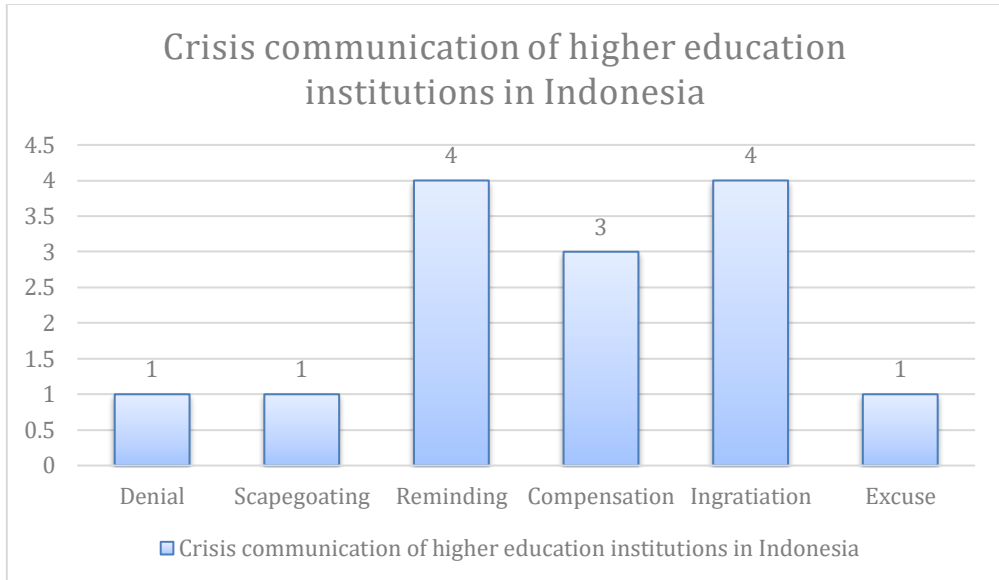|	- **Compensation** through Academic Sanctions (Rebuild) - **Reminding** UMP's Core Values (Bolstering)

Figure 13. Crisis communication of higher education institutions in

Indonesia

(Source: Column chart by Researcher, 2024)

Based on the column chart, it is evident that Indonesian higher education institutions in 2024 commonly employ three main strategies when addressing plagiarism issues: (1) **Reminding** Core Values: This strategy is used by all affected institutions. It involves emphasizing the core values and academic ethics upheld by the institution, including a firm stance against plagiarism. (2) **Ingratiation**: This strategy involves providing positive information

about the institution, such as affirming that plagiarism is not condoned and demonstrating a swift and committed response to resolving the issue. (3) **Compensation:** In the context of plagiarism, compensation does not involve financial restitution but rather academic sanctions. These sanctions demonstrate the institution's commitment to addressing the issue seriously and ensuring justice for the affected parties.

After understanding the most commonly used crisis strategies and the similarities and differences in crisis communication among Indonesian higher education institutions in addressing plagiarism issues, the researcher compared these strategies to identify their strengths and weaknesses. The results of the analysis are as follows

Table 8. Strength and weaknesses of strategy crisis communication

No.	Strategy	Strength	Weakness
1	Reminding	Helps to redirect the public from the current issue and focus on the positive values upheld by the higher education institution.	It has the potential to become a new issue, as the higher education institution may be perceived as failing to uphold its positive values and appearing to cover up its mistakes.

2	Ingratiation	It helps to redirect the public from the issue at hand and sympathize with the higher education institution's efforts to resolve the issue.	It can appear insincere and manipulative, leading the public to feel that the higher education institution is merely trying to protect its image. This perception can increase suspicion and potentially worsen the damage to public trust.
3	Compensation	It demonstrates that the organization is responsible for the disruption that has occurred, takes a firm stance against those involved in plagiarism, and supports the victims.	It increases administrative and operational costs due to the need to form an investigation team to address the issue.

Impact of crisis communication response strategies on public perception and institutional reputation

After understanding the crisis communication strategy used by the university, the researcher attempts to examine the impact that resulted from it.

Universitas Negeri Jember

Based on the comments provided, it is evident that the public is not very pleased with this issue and places the blame on the university, even comparing it to private institutions.
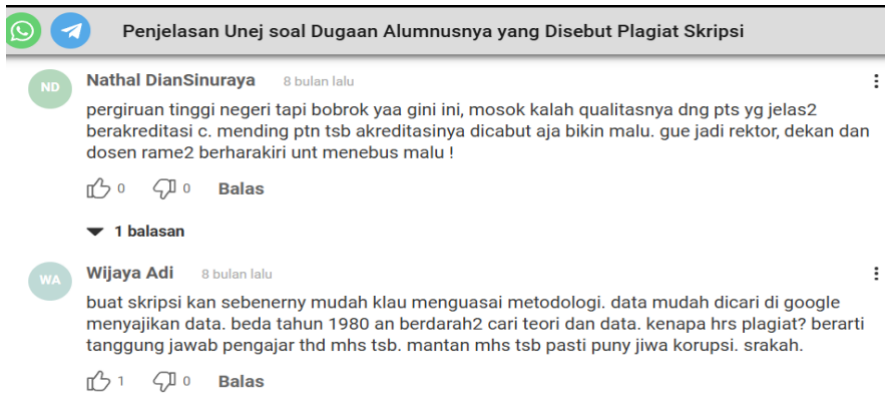
Figure 14. Public opinion about UNEJ

(Source: Kompas, 2024)

Universitas Airlangga

After the official press release from UNAIR was issued, the public response could be described as negative, as the press release was perceived as favoring the perpetrator, which further fueled public anger.
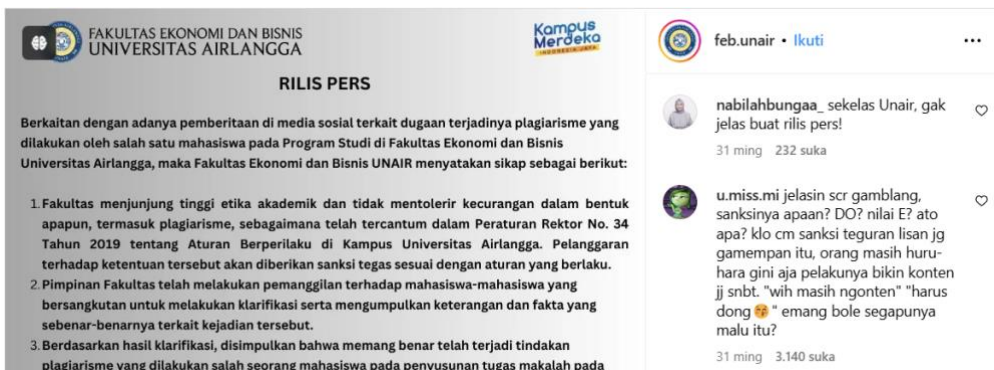

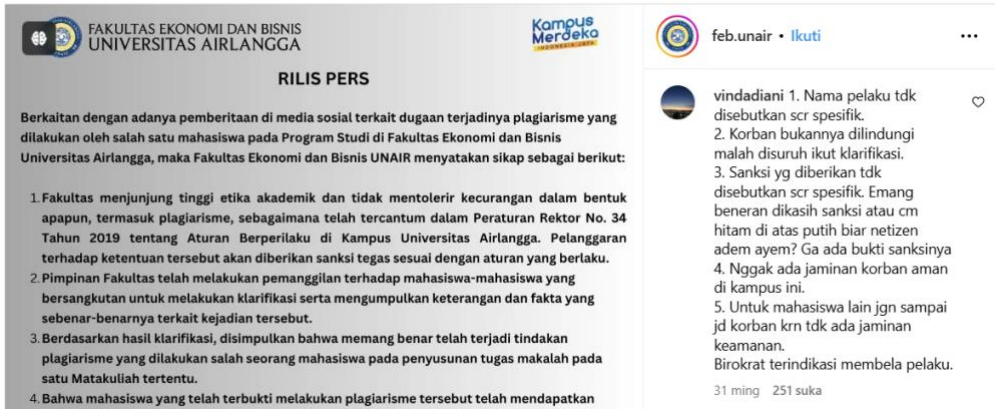**Figure 15.** Public opinion about UNAIR

(Source: Instagram @feb_unair, 2024)

Figure 16. Public opinion about UNAIR

(Source: Instagram @feb_unair, 2024)

Institute of Technology PLN Jakarta

Public perception can be considered positive regarding the swift response provided by ITPLN Jakarta to this issue. Many expressed support and advised ITPLN Jakarta to learn from this incident to prevent it from happening again in the future.
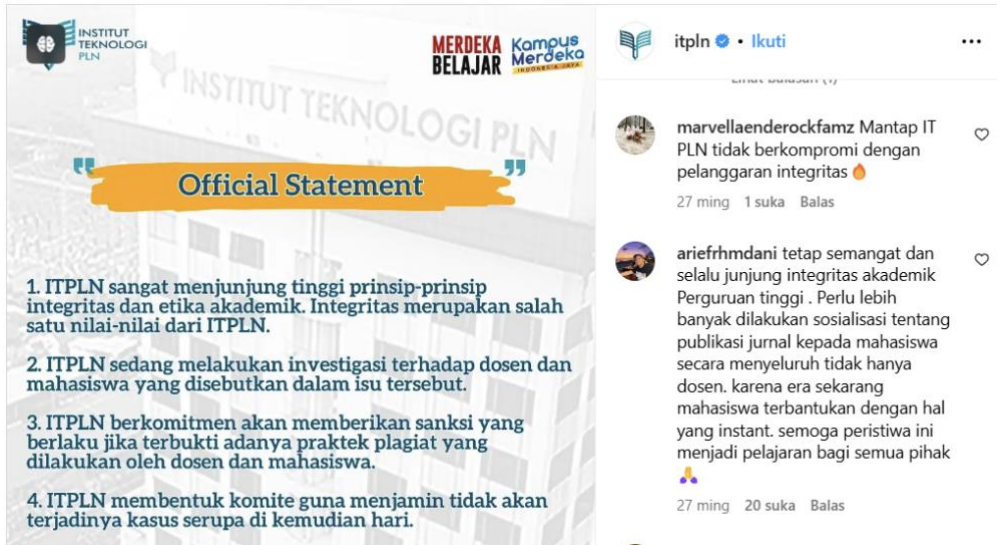
Figure 17. Public opinion about ITPLN Jakarta

(Source: Instagram @itpln, 2024)

Universitas Nasional

After uploading the press release to social media X, the reactions from netizens were quite diverse. Some responded sarcastically, with many criticizing small details such as the poor quality of the English translation, which they assumed was done using Google Translate. This indicated dissatisfaction with the professionalism of the institution's communication, as netizens expected a higher standard of language use to maintain the university's image.
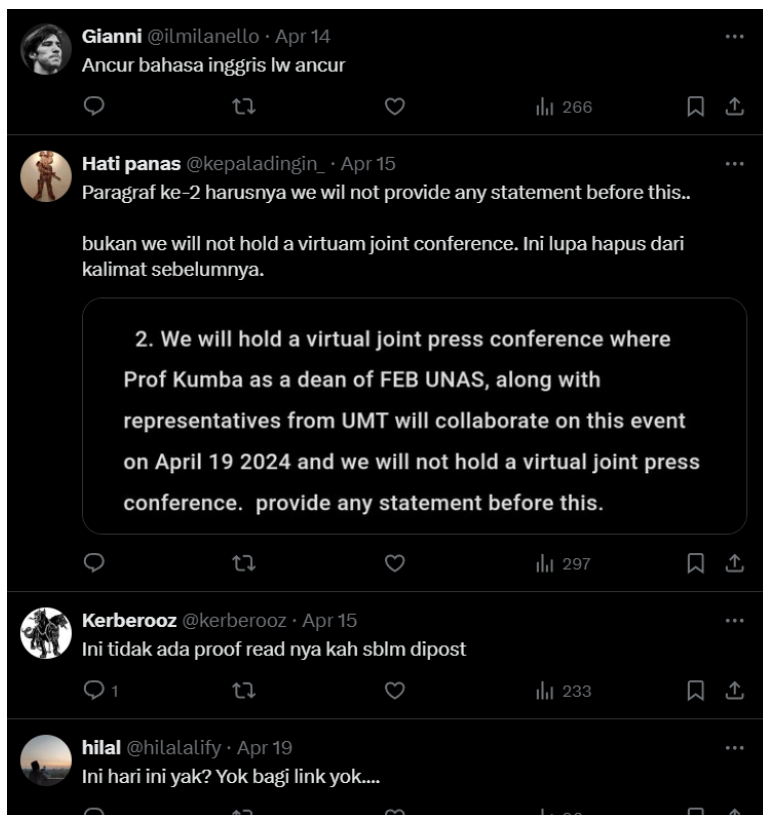
Figure 18. Public opinion about ITPLN Jakarta

(Source: Instagram @itpln, 2024)

Universitas Muhammadiyah Palembang

After the release of the video, public comments were quite varied. Some questioned the role of the academic advisor for allowing this to happen, some supported the university for acting quickly and promising to take firm action, some blamed the perpetrator and demanded severe sanctions, and others even threatened UMP if it did not take a firm stance on this incident.

Figure 19. Public opinion about UMP

(Source: *Instagram* @umpalembang, 2024)

Conclusion

The conclusions drawn from this research indicate that Indonesian higher education institutions, when facing plagiarism issues, generally exhibit several similarities. They typically issue statements through one or more social media platforms or mass media, announcing the formation of an investigation team as a response to the issue and committing to take firm action if plagiarism is confirmed. Additionally, these statements often include a reminder of the institution's core values, including a stance against plagiarism.

While the described research focuses on the phenomenon of plagiarism within Indonesian higher education institutions and is limited to the specified time period, other limitations should also be acknowledged. These include: the temporal limitation which may confine the analysis within a certain time, and this may not catch all types of crisis communication strategies adopted prior to, or after that time; contextual factors that can affect crisis communication, like changes in policy or attitude at a societal level; analysis subjectivity, given that interpretation of data may be biased towards the views held by the researcher; limited scope to plagiarism, hence disregarding other vital issues the institutions may face while

communicating in crisis. By investigating such aspects, this research work hopes to provide a comprehensive insight into crisis communication in Indonesian higher education institutions without forgetting its limitations and the requirement for further research in this field.

The recommendations provided to Indonesian higher education institutions are as follows: (1) Institutions may appear arrogant and lacking in empathy if they do not issue an initial apology for creating a disturbance; (2) Failure to apologize and a lack of transparency in addressing the issue might lead the public to believe that the institution is not genuinely committed to resolving the issue. This perception can result in formal statements being seen as mere formalities without substantial follow-up actions to prevent future occurrences; (3) Institutions should optimize the use of social media and mass media as communication channels during the crisis, employing a more extensive and diverse approach rather than relying on a single platform.

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