

STRATEGIES TO IMPROVE TEACHER PERFORMANCE THROUGH THE CONTRIBUTION OF CORPORATE SOCIAL RESPONSIBILITY (CSR) PT. SURYABUMI AGROLANGGENG: CASE STUDY AT SDN 20 TALANG UBI

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Abstract: Improving teacher performance is a critical component in efforts to enhance the overall quality of education, particularly for honorary teachers who often face economic disadvantages compared to their civil servant counterparts. This study aims to analyze the contribution of PT Suryabumi Agrolanggeng's Corporate Social Responsibility (CSR) program in supporting teacher performance at SDN 20 Talang Ubi. Using a qualitative case study approach, data were collected through in-depth interviews, observations, and document analysis involving school principals, teachers, and company representatives. The findings reveal that the CSR program—which includes financial support, performance-based incentives, and professional development training—has had a positive impact on teacher welfare, motivation, and competence. The allowances provided improved economic stability for teachers, while training sessions organized by the company helped build their professional capacity. However, challenges such as the school's dependence on external assistance and the lack of long-term program sustainability remain. The study concludes that CSR can serve as an alternative solution to enhance the performance of honorary teachers, provided there is strategic collaboration among companies, schools, and government bodies to ensure program continuity and relevance to educational needs. It recommends

integrating CSR efforts into local education policy frameworks to ensure sustainable and long-lasting benefits.

Keywords: Basic Education; Corporate Social Responsibility (CSR); Honorary Teacher Welfare; Professional Development; Teacher Performance.

INTRODUCTION

Education is one of the most vital sectors in national development (Herdiansyah & Kurniati, 2020). In this context, the quality of educators plays a key role in determining the success of efforts to produce future generations of high calibre (Halim & Ali, 2024). Teachers, as essential components of the educational system, hold a critical position in the teaching and learning process (Arsini, Yoana, & Prastami, 2023). Therefore, enhancing teacher performance is a priority in the broader goal of improving education quality in Indonesia (Pandipa, 2020).

However, the welfare of teachers, particularly honorary teachers, continues to be a major issue in the education sector (Hutasuhut et al., 2025). Many of these teachers face salary uncertainties that are disproportionate to their workload (Wardani et al., 2025). This often negatively impacts their motivation and

performance as educators. The lack of sufficient compensation can also lead to a sense of underappreciation, which ultimately affects the quality of teaching delivered to students.

In response to these challenges, many companies have recognized their potential role in supporting education through Corporate Social Responsibility (CSR) initiatives (Soebroto & Murniarti, 2024). CSR is a manifestation of a company's commitment to contribute positively to the surrounding community, including in the area of education. Through CSR programs, companies can make a tangible contribution to improving community welfare, particularly through support to the education sector.

An example of such involvement is PT Suryabumi Agrolanggeng, which supports the education sector through its CSR programs directed at SDN 20 Talang Ubi, located in Talang Ubi District, Penukal Abab Lematang Ilir Regency. The company's CSR initiatives include financial aid to enhance teacher welfare, incentive schemes, and professional development programs aimed at improving teacher competence.

SDN 20 Talang Ubi is among the schools that receive direct support from PT Suryabumi Agrolanggeng's CSR program. The school employs a number of honorary teachers who have previously struggled with welfare-related issues. The CSR contributions are intended to improve the teachers' sense of value and motivation, with the broader goal of enhancing teaching performance and overall educational quality at the school (Wilda & Sunoko, 2020).

Despite the positive impact of PT Suryabumi Agrolanggeng's CSR

initiatives, several challenges persist. One major issue is the school's dependence on external assistance. If the company encounters financial difficulties or shifts its policy priorities, the continuity of its support may be jeopardized, potentially disrupting the sustainability of the programs.

Moreover, while the CSR program offers clear benefits, there is a need for more comprehensive evaluation to assess its true effectiveness in improving teacher performance at SDN 20 Talang Ubi. Without systematic monitoring and evaluation, it becomes difficult to determine whether the program is meeting its objectives and to adjust it to better address the school's evolving needs (Parlindungan, Fitriana, & Wibowo, 2023).

Previous studies have examined CSR in education from various angles. For instance, Siswanto and Hidayati (2020) investigated CSR contributions to school infrastructure, while Fusheini, Tuuli, and Salia (2023) focused on the impact of CSR on student motivation. However, these studies generally emphasize physical infrastructure or student-related outcomes rather than directly addressing teacher welfare and performance. Although Akcan (2022) examined the relationship between CSR and teacher welfare, the strategic implementation of CSR in primary schools within disadvantaged regions remains underexplored.

This study aims to explore strategies for improving teacher performance through the CSR contributions of PT Suryabumi Agrolanggeng. It also seeks to examine how these contributions affect teacher

welfare and, in turn, enhance the quality of learning at SDN 20 Talang Ubi.

The research focuses on identifying CSR strategies implemented by PT Suryabumi Agrolanggeng and analyzing their effects on both teacher welfare and performance. The study is expected to provide practical recommendations for companies, government stakeholders, and schools in designing more effective and sustainable CSR-based education programs.

Ultimately, this research aspires to address the persistent challenges faced by honorary teachers and to generate new insights into how CSR can play a vital role in improving education quality. It also aims to demonstrate how the private sector can make a meaningful and lasting contribution to the education system.

METHODS

This study employed a qualitative approach (Wahyuono & Wuryanto, 2020) using a case study method (Shivakumar, 2012) to analyze the contribution of PT Suryabumi Agrolanggeng's Corporate Social Responsibility (CSR) program in enhancing teacher performance at SDN 20 Talang Ubi. This approach was chosen to gain an in-depth understanding of the impact of CSR initiatives on teacher welfare and performance. Data were collected through in-depth interviews, observations, and document analysis (Salman & Salman, 2021). Interviews were conducted with the school principal, teachers, and company representatives to obtain detailed information about the implementation of the CSR program, its impact on teacher welfare, and the challenges encountered.

The primary data sources included the school principal, several teachers, and representatives from PT Suryabumi Agrolanggeng. The principal provided insights into the CSR policies and their influence on school management, while the teachers shared their experiences regarding welfare, motivation, and professional development. The company representatives described the objectives and operational mechanisms of the CSR program. Observations were conducted on-site to directly assess CSR-related activities at the school, including the implementation of training and distribution of incentives.

Data analysis was carried out using a descriptive qualitative approach, which allowed the researchers to systematically identify and interpret relevant themes concerning the contribution of CSR to teacher welfare and performance (Kara, 2023). Data from interviews, observations, and documents were reviewed, categorized, and synthesized to form a comprehensive understanding of how CSR influences educational outcomes at SDN 20 Talang Ubi.

Theoretical grounding for the study includes Archie B. Carroll's theory of Corporate Social Responsibility, which views CSR as a company's obligation to contribute to societal well-being, including philanthropic activities aimed at delivering social benefits (Nayenggita, Raharjo, & Resnawaty, 2019). In this context, PT Suryabumi Agrolanggeng's CSR initiatives represent philanthropic responsibility by directly supporting teacher welfare and educational improvement.

This research also draws on Abraham Maslow's hierarchy of needs,

which posits that fulfilling basic human needs such as financial security and a supportive work environment can significantly increase motivation and job performance. CSR programs that offer incentives and training are expected to meet these fundamental needs, thereby enhancing teacher motivation and effectiveness in the classroom.

Additionally, the study refers to Herzberg's two-factor theory of job satisfaction, which distinguishes between motivator factors and hygiene factors (Beliadwi & Moningka, 2017). The CSR initiatives provide motivator factors such as rewards and growth opportunities through training and incentives, while also addressing hygiene factors by ensuring fair compensation and a conducive work environment.

Finally, James P. Spradley's ethnographic theory was applied to gain deeper insights into teachers' experiences and perceptions of the CSR program (Alfiyansyah, 2023). Through this ethnographic lens, the study examines the social interactions between teachers and the company, and how these relationships affect teacher welfare and performance at SDN 20 Talang Ubi.

RESULTS

This study analyzes the contribution of PT Suryabumi Agrolanggeng's Corporate Social Responsibility (CSR) program in improving teacher performance at SDN 20 Talang Ubi. Based on interviews and observations, the CSR program has significantly influenced teacher welfare and professional development. The support includes financial assistance, training workshops, and the provision of

educational facilities that collectively enhance the school's learning environment and teacher effectiveness.

One of the most notable impacts of the CSR initiative is the improvement of teachers' financial welfare. Honorary teachers at SDN 20 Talang Ubi reported that the allowances provided by the company helped alleviate the burden of low salaries, which were previously insufficient to cover daily needs. As a result, teachers feel more financially secure, which has led to increased motivation and greater commitment in fulfilling their teaching responsibilities.

In addition to direct financial support, the CSR program also offers performance-based incentives aimed at boosting teacher motivation. These incentives reward achievement and encourage teachers to continually improve their performance. This aligns with Herzberg's motivation-hygiene theory, in which incentives serve as motivators that enhance job satisfaction, foster enthusiasm, and increase productivity among teachers (Vitayanti & Firdaus, 2024).

The company also organizes training and workshop programs that contribute to the enhancement of teachers' pedagogical skills and professional competence. These sessions cover topics such as technology integration, classroom management, and instructional strategies. Teachers who participated reported feeling more confident and capable of delivering innovative, engaging, and effective lessons. This improved teaching quality has also positively impacted student learning outcomes at SDN 20 Talang Ubi.

Additionally, PT Suryabumi Agrolanggeng's CSR support includes the

provision of educational facilities and infrastructure, such as textbooks, teaching aids, and digital devices. Access to adequate teaching resources allows educators to create more interactive and dynamic learning experiences. Teachers appreciated the upgraded facilities, noting that they enabled them to use more modern instructional tools that align with current educational standards.

Despite these positive contributions, several challenges have emerged. One key issue is the school's dependence on external CSR assistance. Since SDN 20 Talang Ubi is the only school in the area receiving such support, its educational improvements rely heavily on the continuity of the company's contributions. If PT Suryabumi Agrolanggeng encounters economic or policy changes, the sustainability of the program may be at risk. This dependency raises concerns about the long-term viability of such support.

Another concern involves the lack of systematic evaluation and oversight of the CSR program's implementation. Without proper monitoring, it is difficult to measure the program's actual impact on teacher performance and educational quality. This absence of evaluation mechanisms may hinder the program's growth and limit its ability to adapt effectively to the evolving needs of the school.

The research also identified a lack of coordination between the school and the company during the planning and implementation stages of the CSR program. Some teachers expressed that they were not sufficiently involved in program design, leading to activities that did not fully align with their actual needs.

This highlights the importance of improved communication among company representatives, school leadership, and teaching staff to ensure that CSR initiatives are well-targeted and genuinely beneficial.

A further positive impact of the CSR program is the increased job satisfaction among teachers. They feel appreciated by the company, not only through financial support and incentives, but also through public recognition of their efforts. Awards given to outstanding teachers foster a sense of pride and reinforce their commitment to delivering high-quality education (Sholeh, 2023).

Moreover, the CSR program contributes to a more supportive and motivating work environment. The availability of better facilities, combined with appreciation and rewards, has enhanced the overall atmosphere at the school. Teachers report feeling more comfortable, motivated, and focused, which ultimately contributes to an improved quality of education.

Nevertheless, the positive outcomes of the CSR program are not immune to sustainability issues. As previously mentioned, reliance on a single external partner creates vulnerabilities should the company's situation change. For this reason, greater collaboration involving the government and other stakeholders is needed to ensure the continued success of the program and reduce dependency on a single source.

In conclusion, while the CSR program of PT Suryabumi Agrolanggeng has made a significant positive impact on teacher welfare and performance at SDN 20 Talang Ubi, it also faces challenges that must be addressed. This study

recommends strengthening the program through systematic evaluation, enhanced coordination among stakeholders, and collaborative support from government institutions. With improved management, CSR initiatives can continue to benefit not only SDN 20 Talang Ubi but also other schools in similar contexts, ultimately contributing to broader educational development.

DISCUSSION

SDN 20 Talang Ubi has implemented a range of strategic measures to improve teacher performance through the effective use of PT Suryabumi Agrolanggeng's CSR program. The first step involved identifying the school's needs. The principal and teacher team conducted discussions to set priorities, such as professional training, procurement of teaching aids, and improvements to school facilities. According to strategic planning theory, this step is essential to ensure that available resources are allocated effectively and align with institutional goals (Mykytyn, 2022).

The next strategic step focused on the development of a teacher training program (Dange & Siddaraju, 2020). With support from CSR funding, the school organized training specifically designed to enhance teacher competencies. The content included technology integration in instruction, classroom management strategies, and curriculum design. This aligns with professional development theory, which emphasizes the importance of continuous training in improving teacher performance (Yaroshenko et al., 2020).

To maximize the impact of the training, the school introduced a mentoring

strategy in which teachers who had completed training sessions were encouraged to share their knowledge and experiences with colleagues. This initiative reflects collaborative learning theory, which highlights the importance of peer-to-peer learning to strengthen team capacity and foster collective professional growth.

The school also took strategic steps to improve teacher motivation. One key measure was the provision of rewards for teachers who demonstrated outstanding performance. For example, teachers who succeeded in significantly improving student learning outcomes received certificates or financial bonuses. This approach is supported by reward theory, which affirms that recognizing individual achievement can have a powerful positive impact on motivation and job satisfaction.

Another strategic focus was the optimal use of facilities provided through CSR. Teachers were encouraged to integrate modern teaching tools, such as projectors and computers, into their instructional methods. To ensure effective utilization, the school offered supplementary technical training. According to educational technology theory, the use of up-to-date teaching equipment can significantly enhance instructional quality and student engagement (Gukalenko et al., 2021).

Creating a collaborative work culture was also prioritized (McAllister, Wiglesworth, & Wilson, 2020). Teachers were invited to participate in both the planning and evaluation of CSR programs, fostering a sense of ownership and shared responsibility. Organizational culture theory supports this approach, emphasizing that collaboration contributes

to a harmonious, productive, and sustainable work environment.

The school developed an effective communication strategy as well. The principal and teachers maintained open channels of communication with the company and local community to report on CSR program progress. This transparency helps build trust and encourages continued support from all stakeholders. Organizational communication theory underlines the importance of open, two-way communication in fostering collaboration and program success.

Regular evaluation was another core component of the school's strategy. The principal and teachers conducted periodic reviews to assess the impact of CSR on teacher performance and student outcomes. Evaluation findings were then used to refine future initiatives. Program evaluation theory stresses the necessity of systematic feedback to inform data-driven decision-making (Junanto et al., 2024).

The school also adopted a strategy of program diversification. With support from CSR funding, the school not only focused on enhancing teacher competence but also promoted student character development through extracurricular activities. This reflects holistic education theory, which advocates for the comprehensive development of learners in cognitive, affective, and psychomotor domains (Messy, Putri, & Ilmi, 2023).

Strengthening ties with the surrounding community was another key aspect of the school's approach. Through outreach and parental involvement in CSR-related activities, the school fostered stronger relationships with families. Community-based education theory supports the notion that active community

engagement is critical to the success of educational initiatives (Ardiwinata & Mulyono, 2018).

The school also applied a data-driven approach to support performance improvement. Data on teacher attendance, student performance, and utilization of facilities were systematically collected and analyzed to identify priority areas for intervention. Data-driven management theory reinforces the value of using accurate, timely data to inform strategic decisions (Rejikumar et al., 2020).

The final strategic element involved strengthening organizational values. With the support of CSR, the school embedded core values such as responsibility, collaboration, and innovation into its institutional culture. These values not only support the success of CSR programs but also contribute to a distinct and cohesive school identity.

Overall, the strategies implemented by SDN 20 Talang Ubi represent a comprehensive and results-oriented approach. By leveraging the support of PT Suryabumi Agrolanggeng's CSR program, the school has successfully created a professional environment that supports teacher development and fosters educational excellence.

CONCLUSION

This study demonstrates that the Corporate Social Responsibility (CSR) program initiated by PT Suryabumi Agrolanggeng has had a significant positive impact on the welfare and performance of teachers at SDN 20 Talang Ubi. The provision of welfare allowances, performance-based incentives, and professional development training has notably improved teacher motivation and

competence, particularly among honorary teachers. The availability of educational infrastructure through CSR support has also contributed to more effective teaching and learning processes. However, the program is not without challenges—chief among them being the school's dependence on external assistance, which poses risks if the company's financial conditions or priorities change. Therefore, sustainable collaboration between companies, schools, and government institutions is essential to ensure the continuity of such programs. The CSR model applied in this study offers a strategic alternative for improving the quality of education in financially constrained areas, provided that it is supported by continuous evaluation, inclusive planning, and long-term management. This approach could serve as a scalable and replicable model for educational development in similar contexts.

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