

# Corporate Social Responsibility (CSR) Training Model

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Abstract: Administering through corporate social responsibility (CSR) model is an effort to develop competence through a collaboration between companies, government, and education institutions. As a business entity, a company allocates some of their revenue to be used for the benefits of society through the CSR program. Government policies can be synergized with corporate CSR programs, and higher education institutions (HEIs) with their resources can contribute to the society. The purpose of this study was to describe: 1) a digital entrepreneurship training program and 2) CSR role in the training conduct. To achieve this purpose, a qualitative method was employed. The data were collected through observation, interview, document analysis, and literature review. The study took place at the Community Library (TBM) of Eco Bambu involving 8 persons as the data sources. The results of the study were: 1) the digital entrepreneurship training program was very positive in terms of the role of resource persons, implementation, and training outcomes; and 2) the CSR pattern was as follows: The education institution played a role as a facilitator, Eco Bambu Community Library as a training venue and operational facility provider, and government institution as a fund and resource persons provider. It was concluded that open communication and harmonious collaboration in the implementation of training program through CSR patterns could result in positive training activities. Further studies can focus on the impact of various trainings organized through CSR program.

## 1 INTRODUCTION

The term Corporate Social Responsibility (CSR) has become increasingly popular as business entities become globalized. Referring to Reza's (2009, p. 10) opinion, CSR is essentially dependent on the relevance of corporate vision and mission and community needs, desires, and interests. CSR is a partnership initiative in implementing sustainable education in order to achieve broader development goals. Similarly, Austin et al (2016) put forward that sustainable development objectives can be achieved through partnerships. The partnerships should involve various parties so as to coordinate various interests in achieving the objectives. This is in line the opinion of Tirziman (2014) that the partnerships should be able to coordinate interests of various stakeholders.

PT. Cipaku Indah granted CSR fund to ECO Bambu Cipaku as the educational facilitator. ECO Bambu Cipaku is an art, culture, and sports studio that provides education of Sundanese arts and culture based in Bandung, Jawa Barat. The people

around ECO Bambu Cipaku need knowledge and skill strengthening to improve and empower their life quality. One of training programs organized using CSR funding is digital entrepreneurship training. This program is organized by Universitas Pendidikan Indonesia in collaboration with ECO Bambu Community Library and the authority of Sukasari subdistrict. The training program was organized based on social need analysis conducted by the subdistrict government of Sukasari.

The results of this analysis revealed that people around ECO Bambu needed a digital entrepreneurship training. The research problems were then formulated as follows: 1) How is digital entrepreneurship training organized? 2) What role does the CSR play in the training?

## 2 LITERATURE REVIEW

CSR activities, according to Wahyudi and Azheri (2008, p. 37) include: 1) building human capital: the development of corporate human resources and the

society living around the company, 2) strengthening economies: the empowerment the economy of the surrounding community so as to establish the welfare equity, 3) assessing social cohesion: maintaining harmony among surrounding community and keep them away from social conflicts, 4) encouraging good governance: the implementation of Good Corporate Governance principles in the business conduct, and 5) protecting the environment: corporate responsibility to take care of the surrounding environment.

In practice, a CSR activity has the following components: 1) Continuity and sustainability are two vital components of CSR. CSR is characterized by long-term perspective. CSR is a planned and systematic activity mechanism that can be evaluated. 2) Community empowerment: one of indicators of successful CSR program is the establishment of self-sustaining community. 3) Two ways: CSR is a two-way program, in which the role of corporate is not only as the communicator, but also the party who listen to the aspirations of the community. This could be done by conducting a need assessment to discover the needs, desires, interests, and wants of the community.

CSR can be useful for education institutions if the partnership is collaborative. As a business entity, a company allocates some of their revenue to be used for the benefits of society through the CSR program. Government policies can be synergized with corporate CSR programs, and higher education institutions (HEIs) with their resources can contribute to the society.

One of roles that education institution can play in a CSR program is as a facilitator to empower the society. According to Mardikanto and Soebiato, (2013, p. 142), a facilitator's role in the process of community empowerment includes: 1) educator that makes people aware of the importance of lifelong learning, 2) innovation disseminator that provide information about new innovations, 3) facilitator that provides assistance in improving community empowerment and bridge their interests to the government and other stakeholders, 4) consultant that can provide solutions to solve social problems, 5) advocator that can provide information about policies that can improve their quality of life, 6) supervisor that can provide support for the community to participate in the development program, and 7) evaluator that can supervise and evaluate the achievement of community empowerment program.

One of CSR programs that can be done to prepare qualified human resources to address future

challenges is entrepreneurship training. According to Parthasarathy (2011), entrepreneurship is a process of identifying opportunities to develop new products or services and finding new resources needed to make use the identified opportunities. An effective entrepreneurship is characterized by creativity, innovation, pro-activity and risk taking.

It takes various partnership to achieve a maximum result in developing entrepreneurship. As Vertakova and Plotnikov (2014) said, partnerships between government and private sectors can improve the efficiency and business goal achievement.

Nowadays, a digital entrepreneurship training is required to eliminate gaps between business people in villages and big cities. Michael et al (2016), digital gap is a threat against rural partnership performance. A more responsive and localized approach to rural development partnership is required to enable the less fortunate to participate in digital economic society. To figure out the digital entrepreneurship training, this study formulated a research problem: what digital entrepreneurship training model is implemented through CSR.

### 3 METHODS

This study used a qualitative approach. The focal point of this study was to explore the implementation of digital entrepreneurship training program through CSR. The design of this study was: 1) preliminary study where the researcher conducted an in-depth interview the managing people of ECO Bambu Community Library on CSR program, 2) the conduct of study during the training program where the researcher conducted an observation and interview with data sources, and 3) research report drafting by reducing, verifying, and analyzing data qualitatively.

The research subjects were seven post-graduate students enrolled in the Non-Formal Education Program of Universitas Pendidikan Indonesia who served as training program organizers and one managing person of the ECO Bambu Community Library. The data analysis procedures were: data reduction, data display, and data validation.

### 4 RESULTS AND DISCUSSION

The digital entrepreneurship training through CSR program was conducted at the Community Library of ECO Bambu. ECO Bambu is a subsidiary of PT

Cipaku Indah located on Jln. Cipaku Indah, Ledeng, Cidadap, Bandung. In 2012, PT Cipaku Indah granted CSR fund to ECO Bambu in the form of non-cash as an effort to empower community living around ECO Bambu Cipaku through the provision of education.

ECO Bambu Cipaku Cultural Arts and Sports Studio has the following objectives: a) to revive and empower traditional arts and culture by modernizing them so as to be acceptable throughout the archipelago and b) to revive and empower traditional culinary in order to be acceptable throughout the archipelago and overseas as an edupreneurship organized by ECO Bambu Cipaku.

ECO Bambu Cipaku organize the following activities: angklung training, pencak silat training, wushu training, traditional games, dance training, bamboo craft workshop, digital entrepreneurship workshop, and beauty class workshop.

The activities done through CSR was digital entrepreneurship training. It was done through three steps: planning, implementation, and evaluation. The planning stage was focused on achieving a mutual agreement between three parties in determining the objectives. At this stage, the three parties discussed the training objectives, venue, time, resource persons, procedures, and funding. The training took place for one day, starting from 7 am to 12 am. The participants were 24 people at the ECO Bambu Community Library. The training material was introduction and how to use digital entrepreneurship application presented by Muhamad Azmi, S.Kom. The training used participative and interactive method through experiential learning process. The training facilities were provided by Eco Bambu. At the end of training, participants were given a chance to evaluate the presenter and the training implementation. The result of the evaluation of the presenter was very good in terms of his material mastery, presentation systematics, ability to present the material, use of training methods and media, language use, tone and voice, QA session management, style, attitude, behavior, ability to motivate the participants, dress neatness, discipline, sympathy for participants, the relevance of material to the purpose, and the achievement of learning outcomes.

The evaluation result of the training implementation revealed that the program was very successful in terms of the clarity of its objectives, its relevance to the participants' needs, material presentation systematics, the adequacy of time allocation for each session, benefits of presentation material, and the achievement of training objectives. The training program was organized by the collaboration of: Universitas Pendidikan Indonesia (UPI), ECO Bambu Community Library, and the

subdistrict government of Sukasari, Bandung. UPI was represented by its postgraduate students enrolled in the program of Non-Formal Education in 2016. They designed the training program, starting from the planning, implementation, to the evaluation stage. They served as facilitators who designed the training agenda, prepared the facilities, arranged the publication and did all administrative works. The subdistrict government of Sukasari provide the fund and presenter, and TBM Eco Bambu provided the venue.

It was revealed the digital entrepreneurship program brought about positive results. This is due to the fact that the program was designed based on the results of need analysis. The need was the gap between the current state and the condition it is supposed to be. The result of need analysis showed that the people living around Eco Bambu Community Library needed a digital entrepreneurship training. Digital entrepreneurship is a new thing and expected to be an opportunity for success. Devece et al (2016) said that introduction to innovation and opportunity through entrepreneurship is a success factor the economic recession period. A user-friendly digital entrepreneurship application can empower the society. Furthermore, virtual entrepreneurship represents a dramatic shift in the locus of innovation from designer/developer to the user through the use of ICT. Entrepreneurship has become a strong driving force of innovation.

CSR program can be well implemented if all related stakeholders can carry out their maximum roles. Partnerships through CSR need to be harmoniously established by various parties involved. This is in line with Lubell's (2015) opinion that a collaborative partnership is in the context of complex institutional systems that represent many institutions and actors that interact collectively in an ecosystem. A collaborative CSR between the three parties can bring about positive programs. It can be realized if all related stakeholders can carry out their own roles. As a business entity, a company allocates some of their revenue to be used for the benefits of society through the CSR program. Government policies can be synergized with corporate CSR programs, and higher education institutions (HEIs) with their resources can contribute to the society. Partnerships can be established by considering who to work with and how to share benefits in a collaborative and competitive environment.

The partnership establishment requires open communication to ensure that the program is organized for the benefits of society. In this respect, Liao et al (2017) suggest that open communication between all parties is necessary; the most important

dimension in CSR communication is social participation and development.

Social interest and development should be the focal point of CSR. This is very important because CSR is expected to empower the society in every aspect. In this regard, Grover (2014) suggested that what should be paid attention to of a CSR program is its appropriateness. An appropriate CSR program can improve social capability.

## 5 CONCLUSIONS

It was concluded that Corporate Social Responsibility (CSR) is a model of partnership in education that can be established through a collaboration of education institutions, corporates, and government to develop certain competence. This partnership can bring about positive results if there are cooperation and open communication between all parties involved in a program implementation. The education service programs through CSR can be varied, so the sustainable impact of a program that has been implemented can become a research focus.

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