

## “Friends Teaching” Pt Panca Amara Utama A Form Of Educational Contribution And Academic Collaboration

Maria Ulfa<sup>1\*</sup>, Elisabet Mola<sup>2</sup>

<sup>1,2</sup>Communication Study Program, Universitas Muhammadiyah Luwuk, 94711, Indonesia

Corresponding Author Email : [mariia.ulfa@icloud.com](mailto:mariia.ulfa@icloud.com)

### Abstract

*Corporate Social Responsibility (CSR)* programs have now become a key strategy for addressing disparities in access to and quality of education, especially in areas that are still neglected by the government. The purpose of this study is to identify and evaluate the CSR strategies implemented by PT Panca Amara Utama (PAU) in supporting education in Banggai Regency. Using a qualitative descriptive approach, data collection was conducted through in-depth interviews, field observations, and examination of company documents. The results of the study show that several of the Company's CSR programs not only focus on providing physical facilities such as computers, printers, and internet access via Starlink, but also include non-physical activities such as the Sahabat Mengajar program, lectures from practitioners, and digital training for teachers. These results indicate that collaboration between companies and educational institutions can improve access, digital literacy skills, and the quality of the learning process. However, the limited coverage area and lack of ongoing evaluation are obstacles to the implementation of these CSR programs. The use of *Artificial Intelligence (AI)* to support the success of CSR programs has not been effectively implemented by the Company for programs in the field of education.

Keywords: : *CSR ; Education; PT\_Panca\_Amara\_Utama*

### 1. Introduction

Corporate social responsibility (CSR) has become an important tool for companies to support educational development, both internationally and domestically. Indonesia views CSR as something that not only complies with laws such as Law No. 40 of 2007 and Law No. 25 of 2007, but also is expected to have a real social impact on improving the inclusion and quality of education [1]. The rise in digital literacy and the gap in educational facilities in various places has created an urgent need for intervention based on partnerships between companies and educational institutions. From a sustainability perspective, incorporating corporate social responsibility into the education sector can help equalize access to technology and skills for the younger generation, as well as address the challenges of education in this digital age.

The establishment of branding by the Company is closely related to the Company's ongoing communication. Effective communication built by the Company can convey the company's values and objectives to consumers and the wider community. This can shape positive perceptions of the company and create awareness and loyalty to the company's brand. Consistent communication can strengthen the Company's image and reputation, which are key to the Company's branding [2].

The emergence of Artificial Intelligence (AI) also plays a role in shaping corporate branding. By using AI in marketing strategies, companies can better understand customer preferences and behavior. AI can analyze data and recognize patterns that help companies build stronger relationships with customers and deliver personalized and relevant experiences. In addition, Artificial Intelligence (AI) also helps companies respond to and address market changes quickly, thereby enhancing their competitiveness and sustainability [3].

The shift in educational perspectives from traditional to technology-based approaches has led to a discrepancy between the required curriculum and the available learning resources. For example, regions such as Central Kalimantan still rely on CSR assistance to obtain facilities and training, but corporate programs are often irregular and not yet connected to local government or educational institution programs. This imbalance can widen the quality gap between schools, requiring strategic cooperation to optimize the use of CSR funds as a long-term investment in education [4].

Based on the latest data from the March 2023 National Socioeconomic Survey (Susenas) released by the Central Statistics Agency (BPS), the number of school-age children (7-24 years old) in Indonesia reached around 70.5 million. Of this number, around 63.5 million children and adolescents (90.1%) are enrolled in school, while 7 million (9.9%) are not. The distribution of school-age population not attending school is most prevalent among the 19-24 age group, with most having dropped out after graduating from high school/vocational school or not continuing to higher education due to economic reasons, distance, or the need to work. Central Statistics Agency. (2023). Susenas March 2023: Profile of Education in Indonesia. <https://www.bps.go.id/publication.html>

Education plays an important role in the development and improvement of human resources. Therefore, Corporate Social Responsibility (CSR) programs need to be improved. Education is the foundation for sustainable development, so it is very important to ensure that this development provides support to underprivileged communities, and the industrial world must pay special attention to this issue [5].

Collaboration between companies and local educational institutions is essential to create synergies that support educational development at the local level. Through these partnerships, companies can provide resources, such as funding, facilities, or training, that help improve the quality of education and student skills. On the other hand, educational institutions can provide insight into specific local needs and act as a bridge between the worlds of education and industry. Such cooperation not only strengthens educational capabilities but also ensures the relevance of education to the needs of the job market and encourages broader community development.

As a concrete form of collaboration between industry and educational institutions, many companies have begun to take an active role in improving academic activities in schools and

communities. This support is not only financial, but also in the form of capacity building, technology, and direct participation in the teaching and learning process.

Companies can enhance academic cooperation by providing technological tools such as computers and projectors, offering training for teachers and lecturers, and involving professionals in teaching activities. The "Sahabat Mengajar" (Teaching Friends) initiative implemented by PT. Panca Amara Utama (PAU) demonstrates how employees work together with local schools to directly support IT learning. This cooperation can strengthen curriculum implementation and better expand students' digital capabilities.

According to Brown and Jones, the use of Artificial Intelligence (AI) in education provides many benefits and long-term implications. There are improvements in efficiency, personalization of learning, and the development of skills that are relevant to the current digital era, which can strengthen the role of Artificial Intelligence (AI) in education in the future [6].

The purpose of this study is to identify and describe the corporate social responsibility (CSR) strategies implemented by PT Panca Amara Utama in supporting the education sector, as well as to analyze the impact of these strategies on improving the quality of education in the community. This study also aims to explore the implementation of CSR activities in the field of education in Banggai Regency, where cooperation between the government, community, and companies is essential. In addition, there needs to be an improvement in the quality and quantity of CSR programs that focus on education, given their very important role in human resource development in the region. This study is expected to provide a deeper understanding of the strategies that can be implemented by companies in carrying out effective CSR programs, as well as providing long-term benefits for educational development.

## **2. Methodology**

This study applies a qualitative descriptive approach with the aim of gaining a deeper understanding of the Corporate Social Responsibility (CSR) strategies implemented by PT. Panca Amara Utama (PAU). Data collection techniques were carried out through in-depth interviews with key informants, direct observation of the implementation of CSR programs on site, and document studies of internal company documents such as CSR annual reports, cooperation agreements with educational programs, and academic collaborations.

## **3. Result and Discussion**

### **3.1. Result**

PT Panca Amara Utama (PAU) is a company committed to supporting educational development in Banggai Regency. This is done through the implementation of well-planned Corporate Social Responsibility (CSR) programs tailored to local needs. An analysis of activity documentation shows that PT PAU has implemented various flagship programs aimed at expanding access to education. They also strive to improve information technology in schools

and enhance academic abilities through collaboration between industry and educational institutions. The Sahabat Mengajar (Teaching Friends) program, the donation of computers and printers, and satellite internet connection (*Starlink*) are concrete examples of the company's role in filling gaps that have not been fully addressed by the local government. The approach used by the company is not top-down, but rather through a process of collaboration with the Education Office and local education leaders in order to accurately reach its targets.

### Teaching Friends Pt Pau

Friends Teaching is one of PT PAU's CSR programs that focuses on education and academic collaboration. This program provides opportunities for all company employees who are passionate about teaching to share their knowledge in accordance with their expertise. This academic collaboration is demonstrated through partnerships with relevant parties such as the Banggai Regency Education Office, schools around the company, and universities in Banggai Regency.



Figure 1 Sahabat Mengajar activities at SMPN 1 Kintom

This flagship program has been running for about three years, with volunteer teachers working in secondary schools in Luwuk and the surrounding area. For example, at SMPN 4 Luwuk, teaching activities and presentations on energy conservation at SMKN 2 Banggai serve as educational tools and also motivate students to understand the industrial world firsthand. The material provided is introductory material with the aim of giving students basic knowledge on the topics discussed. The material on related to the development of Information Technology (IT) is introductory, as is, which discusses *Artificial Intelligence* (AI) but has not been discussed in detail. However, the contribution of technology-based education implemented at SMPN 1 Kintom shows a real synergy between the business and education sectors, which not only broadens students' knowledge but also supports ongoing academic collaboration.



Figure 2 Sahabat Mengajar activities at Muhammadiyah University Luwuk

In addition, this program also reaches higher education, for example through practitioner lectures at Muhammadiyah University Luwuk Banggai, which invited PT PAU practitioners as speakers. Some of the materials that have been presented include Industry and the Environment, Preparing for the World of Work, and the existence of Special Company Terminals. Specifically, there have been no topics on Artificial Intelligence (AI) or learning methods using AI.

From the perspective of equal access, PT PAU realizes that one of the main obstacles to education in its operational areas is transportation and internet access. Therefore, the company provides free shuttle services for students in Kintom District. This is very helpful for students who live in remote areas or who do not have adequate transportation. In addition, PT PAU also supplies Starlink devices to improve internet connectivity in schools that previously had no network access. This satellite technology allows schools in Bonebalantak and Kintom to stay connected to online learning resources and national education digitization programs.

As a step to improve digital literacy at the local level, training in internet use was also provided for teachers and school staff. In addition, PT PAU also provided support by supplying 30 computers and 3 printers to schools from Batui to Nambo. This distribution was in response to mapping that showed that many schools lacked technological devices for the teaching and learning process. With this assistance, schools can conduct digital learning, hold computer-based exams, and improve efficiency in educational administration. This finding reinforces the needs-based CSR theory, in which companies adapt the type of assistance they provide to the situation on the ground, rather than just symbolic CSR, which has often been criticized in previous studies [7].

PT PAU's CSR program is not only scheduled occasionally, but also organized and ongoing. This approach is in line with a strategic CSR model, in which the company acts as a driver for regional development. PT PAU analyzes educational issues through surveys, collaboration with the government, and direct observation. From these steps, the company can identify areas that need the most attention, such as a lack of computer equipment and poor

internet access in schools. These programs also demonstrate the principle of stakeholder engagement, in which the company actively involves relevant parties in determining the direction of CSR [8].

Other findings reveal that cooperation between PT PAU and educational institutions contributes positively to improving human resource capabilities in the region. For example, practitioner lecture programs can bring together the industrial sector and the academic world, helping to bridge the gap between theory and practice. This opens up opportunities for students and lecturers to learn about industry needs firsthand, and encourages the creation of appropriate curricula.

Overall, the findings of this study indicate that PT Panca Amara Utama's CSR initiatives have had a positive impact on access to and quality of education in Banggai Regency. The programs implemented demonstrate alignment with local community needs, stakeholder engagement, and the use of technology in the learning process. This success can serve as an example for other companies' Corporate Social Responsibility programs to develop education-based CSR initiatives that are collaborative and community-driven. For the future, it is recommended that this CSR program be expanded to other areas and supplemented with long-term impact evaluations and stronger cross-sector collaboration

### **3.2. Discussion**

Compared to the findings of Rahmah and Salahudin [9], which state that many CSR programs in the field of education only serve as symbols or means of building a company's image, PT PAU's CSR program shows a different approach because it is sustainable and oriented towards real social impact. PT PAU not only provides assistance, but also creates a sustainable learning system that involves many parties. For example, through training in the use of Starlink, PAU ensures that the devices provided are not left unused, but are used to their full potential by schools. This step shows that PT PAU's CSR is more than just a donation, but rather a social investment that has an impact on improving the quality of education in the long term.

From a long-term perspective, PT PAU's CSR initiatives help achieve sustainable development goals, particularly those related to quality education. By providing technological facilities, internet access, and supporting student mobility, PT PAU has contributed to reducing educational disparities in remote areas. In addition, these initiatives also strengthen public trust in the industrial sector, which opens up opportunities for more cooperation in the future, such as internship programs, scholarships, and joint research. This is a step forward in creating an education ecosystem that is responsive and tailored to local needs.

#### **4. Conclusion**

This study states that the Corporate Social Responsibility (CSR) strategy implemented by PT Panca Amara Utama (PAU) in the field of education in Banggai Regency has had a significant impact on improving access, quality, and equity in education in the region. Using an approach focused on the needs of the local community, PT PAU has successfully designed and implemented appropriate CSR programs, such as Sahabat Mengajar (Teaching Friends), the provision of computers and printers, internet access through Starlink, and free school transportation. These programs not only offer solutions to limited educational infrastructure problems but also strengthen cooperation between industry and education through academic collaboration.

The active involvement of stakeholders such as local governments and educational institutions is an important factor in the success of PTAU's CSR strategy to address local education issues, especially in the digital age. The company not only provides physical assistance but also helps improve human resource capacity through training and direct teaching in schools. However, this study also found several limitations, including limited geographical coverage and a lack of long-term evaluation systems to measure the impact of the program. Regarding the development of AI (artificial intelligence) technology, the company has not maximized its use and has not been specific in providing knowledge about it due to the company's regulatory and policy processes. However, several programs have been carried out as a form of contribution to the world of education and academic collaboration in order to provide more benefits and knowledge to the community.

Overall, PT PAU's CSR shows that when implemented with good planning, participation, and sustainability, corporate social responsibility can be a strategic tool in supporting inclusive and competitive education development. These findings are expected to serve as a reference for other companies, local governments, and parties involved in education to design CSR programs that are more effective, collaborative, and have a real impact on human resource development in the region.

#### **5. Acknowledgement**

Thank you to all parties who have helped provide information related to the title of this research. This research suggests the need to strengthen collaboration between companies, government, and society in planning and implementing sustainable education CSR programs. Thus, CSR not only serves as a tool for building a company's image, but also as a long-term social investment in human resource development.

## 6. Reference

- [1] L. N. Hidayah, R. Raffles, and P. Pahlefi, “Pengelolaan Corporate Social Responsibility Menurut Peraturan Perundang-undangan di Indonesia,” *Wajah Hukum*, vol. 4, no. 2, p. 331, 2020, doi: 10.33087/wjh.v4i2.241.
- [2] D. A. K. Denpharanto, “Membangun Corporate Branding Yang Berkelanjutan Di Era Kecerdasan Buatan: Peran Corporate Social Responsibility Dan Komunikasi Perusahaan,” *Journal of Management and Business (JOMB)*, vol. 6, no. 1, 2024, doi: 10.31539/jomb.v6i1.8297.
- [3] H. Hartatik *et al.*, *Tren Technopreneurship: Strategi & Inovasi Pengembangan Bisnis Kekinian dengan Teknologi Digital*. PT. Sonpedia Publishing Indonesia, 2023.
- [4] S. Fernanda and Nurrahmawati, “Implementasi Program CSR Lembaga Pelatihan Kerja dalam Membangun Ekonomi Masyarakat,” in *Bandung Conference Series: Public Relations*, 2022. doi: 10.29313/bcspr.v2i1.276.
- [5] M. F. Ilhami, T. Sulistyowati, and S. Saiman, “Implementasi Corporate Social Responsibility (CSR) Dalam Bidang Pendidikan Di Kabupaten Pasuruan: Analisis Fungsional Struktural,” *AL-ULUM: Jurnal Ilmu Sosial dan Humaniora*, vol. 9, no. 2, p. 32, 2023, doi: 10.31602/alsh.v9i2.11960.
- [6] R. Frebianti, N. Andriani, M. Syarif, M. Management, F. Ekonomi, and D. Bisnis, “Penerapan Corporate Social Responsibility dan Komunikasi (CSR) pada PT Pertani (Persero),” *Economos: Jurnal Ekonomi dan Bisnis*, vol. 6, pp. 82–90, 2023, doi: 10.31850/economos.v6i1.2014.
- [7] J. C. Fandos-Roig, J. Sánchez-García, S. Tena-Monferrer, and L. J. Callarisa-Fiol, “Does CSR help to retain customers in a service company?,” *Sustainability (Switzerland)*, vol. 13, no. 1, pp. 1–21, 2021, doi: 10.3390/su13010300.
- [8] H. Park, Y. Kim, and B. Popelish, “Corporate Social Responsibility and Stakeholder Engagement: A Content Analysis of PRSA Silver Anvil Award-Winning CSR Campaigns,” *Journal of Sustainability Research*, vol. 3, no. 3, 2021, doi: 10.20900/jsr20210015.
- [9] L. A. Rahmah and S. Salahudin, “The Dominant Concept of Corporate Social Responsibility Projects Based on Bibliometric Analysis: Improving Quality or Stagnation?,” *Jurnal Pemberdayaan Masyarakat Islam (JPMI)*, vol. 3, no. 1, pp. 15–30, 2021.