Journal of Social Research

P-ISSN: 2827-9832
E-ISSN: 2828-335x
http://ijsr.internationaljournallabs.com/index.php/ijsr

THE IMPACT OF SHARED VALUES ON CSR PROGRAMS IN THE FIELD OF VOCATIONAL EDUCATION

Meldawita, Dita Oki Berliyanti
Faculty of Master of Management Sustainability, Universitas Trisakti, Indonesia
meldawita122012006081@std.trisakti.ac.id, dita.oki@trisakti.ac.id

ABSTRACT

CSR programs in the field of sustainable education are very important in supporting sustainable development goals, namely the achievement of quality education. Industry involvement is an important factor in the realization of quality education, especially for vocational high schools, so that the competencies possessed by students and teachers are in accordance with the competencies needed by industry and the times. Therefore, it is interesting to explore more deeply what CSR programs are carried out by the industry to improve the quality of schools through increasing the competence of students and teachers and the impact felt by schools with this CSR program. The method used is *a mixed* method with *concurrent embedded design*, where in this study qualitative method is the primary method used, while the quantitative method is used only to find supporting data.

PT. X & PT. Y is two automotive companies that have been fostering vocational schools in Indonesia for more than 3 years, through CSR programs in the field of vocational education. The short-term goal of the program is to improve the competence of students and teachers. And the long-term goal of this program is to contribute to sustainable development goal (SDG) number 4, namely quality education. The results showed that CSR carried out by the industry had a positive impact on schools and companies, and in its implementation using the concept of *creating shared value* (CSV).

Keywords: *industry, sustainability, education, competence, vocational high school*

INTRODUCTION

Quality human resources (HR) are an important factor for a country to form a strong economy and accelerate social development (Polat et al., 2010). Quality human resources are certainly produced through good and quality education. Currently, the condition of education in Indonesia is in need of changes, especially in terms of quantity. The current condition of education in Indonesia, especially in Vocational High Schools (SMK) which are in need of changes both in terms of quantity and quality. This is related to the high number of unemployed vocational school graduates as of February 2022, which is 10.38% of the number of unemployed in Indonesia, compared to other education-level graduates.

The cause of the high number of unemployed SMK graduates is largely due to the job qualification requirements or competencies required by employers that cannot be met by graduate students. This condition is contrary to the purpose of vocational education, which is to prepare students to enter the world of work by preparing equipment, providing training in accordance with new technologies and cooperating with partners (Clarke & Winch, 2012). According to the Industrial Resources Development Agency of the Ministry of Industry 2019, the common problems that exist in SMK include the low competence of SMK graduate students who have a competency gap far from the needs of the industry. Competence is defined as a combination of knowledge, science, sand kills, where the three are interconnected and also with other completeness to support high performance in a job (Mirabile, 1997)

In connection with these problems, the government encourages industry players to play an active role in helping to solve the problem of unemployment, to minimize the competency gap in vocational education. Cooperation between SMK and industry has a clearer opportunity in the development of industrial-based schools, resulting in a competent workforce. Based on the existing phenomenon, researchers are interested in researching what CSR programs are carried out to improve the competence and quality of schools. So that the purpose of this study is to provide an overview of CSR programs in the field of education run by the industry, the implementation process and the impact felt by schools and companies.

METHOD

The subjects of this study are two automotive manufacturing industry companies, namely: PT. X motorcycle manufacturing company and PT. Y is a passenger vehicle manufacturing company. PT. X has SMK fostered partners, one of which is SMK MI. Meanwhile, PT. Y has smk fostered partners, one of which is SMK BP. These two automotive industry companies and the two vocational schools have been working together for more than 3 (three) years.

The method used in this study is a mixed method with concurrent embedded design, which is a study that combines qualitative and quantitative methods together, but the weights of the two are different (Sugiyono, 2022). In this study, qualitative methods became the primary method used, while quantitative were only a secondary method to obtain supporting data. Data collection uses triangulation techniques with one of the activities being an in-depth interview. Researchers conducted interviews with 9 (nine) people from PT. X & PT. Y and SMK. Determination of interviewees using purposive sampling and snowball sampling methods. The content analysis method is used to analyze the data or information obtained. For quantitative, researchers use student report cards in even semesters and odd semesters, which are calculated using paired sample t-tests, to find out whether there are differences or changes in grades with training conducted in even semesters.

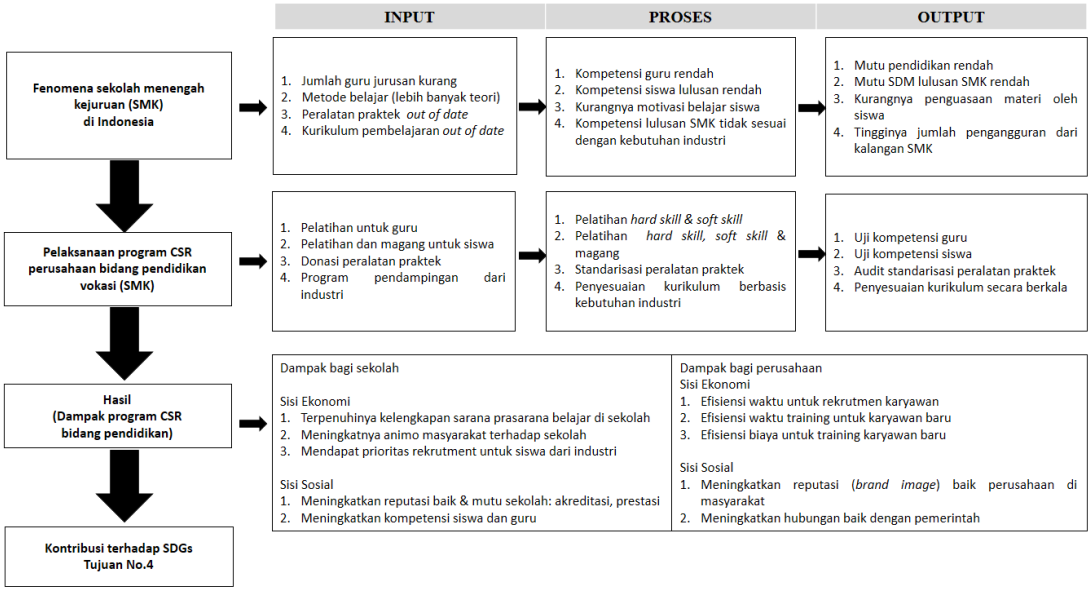

Figure 1. Conceptual Framework

RESULTS AND DISCUSSION

1. CSR programs in the field of vocational education run by the company

Educational CSR broadly leads to social development which is implemented through the provision of job skills training, and knowledge ease in education (Marlia & Hidayat, 2008). PT. X and PT. Y has various types of CSR programs related to vocational education, namely:

1. Training for teachers and students
2. Donation of vehicle units for schools
3. Work internships
4. Curriculum alignment
5. Seminar
6. Competency test.

Training and seminars, at PT. X there is training but no seminar, while for PT. Y there is training and seminars a day. These training and seminars are provided for teachers and students. As said by McQuay (2002) said that the implementation of educational CSR programs includes the construction of educational institution infrastructure, training, internships, and providing practical equipment.

Donation of vehicle units for schools, from the results of research it was found that PT. X gave 1 unit of motorcycle vehicles and special tools to SMK MI which was intended as a practical tool at the beginning of the program period. Currently, SMK MI has a teaching factory from PT.X. Y vehicle donation was also given at the beginning of the program, namely 1 unit of passenger vehicle. A vehicle donation was given by PT. Y to SMK BP is intended as a practical tool for students in teaching and learning activities. This vehicle donation aims to help complete the existing facilities in the school. Because the completeness of learning facilities and infrastructure is an important factor in supporting teacher competence, if facilities or facilities are lacking, the teaching and learning process will be disrupted (Djamarah & Zain, 2006).

Internships, both PT. X and PT. Y has an internship program. Work internship is a teaching and learning process through activities or activities in the real world of work, so it is expected to improve skills and knowledge through experience gained during internships. Internships are also learning in the world of work to bring out the abilities of students in the field (Wibisono, 2007).

Curriculum alignment, PT. X has a special curriculum for Motorcycle Engineering & Business (TBSM). Meanwhile, it is in accordance with the theory from Sukmadinata (2017) which states that the curriculum is designed by providing guidelines for use in learning activities. Then on PT. Y, although it does not have a special curriculum for the Light Vehicle Engineering (TKR) major, it uses the Indonesian National Work Competency Standard (SKKNI) and the company's internal Standard Operating Procedures (SOP), as learning materials provided during student training.

2. The process of implementing CSR in the vocational field

CSR Pattern of PT. X & PT. Y is to play a direct role in carrying out CSR programs but for some activities in collaboration with authorized dealers of the company, in accordance with

the theory that there are four patterns in the implementation of CSR programs in Indonesia, one of which is: playing a direct role without intermediaries (Wibisono, 2007).

The scope of CSR in the narrow sense is to be responsible to the general public who do not have a contractual relationship with the corporation. Meanwhile, the scope of CSR in a broad sense as a social responsibility to human rights, namely in terms of education. The scope of CSR activities in the field of education, namely the existence of mentoring activities in the field of education. This mentoring program is in accordance with the theory from Primahendra (2002), that the accompanying staff functions as a person who provides facilities, communicates, and makes dynamics.

CSR program in the field of vocational education at PT. X and PT. Y has become part of the company's business strategy for the long term to increase brand awareness and brand image, so it is included in the level 5 category, where in this case CSR has been integrated with the company's business planning system.

3. Identify the type of competence that the company provides to smk students & teachers

Competence is a combination of knowledge, science, and knowledge (Mirabile, 1997). From the results of the research, the competencies provided by PT. X and PT. Y in the form of hard skills and soft skills through training, in the form of expertise competencies in accordance with the industry field.

	Competencies provided by PT. X to SMK MI		Competencies provided by PT. Y to SMK BP	
	Hard Skills	Soft Skills	Hard Skills	Soft Skills
Student	√	√	√	√
Teacher	√			√

a. Training from PT. X

No.	Types of competencies for students	
	Hard Skills	**Soft Skills**
1	Inspection of lamps and horns	Cost leadership
2	Engine oil check and change	Work culture
3	Carburetor cleaning	
4	Air filter cleaning	
5	Spark plug health check	
6	Valve tenuous adjustment	
7	Automatic clutch checking and adjustment	
8	Manual clutch check and adjustment	
9	Belt drive check (visual)	
10	Wheel chain inspection, adjustment and lubrication	
11	Wheel & tire inspection	

12	Front & rear brake check and adjustment	
13	Examination and measurement of accu voltage	
14	Inspection and adjustment of the free movement of the steering handlebar	
15	Carburetor adjustment and engine revs	
16	Throttle tuning	
17	Inspection and tightening of bolts & nuts	
18	PGM FI fuel pressure check	
19	ECM check and PGM-FI failure code reset	
20	Setting altitude and TP PGM-FI	
21	Setting answer back system	
22	CBS inspection and tuning	
23	Disassemble CVT	
24	SHIM replacement	

No.	**Training From PT. X - Types of Competencies For Teachers**	
	Level Bronze	**Level Silver**
1	Inspection, tuning and replacement of drive chains and sprockets	Inspection of lamps and horns
2	Inspection, adjustment and replacement of brake pads	Engine oil check and change
3	Battery inspection and measurement	Carburetor cleaning
4	The basis of the electrical system	Air filter cleaning
5	Automatic and manual adjustment and replacement of clutch systems	Spark plug health check
6	SOHC-type motorcycle valve configuration	Valve tenuous adjustment
7	Inspection and replacement of V-Matic systems	Automatic clutch checking and adjustment
8	Cylindrical compression pressure check	Manual clutch check and adjustment
9	Fuel pressure measurement	Belt drive check (visual)
10	MIL reading, ECM reset, TP reset as well as ECM initialization	Wheel chain inspection, adjustment and lubrication
11	Basic knowledge of bolts & torque wrench	Wheel & tire inspection
12	Knowing and doing work, the use of tools in accordance with the SOP	Front & rear brake check and adjustment
13		Examination and measurement of accu voltage

14		Inspection and adjustment of the free movement of the steering handlebar
15		Carburetor adjustment and engine revs
16		Throttle tuning
17		Inspection and tightening of bolts & nuts
18		PGM FI fuel pressure check
19		ECM check and PGM-FI failure code reset
20		Setting altitude and TP PGM-FI
21		Setting answer back system
22		CBS inspection and tuning
23		Disassemble CVT
24		SHIM replacement

b. Training from PT. Y

No	**Types of competencies for students**		**Types of competencies for teachers**	
	Hard skills	**Soft Skills**	**Hard skills**	**Soft skills**
1	Welding Competency	Team Work	-	5S
2	Painting Competency	Communication	-	Kaizen
3	Assembly Competency	Empathic	-	Hourensou
4	Maintenance Competency	Time Management	-	Safety
5	-	Growth Mindset	-	Job Observation
6		-	-	San Gen Shugi

4. Identification of standards that are used as a benchmark for competency improvement

In measuring the quality of competencies for schools, teachers, and students, the industry conducts evaluations seen from facilities and infrastructure, administrative systems, labor readiness, and achievements. This is to see the quality of the school, which is something that can meet, satisfy and exceed the wishes of students and school stakeholders. Quality, including goods, services, people, processes, and the environment, and can change because quality is a

condition (Tjiptono, 2000). To determine the quality or quality of competence, an evaluation is held in the form of a competency test, using the following standards:

Items	**PT. X**	**PT. Y**
Competency Standard Reference	Standard Kurikulum TBSM PT. X	• Indonesian National Work Competency Standard (SKKNI) • Internal SOPs
Competency quality measurement	Through competency tests for teachers and students	Through competency tests for students

5. Impact of program improvement on schools and companies

In the implementation of CSR programs in the field of vocational education PT. X and PT. Y uses the concept of Creating Shared Value (CSV). With this CSV concept, corporate social activities are no longer a burden that can reduce profits but as a form of investment (Crane et al., 2014). This program also creates mutually beneficial relationships and creates value (Porter & Kramer, 2011). Also, the more social issues are related to business strategy, in this case, the problem of unemployment and its relationship with student competence, the greater the opportunity for companies to utilize resources with mutual benefit (Høvring, 2017; Porter & Kramer, 2011).

Economic Impact				
No	**Benefit**	**PT. X**	**PT. Y**	**SCHOOL**
1	The fulfillment of means for learning in schools	-	-	□
2	Increased class of majors	-	-	□
3	Make it easier for students to get a job	-	-	□
4	Time efficiency for recruitment of new employees	□	□	-
5	Cost efficiency for the new employee recruitment process	-	□	-
6	Simplify the process of recruiting new employees	□	□	□
Non-Economic Impact				
No	**Benefit**	**PT. X**	**PT. Y**	**SCHOOL**

1	Increased good reputation	□	□	□
2	Increased company brand awareness	□	□	-
3	Increased public interest in schools	-	-	□
4	Improving the quality of schools	-	-	□
5	Maintained good relations with the community and the government	□	□	□
6	Increased school achievement	-	-	□

6. Linkage of CSR programs in the field of vocational education to SDGs

CSR program in the field of vocational education run by PT. X & PT. Y contributes to the sustainable development goals, especially the SDGs targets number 4.3, 4.4, and 4.7 point C, namely:

SDGs Target 4.3

The industry provides equal opportunities for students regardless of gender to participate in or get vocational CSR programs from the industry.

SDGs Target 4.4

The industry provides training and skills according to the major in the field of study that is also relevant to the needs of the industry.

SDGs Target 4.7.c

There are training programs from industry for teachers to improve the quality of competencies

7. The Impact of Training Programs on Differences in Student Report Card Scores

t-Test: Paired Two Sample for Means – SMK MI & SMK BP		
Paired Samples Statistics	Y	X
Observation	148	148
Mean	80.895	81.716
Std. Deviation	0.888	0.896
Variance	0.789	0.803
Pearson Corrlation	0.813	
P(T<=t) one-tail	0.000	
P(T<=t) two-tail	0.000	

Based on the table above, with the number of observations as many as 148, it can first be seen that there is a difference in the average value between the Y and X data where the average value of X is greater than the average value of Y (X > Y). Furthermore, the same thing also happens with the value of the standard deviation and the variance of X and Y where the standard deviation value and the variant of X show a value greater than the value of Y. From

these results, it can be concluded that the training provided to the students of SMK MI has a significant effect on the increase in the value of students at the vocational school. Although there is a significant difference, it can also be seen that the increase that occurs is not too large, this can be seen from the difference that occurs in the mean, standard deviation and variance whose difference in value is not more than 1.

CONCLUSION

1. In general, the CSR programs run by these two companies are in accordance with existing theories. CSR programs in the field of vocational education, from upstream to downstream. This CSR program is also well maintained, it can be seen that there are periodic evaluations.
2. The process of implementing CSR is mostly carried out with the direct involvement of the company, but for some activities in collaboration with authorized dealers and workshops. CSR program run by PT. X & Y, has led to the concept of CSV, where the benefits of value sharing are felt by the beneficiary, program organizers, government and have become part of the company's strategy.
3. Regarding the type of competence provided by the company, it is adjusted to the company's core business. Competencies are given in the form of hard skills and soft skills. A blend of knowledge, skills and attitudes. Especially for students, the competencies given are complete
4. To measure competency standards, competency tests are carried out. Each company has its own standards. PT. X measures competency standards based on the PT. X and PT. Y measures competency standards based on internal SOPs and Indonesian National Work Competency Standards.
5. The positive impact or benefits felt by schools, including teachers and students are also felt by companies/industries. Not only from the economic side but also from the social and other sides.
6. CSR programs in the vocational field are in line with SDGs goal number 4 (quality education), especially for targets 4.3, 4.4, and 4.7 point C.
7. Training from the industry provided to students has a positive impact on grades even though they have not achieved a maximum increase in report card scores.

REFERENCES

Clarke, L., & Winch, C. (2012). *Vocational education: International approaches, developments and systems*. Routledge.

Crane, A., Palazzo, G., Spence, L. J., & Matten, D. (2014). Contesting the value of the shared value concept. *California Management Review*, *56*, 2.

Djamarah, S. B., & Zain, A. (2006). Strategi belajar mengajar. *Jakarta: Rineka Cipta*, *46*.

Høvring, C. M. (2017). Corporate social responsibility as shared value creation: toward a communicative approach. *Corporate Communications: An International Journal*, *22*(2), 239–256.

Marlia, M. A., & Hidayat, R. (2008). Pentingnya Implementasi Corporate Social Responsibility Pada Masyarakat Indonesia. *Retrived from Http://Mamrh. Wordpress. Com/2008/07/21/53*.

Mirabile, R. J. (1997). Everything you wanted to know about competency modeling. *Training & Development, 51*(8), 73–78.

Polat, Z., Uzmanoğlu, S., İşgören, N. Ç., Çınar, A., Tektaş, N., Oral, B., Büyükpehlivan, G., Ulusman, L., & Öznaz, D. (2010). Internship education analysis of vocational school students. *Procedia-Social and Behavioral Sciences, 2*(2), 3452–3456.

Porter, M. E., & Kramer, M. R. (2011). January–February. The big idea: Creating shared value, rethinking capitalism. *Harvard Business Review*.

Primahendra, R. (2002). Pedoman Pendampingan Untuk pemberdayaan Masyarakat. *Jakarta: Dinkesos*.

Sugiyono. (2022). *Metode Penelitian Management*. Alfabeta.

Tjiptono, F. (2000). *Manajemen jasa*.

Wibisono, Y. (2007). *Membedah konsep & aplikasi CSR: corporate social responsibility*. Fascho Pub.