UNIVERSITY SOCIAL RESPONSIBILITY (USR): A STUDY OF TOP INDONESIAN UNIVERSITIES

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ABSTRACT

This study aimed to obtain evidence through analyzing the extent of university social responsibility by top Indonesian universities, particularly in directing the students to be socially responsible future leaders. It identified University Social Responsibility (USR) practices status among top universities in Indonesia. Furthermore, the study described the university's consciousness about the importance of implementing social responsibility in an educational institution. The data was based on a purposive sampling of Indonesia top universities ranked by Kementerian Riset, Teknologi, dan Pendidikan Tinggi (Ministry of Research, Technology, and Higher Education). This study utilized a descriptive qualitative method by applying content analysis techniques to examine the selected universities' websites. The ISO 26000 Social Responsibility Guidance Standard conceptually outlined the analysis. The results showed that top universities in Indonesia have directed and promoted social responsibility practices to create ethical and socially responsible scholars. The actions were related to organizational governance, human rights, labor practices, the environment, fair operating practices, consumer, community involvement and development issues. This study also revealed the importance of incorporating social responsibility concept and practice for students in creating more opportunities to engage with society.

Keywords: university, social responsibility, ISO 26000

1. INTRODUCTION

Social responsibility is defined as organizations' contribution to achieving sustainable development and a proactive solution to social and environmental issues (Vasilescu et al. 2010; 4177). Accordingly, universities as legal organizations also have a social responsibility concerning their activities for the stakeholders. Gomez (2014; 242) stated that the university is obliged to carry out social responsibility to different stakeholder groups. In addition, the university as one of the educational institution has an essential role in creating innovation to overcome the surrounding social problems (Hamad,

2017). The role is in line with the basic principles of social responsibility which is aimed at achieving sustainable economic development, community welfare, and environmental sustainability, particularly University Social Responsibility (USR).

Based on the nature of university social responsibility, a university is responsible for assisting students in obtaining skills and competencies, which includes understanding about the importance of social responsibility and sustainable practices (Matten and Moon, 2004; 324). In other words, universitieshavethe role not only to educate students theoretically but also

Proceeding International Seminar on Accounting for Society
Bachelor Degree of Accounting Study Program, Faculty of Economy Universitas Pamulang
Auditorium Universitas Pamulang, March, 21ˢᵗ, 2018

practicing social responsibility to create qualified and ethical human being (Gomez, 2014; 243). As a result, the targets for the implementation of university social responsibility are not only the present but also for the environment and society in the future (Nejati et al. 2011; 442). Moreover, Nejati et al. (2011; 443) complemented that top ten universities in the world have implemented social responsibility perspective embodied in various social activities (Subagyo, 2014; 198). Henceforward, Asemah, Okpanachi, and Olumuji (2013; 217) argueduniversities should pursue social responsibility if they want to attain the goodwill of their stakeholders. Further, they suggested that universities should strive to communicate the corporate social responsibility programs to the stakeholders. The communication form as the media in delivering social responsibility activities to stakeholders could take the form of a non-financial report. The non-financial report informs the stakeholders or users information regarding the organization social performance. Based on the importance of non-financial report in the communication, this study focused on non-financial reports presented by the universities, particularly disclosed through university's websites.

Despite its importance, USR issues are not as famous as CSR in Indonesia (Hamad, 2017). Three reasons explain this phenomenon. First, the CSR term is known formerly in the community. Second, the allowance for corporate profits as a source of social funds attracts public attention. Third, the enactment of Indonesia regulations about CSR namely Law No. 40 2007 on Limited Liability Company (LLC), verse 74 requires the LLC which carries on its business activities in the field and/or related to natural resources to carry out Social and Environmental Responsibility. Accordingly, USR

practice is supported by the three pillars in *Tri Dharma* of higher education which require all universities in Indonesia to provide education, research, and community service (Law No. 12 on Higher Education 2012, Phrase 1 Clause 9). This movement means that universities in Indonesia have started to promote social responsibility in their educational practices.

According to Statistic Indonesia (*Badan Pusat Statistik* /BPS), the participation rate of the Indonesian population in education at universities(*Angka Partisipasi Kasar* / APK) has increased over the last three years (*Badan Pusat Statistik*, 2017). Accordingly, it is essential to obtain insight into the USR practice in the context of Indonesian education due to the impacts that the universities may contribute to those stakeholders and the surroundings. Based on the research problem, this study would investigate the question: how do Top Universities in Indonesia understandand involvein social responsibility issues? This study aims to analyze the roles of top universities in Indonesia related to social responsibility issues by examining the selected universities' website contents.

2. LITERATURE REVIEW

The International Organization for Standardization observed that organizations around the world are starting to be aware of the needs and benefits of socially responsible behavior. In international scope, ISO 26000 about the social responsibility standards guides social responsibility practices. This standard contains seven main core areas social responsibility used for both public and private sector. These seven core subjects contain some issues that an organization should consider when making its social responsibility policy. However, each of the issues is not always appropriate for every

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organization. Therefore, this standard can guide a university to improve its social responsibility's policy.

3. RESEARCH METHODOLOGY

This research used the descriptive qualitative method to describe, collect, and analyze the data. Content analysis procedures were utilized further to obtain portrayal on the characteristics of the content and draw a conclusion from the content (Eriyanto, 2011; 15). Then, this study will examine the content of the university official websites to analyze various aspects of social communication, and social reporting regarding with the core of social responsibility are based on core issues of ISO 26000. The analysis steps according to Eriyanto (2011; 57) formulate the analysis objective, conceptualize and operationalize, make coding sheet, determine the population and sample, coding process, input data, and analysis. Furthermore, all the related web pages of the universities including news, department web pages, article, etc. on social responsibility will support the direct link from the official homepage. This study analyzed three top universities Indonesia ranked by *Kementerian Riset, Teknologi, dan Pendidikan Tinggi* (2017). The study samples are *Universitas Gadjah Mada* (UGM), *Institut Teknologi Bandung* (ITB), and *Institut Pertanian Bogor* (IPB).

4. RESULTS AND DISCUSSION

Based on the analysis of the top three Indonesian Universities information, as presented in their websites, and comparing the content to ISO 26000 about Social Responsibility Guidance Standard, the results are categorized in two perspectives:University Social Responsibility Theory (Curriculum) and University Social Responsibility Practice (University Community Service). These perspectives cover the ISO 26000 areas of organizational governance, human rights, labor practices, the environment, fair operating practices, consumer issues, finally community involvement and development. The following are the results and discussion concerning the areas.

4.1. Organizational Governance

The vision and mission of universities will reflect whether the focus of the universities is directing andaiming to be socially responsible organizations or not. The vision and mission of selected universities have stated implicitly to commit to implementing social responsibility. The value of humanity and social welfare were described through the vision and mission. As the example, the vision and mission of *Universitas Gadjah Mada*:

> Vission: To be excellent and innovative world-class university, imbued with nation's cultural values based on Pancasila as the state ideology and dedicated to the nation's interest and humanity. Mission: To carry out education, research, and community service as well as preservation and development of knowledge that is excellent and useful for society.
> (Source: https://ugm.ac.id/en/about-us/1321-vision.and.mission.)

For each of vision and mission, the top three universities have included some subjects in the curriculum that discussion on how to build good corporate governance, such as corporate social responsibility, corporate governance, college organization, and development. Furthermore, in practice, the universities also built a partnership collaboration among the academic, government, companies, and international institution.

4.2. Human Rights

Recognizing and respecting the human rights is an action to realize

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social justice and fairness. Universities have a responsibility in implementing and educating about human rights issues in its environment including the students. The human rights issues according to ISO 26000 indicate the universities to identify, prevent, and address potential and actual human rights impacts.

Universitas Gadjah Mada, Institut Teknologi Bandung, and *Institut Pertanian Bogor* have directed the students and the other stakeholders to concern on human rights issues especially conflict settlement, discrimination and vulnerable groups. Furthermore, *Universitas Gadjah Mada* has other subjects related to human rights issues such as nonviolence studies, human rights, and International security studies in the curriculum.

The top three universities, practically alsoconcernedabout the rights for education by providing scholarships forstudents who are economically disadvantaged students. The Indonesian state universities have an obligation to provide educational tuition scholarship to economically disadvantaged students based on Government Regulation *(Peraturan Pemerintah)* No 66 on Management and Implementation of Education (2010). Related to other issues of human rights, *Universitas Gadjah Mada and Institut Pertanian Bogor* (IPB) establish center studies and training program that help the people surround in solving the human rights problems and risks. As the example, DeRU (Disaster Response Unit) to mitigate and channel volunteers in the handling of natural disaster as one of the human rights risk situations. (Source:https://ugm.ac.id/en/penelitian).

In addition, IPB also established a center for gender and child studies by regular quarterly discussions to develop knowledge on gender and development studies with interested participants (lecturers, students, general), women's empowerment, family and child protection and, training on gender and policy study research methodologies (Source: https://ipb.ac.id/page/research/pkga/).

IPB implements training of managing conflict hold by the center for alternative dispute resolution, regulation, and policy. Unfortunately, the second top universityy in Indonesia, based on*Kementerian Riset, Teknologi,dan Pendidikan Tinggi, Institut Teknologi Bandung,*hasnot disclosedsufficientinformationconcerning human rights issueson their website.

4.3. Labour Practices

In the labor practices issues, the top three universities provide students with an understandingof human resource management related to the rights and obligations that are properly regulated for workers. For example, the subject provided have covered issues on human resource management, work motivation, employment, occupational health, and safety, among other subjects. All these subjects were indirectly educating students as future leaders to be wiser in understanding the labor issues.

However, UGM, ITB, and IPB did not explicitly state the universities' policies and actions related to their own labor or employment issues. It was in a way expected results as it was due to the websites that were designed with main content for students and prospective students. In general, the top three universities exhibited facilities for the lecturers and staffs, such as health insurance, salary, and benefits, a research center for human resources development by providing service on training. (Source:https://ipb.ac.id/page/research/p2sdm).

4.4. The Environment

Universities have impacts on the environment associated with the production of pollutions, the use of resources, and wastes and the activity

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related to natural habitats. The top three Indonesian universities paid attention to the concept of knowledge in raising environmental awareness that is manifested in its curriculum.For example, Faculty of civil and environmental engineering, earth science, and forestry have engagedseveral environmental subjects, such asWaste Management, Waste Recycling, Pollution and Environmental Sanitation.

The concept of the environment was not only emphasized in conceptual and theoretical level, but also implemented through establishing of the biological garden, environmental education program and training on climate change and environment conservation, bicycle borrowing as internal campus transportation to reduce pollution, and waste recycling program. For example, Institute Teknologi Bandung conducts various activities that are oriented on environmental issues such as Floating Treatment Wetlands Application For River Water Treatment, Utilization of Livestock Waste in the form of Urine and Feces of Cattle as the Fertilizer Materials, and others (Source: http://ftsl.itb.ac.id/pengabdian-pada-masyarakat/).

4.5. Fair Operating Practices

In conducting social responsibility, the universities were expected to be transparently and ethically. Universities as the educational institutionhave facilitated the students with several subjects to build integrity through professional ethics, global value chain, and intellectual property rights. *Universitas Gadjah Mada* has taught on Business and Profession ethics, political corruption as a global issue, codes of conduct, ethics of the legal profession. The universities have also organized educational activities for all prospective students in a fair and equitable way. Thephenomenon is seen through the provision of equal opportunities for all

students in the utilization of campus facilities and infrastructure. Institute Pertanian Bogor (IPB) provides canteens and pharmacies. Furthermore, IPB also facilitates first-year students with a dormitory (Source: https://ipb.ac.id/page/students/campus-life/).

4.6. Consumer Issues

According to ISO 26000, consumer means a group of people who consume the output of the organizations and do not always expense money for the provided product and services. As a consequence, universities should maintain the quality of the students and alumni as the main output by educating and providing accurate information, providing fair and transparent marketing information, giving a guarantee of the output to protect the consumers' health and safety, promoting sustainable consumption as an effort to promote sustainable development.

Furthermore, the responsibilitiescould be extended to minimize the risks of the output usage through serving the consumer with information provision, support services, and dispute resolution. In addition, universities were suggested to protect the data privacy of the consumers and supply the basic needs such as healthcare and utility services. The three top universities have not fully directed the students to understand the importance of meeting the needs of consumers, to fulfill the consumer issues. The universities demonstrate general issues such as information security, the principle of healthcare management, and consumer behavior, despite the need for overall practice.

The top three Indonesian universities, in reality, have focused more on practice in the fulfillment of consumer issues through providing transparent information on websites regarding study programs, facilities, registration procedures, maps, campus

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life, and study results. In addition, there was a post-graduate service in the form of career center development. IPB provides students' necessities: Poliklinik IPB, career development and alumni relations, IPB guidance and counseling, Dorms and guesthouses transportation by bus and electric car, students cooperatives (KOPMA). (Source: http://tpb.ipb.ac.id/)

4.7. Community Involvement and Development

The universities impacts do not only shape the internal environment but also to the externalenvironment, including the communities. The impacts lead to support in close a relationship with the communities and tocreateresponsibility by contributing to community development. In the framework of community involvement and development, universities ought to engage an education learning process and culture preservation, employment creation, and skills development. Thus, Indonesian universities are required to undertake community service by tri dharma higher education. This leads to top three Indonesian universities having more apprehensions through the provision of the support of the curriculum.

Not only in theory, but community service has also become one of the mandatory activities in running tri dharma of higher education. Practically, ITB provides: installation of Clean Water Treatment Equipment Scale 20 Liters Per Minute for Drinking Water Provision for Communities Around "Saung Ujo" Area Bandung, Application of Waste Composting Technology as a Means of Natural Fertilizer Provision in Rural Area and improvement of Provincial Water Supply and Sanitation Facilities Kampung Cicalengka Bandung Regency as an Effort to Improve Environmental Health and Society (http://ftsl.itb.ac.id/pengabdian-pada-masyarakat/)

5. CONCLUSION

The result shows that the top three Indonesian universities are driving the university governance into an institution that is sensitive to the surrounding

social problems. Thisis evidenced by the fulfillment of social responsibility issues based on ISO 26000. In addition, the university as an educational institution has an important role both theories in the curriculum and community initiative programs in practice. The combination of theory and practice on issues of social responsibility among the top three Indonesian universities provides a deeper focus on core subjects such as environment, consumer issues, community involvement, and development. Nevertheless, therewas no formal social responsibility center established. Almost all the analyzed universities provided research center in order to help the communities in solving the problem by utilizing the science and technology of the universities.

This study suggested that universities should disclose and give more attention to organizational governance, human rights, labor practices, and fair operating practices on the websites to cover all issues of social responsibility. In addition, the universities are expected to comprehend that the theory and practice of social responsibility are complementary. Therefore, prominent universities in Indonesia are challenged to harmonize the relationship between social responsibility theory and practice in the field of creating socially responsible future professionals.

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