UNIVERSITY SOCIAL RESPONSIBILITY IN REALISING SUSTAINABLE DEVELOPMENT IN INDONESIA

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Abstract

University Social Responsibility (USR) is seen to be attached to community service activities as an implementation of the Tri dharma of HEIs. USR adopts the approach of Corporate Social Responsibility (CSR) towards the environment and sustainable development. This paper aims to provide a theoretical overview of university social responsibility which is still little done in Indonesia. The method used is a literature review using data based Scopus and Vos viewer applications. The results state that social responsibility is the "impact" of an organization's existence, while community service is an activity or action. These actions must certainly be considered for their impact on the environment and sustainable development. Therefore, the social responsibility of universities is the impact of the Tri dharma activities of universities on the surrounding environment as an effort to achieve the goal of sustainable development.

Keywords: corporate social responsibility; community service; university social responsibility

INTRODUCTION

University social responsibility is still not commonly heard by university managers and the community. Social responsibility is more identically carried out by companies or business institutions. As for higher education institutions, social responsibility is attached to the third pillar of Tridharma, namely community service. However, there are significant differences between the social responsibility of HEIs and community service activities, even though the objects are similar, namely the community living around the entity/organization.

The concept of social responsibility is mainly promoted by large multinational and transnational companies that are currently on the agenda in the business world. Non-profit organizations have an obligation to implement corporate social responsibility. This is related to the Sustainable Development Goals (SDGs) agenda. Sustainable development is an effort so that the natural resources that exist today can also be enjoyed by future generations. This can be realized if the Company makes various efforts to preserve the environment. The act of preserving the environment is in the form of corporate social responsibility.

The efforts of non-profit organizations to preserve the environment are in the form of corporate social responsibility. Companies are competing to implement CSR programs through social, economic, educational and environmental activities. CSR has become the company's branding in order to rank as a company with a high level of social and environmental awareness.

Social responsibility has been identified with business institutions/organizations, while for public organizations that provide services it has not become a mandatory thing to do, including in this case higher education institutions. However, this shift occurred when globalization led to the privatization of educational institutions and competition in the higher education industry. Some universities adapted the business sector approach in order to compete and survive in the changing higher education industry.

The issue of higher education responsibility is attached to the issue of community service. However, there is a fundamental difference between the concept of social responsibility and community service. Community service is a form of institutional action, while social responsibility is a form of impact of the existence of the institution on the social environment. This paper tries to theoretically explore the concepts of corporate social responsibility, university social responsibility and university social responsibility for sustainable development.

RESEARCH METHOD

To assess the extent of research on university social responsibility in Indonesia, researchers conducted a systematic literature review. In the field of social science, a systematic literature review is directed at the requirement to identify all literature relevant to the theoretical background and research methods (Arksey & O'Malley, 2005).

Literature search using data based scopus with two search keywords namely USR and sustainable development with a duration of 5 years (2019-2024) type of journal article publication in English. The results obtained 477 articles with USR keywords and 32 articles with USR and SDGs keywords. In the next stage, researchers used the Vos Viewer application to see the linkage of research articles. The following is an overview of Vos Viewer for USR

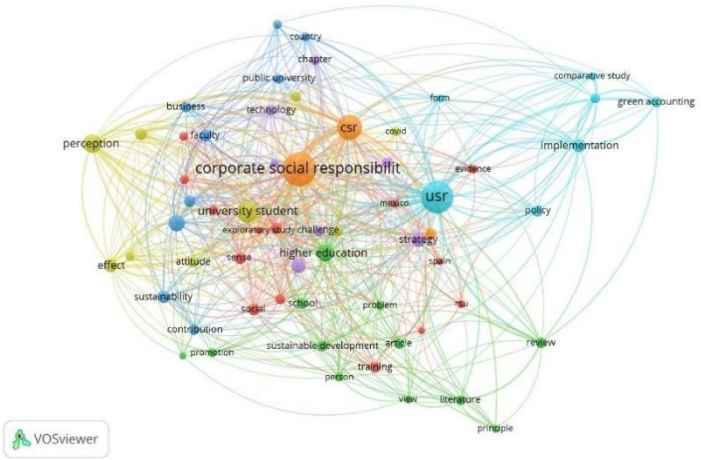


Image 1 : vos viewer screen shoot

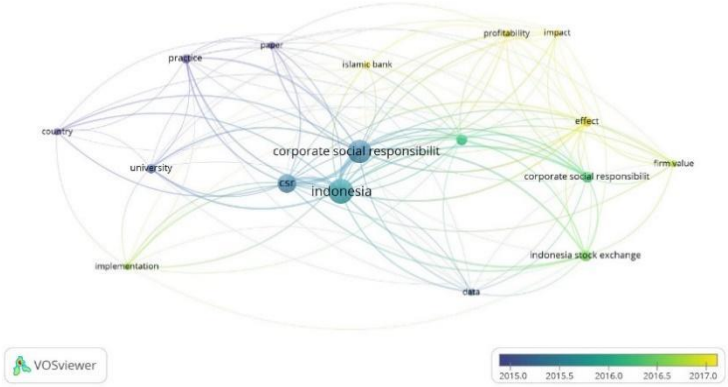


Image 2 : Vos viewer screen shoot

DISCUSSION

Before understanding the concept of university social responsibility, it is necessary to know the definition of responsibility. Social responsibility is a new responsibility that complements moral and legal responsibilities; it is a collective responsibility, not a personal one. Moral and legal responsibilities govern our actions, while social responsibility governs the impact of our existence. The impact is not only on the immediate circle, but also on the farthest circle of the impact of our existence. It can be concluded that social responsibility is responsibility for impact and that impact is not the same as action, we can explore the theoretical and practical richness of the social responsibility of organizations, especially universities (Vallaeys, 2011)

Corporate Social Responsibility (CSR)

Another common definition of CSR is from the World Business Council for Sustainable Development, which states that "Corporate social responsibility is an ongoing commitment by businesses to behave ethically and contribute to economic development while improving the quality of life of their workforce and their families as well as local communities and society at large (Mohamed, 2015).

Corporate Social Responsibility (CSR) is defined as the economic, legal, ethical and policy discretionary expectations that society has of an organizations at a particular point in time. Referring to the research results of Carroll (1991), there are 4 components of social responsibility and expand the scope of understanding. From the business element, it must fulfil economic, legal, ethical and philanthropic responsibilities to fulfil all obligations to society. Economic responsibility refers to the obligation for businesses to be productive and profitable. Legal responsibility refers to the framework of legal requirements that businesses must fulfil when performing economic duties. Ethical responsibility is appropriate behaviour defined by established norms that businesses must follow, and philanthropic responsibility reflects a shared desire to see businesses actively involved in the betterment of Society (Carroll, 1991).

Referring to Carrol's opinion, there are three principles of CSR implementation by the Company, namely:

1. The company must pay full attention to the development of the economic functions of the community;
2. Businesses need to be aware of the changing values of the society in which they exist;
3. It is necessary to make businesses aware of concerns about the environment and fair labour wages, poverty alleviation, and the development of rural areas. (Hendrik Budi Untung, 2008: 38-39)

Furthermore, CSR or "Corporate Social Responsibility" can be defined as a strategy by which a company or corporation conducts business in a way that is ethical, friendly, environmentally friendly and beneficial to the development of society. (Sayedahmed & Abuznaid, 2019). Meanwhile, Dahan & Senol (2012), CSR is the company's ethical and transparent relationship with all its stakeholders who have a relationship as well as with the establishment of corporate goals that are aligned with sustainable community development, preservation of environmental and cultural resources for the common benefit of future generations, respect for diversity and encourage the reduction of social problems (Dahan & Senol, 2012).

According to Dahlsrud in (Gómez Vásquez et al., 2004), the company conducts CSR as an effort to manage the company's daily operations by considering the impact of the economy, society and the environment by considering stakeholder groups. Meanwhile, according to Cohen (2010), companies do CSR because they see the benefits or are capital bound by the impact on society and the environment. Meanwhile, Vallaeys states that there are several attributes attached to CSR,

namely good governance, management of social and environmental impacts, dialogue and communication with key stakeholders and partnerships with other parties/organizations to achieve sustainable development (Vallaeys, 2011).

The practice of social responsibility cannot be applied directly to higher education. This is because there is an element of teaching / education where the impact of education is to help solve pedagogical and epistemological problems. Therefore, the application of social responsibility between companies and universities has a different approach both in theory and practice (Vallaeys, 2011)

University Social Responsibility (USR)

University social responsibility was launched in 2008 with the acronym USR, which was modified from the concept of CSR. USR is an ethical approach to develop a sense of patriotism and social responsibility of the academic community (students, academic staff and faculty members) to promote social, environmental, technical and economic engagement for sustainable local and global communities (Hanpongpandh, 2015).

In addition, USR is the most important factor in encouraging reform of the HEI education system. Most HEIs stated that they have implemented USR in the form of the vision and mission of the HEI or in the form of being a member in an association of HEIs that support sustainable development and environmentally friendly HEI management.

The overall implementation of USR reflects that individuals and communities shape each other and their relationships are, at the same time, mutually supportive and stressful. Adopting the concept of CSR as "corporate branding/positive corporate image", so does the concept of USR. USR becomes a branding of HEIs that relates to promoting social capital such as environmental issues, local community wisdom and community group knowledge. Secondly, USR is an effort to empower local communities, grassroots organizations and civil society. And third, USR is to build global business, social and cultural networks of HEIs (Hanpongpandh, 2015).

The role of universities is not only to form good professionals, have character and be able to adapt to environmental changes. But more than that, HEIs are expected to be able to produce citizens who are aware of shortcomings, challenges, injustices and environmental changes. HE aims to develop ethical values, the ability to associate, trust between members, civic awareness and co-operation (Bastos et al., 2019).

Nowadays, social responsibility has become a prominent issue for universities. Recently, attention has been paid to the role that universities can play in promoting the development of civic values and responsibility (Astin, 1998). The role of HEIs is not only transfer of knowledge, research and development, but also empowering the community around the HEI, so that the HEI is not seen as an ivory tower.

According to Dahan, USR is one of the efforts to compete in the world of education. Because this is related to the strategy to get a good reputation. Just like CSR, USR is a form of university commitment to operate sustainably based on economic, social and environmental principles, in order to balance the diverse interests of stakeholders (Dahan & Senol, 2012). USR can be concluded as an HEI's social responsibility commitment that is implemented in the form of concern for the environment and the welfare of the surrounding community. USR is also a strategy of PT in making decisions to increase profits and minimize the environmental impact caused to support sustainable development.

There are several reasons for the expansion of PT's social responsibility, namely:

1) Universities as a form of labour in public and private companies
2) HEIs play a role in the field of education, teaching and primary research in society

3) HEIs help society find a balance between personal and social needs and wants through the activities of the Tridharma of HEIs.
4) HEIs must build strong strategic relationships with stakeholders as the higher education market changes to be competitive.
5) HEIs contribute to lifelong learning
6) Companies need HEIs as a means of marketing their products.
7) Through the teaching and research process, HEIs raise the collective awareness of the academic community to create and implement innovations related to social responsibility.
8) HEIs are expected to be able to answer environmental challenges by integrating the concept of sustainable development in the form of curriculum in the classroom. (Agoston et al., 2013)

According to Matten and Moon (2017), many professors and practitioners believe that social responsibility should be fully integrated into the curriculum to help students make social and environmental decisions as business people. The obstacles to the implementation of USR are financial and lack of understanding and awareness among the academic community. Other constraints are ineffective organizational governance, traditional disciplinary boundaries and lack of a shared sustainable vision (Matten & Moon, 2017).

HE institutions are key influencers in driving social responsibility and sustainable development among future professionals. The social practice of USR represents a remodeled commitment to a different public, aligning USR with the day-to-day management of institutional processes.

According to Vallaeys USR is the ability to disseminate and apply a set of principles and values through four processes, responsible campus, social knowledge management, professional and civic education and social participation. USR includes what HEIs are responsible for, who they are responsible to and how they are responsible (Vallaeys, 2008).

4 college impacts:

1) Organizational impact: the internal impact on the academic community and the specific impact on the environment of how campus operations are conducted; waste, deforestation, transport, contamination.
2) Educational Impact; involves teaching and learning, curriculum development. HEIs must be able to restructure teaching and training to educate responsible citizens.
3) Cognitive impact: concerned with epistemological and ethical orientations, theoretical approaches, research and knowledge diffusion. How HEIs generate and manage knowledge.
4) Social impact: participating in the development of local communities and social capital. Universities have a clear impact on the economic, social and political development of society.

Meanwhile, according to (Agoston et al., 2013) Romanian universities use 6 dimensions to measure academic SR, namely alumni orientation, inter-university cooperation, university cooperation with high schools / other institutions, community-oriented universities, cooperation with business / business, community-oriented international cooperation, socio-cultural and environmental projects. Furthermore (Avilés-Palacios et al., 2017) stated that the implementation of ISO 26000 as a way to expand its commitment to university social responsibility.

Strengthening the opinions of several previous experts, according to Gulavani, the practice of social responsibility in higher education is carried out in several forms, such as:

1. Design of courses related to social responsibility subjects: Higher education institutions should design courses around social responsibility subjects that are open to students and staff to promote human rights and social inclusion values and ethics among them.

2. Environmental CSR: Includes activities to reduce consumption and waste and create further understanding of the importance of preserving and protecting the environment. For example, higher education can initiate various activities such as awareness programs on green or clean cities, forest conservation, bird conservation, pollution reduction and environmental sustainability.
3. Waste Paper Recycling: Students can be trained to utilize waste paper and prepare paper bags of various sizes that can be distributed to local health foundations to make their own money.
4. CSR at Workplace: This includes activities typically undertaken to maintain high standards of employee recruitment, development and retention through employee volunteerism, health, safety and wellness, sports and fitness programs', employee training and employee communication channels. Other activities stimulate innovation for businesses and green technologies.
5. Community CSR: This is based on the institution's investment in the community such as donations of money, time, services, technology, expertise and other resources to make a positive contribution to the local community. Higher education institutions should contribute social and educational support activities for women, children and youth, living under severe social discrimination and poverty in nearby locations.
6. CSR by setting up Research Centre: Universities should conduct scientific research, training and vocational programs, publications and documentation of social, economic and cultural developments of civil society by setting up research centres.
7. CSR towards Stakeholders: The activities should include collaboration among stakeholders such as students, parents, alumni, organizations and government departments (Gulavani et al., 2016).

University Social Responsibility in Indonesia

Sustainable development is an international agenda mandated to be implemented by all countries in the world. There are 17 programs in the SDGs with the aim that the lives of the world community can achieve prosperity by 2030. According to the United Nation Division for Sustainable Development, sustainable development is a development that meets the needs of the current generation, but does not jeopardise the opportunity for future generations to meet their needs.

The concept and application of sustainable development in higher education is given in lectures and scientific discussions as well as research themes conducted by lecturers. This is because universities are the final level of educational institutions that are expected to produce future generations as future leaders, executives, workers, as citizens and agents of change, which have an important role to play in building a more sustainable and responsible world.

In the Stockholm Declaration on the environment, education has a very important role in the education process on sustainable development. This is because the main mission of HEIs is to produce and transfer knowledge through the Tridharma of Higher Education activities. According to Ritter (2006), higher education introduces the concepts of ethics, sustainability and environmental social responsibility into lectures or classroom teaching which is expected to increase relevant understanding and changes in ethical behaviour and moral values of students (Pizzutilo & Venezia, 2021).

In Indonesia, the mission of higher education is carried out in the realm of the Tridharma of Higher Education, namely education, research and community service. According to Law Number 20 of 2012 concerning Higher Education, Community Service is an activity of the academic community that utilizes Science and Technology to advance the welfare of society and educate the nation's life. Article 47 paragraph 1 states that Community Service is an activity of the

Academic Community in practicing and cultivating Science and Technology to advance the general welfare and intellectual life of the nation. (2) Community Service as referred to in paragraph (1) is carried out in various forms of activities in accordance with the academic culture, expertise, and/or scientific autonomy of the Academic Community and the socio-cultural conditions of the community. (3) The results of Community Service are used as a process of developing Science and Technology, enriching learning resources, and/or for learning and maturation of the Academic Community.

So far, the form commonly carried out by universities in the implementation of social responsibility to the community is through student / real work lectures and community service activities by lecturers. community service activities through counseling, coaching and empowering community groups around the campus. However, when compared to the performance of teaching and research carried out by lecturers and universities, community service activities are merely used as complementary material for the promotion of lecturer functional positions and "fulfil the obligations of universities" that universities are not ivory towers for the surrounding community. The element of community service is a marginal lecturer activity and has a small credit score. Even in the PAK lecturer formula, lecturer service activities are worth up to 10 per cent, but the realisation is often still minimal. (Prasojo 2019 https://www.ksi-indonesia.org/id/wawasan/detail/704-hilirisasi-penelitian-dan-pengabdian-masyarakat-di-perguruan-tinggi 29/05/2019)

Although the concept of social responsibility of universities is seen as almost the same as community service activities, some researchers state that there are visible differences. Rusdianto et al in their research mentioned the form of responsibility of Univ Muria Kudus by maximising the performance of MSMEs in general so that they can be competitive. PT as a community facilitator, especially home industry through Tridharma PT activities (Rusdianto & Kuncoro, 2018). Furthermore (Prapanca et al., 2020) stated that 3 universities in East Java used the Triple Bottom Line CSR approach in implementing USR to achieve sustainable development.

Rumambi (Rumambi et al., 2015) in a study on the Social Responsibility of Higher Education Institutions in North Sulawesi using a human dignity perspective stated that the CSR of higher education institutions needs to integrate social and environmental aspects in the implementation of the Trihdarma of Higher Education. Meanwhile, research results (Setiawan & Davianti, 2018) show that leading universities in Indonesia have directed and promoted social responsibility practices to create ethical and socially responsible scholars. The actions are related to organizational governance, human rights, labour practices, environment, fair operating practices, consumers, community engagement, and development issues. The study also revealed the importance of incorporating social responsibility concepts and practices for students in creating more opportunities to engage with society.

CONCLUSION

Although the way universities view social responsibility is still attached to community service activities, with the paradigm shift in higher education management that leads to the privatization of higher education, higher education institutions' social responsibility (USR) has become one of the barometers of competitiveness to attract students. Social responsibility is an impact of the institution's existence, while community service is an activity that "has an impact" on the community.

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Biodata

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