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**THE ROLE OF CORPORATE SOCIAL RESPONSIBILITY IN QUALITY  
IMPROVEMENT OF 9-YEAR EDUCATION**

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**ABSTRACT**

This research was carried to look at the quality of the 9-year primary education at the primary schools under the responsibility of PT Windu Nabatindo Lestari Bumitama Gunajaya Agro , a palm oil plantation in Central Kalimantan. The four standards measured are (1) competence of the graduates, (2) teachers and supporting staff, (3) facilities and infrastructures, and (4) costs. The company is responsible for increasing the standard quality of education within the plantation through its Corporate Social Responsibility (CSR) which targets education in the plantation areas. This research uses qualitative method; data collection was done through observation, interviews, school documents, database, and note taking. The results shows that not all minimum indicators of the standards met the requirements, such as, there was no career tracks for teachers and supporting staff, budget was allocated more on operational coats. Facilities ad infrastructures were far from adequate for a quality education.

**Keywords:** quality of nine year education, corporate social responsibility, national education standards.

## **INTRODUCTION**

Through Corporate Social Responsibility (CSR) programs, a company carries its duties as part of the society to give back to the community and the environment where it operates. This is reinforced by Law No. 40/2007, Article 74, paragraph 1, which states "Companies that run their business activities relating to natural resources are required to fulfill their responsibilities to the communities and environment". CSR is a requirement for companies—not only when they have profit from their business—as their grateful acts to the community for the growth and development of their companies CSR can therefore take many forms, ranging from environmental improvement to community development, around the location of company or in other places, depending on the vision and mission of the company's CSR. For surrounding communities, CSR can be health provision, community economy development and or education.

PT Windu Nabatindo Lestari (PT. WNL) Palm Plantation is a subsidiary of Bumitama Gunajaya Agro (BGA) Company, situated in Cempaga Hulu, Kotawaringin Timur District, Central Kalimantan. As of 2015, "BGA Plantation covers 199,000 hectares in three provinces: Central Kalimantan, West Kalimantan and Riau, areas which are well-suited for the palm oil industry" (BGA's 2015 annual report). PT WNL BGA itself covers 20,000 hectares, including 7 villages and 2 districts. Of nearly 120 million labor force, an estimated 38.9% of workers are involved in the agricultural sector and 2.7% works in palm plantation industries.

As a labor intensive company, PT. WNL, like other palm plantations which are located in remote areas, provides education facilities for the children of the workers and surrounding communities whose members sometime work as part time harvest workers. Because plantation is usually located in remote areas, it is appropriate for the company to provide education facilities, especially the 9-year primary education, a compulsory education as depicted in National Education Law Number 2/1989.

This study aims to look at the 9-year primary education in PT WNL BGA with subfocus: competence of graduates, human resources (teachers and supporting staff), infrastructure, management and finance as well as the role of CSR. The research objective is to give an overview of the 9-year primary education quality in accordance with national education standards in SDS and SMPS Metro Pundu primary schools of PT WNL BGA.

Quality is a term used widely in industry because it is closely connected with provision of products and services. According to Goetsch dan Davis (2014,2), quality "is a dynamic state associated with products, services, people processes, and improvement that meets or exceeds expectations and helps produce superior value", while The Juran Trilogy in Managing for quality (2014:24) emphasizes the importance of (1) planning quality because it defines goals, customer demand identification, factors that hinder customers from buying a product, building responses towards customers' expectations, developing process and procedures of the products, establishing control process, and transferring plan into action; (2) quality control, which controls obstacles by measuring their products in the market with the target so they can

take necessary steps to improve performance; (3) continuous quality which deals with following up cases which may exist, infrastructure, training, motivation to diagnose the problems, and stimulus provision. In sum, quality can be accomplished when planning, control and continuous improvement of the products to exceed customer expectations.

There are two concept of quality, according to Sallis (2002: 12), ie. quality procedure and trasformation. The emphasis in the former is to follow the applicable procedures, in accordance with standards, and to be able to prove the results and the orientation of the product, while the latter focuses on doing the best, growing, as well as creating a vision which is measurable, implementable and customer oriented.

Compared to industry, quality in education is quite new, but considering the requirement of the market and society, quality implementation, control and assurance becomes important. Joseph (in Candra and Ciptono 2011: 165), in his research on students' perceptions of service quality of higher education in New Zealand, revealed seven main determinants, namely, issues of study programs, academic reputation, the physical aspect/costs , career opportunities, location, time, and others, while Hampton (Candra and Ciptono, 2011: 165) found seven in the United States, namely, the quality of education, teaching, social life-personal, campus facilities, the effort required to pass, the socio-campus, and student guidance.

In Indonesia, the government establishes 8 education quality standards, stated in the Government regulation Number 19/2005 namely: content, process, competency, teachers and supporting staff, facilities and infrastructure, management, finance, and assessment. Finance is included in the standards because it deals directly with quality. Fattah in Permana, Rosita, Kurniatun (2014) mentions that low costs affect the quality of education in primary schools, the teaching-learning process and the quality of the outcomes so there is a positive correlation between the cost of education to primary education quality improvement.

The above concepts give a clear picture of what quality is and the importance of implementing education quality standards in education institutions. Taking into account customers' expectation, it is therefore important that all education institutions, including schools in plantation areas, follow procedures and regulations set by the government. The funds that the company provide for education can directly aim at the above standards to provide a better education for the people in the plantation areas.

The CSR of the company is reinforced by Law Number 40/2007, article 74: "Companies running their business activities and/or related to the natural resources shall be required to fulfill its social responsibility towards the nature and the lives of the surrounding communities."

About CSR, Muller Baker states that it was important to put attention to the work environment, such as, infrastructure, finance, and the community, such as workers, educators, educational personnel (laboratory assistants, librarians, administrative staff), as well as the environment surrounding the school. Schermerhorn, Jr. and Bachrach (2013: 71) also emphasize that CSR is a company's concern to community

needs. The Company must meet the needs of its stakeholders, including the wider community. Luthans dan Doh (2012: 71) also state that “...the actions of a firm to benefit society beyond the requirements of the law and the direct interests of the firm; Emerman (in Robbins dan Coulter, 2012:124) adds other responsibilities such as “employee relations, philanthropy, pricing, resource conservation, product quality and safety, and doing business in countries that devalue human right.”

Chairperson of Advisory Board Social Investment Indonesia, Jalal (2016), also confirms that CSR shall (1) not be misunderstood as company donations; (2) not be restricted to distribution of company's profit; (3) not be restricted into community development program; (4) harmonize the existing governance regulatories in economics, social affairs and environment.

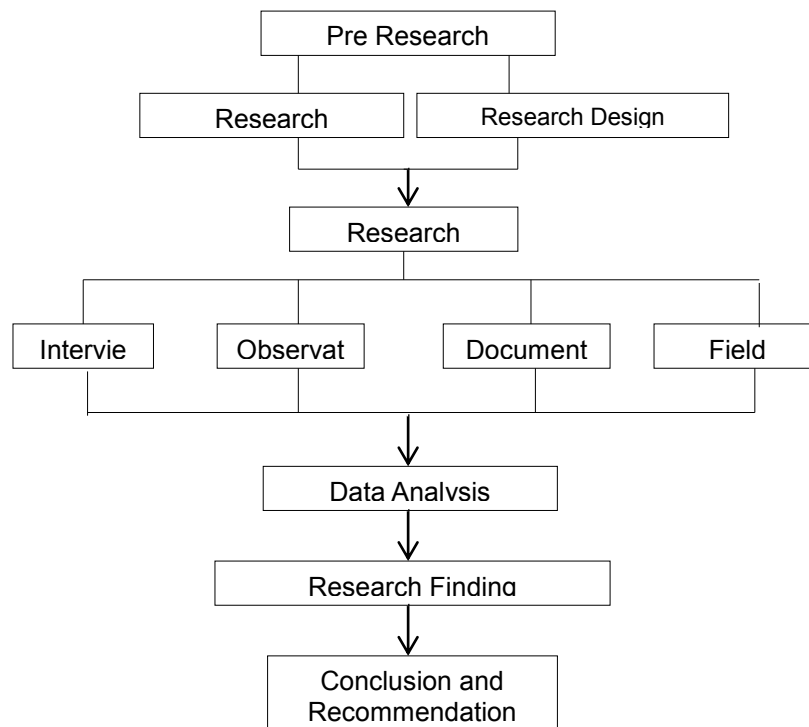
In sum, CSR shall work for the welfare of the local community as well as for economic improvement of the people which are in line with the regulations, ethical conducts and it commits to implement the programs.

## **METHODOLOGY**

Research was conducted at the SDS and SMPS Bumitama plantation area in Pundu village, Metro Pundu area under PT. Nabatindo Windu Lestari (PT.WNL) Bumitama Gunajaya Agro (BGA), Cempaga Hulu East Kota Waringin, Central Kalimantan province. The research was conducted between February 2016 - June 2016.

This research is conducted by using qualitative approach. Data collection was done through observation, interview, library study, and field notes. The following are the phases of data collection: (1) identification of participants and locations; (2) access to individuals and locations for permit; (3) type of information that best answer the research; (4) instrument design that will be used to collect and tap the information; and (5) administration of data collection by highlighting possible potential ethical problems.

Research design is as follow:



Graphic 1. Research Design

Next is data collection is from the interviews of teachers and staff. Selection of informants is based on certain criteria, such as, direct and indirect authorities and responsibilities towards the school.

There are 35 schools at BGA companies, ie. 11 elementary schools, 5 junior high schools, 1 vocational senior high and the rest is pre-schools. This research was conducted at 2 schools, the SDS and the SMPS Bumitama Metro Pundu, located at Cempaga Hulu, East Kotawaringin, Central Kalimantan.

## RESULT AND DISCUSSION

As much as 85% children of harvest, nursery, and fertilizing workers study at the above schools; 10% - 12% is administrative staff's children and another 3% is from the surrounding communities. Schools start from 7.30.- 10.45 for grades 1-3 elementary schools; 11.00 -15.45 for grades 4-6 and junior high school.

The Ministerial Regulation Number 73/2013, article 3 point 5, states that learning process is internalization of knowledge, attitude and skills. Bloom identified that each individual gains knowledge through the knowledge itself and how it is comprehended as a whole, aplication, analysis, synthesis, and evaluation, depending on an individual development (<http://www.projects.coe.ega.edu>, 2010:3). Attitude, according to Eagly & Chaiken in Rajab Jumma Alhmali (2000:21) is a psychological tendency expressed by a person by evaluating a special bond, in a particular level to a certain degree of like and dislike.

Table 1 shows an indicator of success of the students, which is passing grades of Bahasa Indonesia and Math.

Table 1: Average passing grades of SDS Bumitama

Academic Year	Average Grades of National Examination Courses
	Bahasa Indonesia
2014	70,38
2015	69,20
2016	63,94

Source: Principle of SDS Bumitama 2016.

Grades obtained for the last three state examinations are in Tables 1 and 2. The declining Math grades and based on interviews with students indicate students' lack of interest in science courses. This can also happen if the teacher does not have a Math background or competence required to teach Math.

Table 2. Average final examination grades of SMPS Bumitama

Academic Year	Average Grades of National Examination Courses	
	Bahasa Indonesia	English
2014	70,83	70,69
2015	82,68	66,08
2016	78,17	71,69

Source: Principle SMPS. Bumitama 2016.

From tables 1 and 2 describe the results of state examination of SDS and SMPS. State examination grade is is not a determinant factor, but a requirement for students. The slight decline of the grades in 2016 in both Bahasa Indonesia and English in 2015 in SMPS should not be interpreted as a failure for the school to maintain its passing grades. Examinations are organized by central government for all students in Indonesia. Selected courses are given for this examinations: Bahasa Indonesia for SD and Bahasa Indonesia and English for SMP. As long as the average scores are reached, it can be interpreted that the school has done a very good job. The final passing grade is taken from the combination of the state and school examination grades.

Teachers assist students to prepare for the final exams, not only with extra studying hours but also accompanying the students at school during examination days—almost never done by teachers in big cities. They require that students stay the nights at school one day before the final examination day so that they will all be ready for exams the next day and be in school on time. Their remote places of residences hinder them from coming on time. Since punctuality is a must for final examination, then teachers decided to take control. In this case, teachers share parents' responsibilities.

There are 15 teachers in elementary school, with the following competences: 13 teachers hold S1 degrees (95%) and 2 (5%) teachers with D3 and D2 diplomas. Although with S1 background, several teachers do not teach in accordance with the educational background, and or with minimal training or assistance in accordance with the courses they are teaching.

The ratio of teachers and the number of classes in elementary school is not balanced, impacting the school policies, i.e. designating classroom teacher (teaching all subjects) not course teacher. Exception is made for teachers holding a PGSD (*Pendidikan Guru Sekolah Dasar*—Elementary School Teachers' Education) certificates teaching Elementary Schools, grades I - III SD with thematic teaching model. They, however, experience a shortage of Bahasa Indonesian and Mathematics teachers, as well as Sports teachers. Sports is decided to be their local course but they never succeed in hiring teachers for this course.

Database also shows that approximately 27% teachers have worked eight years from the opening of the school; 33% five years; 13% six years; 26% 1-2 years and the rest is new teachers. The data gives an overview of high turn over rate of teachers. The teachers who resigned from SDS/SMPS said that they resigned because they accepted better jobs or became civil servants.

In carrying out their duties, teachers have to be creative in improving their knowledge or competencies. Due to shortage of facilities and/or teaching materials, they initiated discussion meetings so that they can share teaching materials. The KKG (Teachers Group) which consists of teachers from different schools. It is held every month. Classroom teachers, also have additional duty, i.e. as counselors for students although Education Minister Regulation Number 111/2014 states that schools are required to have a counselor whose duties cover career, personal, social, learning matters.

Transfer of knowledge between teachers needs to be encouraged inside the school. Due to lack of staff, they are not allowed to attend KKG at the same time. Therefore the company must provide to ensure the increasing competencies of the teachers and skills for supporting staff like librarian.

Aside from competence problems of the teachers, this research found another problem, like status that affects female teachers. Lady teachers whose husbands do not work for PT WNL are not allowed to stay in the company housing. This indicates injustice since it does not apply to male teachers who are allowed to occupy company housing whether or not their wife work for the company. This is a setback since they too have their rights to obtain facilities like men do. The lack of classrooms will eventually affect students's motivation in learning, so do incomplete facilities for sports, books or learning resources. The school principle is responsible for school management and academic affairs and teachers are responsible for teaching and learning activities, while the company is responsible for infrastructures and other financial affairs.

The staff in charge of the library has a vocational education background in hospitality. She previously served as a catering staff and for the past 4 years the company has assigned her to manage the library but no training associated with her current duty is provided or offered by the company.

Data of library visitors during the last 1 year, depicted in Figure 1, shows that the average guests daily is between 20-22 students. Although the graph shows that the number of visitors is high, it does not necessary mean that students are there to read but because they are there for extra courses.

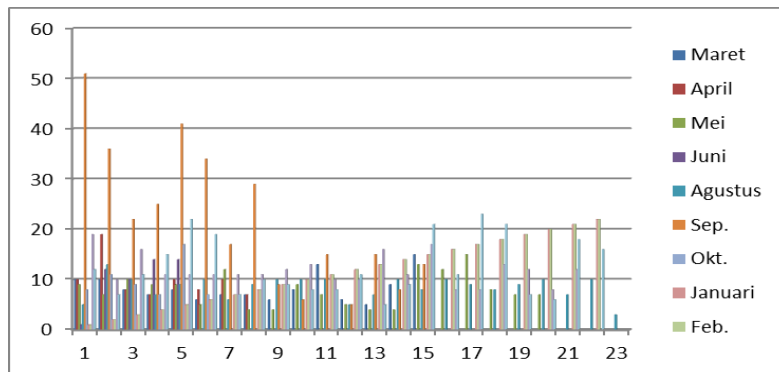


Figure 1. The number of students visiting Library from March– April 2016

Library is an important facility of a school where and the regulation also states the minimum standard that a library must have in order to be called one. SDS library has another function as storage for science laboratory instruments while SMPS library is physically not qualified as library and there is no database of visitors.

The World's Most Literate Nations in 2016 data shows that our literacy rank is second-bottom position of 61 countries. The ranking indicators are library, newspapers, computer availability. UNESCO 2012 reports that the public index reading of Indonesia is 1,001, meaning that in every 1000 people, only one is interested in reading. The National Library's 2012 survey also adds to the Unesco report that only 17.66% of Indonesian children has interest in reading; in contrast, 91.67% has interest in watching TV/movies.

The school also has a School Health Unit (UKS) which fuctions to help students with their health conditions or problems. This is a very important facility since students who have to leave very early to attend school occasionally have health problems. The most common health problem found is fatigue.

School area is around 7500 meters and 2500M of which is used for building fuctioning as classrms and office. Total number of classrooms is not enough to house all students therefore time arrangements are made to accomodate it. Grade 1-3 start their classes in the morning and Grade 4-6 and SMPS start late morning, at 11.00-15.45. This proves to be effective. The school has 10 classrooms, size 5 x 7 M. The school runs 3 classrooms for grade 1, 2 for grade 2, 2 for grade 3, 2 for grade 4, 2 for grade 5, and 1 for grade 6. In SMPS, 2 classrooms for grade 7, 1 for grade, 8 and 3 for grade 9.



For fresh water facility, BOS (*Dana Operasional Sekolah*—School Operational Funds, provided by the government) is used to provide students with clean drinking water, while other purposes—hand wash and toilet purposes, for instance—the water is taken from the artificial lake near the school. Fresh water problem at school has not been solved. Water from the artificial lake cannot be used for drinking water. The company can actually provide filter equipment for rain water or a build a water reservoir so that it will not be a problem in the future.

Budgeting is planned annually with the company. BOS and BOSDA (the local BOS) are provided annually by the government but most of the funds is used for operating expenses and the rest is the company's responsibility. The SDS receives approximately 280 million/year from BOS and 39 million/year from BOSDA while SMPS receives approximately 78 million from BOS and 17 million from BOSDA. Other expenses, including teachers' salaries are taken care of by the company.

Teachers are the backbone in education, so every teacher must have related competencies to the course they teach. As much as 90% of SDS has met the requirement as elementary school teacher and 100% teachers at the junior high school has met the basic requirement, S1 degree holder. Unfortunately, only around 50% of the teachers has work more than 5 years, the rest is considered new or less than 5 year. The high turn over rate may happen due to low salary or lack of appreciation from the company. Research found that the company sets different salary standard for workers/staff of the plantation and teachers/educational staff. The researcher had no access to financial report, however, from the interview, it is found that the teachers' take home salaries are approximately 3 million. In comparison, an administration staff at the company with similar qualification as teachers (S1 degree holders, for example) receives more.

Regarding responsibilities of teachers and administrative staff of the schools, Standard Operational Procedures (SOP) should be available. For example, if the principal or the teacher are on leave, another official or teacher should be assigned to assure good governance. Operational funding, revenues, staff (administrative staff, janitor, and driver) and school building are the responsibilities of the company.

Concerning principals', teachers' and administrative staff's duties, company need to be aware that their jobs/responsibilities are different compared to those of company's staff/workers. Limited numbers of teachers means more working hours. The above finding of the ratio of teachers and students have proven that teachers must take turns in attending KKG meetings. Limited number of teachers results in low participation in many teachers' activities outside the schools. Another teachers' responsibility that is worth noting is their involvement in the students' lives because most of the parents think that education is school's responsibilities.

At the time of the survey, the company is in the process of establishing a foundation whose task is to become board of trustees of the school. This initiative was made after a consultation was made and continuous inputs that the company has received. They have finally been aware that the schools must be

run professionally because education has to meet certain criteria and standards set by the government in order to operate. Because of its characteristic—remote location with limited access, schools at the plantation areas must exist and be maintained professionally for better quality education provision.

## **CONCLUSION**

Based on the finding above, the conclusion and recommendation are, first, although students's final exams results show that 100% of the students pass the examination, attention must still be given to teaching and learning processes because students' competencies shall not only measured by two or three subjects. Second, due to limited number of teachers, many teachers fuctions as classroom teachers not subject teachers. This will hinders learning achievements of the students. Therefore it is of utmost necessity that they be given related training, allowed to attend seminars and workshops to improve their capacities and competencies. Third, improvement of school facilities and infrastructures need to be prioritized since many standard facilities are not in good condition or maintained or even have multifuctions. The company can start with provision of good library collection, building more classrooms, and other important facilities for a school in the plantation areas. Fourth,the government's BOS and BOSDA have to be used for school operational costs. It is therefore advised that the company take more responsibilities in developing the school and the capacities of their school human resources. Fifth, no teacher of SDS and SMPS is certified by the government. The company has to give attention to this problem and facilitate the teachers because the number of teachers certified is an indicator of good school. Sixth, teachers' remmuneration need to be taken into consideration. The high turn over rate of the teachers prove that; teachers' training and seminars must be planned and budgetted so teachers' competencies are updated and improved. Seventh, CSR office has to design a specific plan for students' learning activities and teachers recruitment which are based on requirement.

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