Analysis Corporate Social Responsibility (CSR) in the Implementation of the Scholarship Program by PT. Siam Cement Group (SCG) Indonesia in DKI Jakarta Province whose Schools have a Partnership with SCG

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Abstract

The purpose of this study aims to explain the implementation of the scholarship program and the benefits of scholarships in the concept of social welfare related to human capital development (HCD), social assistance, social investment, corporate social responsibility (CSR), and scholarships. Based on previous studies, these four concepts have not been studied in an integrated manner. Social welfare has not been specifically linked to HCD; HCD has not been linked to the scholarship program, and scholarship programs have not been specifically linked to a company's CSR. That is why social welfare in this study is associated with HCD. HCD is one of the three important capital causes of economic growth and in turn can improve social welfare. One of the important implementations of HCD is education. Efforts to increase the opportunity to obtain an education, among others, through scholarship programs. Scholarships can be held by the government or the private sector. Private companies run scholarship programs usually in the name of CSR programs. Starting from this thought, this study aims to examine how a private company provides scholarships in the context of CSR, and the extent to which the scholarship program has concrete positive implications for HCD.

I. Introduction

Social assistance is a fundamental component of the contemporary welfare state. Social assistance from the government to elements of the poor community has been known since the 20th century and can be sought to alleviate poverty and contribute positively to development according to Midgley & Conley (2010: 105). Social assistance is categorized as a social investment, because social assistance is assumed to generate returns for investors (Kuitto, 2016:6). Social investment programs are basically about improving the economic life of people in all walks of life. Social investment is rooted in policies designed to strengthen the capacities and skills of individuals with a view to engaging them in full employment, social life and work. However, according to Lamidi & Igbokwe, (2021:8), this idea most clearly relates to the role of education as an investment in human capital which is expected to pay off in the future in the form of better labor market opportunities for individuals, and higher levels of employment. high and economic growth at the macro level which is further known as returns on investments.

One way is to continue to promote sustainable economic development. Economic development aims to increase the real income per capita of the population in the long term,

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followed by improvements in living conditions. As a driver of economic growth, it is necessary to accumulate resources or capital to increase the production capacity of a region and there are 3 types of capital needed in the accumulation process, namely capital stock, human capital and social capital (Fadli, 2015: 35). However, according to Affandi et al, (2018: 332) that the opportunity to achieve high economic growth will only be realized if human resources are productive workers. Therefore, the development of human resources in Indonesia is needed for long-term economic growth as shown by Afandi and Anugrah (2016:15). The economic condition of the population is a condition that describes human life that has economic score (Shah et al, 2020). Economic growth is still an important goal in a country's economy, especially for developing countries like Indonesia (Magdalena and Suhatman, 2020).

The success of a nation's education will create superior, quality, and highly competitive engines of growth, and development locomotives. This education is one of the strategic factors to increase human capital capacity.

The scholarship program is one way that is believed to be effective in increasing educational opportunities. Fee/scholarship assistance is generally given to students who excel but are economically disadvantaged. This scholarship has various conditions according to the purpose of the scholarship itself. The provision of scholarships not only provides convenience in accessing education but also provides opportunities for students to perform better and provide opportunities for underprivileged students to continue their education at a higher level.

Scholarships from the private sector are usually in the form of the realization of the company's Corporate Social Responsibility (CSR) program. Corporate Social Responsibility (CSR) is a theory based on the need for companies to build harmonious relationships with the community and the environment in which they operate.

Based on the description of the background that has been described, the general purpose of this study is to describe and analyze the process of planning, implementing, and monitoring the acceptance of prospective scholarship recipients in the scholarship program of PT. Siam Cement Group (SCG) Indonesia; and effectiveness in terms of Corporate Social Responsibility (CSR), and its contribution to the implementation of human resources . Meanwhile, the specific objectives are: 1) To explain the implementation of the acceptance of candidates for scholarship recipients in the scholarship program; and 2) To explore and explain the benefits of receiving prospective scholarship recipients in the scholarship program.

The benefits of research from an academic point of view are; 1) Can provide information, especially for the department of social welfare science and the academic community of the University of Indonesia and parties who have special attention to Corporate Social Responsibility (CSR); and 2) Can be used as reference material and research information in relation to social theory courses and sustainable development approaches, community development theories and techniques, evaluation and accountability courses for social development programs, social capital in development; social research methods courses 1, corporate social responsibility and sustainable development, and practical program evaluation courses.

While the benefits from a practical point of view are: 1) Dcan help provide information to related parties by providing inputs in producing better plans in implementing Corporate Social Responsibility (CSR) PT. Siam Cement Group (SCG) Indonesia; 2) Can be used as material for study and comparison for further researchers who conduct research with the same theme; and 3) Provide an understanding of the

implementation of corporate social responsibility to increase public awareness of the rights that must be obtained from the company.

II. Review of Literature

Several concepts discussed included *Human Capital Development* (HCD), social investment, *social* assistance *and* scholarship *programs*. These concepts are presented as the limits of the concepts used, so that there are no differences in understanding.

2.1 Human Capital Development (HCD)
In the opinion of Sumaryadi (2005:11) basically community empowerment, namely:
1. Helping human development both authentically and integrally for the weak, vulnerable, office poor, underdeveloped indigenous peoples, youth job seekers, disabled, and groups women are discriminated against or excluded.
2. Empowering community groups socio-economically so that they can be more independent and meet the needs of life, but are able to participate in community development.

2.2 Social Investment
This idea most clearly relates to the role of education as an investment in *human capital* that is expected to pay off in the future in the form of better labor market opportunities for individuals, and higher employment and economic growth at the macro level. Furthermore, *returns on investments* implies that social investment policies targeted at different phases of the life journey also have different advantages, the return on investment in childhood being the largest. The focus on life stage-related investments and compensation welfare policies may also contribute to the debate about the politics of the new welfare state, as policy measures targeted at different populations also attract and influence layers of voters with unequal bargaining power (Kuitto, 2016:6).).

2.3 Social Assistance
Social assistance from the government to elements of the poor is better known since the 20th century. Previously, in the 19th century, *social work became* a profession. Social work, both in the United States, Australia, Hong Kong, the Philippines, and South Africa participated in formulating innovative approaches that offer new opportunities for social work to collaborate with others in efforts to overcome poverty problems. Known as *developmental social assistance*, these programs promote investment in an effort to alleviate poverty and contribute positively to development (Midgley & Conley, 2010: 105).

Meanwhile, *social assistance* is part of a larger category of maintenance on *governmental income maintenance* which is also known in the international literature as *"social security"*, *income protection*, or *social protection*. *Social assistance* is the main form of *income maintenance*. However, unlike other maintenance assistance, social assistance has eligibility requirements for recipients.benefits *Social assistance* are usually in the form of cash payments, but food rations, clothing, *vouchers* , prosthetics, access to housing, and medical services may also be provided. Social assistance programs are provided *"as a right"* for those who meet the requirements. The idea of " *the right to benefit"* in many countries is legally reinforced in international laws and treaties and human rights instruments and is vigorously championed by international bodies such as the *International Labor Organization*, and *The International Society. Security Association*.

However, due to fiscal urgency, administrative limitations, and ideological opposition, the right to receive social assistance is not always considered (Midgley & Conley, 2010:105).

2.4 Scholarships

Scholarships are grants in the form of financial assistance given to individuals, students or students that are used for the continuation of their education. According to Ilham et al (2021:14) scholarship is defined as a form of award given to individuals in order to continue their education to a higher level. The award can be in the form of certain access to an institution or an award in the form of financial assistance (Byrne & Gammeltoft, 2020). Basically, scholarships are income for those who receive them. This is in accordance with the provisions of Article 4 paragraph (1) of the Income Tax Law/2000. The definition of income is additional economic capacity in any name and in any form received or obtained from sources in Indonesia or outside Indonesia which can be used for consumption or increase the wealth of taxpayers because scholarships can be interpreted to increase economic capacity for the recipient, meaning that scholarships are income.

2.5 Types of Scholarships

Elfindri (2008:13) argues that the types of scholarships consist of:

1. Indonesian Government Scholarships the Indonesian government also provides scholarships, and is usually designed centrally by Higher Education (Dikti), when it is used for lecturers who want to continue their education in the country. Then, Higher Education (Dikti) distributes to state and private universities in each region.
2. NGO/Private/National/International/NGO and/or CSR

Institutions This group of NGOs/Private/National/International/NGO and/or CSR institutions usually provides scholarships according to their respective missions and visions.

2.6 Benefits of Scholarships

According to Susilo (2014:4) that scholarships have several benefits that can be obtained, including:

1. Scholarships as an investment in human resources (*human resources)*, where according to Ehrenberg and Smith in their book *"Modern Labor Economics"* obtained *income streams* between individuals who add education after work compared to individuals who do not add education (Susilo, 2014: 4). The following is a figure 1.1 Income Stream A (Without Education) and Income Stream B (with Education).
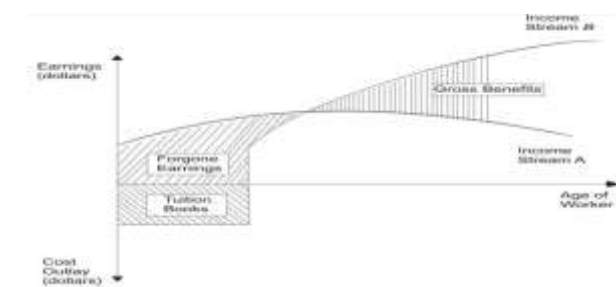
Source: Factors Related to the Level of Benefit for Scholarship Recipients and Improved Performance of Superior Human Resources in Jambi Indonesia, 2014

From the picture above, it can be seen that income stream A directly generates a positive value in the form of income received from the organization. While income stream B in addition to having to pay for studies and books, they still have to experience lost income due to not working. However, in the long run, income stream B is much larger than income stream A.

2. Scholarships are an instrument for improving the behavior and character of *human resources* as well as driving reliable performance, where the implementation of the scholarship program cannot be separated from *human resource* .planning *Human resource* is the process of anticipating and making requirements in regulating the flow of labor movements, both inside (promotions, transfers and demotions) and outside (retirement, termination and termination) within an organization.planning *human resource* also establishes a strategy in obtaining, utilizing, developing and maintaining human resources in accordance with the current needs of the organization and its development in the future. The following are the benefits of scholarships, namely:

1) Produce*human resources* that have the potential to play a role in accelerating the nation's development towards independence in the midst of a global arena.
2) Realizing justice and democratization in the field of education by providing scholarships to outstanding students.
3) Provide financial assistance to students who experience economic and/or geographical constraints.

   Meanwhile, according to Julianto (2014: 430) that there are several benefits of scholarships, namely:

1) Helping underprivileged students get the opportunity to take education.
2) Encourage students to compete with each other in terms of academic achievement.
3) Stimulate the spirit of learning or scholarship recipients to be free from the revocation of the scholarship.
4) Provide opportunities for non-school institutions to participate in the process of improving education.

   Based on the benefits above, it can be used as a benchmark in the form of government or non-government scholarships, so that prospective scholarship recipients are always optimistic about learning and enthusiastic in achieving academic achievements after the scholarships they are participating in have been able to achieve, the benefits of establishing this scholarship also provide opportunities for children who wish to continue their education in order to gain knowledge and many relationships.

   The government's efforts to improve the quality of *human resources* is to provide college scholarships for Indonesian students. The scholarships given can be in the form of scholarships from government programs that can be used and utilized, both for domestic universities and for education levels abroad. In addition, there are scholarships that open scholarship programs for Indonesian students or students, whose sources of funding come from the private sector but do not depend on the government or corporate parties. The nominal amount of the scholarship which is included in the *Corporate Social Responsibility* (CSR) program cannot be denied by the recipient of the scholarship.

2.7 Personal Development

One thing that should not be forgotten when discussing community development is the importance of personal growth and development. One of the justifications used to strengthen this statement is the statement that a community is a more appropriate context for individual development than a bureaucratic structure of large government and large corporations (Ife, 2013:232). The point is that individual growth and development will be

more optimal at the community level than in a complex system such as companies and government. The loss of a community is associated with the loss of personal identity, and this is very important because a person builds his personal values and capacities for a better life in a community. Various approaches and types of community-based activities are ultimately aimed at improving a person's quality of life.

This is in stark contrast to what community development does. These conditions then put the term personal growth or personal growth into a negative connotation. It is very easy to relate the various social problems that occur in society as a result of the existence of a group of people who are unable to compete and reach the available resources. Then by departing from the perspective of community development, it is seen that individualism is not part of the right solution. From the combination of the ecological and social justice or human rights perspectives described in this book, there is another big problem related to the personal growth industry that is emerging in today's era.

The problem is the imbalance and unsustainability experienced by minority groups of a population. The community development approach associated with personal growth and personal development tries to see possibilities for meeting individual needs in a society with community networks, structures and interactions. This is evident in the example of an individual who experiences problems, stress, and suffering, usually most of them will be the first time help and support from family and friends (Ife, 2013: 234).

III. Research Method

The research was conducted using a qualitative approach. Qualitative approach is research that is used to examine the condition of natural objects, where the researcher is the key instrument (Sugiyono, 2005:27). Qualitative research intends to explain a phenomenon in depth. Researchers will explore the information as deeply as possible and then summarize it through a systematic presentation.

Based on its objectives, this research is included in the type of exploratory research. According to (Neuman, 2014, p.38) exploratory research is research aimed at creating a general mental picture of a situation and generating new ideas. Exploratory research is used when the subject of a study is new and little information is known about the subject (Neuman, 2014 , p.38). This research is classified as exploratory research because of the research analysis of the implementation of *Corporate Social Responsibility* (CSR) of PT. Siam Cement Group (SCG) Indonesia in the Province of the Special Capital Region of Jakarta which has a partnership in schools, the data collection process to be reviewed must be appropriate in the field and through relevant clear information that is in accordance with the facts that occurred. Therefore, the research method uses a qualitative approach.

The researcher will explain the implementation of the acceptance of scholarship recipients in the scholarship program and explore the benefits of receiving scholarship recipients in the scholarship program. The description of the condition of the idea can be derived from the formulation of the themes of *human resource*,*social investment,* social *assistance* and *scholarships* related to *Corporate Social Responsibility* (CSR).

3.1 Data Collection Techniques Data
Collection techniques can be carried out in several ways, namely:
1. Literature
   Study Literature study is an initial and crucial process carried out to review and collect knowledge through secondary data. According to (Neuman, 2014, p.126), it is wise to know a problem that has been studied by others before we tackle it ourselves. The purpose of conducting a literature study is to build closeness and familiarity with the

theory; knowing the path of previous research and how it relates to current research; integrating and summarizing the issues in an area; and learning something to find new ideas (Neuman, 2014).

2. Interviews

Interviews are the most frequently used data collection method in qualitative research. In-depth interviews are intended to solicit opinions and explore the desired information until the researcher feels that it is sufficient. In-depth interviews generally use instruments with open-ended questions. In this study, researchers conducted interviews with parties who fully understand the implementation of *Corporate Social Responsibility* scholarship program *Sharing the Dream* using semi-structured and unstructured interview guidelines. Semi-structured interviews are generally used to collect information from the company side, while unstructured interviews are carried out with candidates for scholarship recipients.

3. Observation.

Observation is an activity of observing certain processes or objects to obtain information. Observations made in this study include observations on the implementation of the *Sharing the Dream* and the benefits implemented by PT. Siam Cement Group (SCG) Indonesia.

4. Documentation study.

Documentation studies are data collection techniques using documents or printed materials related to the problem being studied (Rustanto, 2015:60). Researchers studied the company's official documents in this study, namely the annual report of the Sharing the Dream scholarship from 2012-2021 which contains the planning, implementation, *monitoring* and other relevant documents.

3.2 Informant selection technique the informant

The selection technique used is *purposive sampling*. *Purposive sampling* is a sampling technique from a *probability sampling* based on certain criteria. Neuman (2014: 273-274) revealed that *purposive sampling is* suitable for investigations with special cases in order to get a deeper understanding. The researcher chose *purposive sampling* for several informants with the consideration that the case raised in this study was a special situation, so that only certain parties understood the research subject.in *Purposive sampling technique* this study was used to determine informants at PT. Siam Cement Group (SCG) Indonesia.

Meanwhile, the *purposive sampling technique* to determine informants from individuals with scholarship recipients as supporting data, SMAN 16 Jakarta, SMAN 55 Jakarta, SMAN 56 Jakarta, SMAN 96 Jakarta, and SMAN 28 Jakarta. The above school was previously a partnership school with PT. SCG Indonesia.

SMAN 16 Jakarta, SMAN 55 Jakarta, SMAN 56 Jakarta, SMAN 96 Jakarta, and SMAN 28 Jakarta. The above school was previously a partnership school with PT. Siam Cement Group (SCG) Indonesia.

The characteristics of the informants that the authors chose were in accordance with the research needs to answer research questions on phenomena in the field:

1. Parties who were candidates for receiving *the Sharing the Dream*
2. Parties who felt involved with the existence of *Corporate Social Responsibility* (CSR) in the education sector through the *Sharing the Dream*
3. Parties who managing the *Sharing the Dream*
4. The recipients of *the Sharing the Dream* attend SMAN 16 Jakarta, SMAN 55 Jakarta, SMAN 56 Jakarta, SMAN 96 Jakarta, and SMAN 28 Jakarta.

IV. Result and Discussion

Based on the results of interviews as a *database* and *feedback* obtained from 2015 to 2020 from scholarship receipts, it is to instill a new mechanism that requires applicants to write essays discussing the 2015 ASEAN Economic Community. This new topic encourages scholarship applicants to think outside the box. their aspirations and this new tool proved to be effective in helping the selection committee better understand applicants' thinking and their understanding of global issues. Furthermore, in connection with the opening of PT. Siam Cement Group (SCG) Sukabumi started the ceremony with a separate award ceremony in Sukabumi and in the end the event was successful due to several factors, one of which was very local and relevant content for the participating schools. Therefore, the participation rate is very high, making it more fun and memorable but the fact that holding this event has created a deeper relationship between the beneficiaries and PT. Siam Cement Group (SCG) Sukabumi.

After that, in starting the management of the alumni database with the aim of maintaining and involving scholars through regular contacts, taking care of PT. Siam Cement Group (SCG) *Sharing the Dream* Scholars to have an emotional connection with PT. Siam Cement Group (SCG) so that it can become an ambassador for PT. Siam Cement Group (SCG), and integrating PT. Siam Cement Group (SCG) *Sharing the Dream* Scholars in *Foundation Events* expands the alumni network. Further to introduce "life skills" elements in the program by assigning leadership skills, study skills, writing skills training, etc., to maintain budget allocation per person for the next 2 years and increase the number of beneficiaries each year, and utilize communication assets Ancora Foundation to increase the visibility of the program to the media and the wider community.

In addition, to introduce the new theme of the *Future Green Leaders* is communicated throughout the program, from the registration phase to the awarding phase. Although, initially it was difficult to make it happen with the general theme of PT. Siam Cement Group (SCG) Shares Dreams (thanks), but in the end managed to find a way to make it coherent. In fact, the theme highlighted the facts presented by PT. Siam Cement Group (SCG) green technology in production.

And finally, online registration can still be done. A longer duration for the application period can be an alternative to relieve applicants, especially applicants for undergraduate programs. In addition, it is important to emphasize during outreach that time management is key in a successful application process. If this year's theme is still circular economy, it is recommended at the time of socialization to convey material through games or interesting visuals so that they can better understand the concept by involving high school (SMA) in circular economy activities. Some students may also be able to become *"influencers"* at the school level, because they are exemplary students.

Repeating useful home visit activities and targets, parents are not too involved with their child's education or scholarship application. Therefore, during a home visit it is quite difficult to know the impact of the scholarship beyond the financial impact. Meanwhile, for undergraduate programs, several actions can be taken to encourage scholars to apply, such as the first is to provide registration manuals in Indonesian. It can also be stated in the manual that additional scores will be awarded to applicants who submit their forms in English.session *mentoring* with the selection committee and scholars for targeted applicants from Sukabumi/Karawang.

Following up on what has been described previously, tag alumni or scholars as inspiration during the process. The second session of the award ceremony can be dedicated to scholarship recipients, not only to promote PT. Siam Cement Group (SCG) Shares

Dreams for Undergraduates (S1), but also to show its actions with clearer criteria for Undergraduate (S1) applicants but the criteria found to be problematic include English language ability, university choice, and university acceptance status.

4.1 Scholarship implementation (planning, implementation, and monitoring)
a. Planning
Scholarship PT. Siam Cement Group (SCG) *Sharing the Dream* is one of PT. Siam Cement Group (SCG) for the advancement of Indonesia in the field of education by providing scholarships to outstanding students, having good moral attitudes, and passion for a better future. PT. Siam Cement Group (SCG) *Sharing the Dream* has been held in Indonesia since 2012 with a total of more than 2700 scholarships that have been awarded to students in Indonesia. Apart from Indonesia, this scholarship is also held in 5 (five) ASEAN countries, namely Thailand, Vietnam, Myanmar, Laos and the Philippines. In total there are more than 12,000 scholarships that will be awarded to students in ASEAN. Since 2018, PT. Siam Cement Group (SCG) *Sharing the Dream* also opens a scholarship category for undergraduate or undergraduate students. Every year the 10 best students who have passed the selection will be selected to get scholarships until they graduate from college or no later than 4 years of study.

b. Implementation
PT. Siam Cement Group (SCG) *Sharing the Dream* for SMA/Equivalent level is as many as 480 students and undergraduate or undergraduate level is 13 students by holding this scholarship program once a year.
A. Scholarship Scope:
1. Education Fund
2. Various exciting activities during the scholarship acceptance period, such as scholarship awarding events and self-development activities.
B. General Requirements:
1. Be a student of class X, XI and XII SMA/Equivalent domiciled in Jakarta, South Tangerang, Karawang, Sukabumi, Bogor, and Lebak in the 2021/2022 academic year (Especially for applicants for children of employees of the company PT. Siam Cement Group (SCG), domicile and high school do not need to come from the above areas).
2. Never been involved in a criminal act (abuse of narcotics and alcohol, counterfeiting, sexual harassment and other immoral acts, brawls and acts of violence).
3. The average value of the report card is at least 75 from the last two semesters.
4. Fill out the online application form and follow the scholarship selection rules.
5. Participate in all activities that will be held by the Sharing the Dream program.
6. Prepare answers to essay questions on the registration form regarding:
The COVID-19 pandemic is changing the way students learn and the way teachers teach. What are you doing to respond to change, so that your goals can still be achieved? Minimum essay length of 1500 characters or about 300 words. Fill in the online registration form.
C. How to Apply:
1. To apply for the SCG Sharing the Dream Scholarship for high school/equivalent students, participants can fill out the online registration form at the following link:http://www.scg.com/id/sharingthedream/. On the registration menu/register yourself, click on the post for High School (SMA) scholarships.
2. The registration deadline is up to the specified time limit.
3. Prepare the necessary data before filling out the registration form. The data that may need to be prepared in advance is the value of the last semester report card, parents' job

data (income, parent's office address), other achievements/activities and essay answers (minimum 1500 characters).

PT. Siam Cement Group (SCG) Indonesia will hold an online question and answer session. Schedule information will be announced later. Follow the schedule on Instagram @scg_indonesia.

The following are the stages in the selection of *the Sharing the Dream* at the high school (SMA) level, namely:
1. Registration Period
2. Selection Announcement Stage 1
3. File Collection
4. Announcement of Selection Results

Meanwhile, the stages in the selection of *the Sharing the Dream* for undergraduate level (S1) are as follows:
1. Registration Period
2. Selection Announcement Stage 1
3. File Collection
4. Selection Announcement Stage 2
5. Selection Interview Selection
6. Result Announcement The

Schedule for the stages in the scholarship selection above both the High School (SMA) and Undergraduate (S1) levels can change at any time and only Interested scholarship applicants will be notified via their respective emails.

c. Monitoring
Monitoring during or after the program is running.activities *Monitoring* include:
1. Conducting studies on the ongoing activities periodically whether they are in accordance with the predetermined plan or not.
2. Conducting analysis and recommendations on program implementation in the form of progress reports

4.2 Benefit of scholarships
Based on the results of *Focus Group Discussions* (FGD) and presentations of each group, the following conclusions were drawn:
1. Access to scholarships nowadays is quite a lot, but the people who need it are still limited to the dissemination of available information. deemed lacking, as well as the ability to filter information.
2. Although access to scholarships is sufficient, teaching resources and the quality of facilities and infrastructure are also crucial for the quality of education..*Integrated movement* through digital and collaboration with local communities for information dissemination and *Training of Trainers* (SDM Pengajar)
3. Scholarships must have a good impact which can be done by distributing *volunteers* who have been trained by PT. Siam Cement Group (SGC), to areas of Indonesia that have not been reached to disseminate information regarding access to scholarships so that more and more people can access education.
4. There is potential to encourage increased access to education through digital communities.

V. Conclusion

Based on the research results that have been discussed previously, it can be concluded that:

1. In the process of implementing the *Sharing the dream* there are 3 (three) stages, namely: planning, implementing, and *monitoring* scholarship receipts in the scholarship program of PT. Siam Cement Group (SCG) Indonesia.

5.1 Planning

The planning stage is the company PT. Siam Cement Group (SCG) Indonesia which provides information or explanations related to the programs in the company through the Website: http://www.scg.com/id/sharingthedream. Thus, they can carry out discussions between program implementation staff and prospective scholarship recipients to provide direction according to the talents of the prospective scholarship recipients. After getting student data according to the requirements and educational level of the scholarship candidates. Then make a selection as the desired data according to the company with the scholarship candidate.

5.2 Implementation

The implementation phase is the PT. Siam Cement Group (SCG) decides on the selection of scholarship candidates in the *Sharing the dream* with 2 (two) levels, namely High School (SMA) and Undergraduate (S1) levels, the explanation is as follows:

Stages in the selection of school-level scholarships Senior High School (SMA/Equivalent):
1. Registration period
2. Announcement of selection stage 1
3. File collection
4. Announcement of selection results

Stages in the selection of scholarships for undergraduate (S1):
1. Registration period
2. Announcement of selection stage 1
3. File collection
4. Announcement of selection stage 2
5. Selection of interviews Selection
6. of results

Based on the implementation scholarship program *Sharing the dream* by doing it online and also the process of receiving scholarship funds as well as self-development activities for scholarship recipients online due to the pandemic to maintain health and reduce the corona-19 virus disease.

5.3 Monitoring

The *monitoring* scholarship program *shares the dream* by distributing questionnaires using a *google form* and analyzing scholarship recipients. After that, the implementation staff monitors the scholarship candidates to what extent their developments are independent or not and how to make scholarship candidates enthusiastic about participating in the *sharing the dream scholarship program.* The *monitoring* collected will become an annual report on the *sharing of the dream* because the duration of the program is only once a year by opening new scholarship recipients.

2. Benefits of receiving candidates for scholarship recipients in the scholarship program.

Based on the results of interviews and the results of selection interviews, having a scholarship program is helpful so that they can continue to seek knowledge in the field they want as well as help if they have financial constraints. Scholarships are also not only available for people with economic limitations, but are also available for students who meet the terms and conditions regardless of their economic condition. Scholarships do not only provide funding but also provide self-development skills training so that when they graduate there is a plan to do business and create jobs.

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