Marketing Communication Model of International School in Post COVID-19 Pandemic

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Abstract
International School like Binus is an outstanding international school of Indonesia which other than the language using foreign language, they also participate in international event a lot. However, it contains some problem in the educational system, with Krippendorf's content analysis, Author is able to discover that English linguistic bias grows up boldly in international school because they lack actual bilateral relationship. That bilateral relationship can be manifested through human resources having important occupation in foreign school or Binus winning international competition.

Keywords*: BINUS School; Content Analysis; International School; English Bias; Bilateral Relationship*

INTRODUCTION

COVID-19, also known as the novel coronavirus, has had a significant impact on the world as a whole, and Indonesia is no exception. The first case of COVID-19 in Indonesia was reported on March 2, 2020, and since then, the pandemic has had a profound impact on the country's social, economic, and health landscape (Baker et al., 2020; De Leon et al., 2021; Hidayat & Susilo, 2021; Susilawati et al., 2020; Susilo, Putranto, et al., 2021). The initial response of the Indonesian government to the pandemic was relatively slow and lax. However, as the number of cases began to rise, the government began to take more aggressive measures to control the spread of the virus. The government implemented various measures such as social distancing, lockdowns, and mandatory mask-wearing to curb the spread of the virus. However, these measures were not always effectively enforced, and many Indonesians continued to go about their daily lives as usual.

The impact of COVID-19 on Indonesia's health sector has been significant. The country has struggled with shortages of personal protective equipment (PPE), testing kits, and hospital beds. This has put significant strain on the country's healthcare system, which has struggled to keep up with the demand for medical care (Hidayat et al., 2021; Soekiman et al., 2021; Susilo, Hidayat, et al., 2021). The lack of testing kits has also made it difficult to accurately track the spread of the virus, which has contributed to the continued spread of the disease. The economic impact of COVID-19 in Indonesia has also been severe. The country's economy has been hit hard by the pandemic, with many businesses forced to shut down due to the government's lockdown measures. The country's tourism industry, which is a significant contributor to the economy, has also been hit hard, with many hotels, restaurants, and other tourism-related businesses forced to close their doors. This has led to a significant increase in unemployment, with many Indonesians struggling to make ends meet. The pandemic has also highlighted the social and economic disparities that exist within Indonesia. Many Indonesians living in poverty have been hit the hardest by the pandemic, with limited access to healthcare and limited economic opportunities. The pandemic has also led to an increase in domestic violence and child abuse, as many families have been forced to spend more time at home due to the lockdown measures.

Indonesia's education sector has also been significantly impacted by the pandemic. The country's schools have been closed for much of the pandemic, with many students forced to rely on remote learning. However, the lack of access to technology and reliable internet connections has made it difficult for many students to continue their education, exacerbating the education gap that already exists within the country. (Poole & Bunnell, 2021) Despite these challenges, Indonesia has also shown resilience in the face of the pandemic. The country has seen an increase in community-led initiatives to help those in need, with many Indonesians coming together to provide food, shelter, and medical care to those in need. The government has also taken steps to increase the availability of healthcare and testing, although more needs to be done to ensure that all Indonesians have access to the care they need (Soekiman et al., 2021).

Looking to the future, Indonesia still faces many challenges as it continues to battle the pandemic. The country will need to continue to prioritize the health and safety of its citizens while also finding ways to mitigate the economic impact of the pandemic. The government will also need to address the social and economic disparities that exist within the country to ensure that all Indonesians have access to the resources they need to survive and thrive. In conclusion, COVID-19 has had a significant impact on Indonesia, with the country struggling to cope with the health, economic, and social challenges brought about by the pandemic. While there have been many challenges, Indonesia has also shown resilience in the face of the pandemic, with communities coming together to support one another in times of need. As the country looks to the future, it will need to continue to work together to overcome the challenges posed by the pandemic and create a brighter future.

The COVID-19 pandemic has had a significant impact on the Indonesian education system, with millions of students and educators experiencing disruptions to their usual routines. The government has implemented a range of measures to address the challenges faced by the education sector, including remote learning and financial assistance for struggling schools. In this essay, we will explore the climate of the Indonesian education system during COVID-19 and its impact on students and educators (Rana et al., 2022; Riyanto & Anshor, 2022).

The Indonesian government first closed schools in March 2020, in response to the pandemic. This closure was initially intended to last for two weeks, but it was later extended several times. During this time, the government implemented remote learning measures to ensure that students could continue their education while staying safe at home. However, the implementation of remote learning has been a major challenge, particularly in remote areas where access to the internet and technological devices is limited. To address this issue, the Ministry of Education and Culture partnered with telecommunications companies to provide internet access and electronic devices to students in need (Alcântara, 2022; Mifsud & Day, 2022). The government also distributed educational materials to students who did not have access to the internet or electronic devices. However, this initiative was not without its challenges, as some areas were still difficult to reach and had poor connectivity.

In addition, some students faced financial difficulties during the pandemic, making it difficult for them to afford internet access and electronic devices. To address this issue, the government provided financial assistance to schools to purchase necessary technology and internet access for students who could not afford it. Another challenge faced by the Indonesian education system during the pandemic was the impact on teachers and other education workers. Many teachers were not prepared for remote teaching and had to quickly adapt to new teaching methods. Some teachers struggled to engage their students remotely and had to deal with technical difficulties and other challenges. Moreover, the pandemic has affected the mental health and well-being of many teachers, who have been under increased stress due to the pandemic and the challenges of remote teaching.

To address these challenges, the government provided training for teachers to help them adapt to remote teaching. The government also implemented mental health support programs for teachers and other education workers, recognizing the impact of the pandemic on their well-being. Despite the challenges faced by the Indonesian education system during the pandemic, there have been some positive outcomes. One of the most significant is the acceleration of digital learning in Indonesia. The pandemic has forced the education sector to embrace digital learning, which has the potential to transform the way education is delivered in the country (Prasetyaningtyas & Prasetya, 2022; Sahlberg, 2021). Moreover, the pandemic has highlighted the importance of the education sector in Indonesia, which has prompted the government to increase its investment in education.

In conclusion, the COVID-19 pandemic has had a significant impact on the Indonesian education system. While the implementation of remote learning has been a major challenge, the government has taken steps to

address the issue by providing internet access and electronic devices to students in need. The pandemic has also highlighted the importance of the education sector in Indonesia and has prompted the government to increase its investment in education (Bailey, 2021; Poole, 2020). While there have been some positive outcomes, the education sector in Indonesia still faces significant challenges, particularly in remote areas where access to the internet and technological devices is limited. However, with continued investment and support, the Indonesian education system can continue to adapt and thrive in the face of the ongoing pandemic.

The purpose of this research is to improve the society system in post COVID-19, which is why the Author decides to pick Binus International School to be analysed in order to know how far developed Indonesian is after facing devastating COVID-19 pandemic. When we discover more from the progress of Post COVID-19, metamorphosis will follow up the improvement.

LITERATURE REVIEW

As the COVID-19 pandemic raged across the world, people began to wonder what life would be like after the pandemic. What would change? What would stay the same? How long would it take to return to normal? These questions have been on the minds of many, and the history of post-pandemic is still being written. However, we can look at past pandemics to get an idea of what might happen in the future. One of the most significant pandemics in history was the Spanish flu, which occurred between 1918 and 1920. The pandemic killed an estimated 50 million people worldwide, and it had a profound impact on society. After the pandemic, people were afraid of large gatherings, and many cities enacted laws to prevent public gatherings. This fear lasted for several years after the pandemic had ended, and it led to a shift in the way people lived their lives.

The Spanish flu also had a significant impact on the economy. Many businesses were forced to close during the pandemic, and those that survived struggled to recover afterward. However, the pandemic also created opportunities for new businesses to emerge. For example, the demand for medical equipment and supplies increased significantly, leading to the creation of new companies. Another significant pandemic was the HIV/AIDS epidemic, which began in the 1980s. The pandemic had a significant impact on society, particularly on the LGBTQ+ community. The stigma surrounding HIV/AIDS led to discrimination and violence against people living with the disease. It also led to increased awareness of the importance of safe sex practices and the need for better education about sexual health (Huremović, 2019).

The HIV/AIDS epidemic also led to significant advances in medical research. Scientists worked tirelessly to find a cure or vaccine for the disease, and while a cure has not yet been found, effective treatments have been developed. These treatments have significantly improved the quality of life for people living with HIV/AIDS, and they have helped to reduce the stigma surrounding the disease. The SARS outbreak in 2003 was another significant pandemic that had a profound impact on society. The outbreak began in China and quickly spread to other countries, including Canada, where it

caused significant disruption. The outbreak led to the quarantine of thousands of people and the closure of schools, businesses, and public spaces. The pandemic also highlighted the importance of public health measures and the need for better preparedness for future outbreaks.

The COVID-19 pandemic, which began in late 2019, has been one of the most significant pandemics in history. The pandemic has caused millions of deaths worldwide and has had a profound impact on every aspect of society. It has led to the closure of businesses, schools, and public spaces, and it has changed the way people live their lives. However, the COVID-19 pandemic has also led to significant advancements in medical research. The development of vaccines has been a remarkable achievement, and it has provided hope that life will return to normal. The pandemic has also led to increased awareness of the importance of public health measures and the need for better preparedness for future outbreaks.

As we look to the future, it is clear that the post-pandemic world will be different from the world we knew before. It is likely that some of the changes that have been made during the pandemic will become permanent. For example, remote work has become more prevalent, and it is likely that many businesses will continue to offer remote work options in the future. The use of technology for communication and collaboration has also become more prevalent, and it is likely that this trend will continue. In conclusion, the history of post-pandemic is still being written, but we can look to past pandemics to get an idea of what might happen in the future. Pandemics have a significant impact on society, and they lead to changes that can last for years or even decades.

In this research we got a lot of historical part to reflect ourselves regarding the society and the system. Thus, knowing Binus profile is also important. BINUS International School (BIS) is a well-known international school in Indonesia that has been providing quality education to students for over two decades. BIS is part of the larger Bina Nusantara (BINUS) group, which is a reputable educational institution in Indonesia. BINUS has over 30 years of experience in the education sector, and it has been recognized for its excellence in education by various organizations (Bolay & Rey, 2021; Holmyard, 2021). BIS offers education from kindergarten to high school, and it follows the International Baccalaureate (IB) curriculum. The IB curriculum is a challenging and rigorous program that aims to develop students' intellectual, personal, emotional, and social skills. It encourages students to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

The school is located in Jakarta, Indonesia, and it has a diverse student body, with students from over 40 different countries. The school's multicultural environment provides a rich learning experience for students, as they learn about different cultures and perspectives. BIS has a team of experienced and dedicated teachers who are committed to providing quality education to their students. The school has a low student-to-teacher ratio, which enables teachers to provide personalized attention to each student. Teachers at BIS use a variety of teaching methods and resources to cater to the different learning needs of their students.

The school also has excellent facilities that support student learning. The campus has modern classrooms, science and computer laboratories, libraries, art and music rooms, and sports facilities. The school also uses technology to enhance student learning, with a comprehensive e-learning platform that allows students to access learning materials and communicate with their teachers. Apart from academic excellence, BIS places a strong emphasis on character development and community service (Adams & Velarde, 2021; Elerian & Solomou, 2022). The school has a comprehensive character education program that aims to develop students' moral and ethical values. Students participate in various community service activities that help them develop a sense of empathy and social responsibility. BIS also provides various extracurricular activities that allow students to explore their interests and develop their talents. The school has a range of clubs and organizations, including sports teams, music groups, drama clubs, and academic clubs. These activities provide students with opportunities to develop leadership skills, teamwork, and creativity.

One of the notable features of BIS is its focus on preparing students for university education. The school has a comprehensive university counselling program that helps students choose universities and programs that suit their interests and goals. The program provides students with information on admission requirements, scholarship opportunities, and university application procedures. BIS has a strong track record of sending its graduates to some of the world's best universities. Graduates of BIS have gone on to study at universities such as Harvard, Stanford, Oxford, and Cambridge, among others (Kurniawan et al., 2021).

In conclusion, BIS is a well-established international school in Indonesia that provides quality education to its students. The school's commitment to academic excellence, character development, and community service has helped it become a leading institution in the country (Bailey & Gibson, 2020; McKeering et al., 2021). The school's multicultural environment, dedicated teachers, excellent facilities, and comprehensive university counselling program make it an excellent choice for students seeking a challenging and enriching educational experience.

While we already getting the role of Binus International School and their development, we need to look at the future about AI involvement. How does the future with AI towards the education system? The use of Artificial Intelligence (AI) is rapidly transforming various aspects of our lives, including education. The traditional school system has been in place for decades, and it is high time we embrace new technologies to make it more effective, efficient, and inclusive. In this article, we will explore the future of the school system with AI and its potential implications. One of the significant ways AI is transforming the school system is through personalized learning. With AI, teachers can create tailor-made curriculums that cater to each student's needs and abilities (Aswat et al., 2022; Yamak & Chaaban, 2022). AI can analyse students' data and assess their learning styles, strengths, weaknesses, and progress, providing teachers with insights into how to teach more effectively. This approach allows students to learn at their own pace and provides a more personalized learning experience, leading to better academic performance.

Moreover, AI-powered virtual assistants can provide students with 24/7 access to educational materials, answer their questions, and provide feedback. This technology can also help teachers to save time and focus on other essential tasks such as mentoring and providing personalized feedback to students. Virtual assistants can also be used to help students with disabilities, such as dyslexia, by providing speech-to-text or text-to-speech translation services. Another significant way AI is transforming the school system is through automated grading and assessment. Grading and assessment are time-consuming tasks for teachers, but AI can automate this process, allowing teachers to focus on providing feedback and creating a more engaging learning experience. AI-powered grading systems can assess students' performance, provide feedback, and even detect plagiarism.

AI can also help to enhance school security. With AI-powered cameras and sensors, schools can monitor students' activities and detect any suspicious behaviour, enhancing safety measures. For example, facial recognition technology can be used to identify potential threats and alert school authorities. AI can also be used to identify students who may be at risk of bullying or suicide, allowing school counsellors to intervene early. The use of AI in the school system can also improve administrative tasks such as scheduling and resource management. AI-powered scheduling software can optimize class schedules, ensuring that students are taking the right courses and teachers are teaching in their areas of expertise. AI can also help to manage resources such as textbooks, equipment, and classroom space, reducing waste and saving costs.

However, the use of AI in the school system is not without its challenges and potential risks. One significant concern is the potential for bias in AI algorithms. AI is only as unbiased as the data it is trained on, and if the data contains biases, the algorithms will perpetuate them. This can lead to unequal treatment of students based on their race, gender, or socioeconomic status. It is essential to ensure that AI algorithms are transparent, auditable, and free from biases to ensure fairness and equity. Another concern is the potential for AI to replace teachers. While AI can automate certain tasks, it cannot replace the human touch and emotional intelligence that teachers bring to the classroom. Teachers play a critical role in shaping students' social and emotional development, and it is crucial to strike a balance between using AI to enhance learning and maintaining the human connection between students and teachers.

In conclusion, the future of the school system with AI is promising. AI has the potential to transform the way we teach and learn, making education more personalized, efficient, and inclusive. However, it is crucial to address the potential risks and challenges to ensure that AI is used ethically, transparently, and fairly. As we embrace new technologies, we must not forget the human element that makes education truly transformative. The school system of the future with AI will require a balance between technological advancements and human touch to provide students with the best possible learning experience.

METHODS

The method suited for this research is using Krippendorf Content Analysis. Krippendorf Content Analysis is a method used in communication research to systematically analyse written, spoken, or visual messages. The approach was developed by cultural anthropologist Klaus Krippendorff in the 1980s and has since become a popular tool for studying various forms of communication. The method involves analysing messages by identifying and categorizing themes and patterns within them, allowing researchers to draw insights and conclusions about the content. Krippendorff Content Analysis is often used in the study of media content, such as news articles or social media posts, as well as in qualitative research in fields such as marketing, political science, and psychology (Daniel Susilo, 2023; Daniel Susilo & Charles Julian Santos Navarro, 2023). The method involves a six-step process that includes defining the unit of analysis, selecting a sample of messages, creating categories to code the messages, training coders to apply the categories consistently, conducting the coding process, and analysing the results.

One of the key features of Krippendorff Content Analysis is its emphasis on inter-coder reliability, which ensures that the coding process is consistent and reliable across multiple coders. This is achieved through rigorous training and testing of coders to ensure that they are applying the categories consistently and accurately. Krippendorff Content Analysis is often used to identify patterns and themes within communication that might not be immediately apparent through other methods of analysis. For example, it can be used to identify the prevalence of certain themes or topics within news coverage or to track changes in the portrayal of certain groups over time (Prasetya & Susilo, 2022). The method can also be used to analyse qualitative data, such as interview transcripts, by identifying themes and patterns within the responses.

Overall, Krippendorff Content Analysis is a valuable tool for researchers in communication and related fields, providing a systematic and reliable method for analysing and understanding messages across a range of contexts.

➢ **Analysis Technique**

The technique for this analysis will be taking 3 matched samples from Binus International School's Instagram account. Data is found only 3 due to limited timeline posting after self-quarantine is over. The samples are then put inside the table to be analysed in detailed theories and phenomenon.

RESULT AND DISCUSSION

Content	Caption	Description
	Media Release: Ada 8 Siswa BINUS SCHOOL Education Ikuti APYLC 2024 di Selandia Baru	BIS official Instagram account posted about their students joining

	Source: Jateng Pos #BINUS #BINUSSCHOOL #BINUSSCHOOLEducation #BINUSSCHOOLSimprug #BINUSSCHOOLSerpong #BINUSSCHOOLBekasi #BINUSSCHOOLSemarang #BINUSIAN #proudBINUSIAN #impactfulBINUSIAN #beexemplary #beinnovative #becompassionate #BINUSGROUP #FosteringandEmpowering #EmpoweringSociety #BuildingTheNation #BINUS2035	APLYC 2023 Program.
	Verified Happy English Language Day, 23 April 2023 Best wishes, ECY/EL BINUS SCHOOL Serpong #BINUS #BINUSSCHOOL #BINUSSCHOOLEducation #BINUSSCHOOLSerpong #BINUSIAN #proudBINUSIAN #impactfulBINUSIAN #beexemplary #beinnovative #becompassionate #BINUSGROUP #FosteringandEmpowering #EmpoweringSociety #BuildingTheNation #BINUS2035	BIS official Instagram account posted about English Language Day.
	Hi, Students!! You are invited to : World Mathematics Invitational (WMI) 2023	BIS Official Instagram account posted about World Mathematics

	Indonesia Preliminary Round – Tangerang Saturday, 1 April 2023 @BINUSSCHOOLSerpong #BINUS #BINUSSCHOOL #BINUSSCHOOLEducation #BINUSSCHOOLSerpong #BINUSIAN #proudBINUSIAN #impactfulBINUSIAN #beexemplary #beinnovative #becompassionate #BINUSGROUP #FosteringandEmpowering #EmpoweringSociety #BuildingTheNation #binus2035	invitation to their students.

Based on the data above, the data seems fine, and nothing is odd. However, the three contents have different dynamics, yet they also have the same meaning. At the data 1, we can see that they announced a participation in international event, at data 2 they celebrate English language day, while data 3 we can see the announcement on world mathematics participation. However, it also means that the international school still English bias.

It begins in data 2 that they need to celebrate English language in both caption and visual. This kind of English specialization results in western bias instead of making global competitive. The data 1 and 3 only announce their participation but neither for their win. 2023 becomes open source for the country, in online game, we can find Indonesian Guilds and Players become top ranked in Dragon Raja or Revelation online game, but in official institution like Binus, we barely get the announcement of winning despite claiming to have international relations. The two are different worlds but the first have more results. Besides, International School should show more bilateral relations rather than participation to another country's event. This kind of decision and academic behavior is called English Linguistic Bias.

> **English Linguistic Bias**

English linguistic bias refers to the tendency for the English language, and the culture that surrounds it, to influence and shape the way people think about the world (Gardner-McTaggart, 2021). Because English is spoken by such a substantial portion of the global population and is often used as a lingua franca, its linguistic and cultural biases can have a significant impact on communication and understanding between people from diverse backgrounds. Some examples of English linguistic bias include:
Cultural centrism: The English language and the culture that surrounds it are often perceived as the standard against which other cultures and

languages are judged. This can lead to a disregard for the unique perspectives and values of other cultures.

Linguistic imperialism: The dominance of English as a global language can lead to the marginalization and erosion of other languages and cultures. This can have a negative impact on the preservation of linguistic diversity and cultural heritage.

Gender bias: The English language can reinforce gender stereotypes through the use of gendered pronouns and language that assumes a male perspective. For example, the default use of "he" to refer to a person of unknown gender can perpetuate the idea that men are the default or norm.

Ethnocentrism: The English language can perpetuate an ethnocentric view of the world by favoring certain concepts and ideas that are rooted in English-speaking cultures. For example, the English language has a greater number of words to describe individualism and competition compared to collectivism and collaboration.

It is important to be aware of these biases and work to mitigate their impact in communication and cross-cultural interactions. This can involve learning about and valuing diverse linguistic and cultural perspectives, using inclusive language, and avoiding assumptions and stereotypes based on language and culture. Therefore, the way BINUS swings their wings are superior in local education system, however their internationalism is more of an English linguistic bias instead of actual bilateral relation's implementation.

➢ **The Marketing Communication Model**
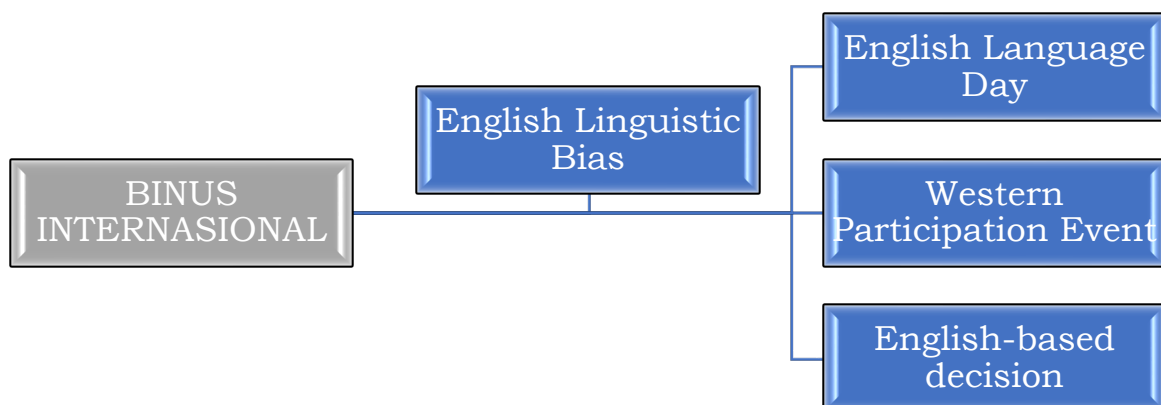
The marketing communication model is overall illustrated in above. Either consciously or unconsciously, their implementation is good but bold at English linguistic bias. The English linguistic bias actually needs to be addressed in order to improve the international label they put in. BIS is seen as school who contains privileged student; however, it also needs to grow into actual bilateral relationship.

CONCLUSION

The conclusion for this analysis is that the English linguistic bias unconsciously influenced international school system. They sell the concept that English is advanced environment for the student learning even though

some schools can be better with local system. The school is unaware about lack of actual bilateral relationship implemented between to schools from different nation. For example, instead of making headline about joining European school program, we should be able to get more such as winning the competition or else. Unfortunately, this also implies the struggle of international school, that despite being international school, but Indonesian is still gatekeeped from gaining their own attention in education field, this is why the English linguistic bias lacks bilateral connection nor results. Binus is already outstanding, however their international system is still like utopia. For the year 2023 that is been freed from COVID and also the open-source internet nowadays, it is not good for international school development.

Author's suggestion for this research is that to add more research about bilateral relationship in international school and highlight Indonesian student's achievement. That way we can lessen the English linguistic bias in our country and improving the education system.

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