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Analyzing Astra Michael D Ruslim Education Foundation-SMK Negeri 2 Donorojo Pacitan collaboration model

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ABSTRACT

This study discusses the collaboration between SMK Negeri 2 Donorojo and Astra Michael D Ruslim Education Foundation (YPA MDR) in Corporate Social Responsibility (CSR). The method used is descriptive qualitative, involving researchers as participants who collect data through interviews, observation, documentation, and Focus Group Discussion (FGD). This cooperation is based on legal basis, including the Limited Liability Company Law and the results of coordination meetings with the Pacitan District Education Office. The parties involved include YPA MDR and SMK Negeri 2 Donorojo. The objectives of the cooperation involve improving access and quality of education, community empowerment, creating community involvement, and improving the quality of the workforce. The benefits include improving the company's image, the quality of the company's human resources, and compliance with government regulations. The research concludes that this cooperation has a legal basis, clear objectives, significant benefits, and good governance.

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INTRODUCTION

Public-private partnerships (PPP) involve governments working with private entities to achieve common goals like infrastructure development, social programs, or research and development (Cui et al., 2018; Delmon, 2017; Kang et al., 2019; Maslova, 2020; Wojewnik-Filipkowska & Węgrzyn, 2019). These partnerships can improve public services and drive economic growth. Key aspects of PPP partnerships include effectiveness evaluation, impact on ecological footprint, and the Super-PPP Model, which aims to coordinate global health by combining existing PPPs in complex structures. However, this model faces challenges and has created a crisis of legitimacy for charity-based voluntary partnership models. Additionally, limited studies on PPP risks in conflict zones, such as Afghanistan, can hinder the development of effective solutions. Understanding potential challenges and solutions for PPPs in conflict zones is crucial for promoting sustainable development (Kuznyetsova et al., 2021; Li et al., 2021; Noorzai, 2021; Storeng et al., 2021).

Public-private partnerships are crucial for tackling challenges like infrastructure development, environmental sustainability, and global health (Akinsola et al., 2022; Amornvuthivorn, 2016; Babacan, 2021; Hoddinott et al., 2016; Villiers, 2003). However, their effectiveness and impact on society must be evaluated, especially in conflict zones. Successful examples include Gavi, the Vaccine Alliance, which improves immunization access in poor countries, the Global Fund to Fight AIDS, Tuberculosis, and Malaria, which brings together governments, civil society, the private sector, and affected communities, and the Coalition for Epidemic Preparedness Innovations (CEPI), which finances and coordinates vaccine development against emerging infectious diseases. These partnerships have saved millions of lives and accelerated vaccine development during public health emergencies.

Then in the education sector, there are examples of public-private partnerships in technical vocational education (TVET) in countries such as Singapore and the United States. This partnership has successfully met the needs of the workforce in the industrial sector. The research findings emphasize the importance of government leadership, active involvement of private stakeholders, and long-term strategic planning for the success of such partnerships. Furthermore, there is a study by Dewi & Tuswoyo (2020) which examines

public-private partnership (PPP) policies in education in the city of Tasikmalaya. This research uses a qualitative approach and involves interviews with stakeholders, such as the Tasikmalaya City Secretary and Education Office Leaders, as well as private, non-profit, and student committees. The results showed that limited public perception of the PPP concept and the absence of regulation on PPP were factors that influenced the implementation of PPP policies. These examples show how partnerships between the public and private sectors have been used effectively to address educational challenges and improve learning outcomes across a variety of contexts.

Secondary education in Pacitan Regency has 14 public vocational schools, 17 private vocational schools, 8 public high schools, and 2 private high schools. State vocational schools in the western region are SMKN 1 Donorojo, SMKN 2 Donorojo, SMKN Pringkuku. SMKN in the city are SMKN 1 Pacitan, SMKN 2 Pacitan, and SMKN 3 Pacitan. State SMK in the north are SMKN 1 Nawangan, SMKN 2 Nawangan, and SMKN Bandar. State vocational schools in the eastern part are SMKN 1 Sudimoro, SMKN 2 Sudimoro, SMKN Ngadirojo, SMKN Tulakan, and SMKN Kebonagung.

Mr. Dr. Drs. H. Indartato, M.M. Regent of Pacitan from 2011-2016 and 2016-2021, is passionate about education in his region. He received the Education Care Award (APP) from the Ministry of Education, handed over by Minister of Education and Culture Muhammad Nuh. The award is based on three criteria: preserving a constructive appreciative culture, involving all parties, including mass media leaders, and recognizing transcendental value beyond ordinary experience and scientific explanation.

Pacitan Regency received APP because it met the regional category that successfully met the 20% budget, and smoothly distributed BOS funds. The achievement obtained by Mr. Indartato sparked the attention of Astra Foundation which focuses on education to come to Pacitan. Corporate Social Responsibility (CSR) is the concept of a company that takes social responsibility towards the community and the surrounding environment. One common form of CSR carried out by companies is to provide educational assistance within the framework of CSR. Similarly, PT. Astra International, which concentrates on developing CSR in the field of education by specifically establishing an Education Foundation called YPA MDR (Astra Michael D Ruslim Education Foundation). Community service is driven by social responsibility factors. The company recognizes that it has a social responsibility to make a positive contribution to society. Education is one of the important aspects in building a more empowered and knowledgeable society, as well as to improve the quality of human resources. Improving the company's image of conducting CSR in the form of educational assistance can help companies build a more positive image in the eyes of the public. This can increase consumer confidence and strengthen the relationship between the company and society. By providing educational assistance, companies can contribute to creating a more skilled and educated workforce, which in turn can benefit both the company and the surrounding community.

In 2011 YPA MDR came to Pacitan aiming for cooperation with schools in Donorojo. The target area is certainly according to the instructions of the Regent of Pacitan Dr. Drs. H. Indartato, M.M. The intended schools are SD Negeri Kalak, SD Negeri Widoro 3, SD Negeri Sendang 3. Then the following year 2012 cooperation was added with SMP Negeri 2 Donorojo. A fortune for SMK Negeri 2 Donorojo school located in the western part of Pacitan Regency, bordering the province of Central Java. As a newly established school in 2011, the School Establishment Decree dated June 28, 2011, Number 188.45/192/408.21/2011, NPSN 20574705, is the next targeted school as a target of YPA MDR (Astra Michael D Ruslim Education Foundation). The collaboration between SMKN 2 Donorojo and YPA MDR was marked by an MoU from 2016 to 2025.

This study discusses the collaboration between SMK Negeri 2 Donorojo and Astra Michael D Ruslim Education Foundation (YPA MDR) in Corporate Social Responsibility (CSR). The research is expected to give more insight into the topic discussed and become a reference for future relevant research.

METHOD

The research uses a qualitative descriptive method, with researchers as participants and informants. They collected information about SMK Negeri 2 Donorojo's cooperation activities with YPA MDR (Astra Michael D Ruslim Education Foundation), including initial, annual, and commitment evaluations. Data collection techniques included interviews, observation, documentation, and Focus Group Discussion (FGD). The study analyzed the data, tabulated it, grouped it according to the commitment of cooperation, and conducted FGD to determine its validity. The interview method involved various informants, including the Person in Charge of Cooperation Activities, School Principals, Vice Principals for Curriculum, Teachers, and Astra.

RESULTS AND DISCUSSION

Legal Basis

a. Law Number 40 of 2007 concerning Limited Liability Companies (PT) This law calls CSR a social and environmental responsibility.
b. The commencement of cooperation with the groundbreaking program for the construction of SMKN 2 Donorojo, Pacitan Regency.

Which was carried out by the management of Astra Education Foundation Michael D Ruslim (YPA MDR), the Regent of Pacitan, and the Head of the East Java Provincial Education Office on November 3, 2017.

Parties Related to Cooperation

a. YPA MDR Foundation
   1) Provide assistance with educational infrastructure,
   2) Provide competency strengthening assistance facilities
   3) Provide achievement rewards, and
   4) Provide annual assessment and evaluation of school development.
b. SMK Negeri 2 Donorojo
   1) Implement the agreed program,
   2) Report the results of each activity and program,
   3) Maintain, maintain and use to the maximum the assistance of seconded facilities and infrastructure,
   4) Maximizing the role of the Education community to help achieve each program.

Scope of Cooperation

The scope of cooperation between YPA MDR and SMKN 2 Donorojo is as follows.

1) Financial Assistance: In the assisted classes of the APHP (Agribusiness Agricultural Product Processing) program, the Company can provide funds or scholarships to schools to help the education of children from underprivileged families, both in the form of school uniforms, as well as education and training costs.
2) Construction and Renovation of Facilities: The Company can support the construction or renovation of school facilities, such as classrooms, libraries, sports fields, or other supporting facilities. In this case, YPA MDR provided a land grant along with a new school building for SMKN 2 Donorojo Pacitan.
3) Curriculum Development Program: Astra through YPA MDR can collaborate with schools in curriculum development relevant to the needs of the world of work, such as internship programs or specific skills training courses.
4) Teacher Training Program: Companies can provide training to teachers to improve their skills in teaching and managing classes.
5) Community Empowerment Program: Companies can develop community empowerment programs that involve students, teachers, and parents in various projects and activities that improve the quality of life around the school by establishing School Committee Groups.

Purpose of Cooperation

1) Improve access and quality of Education: The main objective of this collaboration is to improve access to education and the quality of education in the surrounding community. Companies can provide funding, facilities, or other resources to help schools improve infrastructure and teaching.
2) Community Empowerment: CSR and school cooperation can help in community empowerment. This includes teacher training, development of relevant curricula, and other educational programs that enhance the skills and knowledge of students as well as teachers.
3) Creating community engagement: Companies can build positive relationships with surrounding communities through educational programs. This helps improve the company's image and supports the understanding that companies care about the communities in which they operate.
4) Improved workforce quality: By investing in education, companies can help create a more qualified workforce that matches the needs of their industry. This can benefit the company by creating resources.

Benefits of Cooperation

The benefits of cooperation between SMK Negeri 2 Donorojo and YPA MDR are as follows.

a. For schools

1) Improve the quality of education,
2) Improve the competence of students, teachers, and education staff,
3) Maximizing the empowerment of the educational community, and
4) Solving educational problems at school.

b. For Companies
1) Improve the company's image,
2) Improve the quality of the company's human resources, and
3) Realizing compliance with government regulations.

Rights and Obligations of Parties Related to Cooperation

a. YPA MDR rights are
1) Determine the goals and focus of CSR programs that are in accordance with the company's mission and vision,
2) Monitor and assess the impact of CSR programs on schools and surrounding communities, and
3) Obtain periodic reports and information on the progress of CSR programs and the use of allocated funds.

b. The rights of SMK Negeri 2 Donorojo are
1) Receive support in the form of funds, resources, training, or facilities appropriate to the needs of the school,
2) Propose needs and priorities to be accommodated in CSR programs, as well as
3) Monitor and evaluate the positive impact of CSR programs on schools and education.

c. YPA MDR's obligations are:
1) Provide resources, whether in the form of funds, equipment, teaching materials, or experts, in accordance with CSR agreements,
2) Designing CSR programs that are in accordance with the needs and priorities of the schools accompanied,
3) Communicate and collaborate openly with schools, teachers, and other relevant parties, and
4) Respect the principles of ethics and good governance in the implementation of CSR programs.

d. The obligations of SMK Negeri 2 Donorojo are
1) Provide the information and data needed by the company to design and implement an effective CSR program,
2) Report the use of funds and results from CSR programs to the company periodically, and
3) Maintain transparency and accountability in the management of resources received from CSR programs.

Resources and Sources of Funds

All facilities, equipment, and activity costs for the YPA MDR mentoring program are covered and fulfilled by YPA MDR.

Risk Responsibility

Risks that may occur due to policy changes in differences in goals, program incompatibility, lack of involvement of the school, administrative and logistical problems, communication failures, budget uncertainty, and reputational adverse impacts, are well coordinated and cooperative between the two parties in proportion to the mediator of the Pacitan District Education Office Branch.

Success Criteria

1) The YPA MDR mentoring program is carried out continuously, with annual assessments of school progress. It started in 2016 and will end in 2025. In the annual assessment, schools are given predicates from schools with good predicates, to independent, if they have achieved self-assessment, YPA MDR will release all forms of assistance and grants.
2) Every year YPA MDR target schools hold an event titled FKSB (Forum of Principals of Target Schools). In this activity, a commitment was conveyed between the school and YPA MDR. Assistance is declared successful if all commitment targets are achieved and met. If you exceed the target, rewards will be given to both schools, teachers and students who excel.

Implementation of Cooperation and Emerging Constraints.

Through the evaluation of each pillar of the FKSB 5 cooperation program, it can be concluded that there is positive progress but also several obstacles that need to be overcome. Here is the overall conclusion.

1) Academic Pillars

a) There has been significant progress in the formation of teams and clubs, however, it is necessary to increase student motivation.
b) Regular training is needed to improve the quality of the competition team.

2) Pillars of Character Education and Classroom Hygiene
   a) The application of 5 S habituation has been running, but it needs internalization intensification.
   b) Classroom hygiene programs have created a clean environment, however, consistency needs to be maintained.
3) Life Skills Pillar
   a) The cultivation of medicinal plants, fruits, vegetables, and freshwater fish is already well underway in most schools.
   b) It is necessary to focus on the participation of vocational schools and the development of the right food dosage formula.
4) Pillars of Art, Culture and Other Achievements
   a) The formation of a traditional music and dance team shows progress, but it needs the fulfillment of artistic instruments.
   b) The Adiwiyata program has reached the district level, however, it needs to procure tools and training.
5) Institutional Pillars
   a) The process of preparing mentoring reports and monitoring school programs is still in progress and requires team coordination.
   b) VCO production is already running, it needs to focus on marketing, licensing, and quality control.
6) Pillars of Report and Committee Effort:
   a) The formation of the AD/ART cooperative committee is a positive step.
   b) The cooperative licensing/legality process is ongoing and requires good coordination.
   c) Monitoring and inventory of school needs is still in progress and requires further coordination.

CONCLUSION

The YPA MDR Foundation and SMK Negeri 2 Donorojo are collaborating on Corporate Social Responsibility (CSR) with a strong legal basis. The goals include increasing education access, community empowerment, and workforce quality. The collaboration benefits both the school and the company, improving their image, human resources, and compliance with regulations. Good coordination and risk management are key, with YPA MDR providing resources and funding for the mentoring program. The framework aims for a positive, sustainable impact on education quality and community empowerment.

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