THE IMPLEMENTATION OF KG ENGLISH CLUB PROGRAM AS A FORM OF KOMPAS GRAMEDIA CORPORATE SOCIAL RESPONSIBILITY FOR CHILDREN

Dwi Haryanti [a*)], Indra Lestari[a)]

[a)]University Of Indonesia, Jakarta, Indonesia
[*)]Corresponding Author: dwi.haryanti@ui.ac.id

Abstract. As a company that is aspiring to enlighten the community through its various business networks, Kompas Gramedia has CSR activities series in the education sector with the title "Education Inspiration", where one of which is the KG English Club. This research aims to describe the implementation of the KG English Club program as a form of Kompas Gramedia Corporate Social Responsibility (CSR). This research used a qualitative approach with a descriptive method. Data collection techniques in this research were through in-depth interviews, documentation, and audio-visual materials. The results showed that the implementation form of the KG English Club program was corporate citizenship with cause branding method and community volunteering category. The stages of program implementation were conducted with CSR implementation framework which is plan, do, check, and improve. The driving factors in this program implementation were there is no English subject in the K-13 curriculum of Elementary School, there is some support of local residents and parents, the provision of adequate facilities, and collaboration with competent parties. The inhibiting factors in this program implementation were there is no person in charge of teachers in each class, a limited number of volunteers, and a delay in the implementation of the next period due to the covid-19 virus pandemic.

Keywords: company; Corporate Social Responsibility; implementation; English Club

I. INTRODUCTION

Social welfare in a very broad definition is various actions taken by humans to achieve a better standard of living [1]. In connection with efforts to prepare people who are empowered and have the ability to control technology in order to improve their quality to compete at work and achieve better economic conditions, education plays an important role in preparing human capital [1]. Education is the right of everyone as stated in Article 28 C paragraph 1 of the 1945 Constitution Second Amendment to Chapter XA concerning Human Rights which states that everyone has the right to get education and benefit from science and technology, art and culture, in order to improve the quality of his/her life. The role of various parties, including the private sector is needed to synergize with the government to pay attention to the education sector [2]. Every party should be in synergy to improve education since it is closely related to social welfare. Within the company, this kind of social awareness is in the form of implementing the Corporate Social Responsibility (CSR) program.The demand for Corporate Social Responsibility (CSR) globally is stated at the MDGs, the Global Compact (by the United Nations) and ISO 26000. Meanwhile in Indonesia, there are laws and government regulations for CSR, namely Law Number 40 of 2007 concerning Limited Liability Companies, Law Number 25 of 2007 concerning Investment, and Government Regulation of the Republic of Indonesia Number 47 of 2012 concerning Social and Environmental Responsibility of Limited Liability Companies [3].

As a media company that has developed into a multi-industry company, Kompas Gramedia continues to move dynamically with the aim of enlightening the public through more than 400 business networks throughout Indonesia [4]. The company's commitment to enlightening the community is a provision in every business development. As a form of responsibility for the surrounding, Kompas Gramedia carries the Inspirasi Nusantara CSR program. This program is divided into 3 program groups: Inspirasi Pendidikan; Inspirasi Budaya; and Inspirasi Lingkungan. After Kompas Gramedia Corporate Communication conducted a survey to explore the citizens' needs regarding education for their children, many of them admitted that their children did not receive adequate English language learning in elementary schools (SD). Since 2013, English learning in elementary schools was no longer explicitly included in the K-13 curriculum structure, but as an alternative choice in form of local content or extracurricular activities [5][6]. The absence of English lessons in the K-13 curriculum made several schools no longer provide English lessons for elementary school students. In fact, as international language, mastering English will facilitate communication needs in various aspects.

Kompas Gramedia as a company that focuses on business units in the education sector finds opportunities for collaboration, both between departments in Corporate Communication and collaboration with business units under Kompas Gramedia, as well as involving the internal employees in planning and implementing English learning programs for children living around the Kompas Gramedia

office [7]. Kompas Gramedia then organized the KG English Club in collaboration with the English educational institution, Gramedia Academy, which is one of Kompas Gramedia's business units, and internal employees of Kompas Gramedia as volunteer teachers [8].

The KG English Club program was held at the Kompas Gramedia Creative House. In one period, this program lasted for 16 meetings. Meetings are held every Saturday with duration of each session is 1.5 hours. The first period of KG English Club was held from December 9, 2017 until April 28, 2018, enrolled by 70 children as students and 18 employees as volunteers. In 2019, the number of registrants increased to around 150-200 students for each period. This increase showed that this program was very attractive for the children living around the Kompas Gramedia office. Unfortunately, due to the pandemic in March 2020, this program was temporarily suspended. The program is planned to be carried out again in 2021 or adjust to pandemic conditions. Descriptive research on program implementation in the form of a description of the entire program is used to review the implementation of the program which can be insights and provision to improve the program in the next period [8].

II. RESEARCH METHODS

This study aims to describe the implementation of Kompas Gramedia's KG English Club CSR program. Researcher wanted to describe the events and conditions in the implementation of the KG English Club program. Researcher dug up data by conducting in-depth interviews with planners, implementers, and program beneficiaries. The approach in this research is qualitative. In terms of objectives, this research is a descriptive study. Neuman [9] states that this type of research is used to provide answers to questions such as who, where, and how. Its main purpose is to provide an overview using words and numbers and by presenting profiles, classifications of types, or outlines of stages.

This research was conducted at the Kompas Gramedia Creative House which is the location of the KG English Club program. This location is located in the Kompas Gramedia office, Jalan Palmerah Selatan, Gelora, Tanah Abang, Central Jakarta. The children who took part in this program were elementary and junior high school students living near the Kompas Gramedia Creative House, specifically those who live at RW 02 Gelora and RW 06 and 14 North Grogol.

The informant selection technique used in this study is non-probability sampling with the aim of producing a representative sample [9]. Each population does not have the same opportunity as a sample. The sampling technique is purposive sampling, namely sampling with certain considerations. In this study, the samples used are informants who are considered to have mastered the required information related to the KG English Club program. Informants in this study were Kompas Gramedia Corporate Communications consisting of CSR specialists, CSR officers,

and public relations officers, Material Development Officer Gramedia Academy as partners in providing teaching materials in the KG English Club CSR program, internal employees of Kompas Gramedia as volunteers, children participating in the KG English Club program with the age of kindergarten and elementary school students which is the target age of the program, and the parents of the students participating in the KG English Club program.

III. RESULTS AND DISCUSSION

Corporate Social Responsibility (CSR)

Mardikanto [10] in his book, Corporate Social Responsibility, states that until now there is no definition of CSR that is used as a global agreement. This is because the definition and components of CSR in each country or region can be different. However, the definition of CSR generally refers to the existence of good relations between companies and various stakeholders who have concerns in meeting the needs of the surrounding community, the environment, and focuses on sustainable development. This expression explains that the definition of CSR is not standard because the components of CSR can be different in each region. However, the basis for this definition is related to the responsibility for society and the environment to contribute to sustainable development.

ISO 26000 [11] concerning Guidance for Social Responsibility states the definition of Corporate Social Responsibility. The definition of CSR in ISO 26000 [11] is that companies must be responsible for the impact of their activities on society and the environment. This can be done by contributing to sustainable development, taking into account the expectations of stakeholders, complying with legal norms, and being integrated through the organization.

Aviva Geva [12] suggests three CSR models, namely: pyramid, Intersecting Circles (IC), and Concentric Circles (CON). In the pyramid model, Mardikanto [10] explains that the pyramid shows the ranking of CSR priorities based on the level where the most basic essentiality is economic responsibility and the smallest is the philanthropic category. The pyramid is a feature of the social pressures imposed on the business sector in descending order of strength. As for economic and legal responsibilities, ethical efforts and practices are required. It is hoped that their humanitarian contribution will be voluntary.

As for the Intersecting Circles (IC) model, Schwartz and Carroll claim that the main idea behind the Intersecting Circles (IC) model is that none of the CSR domains is more important or significant relative to the others. In particular, economic responsibility is not necessarily the most basic. According to the law of Liability Iron Davis, it is true that companies are designed for business. However, previously it was a social creation whose existence was highly dependent on the will of the people to survive and support them. In this view, corporate social responsibility is not always less important than economic business [10].

In the Concentric Circles (CON), all economic responsibilities also have legal and ethical aspects [10]. The

CSR nature of the CON model is a normative approach to CSR. Compatible with recent developments in CSR thinking, the fundamental idea embedded in the CON model is that the company's core business has an obligation to work for social improvement and this obligation acts as a constant function throughout all stages—mainstream and peripheral—of the company's operations **[10]**.

In the 1990s, CSR gained development in meaning and scope **[13]**. In the book Corporate Social Responsibility, Untung (2017) writes that since 1990s, there have been two methods used in implementing CSR. These two methods are cause branding and venture philanthropy. Cause branding uses a top-down approach where the company is the party that decides which social and environmental issues which will be set. In the cause branding method, companies usually design social programs that are carried out related to product or service branding. It aims to make the public more familiar with the company's trademark. The purpose of this cause branding is to bring the company closer to the problems in the community and then fix the social environment so that it can support the company's existence in the long term.

Venture Philanthropy is a method of implementing CSR with a bottom-up approach. In this method, the company helps various non-profit parties in the community according to the needs and desires of the community. By using this method, the company helps the community to create new sources of livelihood for themselves, so that it does not merely distribute social or financial assistance to the community. In its implementation, according to Saidi **[14]**, CSR is divided into 3 forms, namely charity, philanthrophy, and corporate citizenship.

Charity is a short-term CSR implementation whose purpose is to help the community's difficulties at that time. An example of this activity is the distribution of groceries or compensation. Meanwhile, philanthropy is a CSR that is more planned and adapted to applicable legal norms. The third form, corporate citizenship, is the implementation of CSR based on the company's concern for community empowerment.

The categories of CSR activities according to Kotler and Lee **[15]** are divided into six namely cause promotions, cause related marketing, corporate societal marketing, corporate philanthropy, community volunteering, and socially responsible business practice. If companies implement CSR, they will get rewards, namely financial and non-financial rewards **[16]**. Financial rewards for the company are lowering the company's operating costs, increasing sales volume and market share, attracting potential investors, significant share value growth, making employee welfare better, preventing risks from social impacts, and preventing risks from natural impacts. The non-financial rewards for companies tend to be CSR movements from a company that produces not in the form of money but in the form of increasing the capacity and capability of the company qualitatively which is very profitable for the company. The essence of non-financial rewards for this company is to strengthen the company's reputation in the form of 5 elements, namely trust, credibility, responsibility,

accountability, and managing business risks in a more responsive and detailed manner.

In implementing CSR, Hohnen **[17]** introduced an Implementation framework which consists of six main tasks:
1. Plan: conducting a CSR assessment and developing CSR strategies
2. Do: developing CSR commitments and implementing the CSR commitments
3. Check: guarantee and report progress
4. Improve: evaluation and improvement
5. Cross-check

KG English Club As The CSR Program Of Kompas Gramedia

KG English Club is one of Kompas Gramedia's CSR programs in the "Inspirasi Pendidikan" CSR program group. Through the KG English Club, Kompas Gramedia tries to make a social contribution in terms of education, especially learning English for the children living around the Kompas Gramedia office. The implementation of this CSR program is a form of concern by the company so that it does not only focus on the business but also pays attention to ethics in establishing a company in the midst of a society that has various social problems,. Kompas Gramedia's CSR program refers to the Concentric-Circle (CON) model, which is the perspective that all economic responsibilities have legal and ethical aspects. Besides economic aspects, Kompas Gramedia has an obligation to make social improvements, in this case is in education, through the KG English Club program.

The implementation of the KG English Club program as a form of Kompas Gramedia's CSR is also related to the Kompas Gramedia business unit, which mostly covers the education sector. One of the businesses in the field of education and people development that focuses on providing best-practice training services is Gramedia Academy. Gramedia Academy's mission is to provide training with deep and specific materials and use a user-to-user training model that focuses on best practices.

In the implementation of the KG English Club, Gramedia Academy provided teaching materials and other learning facilities needed. In addition to providing teaching materials and other learning facilities, Gramedia Academy also went directly to the field to see the ongoing learning activities. This activity is a branding process for Gramedia Academy as one of Kompas Gramedia's business units so that the locals became familiar with the Gramedia Academy brand. The method of implementing CSR in the form of cause branding uses a top-down approach in policy making. The company plays a role as a determinant of environmental and social problems that will be addressed. This cause branding method brings the company closer to the problems that exist in the community and then makes improvements to the social environment so that the community supports the company's existence in the long term.

The implementation of the KG English Club program is carried out directly by Kompas Gramedia Corporate

Communications. At first, Kompas Gramedia, especially corporate communication team whose location directly adjacent to the residents, observed the activities of the children of the local residents. After school, many children played in the Kompas Gramedia office yard. Seeing this routine, Kompas Gramedia Corporate Communications wanted to carry out activities that can have a positive impact on local residents in terms of education, especially for children.

Corporate Communication team of Kompas Gramedia conducted a survey of children's needs in terms of education to ensure that the learning program that would be implemented could really provide benefits. On that occasion, most of the children living around the Kompas Gramedia office admitted that they did not receive English lessons at school. Their parents hoped that there would be efforts from various parties who could provide solutions to help fulfill the need for learning English. This is because the need for English in today's era is very important.

The absence of learning English is because English subjects are no longer in the K-13 curriculum at the elementary education level. It is not mandatory for elementary school students to provide English subjects, so that new children are required to receive English lessons in junior high school.

There are only few elementary schools that provide English lessons. Since it is not mandatory, English learning is not schools' priority. This is because there is no obligation and national exam for English subjects at elementary school so that English lessons are only included as local or extracurricular content.

The implementation of the KG English Club can be a solution to the needs of learning English. The KG English Club program is directly organized by Kompas Gramedia. This program involved one of Kompas Gramedia's business units, Gramedia Academy which provided teaching materials. In addition, this program also involved Kompas Gramedia employees who volunteer as teachers. The company's direct involvement in terms of funding and other resources shows that Kompas Gramedia in the form of its CSR implementation−corporate citizenship−is the implementation of CSR programs based on the concern of the company to carry out programs whose objective is to contribute to society. The implementation of this program involves companies both in terms of funds and other resources, namely human resources.

The human resources utilized in the implementation of the KG English Club program are the direct involvement of Kompas Gramedia Corporate Communications, Gramedia Academy, and volunteers from internal Kompas Gramedia employees to implement the program. This category of program implementation is included in community volunteering, namely the implementation of CSR in which the company supports and encourages employees and partners to voluntarily take the time to help the target community of the program.

The implementation of this CSR is internalized in the company's policy where Kompas Gramedia aspires to enlighten the community. The implementation of this program is also of common interest, namely for the community as well as for the company. As for the implementation of CSR, especially the KG English Club, the company takes many benefits, both financial and non-financial. The KG English Club program provides financial benefits, namely preventing the risk of social impacts. The implementation of KG English Club's CSR caused residents around the Kompas Gramedia office felt helped and their needs met. This then makes residents respond well to the company so that the company has a good relationship with local residents. The establishment of good communication and relationships can then prevent the risk of social impacts.

The KG English Club program also has a non-financial impact, namely positive media coverage and obtaining social licenses from community groups. This positive news were obtained both from the media within the Kompas Gramedia group and outside the Kompas Gramedia group. This media coverage can become a very strong public relation value in the context of disseminating information about the implementation of KG English Club's CSR and the extent to which this program provides benefits for the beneficiaries and all stakeholders.

In its implementation, the following are the stages of implementing the KG English Club program:

1. Plan:
   a. Checking the company's capabilities to carry out CSR programs
   b. Identifying the problems of local residents by conducting a needs survey, especially in the field of education
   c. Submitting activity proposals to seek approval and support from Corporate Communication leaders
   d. Gaining support and inviting other departments, namely the internal communication department to join in continuing the planning and implementing the program
   e. Developing ideas to continue the plan and open collaboration opportunities

2. Do:
   a. Conducting brainstorming of collaboration with Gramedia Academy and internal employees of Kompas Gramedia as volunteers.
   b. Creating a working group for volunteers according to the TOEFL test results
   c. Preparing curriculum and learning facilities needed for both volunteers and students
   d. Opening registration for beneficiaries
   e. Carrying out learning practices in the classroom and outside the classroom
   f. Making commitments with beneficiary parents

3. Check:
   a. Monitoring learning practices
   b. Ensuring learning practices go according to plan

c. Ensuring volunteers come according to the teaching schedule and teaching is carried out based on the lesson plan that has been agreed with the group and refers to the teaching materials from Gramedia Academy

d. Monitoring the attendance of students as well as coordinating with their parents.

e. Make activity reports for the company's internal as an employee KPI requirement

4. Improve:
   a. Conducting evaluations with Gramedia Academy and volunteers at the end of each period
   b. Identify improvement opportunities for program implementation in the next period

5. Cross-check

   Preparation to start the next program period by considering the results of the evaluation in the previous period

In KG English Club program, there are four supporting factors toward the implementation of the program. First, there is no English subject in the K-13 Elementary School curriculum, so the role of the private sector is needed to help fulfill the need for learning English. The second factor is the support from local residents and parents toward the implementation of the program. The third factor is the availability of complete learning facilities provided by the organizers, so it can help the learning process. Last, collaboration with parties who are competent in learning English, namely Gramedia Academy, which has experience in providing English language learning and collaboration with internal employees of Kompas Gramedia with good English language skills as volunteers.

There are three inhibiting factors in the implementation of the KG English Club program, namely the absence of teachers in charge for each class, the limited number of volunteers, and the delay in the implementation of the next period due to the covid-19 pandemic.

IV. CONCLUSION

The implementation of the KG English Club program is Kompas Gramedia's CSR in the field of education which is motivated by the company's concern for the education sector and for the needs of learning English by the children living around the Kompas Gramedia office. This program involved one of Kompas Gramedia's business units, Gramedia Academy, which acted as a provider of teaching materials for students and provided guidance to the teachers. This program also involved internal employees of Kompas Gramedia as volunteers. In this program, the volunteers acted as teachers for the students during the learning process. The stages of implementing the KG English Club program refer to the CSR Implementation Framework, plan-do-check-improve. These stages are in the form of program planning, program implementation processes, checking

program implementation which also includes reporting and evaluation, as well as program improvement plans for the next period by considering the results of the evaluation in the previous period. The implementation of this program received support from the surrounding community and the children's parents. Unfortunately, the program was temporarily suspended and postponed due to the COVID-19 pandemic. It is planned that the next period will be carried out after conditions allow and adjust to the latest regulations from the government. The teachers who handled this learning activity were only volunteers. There was no teacher in charge of each class. Meanwhile, the number of volunteers was very limited. Volunteers were also not always able to attend because of various other activities.

REFERENCES

[1] Adi, I. R. Kesejahteraan Sosial: Pekerjaan Sosial, Pembangunan Sosial, dan Kajian Pembangunan (Second Edition). Depok: Rajawali Pers. 2013.

[2] S. Hardhienata, Y. Suchyadi, and D. Wulandari, "Strengthening Technological Literacy In Junior High School Teachers In The Industrial Revolution Era 4 . 0," *JHSS (Journal Humanit. Soc. Stud.*, vol. 05, no. 03, pp. 330–335, 2021.

[3] Baswedan, A. Gawat Darurat Pendidikan di Indonesia. Paparan Menteri Pendidikan dan Kebudayaan Republik Indonesia pada Silaturahmi Kementerian dengan Kepala Dinas, Jakarta. 2014.

[4] Kompas. Akademisi IPB Beri Tips agar Pembelajaran Online Efektif dan Menarik. 2021. Https://edukasi.kompas.com/read/2021/09/01/095340971/akademisi-ipb-beri-tips-agar-pembelajaran-online-efektif-dan-menarik?page=1 accessed on 1 September 2021.

[5] Ratminingsih, N. M. Metode dan Strategi Pembelajaran Bahasa Inggris. Depok: PT RajaGrafindo Persada. 2017.

[6] S. Setyaningsih and Y. Suchyadi, "Implementation Of Principal Academic Supervision To Improve Teacher Performance In North Bogor," *JHSS (Journal Humanit. Soc. Stud.*, vol. 05, no. 02, pp. 179–183, 2021.

[7] Kompas Gramedia. Tanpa Judul. Https://www KompasGramediaKG/posts/setiap-bulannya-program-akubaca-mengirimkan-paket-bukubergerak-ke-10-taman-bacaa/1247352978729399/ accessed on 27 July 2021. 2021.

[8] Kompas Gramedia. Kontribusi Sosial. Https://www.kompasgramedia.com/#csr accessed on 10 May 2021.

[9] Hestiningsih, W. Masalah-masalah Pembelajaran Bahasa Inggris pada Sektor pada Sekolah Dasar. Media Penelitian Pendidikan: Jurnal Penelitian dalam Pendidikan dan Pengajaran Vo. 11 No. 1. 2017.

[10] Mardikanto, T. Corporate Social Responsibility. Bandung: Alfabeta. 2018.

[11] ISO 26000. Guidance for Social Responsibility. Https://www.iso.org/iso-26000-social-responsibility.html accessed on 10 January 2021.

[12] Geva, A. Three Models of Corporate Social Responsibility: Interrelationships Between Theory, Research, and Practice. Business and Society Review 113:1-41. 2008. Https://onlinelibrary.wiley.com/doi/10.1111/j.1467-8594.2008.00311.x accessed on 15 December 2020.

[13] Laksono, V. Strategi Komunikasi Corporate Communication Kompas Gramedia dalam Pelaksanaan Community Volunteering CSR "KG English Club". Bachelor Thesis, Universitas Multimedia Nusantara. (2018). Https://kc.umn.ac.id/6204/ accessed on 15 December 2021.

[14] Nayenggita, et al. Praktik Corporate Social Responsibility (CSR) di Indonesia. Jurnal Pekerjaan Sosial, Vol. 2 No. 1, 61-66. 2019. Http://jurnal.unpad.ac.id/focus/issue/view/1278 accessed on 5 May 2021.

[15] Febiyan, D. A., Rusmana, A., & Muryanto, Y. Efektivitas Program Corporate Social Responsibility PT Timah dalam Meningkatkan Kualitas Penddikan Anak Keluarga Miskin di Asrama Kelas Beasiswa Bangka Belitung. Jurnal Ilmiah Pekerjaan Sosial Vol. 19 No 1, Juni 2020. 2020. Https://jurnal.poltekesos.ac.id/index.php/peksos/article/view/241/195 accessed on 25 July 2021.

[16] Kartika, D. Corporate Social Responsibility: Tranformasi Konsep Sustainability Management dan Implementasi di Indonesia. Bandung: Refika Aditama. 2020.

[17] Hohnen, P. (2007). Corporate Social Responsibility an Implementation Guide for Business. Canada: International Institute for Sustainable Development. 2007.