

Implementation of CSR PT. Wika Beton, Tbk-Ppb Sumut in the Field of Education Through the “Wika Teaching” Program in SMK Negeri 2 Binjai

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Abstract

Social Responsibility or what we are better known as CSR today is an inseparable aspect of the company. Providing CSR assistance in the field of education with the "Wika Teaching" program by PT Wika Beton Tbk, can increase wider knowledge and also learn about the world of work which can help improve welfare. The purpose of this study was to analyze the implementation of CSR PT. Wika Beton, Tbk-PPB North Sumatra in the field of education through the "Wika Mengajar" program at Smk Negeri 2 Binjai. Analyzing and the constraints faced in the implementation of CSR PT. Wika Beton, Tbk-PPB North Sumatra in the field of education through the "Wika Mengajar" program at Smk Negeri 2 Binjai. This type of research is descriptive qualitative research. The method used to collect data in this study is observation, interviews and documentation, in this research the data is analyzed by means of data reduction, data display, and Drawing conclusions and verification. The results of the research on the Implementation of the Wika Teaching Program at SMK Negeri 2 Binjai from several indicators taken according to the implementation theory of the Merilee S Grindle Model from the aspect of policy content, namely the influencing interests, the benefits generated, the degree of desired change, the location of decision making, program implementation and resources. which is used while in the aspect of the policy environment, namely the power, interests and strategies of the actors involved, as well as the characteristics of the institutions and regimes in power and the level of compliance and the response from the implementers. The target of the Wika Mengajar program is to fulfill corporate responsibility through the implementation of CSR by creating the Wika Mengajar program and to provide assistance to its steak owners through the program company PT. Wika Concrete.

Keywords

implementation; CSR; wika teaching program



I. Introduction

Corporate Social Responsibility(CSR) is one of the obligations that must be carried out by companies in accordance with the contents of Article 74 of Law Number 40 of 2007 concerning Limited Liability Companies (UUPT) which aims to realize sustainable economic development in order to improve the quality of life and the environment that is beneficial to the Company itself, local communities, and society in general. This provision is intended to support the establishment of a harmonious, balanced and in accordance with the environment, values, norms and culture of the local community, it is determined that the Company whose business activities are in the field of and related to natural resources must carry out social and environmental responsibilities.

Through this law, industry or cooperatives are obliged to carry out it, but this obligation is not a burdensome burden. It should be remembered that the development of a country is not only the responsibility of the government and industry, but every human being has a role to play in realizing social welfare and managing the quality of life of the community. Social Responsibility or what we are more familiar with the term CSR today is an inseparable aspect of the company. CSR first known in developed countries which in the context CSR is a corporate social responsibility that is internal and external, which means that the welfare of the company's employees is included in the company's activities CSR (Aqiela, L., Raharjo, ST, & Resnawaty, R, 2018).

Corporate CSR social responsibility activities thus require a good and deep understanding of the conditions of the local community where the company's CSR activities are realized. The participation of the community and stakeholders is important to be involved in the implementation of these CSR activities. CSR activities for the community are a process that moves and relates to existing resources in the community, which are now starting to be utilized optimally by the company.

To carry out the Company's obligations, social and environmental responsibility activities must be budgeted and calculated as the Company's expenses which are carried out with due regard to propriety and fairness. These activities must be included in the Company's annual report and in the event that the Company does not carry out its social and environmental responsibilities, the Company concerned will be subject to sanctions in accordance with the provisions of the legislation. However, the reality shows that the implementation of CSR as a legal obligation of the company still seems careless, and has not optimally touched the interests of the community. In the future, Corporate Social Responsibility, if implemented properly, will have a positive impact on the company, the environment, including human resources, natural resources and all stakeholders in society. Companies that are able to absorb labor, have the ability to provide an increase in people's purchasing power, which directly or indirectly can realize environmental growth and so on. Given that the company's activities are simultaneous, the existence of an environmentally compliant company will be more meaningful.

There is There are three important reasons why companies should respond to and develop CSR issues in line with their business operations. First, the company is part of the community, so it is natural for the company to pay attention to the interests of the community. Second, the business community and society should have a reciprocal relationship. Third, CSR activities themselves are a way to suppress or even avoid social conflicts (Asy'ari, 2009).

The main components of CSR are leadership development and education. Education is one of the keys to sustainable development and growth that favors disadvantaged groups. Companies can make an important contribution in providing access to quality education. Companies can also have a critical impact on the empowerment process through increasing standards of educational development within the company. Thus, the progress of the world of education cannot run alone, so there needs to be cooperation between companies, the community and the government, which is packaged through CSR programs.

Improving the quality of people's lives is tantamount to seeking community welfare in various forms. The forms of these efforts are at least in realizing the fulfillment of basic human rights. One of these basic rights is the fulfillment of the need for education, so that the business world has a role and responsibility in improving the welfare of the community through improving education. Because in various levels of life, education plays a very strategic role. Education provides many opportunities to improve the quality of life. With a good education, the human potential that is so rich in a person can continue to be

developed. Education in general has the aim of shaping individual maturity in various aspects, both knowledge, attitudes, and skills.

To achieve this goal, efforts are made by both the government, the community, and parents. At the social level, education can lead a person to a better achievement and social strata. Cumulatively, education can make a society more civilized. Thus, education in a broad sense plays a very important role in the process of transforming individuals and society. Although the position of education is strategic enough to change a nation, Indonesia is not optimistic enough to rely on that position because in reality the conditions and results of education in Indonesia are not adequate. This condition is shown by the small capacity of Indonesia's human resources (HR) to compete with other nations.

The importance of CSR in education for increasing public access to higher quality education is a mandate that must be carried out by the Indonesian nation in accordance with the objectives of the State of Indonesia as stated in the Preamble to the 1945 Constitution, namely to protect the entire nation and the entire homeland of Indonesia, educate the nation's life, promote public welfare and participate in carrying out world order that is based on freedom, lasting peace and social justice.

Furthermore, the Body of the 1945 Constitution mandates the importance of education for all citizens as stated in Article 28B Paragraph (1), namely that everyone has the right to education and benefit from science and technology, art and culture in order to improve the quality of their lives for the welfare of the people. human rights, and Article 31 Paragraph (1) which mandates that every citizen has the right to education.

In addition to the budget and program government in improving the quality of education, but at this time the government's participation is not considered promising for all levels of society to obtain education of the same quality. So that with the assistance of companies, the infrastructure in educational activities can be improved. Indeed, school fees are currently borne by parents, but it must be realized that there are still other needs for educational activities such as the need for school uniforms, stationery, transportation and so on that have not been fully met by the government. improving the quality of the surrounding human resources.

The implementation of CSR in the field of education actually does not have a specific regulation that requires companies to support this sector. If there is a spirit of the government to utilize the potential of CSR to improve education, nothing more than an appeal. The determination of the implementation of CSR for development support as well as the forms of implementation chosen are fully submitted according to company policy, as long as they are in an effort to support government programs. The release of the role of the company gave rise to various forms of activities in the field of education, including the provision of scholarships, construction of educational infrastructure and facilities, implementation of training, assistance with textbooks and practicum equipment or other activities that support education.

II. Review of Literature

Government policy or public policy is the result of intensive interaction between policy-making actors based on phenomena that must be solved. According to Subarsono's opinion, public policies can be in the form of laws, government regulations. Provincial Government Regulations, City/Regency Government Regulations and Mayor/Regent Decrees. (Nugrohu, Riant D, 2003). In addition, community participation is included in order to produce the best decisions.

This understanding is reinforced by Thomas R. Dye in Subarsono (2009: 2) saying that "public policy is whatever the government chooses to do or not to do". And it can be interpreted that the policy is that (1) public policy is made by the government not private organizations and (2) public policy concerns the choices that government agencies should or should not make.

Based on the understanding of public policy that has been mentioned above, it can be found the elements contained in public policy as stated by Anderson in (Widodo, 2010:14), namely:

- a. Policies always have a purpose or are oriented towards certain goals.
- b. Policies contain actions or patterns of action of government officials.
- c. Policy is what the government actually does and not what the government intends to do.
- d. Public policy is positive (about government action on a particular issue) and negative (decision of government officials not to do something).
- e. Public policy (positive) is always based on certain laws and regulations that are coercive.

Decision making for a policy does not only look at the three elements, but is also influenced by the stages of making it.

Implementation is meant to lead to a result (effect) complete and complete. Implementation is also intended to provide a means (tool) to carry out something, to provide practical results for something. Pressman and Wildavsky suggest that: "implementation as to carry out, accomplish, fulfill, produce, complete" means: bring, complete, fill, produce, complete (Pressman and Wildavsky, 1978:21). So implementation can be intended as an activity related to the completion of a job with the use of means (tools) to obtain results.

When associated with public policy, the word public policy implementation can be interpreted as the activity of completing or implementing public policies that have been determined/approved by using means (tools) to achieve policy objectives. The definition of implementation was put forward by Solichin Abdul Wahab in his book *Policy Analysis: from Formulation to Implementation of State Policy*, namely: "Implementation is an action taken by individuals or officials of government or private groups directed at achieving the goals outlined in the policy decisions" (Wahab, 2001:65).

Regarding the factors that influence the implementation of a program's policy, Subarsono in his book entitled *Analysis of Public Policy (Concepts, Theory and Applications)*, quotes the opinion of G. Shabbir Cheema and Dennis A. Rondeinelli suggesting that there are several factors that influence the implementation of government program policies. which is decentralized. These factors include:

1. Environmental conditions
2. Relationships between organizations
3. Organizational resources for program implementation
4. Characteristics and capabilities of implementing agents

Policy implementation is not only related to administrative issues, but also examines environmental factors that influence the policy implementation process. Based on the above understanding, it can be found the elements contained in public policy as stated by Anderson in Joko Widodo's book entitled *Good Governance Review of Dimensions: Accountability and Bureaucratic Control in the Era of Decentralization and Regional Autonomy*.

The definition of CSR or corporate social responsibility has been put forward by many experts. Among them is the definition put forward by Maignan and Farrell (2004) which defines CSR as "A business acts in a socially responsible manner when its decisions

and actions account for and balance diverse stakeholder interests". This definition emphasizes the need to give balanced attention to the interests of various stakeholders in every decision and action taken by business people through socially responsible behavior. Meanwhile, Elkington (1997) suggests that a company that shows its social responsibility will pay attention to improving the quality of the company (profit), the community, especially the surrounding community (people),

According to the definition put forward by The Jakarta Consulting Group (in AB Susanto, 2009: 11-12), this social responsibility is directed both inside (internally) and outside (externally) the company. Inward responsibility is directed to shareholders in the form of profitability and growth. Because they have invested their resources, they also expect optimal profitability and company growth so that their future welfare will also increase.

Internal (internal) social responsibility is also directed to employees. Because only with their hard work, contribution, and sacrifice, the company can carry out various activities and achieve success. Therefore, companies are required to provide fair compensation and provide career development opportunities for their employees. External (external) corporate social responsibility is related to the company's role as taxpayers and job providers, improving community welfare and competence, and maintaining the environment for the benefit of the community. future generations. To provide employment for the community, the company is obliged to always look for new opportunities for growth, of course, by taking into account the profit factor and optimal financial returns.

The basic principle of CSR is the empowerment of underprivileged local communities to be free from poverty (Untung, 2008:3). Companies that implement CSR have several benefits. The benefits of CSR for companies include: (a) Maintaining and boosting the reputation and brand image of the company, (b) Obtaining a license to operate socially, (c) Reducing the company's business risks, (d) Widening access to resources for business operations, (e)) Opening up wider market opportunities, (f) Reducing costs, for example related to the impact of waste disposal, (g) Improving relations with stakeholders, (h) Improving relations with regulators, (i) Increasing employee morale and productivity, (j) Opportunities to get award (Suhandari 2070 in Untung (2008:6)).

In the Law on the National Education System Number 20 of 2003 (in Mustofa Kamil, 2010; 4), it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. Meanwhile, according to John Dewey education (in Zahara Indris, 1982: 9) is the process of forming fundamental skills intellectually and emotionally towards nature and fellow human beings.

Thus, when associated with the basic formulation of CSR, one of which is respect for human rights, the right to education for all can be interpreted as the right to obtain a proper education to support their welfare. So that the company should include the field of education in its CSR activities. Through this social responsibility, companies can support development in the field of education in the form of respect for human rights and community development to improve their welfare.

III. Research Method

This type of research is descriptive qualitative research, where the data collected is in the form of words, pictures, not numbers. According to Bogdan and Taylor, as quoted by Lexy J. Moleong (2018: 3), qualitative research is a research procedure that produces

descriptive data in the form of written or spoken words from people and observed behavior. Qualitative research is a research procedure that produce descriptive data in the form of written or spoken words from people and observed behavior. Meanwhile, descriptive research is a form of research aimed at describing or describing existing phenomena, both natural phenomena and human engineering.

The purpose of descriptive research is to make systematic, factual, and accurate planning regarding the facts and characteristics of a particular population or area. This research is used to find out how the CSR implementation of PT. Wika Beton, Tbk-PPB North Sumatra in the field of education through the "Wika Mengajar" program at Smk Negeri 2 Binjai.

In this study, the primary data source in the form of words was obtained from interviews with predetermined informants covering various matters relating to the implementation of CSR PT. Wika Beton, Tbk-PPB North Sumatra in the field of education through the "Wika Mengajar" program at Smk Negeri 2 Binjai. While the secondary data sources in this study were data from the "Wika Mengajar" program, a list of names for Wika Teaching activities, Wika Beton profiles, and photos of Wika Teaching activities.

Data collection in this study used several methods in order to obtain complete data. The method used to collect data in this study is observation, interviews and documentation.

3.1 Observation

Direct observation is a method of collecting data using the senses without the help of other standard tools for this purpose. In our daily activities, we always use our eyes to observe something. Observation or observation is one of the most important research techniques. Observations are used for a variety of reasons. It turns out that there are several typologies of observation. Regardless of the type of observation, it can be said that the observation is limited and depends on the type and variety of approaches (Moleong, 2009: 242).

According to Matondang, Anggey Wira (2015) Observation is a data collection technique by direct observation of a number of references relating to the research topic to the research location. This observation is used for research that has been planned systematically on how CSR Implementation of PT. Wika Beton, Tbk-PPB North Sumatra in the field of education through the "Wika Mengajar" program at Smk Negeri 2 Binjai which was carried out, namely:

- a. Distribution of CSR in the Wika Mengajar Program
- b. Obstacles that occur during the implementation of the Wika Mengajar program.

3.2 Interview

According to Moleong (2010: 187) Interview is a conversation with a specific purpose. The conversation was carried out by two parties, namely the interviewer who asked the question and the interviewee who gave the answer to the question. The interview technique used in this research is to use general instructions. This type of interview requires the interviewer to make a framework and outline the formulated points without being asked in sequence (semi-structured).

According to Yocepine Ida Rotua.S. (2011), interviews are used as a data collection technique, if the researcher wants to conduct a study to find the problem under study, and also if the researcher wants to know the respondent's matters more deeply.

The interviews were conducted related to the implementation of CSR in the Wika Mengajar program at SMK Negeri 2 Binjai and the obstacles faced in the implementation of the Wikan Teaching program at SMK Negeri 2 Binjai.

3.3 Documentation

Document study is a method of collecting data and reviewing literature, where documents are considered supportive and relevant to the problems to be studied. According to Matondang, Anggey Wira (2015), Documentation studies, namely collecting data obtained through assessment and review of written and written records. documents related to the problem under study.

According to Pinayungan, Haris (2011), documentation study is done by collecting documented secondary data, both financial data and non-financial data. This data is sourced from companies in the form of literature, annual reports, magazines, journals, tables, scientific papers, documents of government regulations and laws that are available at the relevant institutions studied, reviewed and compiled/categorized in such a way that data can be obtained to provide information. regarding the research to be carried out.

Documentation was taken to obtain photo data, as well as field notes such as laws and regulations relating to CSR and the Wika Teaching Program. In this study the data were analyzed in the following way:

1. Data reduction

Data reduction is an activity to summarize field notes by sorting out the main things related to research problems, the summary of field notes are then arranged systematically in order to provide a sharper picture and make it easier to trace back if at any time data is needed again. Researchers use data reduction with the aim of facilitating data collection in the field.

2. Data Display

Data displayit is useful to see the overall picture of the research results, both in the form of matrices or coding, from the results of data reduction and data display, then the researcher can draw conclusions and verify the data so that it becomes the meaningfulness of the data. Researchers use this data display to see an overview of the research.

3. Drawing conclusions and verification

To establish conclusions that are more reasonable and no longer in the form of trial-and-error conclusions, verification is carried out as long as the research takes place in line with checking, triangulation and audit trails, thus ensuring the significance or significance of the research results. Researchers use this method to verify clear and definite conclusions.

IV. Result and Discussion

Researchers carried out research in early November 2020 - late January 2021, when the Covid-19 virus pandemic was in progress. So that it is constrained by the existence of social restrictions to interact between the community and company employees to prevent the massive spread of the virus. The type of research taken in this study is qualitative, for that in terms of data collection the researcher uses the interview method and direct observation. Interviews and direct observations were carried out at the PPB-North Sumatra office, the city of Medan-North Sumatra Province and the areas receiving the program assistance. This is an initial research to get an overview regarding the planning and implementation of CSR PT. Wika Beton PPB-North Sumatra and asked for data on CSR programs conducted at SMK Negeri 2 Binjai in the Wika Teaching program. Furthermore, on November 4, 2020, the researcher held a follow-up interview to obtain more detailed data related to the CSR implementation mechanism at PT. Wika Beton PPB-North Sumatra Tbk. Regarding the survey mechanism in the implementation of CSR related to program targets, location/place, time and parties involved as follows;

"The mechanism to determine the implementation of the CSR program to be implemented by PT. Wika Beton is carried out every year there is a determination made by a third party (from the center) there is also a direct determination of the program from the North Sumatra factory. And in the Wika teaching program, it was determined from the center in the context of the anniversary of PT. Wika Beton, Tbk All over Indonesia so that all Wika Beton branches carry out the program. And for its own program objectives, each branch determines the location or place of implementation as well as each branch which determines according to the central direction on what materials will be delivered, the time is in accordance with the birthday of PT. Wika Concrete."

From the statement above, it can be interpreted that the survey conducted is one way to analyze the needs of the program. So that it can run according to what is desired and before the program takes place there is still a survey to find out what the prospective recipients of assistance from the Wika Teaching program need. The reason the company came down before the event was to see what the school or the beneficiary needed.

Then the researchers conducted field observations and interviews to see what had been done in the implementation of CSR in the Wika Mengajar program which was carried out at SMK Negeri 2 Binjai. The data were obtained from interviews with the management of the Wika Beton Sumut company, the Principal of SMK Negeri 2, the Civil Service Teachers and the Students. Researchers brought instruments in the form of a list of questions/interviews as a guide in interviewing activities, notes, stationery, recording equipment and cameras for documentation during the field.

Based on the preparation of the Company's Strategic CSR Roadmap that has been implemented, of the 17 formulations of sustainable development goals on a global scale which are summarized in the Sustainable Development Goals (SDGs), the Company views the implementation of various activities to improve the welfare of marginalized communities around operational areas through the Community Involvement & Development (CID) program. or community involvement & development will be the main focus of the Company's Strategic CSR programs and activities, in addition to Non-CID and philanthropic programs. In line with the preparation of the Company's Strategic CSR Roadmap, there are 4 formulations of objectives that the Company uses as the key aspects of the materiality of the Strategic CSR program.

Based on the descriptions of these informants, it can be concluded that the Wika Mengajar program was created to comply with government regulations on CSR as the main target of this Wika Teaching program is schools and students by providing assistance in the form of infrastructure, facilities and knowledge. The school and its students can immediately feel the assistance provided by PT. Wika Beton PBB North Sumatra in the WIKI Teaching program.

Corporate Social Responsibility (CSR) has been regulated in the Law of the Unitary State of the Republic of Indonesia, namely: Law No. 40 of 2007 concerning Limited Liability Companies (UU PT). Article 74 of the Limited Liability Company Law states: (1) Companies that carry out their business activities in the field and/or related to natural resources are obliged to carry out Social and Environmental Responsibilities. (2) Social and Environmental Responsibilities as referred to in paragraph 1 are the Company's obligations which are budgeted and calculated as the Company's expenses, the implementation of which is carried out with due regard to propriety and fairness. (3) Companies that do not carry out the obligations as referred to in paragraph 1 are subject to sanctions in accordance with the provisions of the legislation.

The implementation of the Wika Mengajar CSR program at SMK Negeri 2 Binjai is a CSR activity carried out by PT. Wika Concrete. By holding "Wika Mengajar 2020" with

the theme "Education for the Children of the Nation in 60 WIKI regions throughout Indonesia, which took place from 3-15 February 2020, as well as distributing supporting facilities through CSR programs, as a form of commitment to care and concern for Indonesian education. The "Wika Mengajar 2020" program is here to prepare the nation's cadres, young Indonesians in creating intellectual character and positive change and learning in harmony with technological developments.

PT Wika Beton is one of the companies that run corporate social responsibility programs or better known as Corporate Social Responsibility (CSR). The form of implementation of the Corporate Social Responsibility (CSR) program carried out by PT Wika Beton uses a direct involvement model. The company runs the CSR program directly by organizing its own social activities or providing training with the Wika Mengajar program without intermediaries. To carry out this task, a company usually assigns one of its senior officials, such as the corporate secretary or public affairs manager or becomes part of the duties of public relations officials Saidi and Abidin (2004: 64-65).

IV. Conclusion

Based on the exposure and research findings, it can be concluded that:

1. Implementation of the Wika Teaching Program at SMK Negeri 2 Binjai from several indicators taken according to the implementation theory of the Merilee S Grindle Model from the aspect of policy content, namely the influencing interests, the benefits generated, the degree of desired change, the location of decision making, program implementation and the resources used while in the aspect of the policy environment, namely the power, interests and strategies of the actors involved, as well as the characteristics of the institutions and regimes in power and the level of compliance and response from the implementers. The target of the Wika Mengajar program is to fulfill corporate responsibility through the implementation of CSR by creating the Wika Mengajar program and to provide assistance to its stake owners through the program. company PT. Wika Concrete.
2. Obstacles faced
 - a. The lack of student participation is due to the material presented about concrete practice for the world of work, while what they learn is still just a standard pattern so they do not understand. Student participation is a process to provide wider opportunities and authority for students to jointly solve various problems.
 - b. PT. Wika Beton PPB Sumut so that the recipients of the aid or the receiving school seemed to be in a hurry in implementing the Wika Teaching program. Because maybe their time which is not much is also accompanied by simultaneous holdings throughout Indonesia because they are all celebrating the Anniversary of Wika Beton throughout Indonesia.
 - c. There is no transparency in the use of CSR budgets, the role of companies through CSR funds for community needs, the management of funds must be transparent and open to the community/stakeholders and the government. CSR Fund of PT. Wika Beton PPB Sumut is open, they are open to the funds used, it can be seen from the attachment of the total funds from the use of CSR funds throughout Indonesia in www.wikabeton.csr.co.id we can see how much funds were issued by PT. Wika Beton throughout Indonesia.
 - d. CSR is separated from the company's core business is the separation of the CSR program from the company's core business. There are so many companies that make various CSR programs with large resources, but not many companies that make

programs related to the company's core business. Even though PT. Wika Beton has provided knowledge related to concrete to make it easier for students to understand more about concrete, but this has not been able to solve problems that arise from company operations.

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