University Social Responsibility during The Covid-19 Pandemic: Lessons from the Indonesian Context

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Abstrak

Diskusi mengenai tanggung jawab sosial menjadi salah satu topik penting di masa pandemic Covid-19 karena berkaitan dengan kontribusi aktor non-negara dalam menyelesaikan dampak pandemi yang telah menjadi isu keamanan nontradisional. Salah satu aktor non-negara yang berperan besar dalam masyarakat adalah lembaga pendidikan melalui program university social responsibility (USR). Studi ini memilih tiga universitas sebagai studi kasus yakni Universitas Muhammadiyah Yogyakarta UMY, Universitas Pertamina dan Institut Pertanian Bogor (IPB). Di masa pandemi Covid-19, ketiga universitas ini menerapkan USR sesuai triple bottom line, khususnya dalam bidang sosial. Metode penelitian yang digunakan adalah wawancara mendalam dan pengumpulan data sekunder, termasuk review website dan kliping dari media massa. Hasil penelitian menunjukkan bahwa UMY, Universitas Pertamina dan IPB melaksanakan USR dalam bentuk pemberdayaan masyarakat dibidang pendidikan, kesehatan, dan inovasi teknologi. Ketiga universitas tersebut membuat skema pemberdayaan masyarakat dengan melibatkan mahasiswa, dosen dan pemangku kepentingan lainnya untuk menunjukkan kontribusi mereka dalam menghadapi dan menyelesaikan permasalahan masyarakat yang terdampak pandemi Covid-19. Tiga perguruan tinggi ini selalu berorientasi pada inovasi terutama di bidang pendidikan, penelitian dan pengabdian kepada masyarakat. Inovasi menjadi signifikan karena dapat membantu meningkatkan keterampilan dan nilai tambah bagi masyarakat luas serta berdampak pada pembangunan berkelanjutan.
Kata Kunci: perguruan tinggi, CSR, Covid-19, pemangku kepentingan, manajemen.

Abstract

During the Covid-19 pandemic, social responsibility has become a key subject since it refers to the contribution of non-state actors in resolving the pandemic impact, becoming a non-traditional security issue. One non-state actor playing a significant role in society is educational institutions through university social responsibility (USR) programs. This study aims to analyze the form of USR programs and their benefits for communities affected by the pandemic. This study selected three universities as the case studies, encompassing Universitas Muhammadiyah Yogyakarta (UMY), Universitas Pertamina and Institut Pertanian Bogor (IPB). During the Covid-19 pandemic, these three universities implemented USR in the social field under the triple bottom line concept. This research employed in-depth interviews and secondary data collected through website reviews and clippings from the mass media. The results unveiled that UMY, Universitas Pertamina and IPB implemented USR in community empowerment in education, health, and technological innovation. These three universities established community empowerment schemes by involving students, lecturers and other stakeholders to demonstrate their contribution to dealing with and solving community problems caused by the pandemic. These three universities have always been oriented toward innovation, especially in education, research and community service. Innovation is significant because it helps increase skills, add value to the wider community, and impact sustainable development.
Keywords: university, CSR, Covid-19, stakeholder, management.

INTRODUCTION

Discussions about social responsibility, whether it is of companies or universities, have become a prominent subject during the current Covid-19 pandemic. Covid-19 has evolved into a non-traditional security issue that threatens the sustainability of people's lives (Lestari, 2021). Handling the impact of Covid-19 is not only the obligation of the state, but non-state actors must also participate. Companies and organizations, including educational institutions as part of non-state actors, are also responsible for improving community conditions through social responsibility programs.

Social responsibility is a balanced approach for organizations to address economic, social and environmental issues to benefit the community (Vasilescu, Barna, Epure, & Baicu, 2010). Universities, both public and private, are among the parties with social responsibility. They can demonstrate their role in society by presenting a University Social Responsibility (USR) program, especially during the Covid-19 pandemic, which has afflicted millions of people worldwide, including Indonesia. Covid-19 has emerged as a global crisis causing changes in daily life. The mode of business, consumption pattern, buying behavior, and even preferences have changed to a larger extent. The dependence on technology is at its peak, in line with the fourth industrial revolution. Unfortunately, despite these changes, the awareness of its potential harm is still limited. It posits many threats to both public health and businesses. Accordingly, the community must be prepared for this crisis.

Till now, Covid-19 has taken the lives of more than 1.89 million people and infected over 187.4 million globally, while 48.9 million have recovered from the disease (Worldometer, 2021). In Indonesia, the total number of infections recorded rose to 788,000, with more than 23.000 deaths (Satuan Tugas Penanganan COVID-19, 2021). Due to the high number of deaths and transmissions from Covid-19, many countries implemented stricter entry and exit requirements, causing them to be isolated. This Covid-19 pandemic, causing many deaths and endangering people's lives, is included in non-traditional security issues. This situation puts society and the country at war against the virus (Nurhasanah, Napang, & Rahman, 2020). Indonesia has imposed social restrictions on domestic and international access to reduce mortality and transmission rates, including protecting people's lives. One of the ways to deal with such a situation is through community empowerment. Community empowerment refers to work performed by either one person or a group to help others. This pandemic has urged universities to rethink their role in community engagement and engage students in community service.

Although the government and companies have disbursed many funds for handling the Covid-19 pandemic, many parties and sectors have not received the assistance. Therefore, as institutions close to the community with a wealth of human resources, universities must engage in community service through the USR program and pursue community development. Universitas Muhammadiyah Yogyakarta (UMY), Universitas Pertamina and Institut Pertanian Bogor (IPB) are three Indonesian universities situated in three different locations with students from all across the country. With the assistance of students, these three universities run their USR programs to develop the community affected by the pandemic.

Many researchers have studied social responsibility, but USR as a new branch of social responsibility has not been explored further, resulting in limited research on this topic. Several articles regarding USR, especially concerning the contribution of universities during the Covid-19 pandemic, were reviewed. To begin with, a study by (Adel, Zeinhom, & Younis, 2021) in various faculties in Egypt unveiled that the implementation of the USR program has developed innovation as a solution to community problems, but social, economic, and environmental aspects must still be considered. Meanwhile, (Rababah et al., 2021) explored the impact of the Covid-19 pandemic on the university activity directions in the framework of strategies and took samples from universities in Brazil, Russia, India, China, and South Africa. This research suggests that forming a USR strategy requires the university management's creativity, effective communication with the public and

stakeholders, the quality of the educational process and the development of scientific activities.

None of the two articles took universities in Indonesia as the research subjects. Moreover, they focused solely on the technical elements in USR program planning. Therefore, this research was made to examine the USR programs by UMY, Universitas Pertamina, and IPB by reviewing their form and implementation. This study also pays attention to how much students and other stakeholders have been involved in implementing the program.

This research is expected to help Indonesia overcome the impact of the Covid-19 pandemic through collaboration between universities and their students with community empowerment. Higher education institutions and their students have an image as people with higher knowledge than society. The actions of academics are often seen as an example by the community. Accordingly, they are more compliant with the opinions and suggestions of academics. Therefore, the involvement of academics directly in the community is expected to provide effective solutions to all community problems due to the Covid-19 pandemic. Through this research, universities and their students will be able to maximize their resources and potential to enhance society's socio-economic conditions. This research will greatly benefit Indonesia, given the many applicable solutions through suggestions and findings from academics.

LITERATURE REVIEW

The Covid-19 pandemic has become an international issue impacting all countries and a non-traditional security issue threatening the survival and welfare of the state and its people (Lestari, 2021). Indeed, the pandemic has caused instability in domestic conditions and attacked almost all sectors, including economic and social.

Various actors have the influence and power to overcome the pandemic impact. These actors are divided into state and non-state. The state actors refer to a sovereign state built by national consciousness with the main task of providing security and protection for citizens

(Margono, 2015; Wijninga, Oosterveld, Galdiga, & Marten, 2014). However, state actors are currently also obliged to provide social security, health, education, and transportation. In contrast, non-state actors emerge due to globalization, such as non-governmental organizations (NGOs), multinational corporations, terrorist groups, organized ethnic groups, academic institutions, labor unions, and social movements (Wijninga et al., 2014). Non-state actors can focus the movement in any area and choose to have a negative or positive impact.

Indonesia possesses both state actors in the Indonesian Government and non-state actors such as companies, NGOs, and educational institutions to handle Covid-19. Non-state actors, especially companies and institutions, are present in society through social responsibility programs. Social responsibility is not a requirement of an organization for the impact of its decisions and activities on society and the environment, through transparent and ethical behavior that contributes to sustainable development, health, and the welfare of society; which takes into account the expectations of stakeholders, is in compliance with applicable law and consistent with international norms of behavior, and is integrated throughout the organization and practiced in its relationship.

One of the concepts that concern social responsibility is the triple bottom line by John Elkington. He mentioned that profit-seeking companies should prepare three different bottom lines, encompassing the measurement of profit, social responsibilities to the surrounding community (people), and environmental responsibilities (planet) (Żak, 2015). This concept implies that companies should prioritize the interests of stakeholders (all parties involved and affected—profit, people, planet) rather than the interests of shareholders (Felisia, 2014).

In the profit or economic dimension, corporations or organizations focus on financial performance such as sales growth, cash flow, and shareholder value (Correia, 2019). Profit here also means creating fair trade and ethical trade-in business. The profit aspect should be perceived as economic benefits that society also utilizes. The earned profit should be considered and consistent with the remaining two elements: people and the environment (Żak, 2015).

In the social or people dimension, corporations or organizations create fair and favorable business practices toward employees, the community and the region (Żak, 2015). This aspect encompasses the impact of corporations or organizations on the people's welfare by strengthening and developing the local community. The corporations or organizations usually provide education assistance, community interaction, charitable causes, and fair fare practices for the local community (Correia, 2019).

In the environmental or planet dimension, corporations or organizations must try to minimize their environmental impact and preserve the natural environment (Felisia, 2014; Żak, 2015). Corporations or organizations should manage their energy use, especially on non-renewable natural resources. Most companies carry out this aspect by reducing production and reprocessing waste to be safe for the environment, thereby lowering CO_2 emissions or energy use (Felisia, 2014).

This research further discusses the social or people dimension of the triple bottom line. This aspect is usually carried out by holding education, health, and innovation assistance on technology. Education assistance is not limited to providing scholarships or internet data but includes giving training, workshops, and courses about every aspect that the local community wants to learn within three to seven meetings until they can master the courses. When the organizations assist, they usually get help from their inner employees or collaborate with a third party.

Health assistance is one of the primary programs in the social aspect of social responsibility. This program is usually run by collaborating with the local public health center. Health assistance encompasses free health checks, ambulance donations, medical equipment donations, and distribution of masks, vitamins, and hand sanitizers to the local community. This program also includes seminars or socialization about healthy life and vaccination.

Meanwhile, innovation assistance on technology is presented to the local community to overcome various existing problems by utilizing accessible resources. The organizations provide training following the innovations that the community will carry out. In addition, the organizations usually provide equipment grants that support production activities to help the community become independent. If innovation activities are carried out seriously, where the community does not only use innovation for personal purposes but can produce large quantities, the organizations will provide support either through education assistance or capital assistance.

UNIVERSITY SOCIAL RESPONSIBILITY

Besides corporations and organizations, universities also have a responsibility to contribute to the country and the local community in economic, social, and cultural aspects (Chen & Vanclay, 2021). During the Covid-19 pandemic, universities can demonstrate their contribution by defining the direction of a country's development in economic crisis and assisting in successful political and social decision-making (Rababah et al., 2021). On the other hand, they can contribute to the local community's social development through the USR agenda.

USR acts as a key player in social changes, as it implies having a policy of ethical quality governing the performance of the university community. It is conducted by responsible management of the educational, cognitive, labor, and environmental impact in an interactive dialogue with society and its community to promote sustainable human development through education (transforming knowledge), service, research, teaching, and scholarship. These underline an ethical collaboration with the university and the business community regarding stakeholder involvement (Esfijani & Chang, 2012; Reiser, 2008; Vallaeys, 2013).

Universities apply their USR agenda in the local community to depict their position as a responsible party, boost their civil commitment, promote social welfare by giving social and economic development, promote their concerns on environmental sustainability, and encourage their students, teachers, and academic staff to volunteer in social service (Lemos Lourenço, Rosalia Ribeiro Silva, & Santana Galvão Oliveira, 2021; Sengupta, Blessinger, & Mahoney, 2020). USR is a voluntary contribution to social, economic, and environmental development for universities. Material, intellectual, managerial, and other

resources are utilized to implement USR by following the latest trends of modern social needs and public interests (Rababah et al., 2021).

USR is seen as a way for universities to spread their values to improve educational and social problems. Universities take several processes to solve those problems: (1) training, (2) research and 3) dissemination of informatization of society or the latest trends in social and economic development (Rababah et al., 2021). Universities involve their students, teachers, and academic staff in USR by encouraging them in volunteering, charitable fundraising, and community projects (Rababah et al., 2021). Those social responsibilities can positively impact the community and catalyze innovation, progress, and social and economic development (Rababah et al., 2021).

COMMUNITY RELATIONS

USR can be effective by applying community relations in executing social programs. Jerold stated that community relations aim to increase the participation and position of an organization in the community by supporting them in various efforts to reach community welfare and other mutual benefits (Wiwitan, Trigartanti, & Hernawati, 2008). According to Grunig and Hunt in (Yudarwati, 2004), community relations programs can be divided into two (1) focusing on activities to help the organization communicate with local community leaders and (2) focusing on activities that involve the organization in community activities, such as supporting the education process and schools and making donations to local organizations.

Community relations are viewed as a way of maintaining a positive relationship between an organization and the community and as a meaningful contribution given by the organization to the surrounding community to overcome various problems by paying attention to the principle of sustainability (Muyasaroh, 2016). In short, the solution program should be a series of processes that run continuously and do not come to a halt once the activities have met their goals. Good community relations are mutually beneficial partnerships that extend beyond a monetary donation or philanthropy to fund a community project (Muyasaroh, 2016).

By focusing on the social aspect of the triple bottom line and community relations concepts, this research evaluates the USR programs of UMY, Universitas Pertamina, and IPB. In response to the Covid-19 pandemic, universities have demonstrated their involvement in the community through the USR program. UMY has focused on providing educational assistance and support to Yogyakarta and Central Java communities. Meanwhile, Universitas Pertamina provides health assistance and support to the community in Jakarta, and IPB provides innovation assistance on technology. The USR conducted by these three universities has involved the entire university academic community, with the main program in community empowerment carried out sustainably.

RESEARCH METHOD

This study utilized in-depth interviews with nine informants, comprising the officers of the three universities, lecturers, students, and community members. Secondary data on program information were collected from the newspaper clippings, reports and websites from the three universities.

The data analysis was carried out in three stages: data reduction, data display, and conclusion drawing or verification. (i) Data reduction—reducing data means summarizing, selecting the main things, focusing on the essential things, and looking for themes and patterns. Thus, the reduced data can provide a clearer picture and ease researchers to collect further data and search for them if needed. (ii) Data display (data presentation)—the data were organized through the presentation and arranged in a relationship pattern to make it easier to understand. In qualitative research, data presentation can be brief descriptions, charts, relationships between categories, and flowcharts. (iii) Conclusion drawing: the initial conclusions are still temporary and will change if no substantial evidence is found to support them in the next data collection stage. Nevertheless, if the conclusions at an early stage are supported by valid and consistent evidence when the researchers return to the field to collect data, the conclusions are credible. This study was conducted in collaboration with three

universities from different cities in Indonesia: Universitas Muhammadiyah Yogyakarta (UMY), Universitas Pertamina in Jakarta and Institut Pertanian Bogor (IPB). The selection of the three universities was seen from their USR programs, adapting to current issues, including Covid-19. These three universities could provide solutions to community problems as beneficiaries of the USR programs. Universities are obliged to carry out research, community service, and education as mandated by Law No. 20 of 2003 concerning the National Education System Article 20. In line with the obligation, Law No. 12 of 2012 concerning Higher Education Article 45 confirms that research and community service in higher education is directed at developing science and technology and improving the community welfare and the competitiveness of the nation.

RESULT AND ANALYSIS
COVID-19 IMPACT AND CHALLENGES TO THE INDONESIAN COMMUNITY: USR PROJECT CONTRIBUTIONS AND REFLECTIONS FROM THE CASE

The Covid-19 pandemic has possessed many impact on the Indonesian people. The data reveal that at least 30 million Indonesian people will fall into poverty (Ing & Basri, 2022). The pandemic has primarily impacted MSMEs, with recent surveys in all provinces of Indonesia in June and December 2020 indicating that approximately 36% of firms were closed at one point in time due to the pandemic. According to the surveys, 84.2% of respondents reported an income loss and claimed that 69% of MSMEs required a need for working capital assistance (Ing & Basri, 2022).

Although the Indonesian Government continues to allocate funds for handling Covid-19, the community will continue to feel the pandemic impact if there is no significant contribution from the government. To restore the economic conditions, the community needs financial assistance from the government and assistance in various sectors, including health, education, and innovation capabilities. It is where non-state actors, especially educational institutions, come to assist the community in

facing the pandemic and prepare them for the new normal era. Community assistance and empowerment are usually carried out through social responsibility programs implemented long before the pandemic.

In Indonesia, social responsibility is not only the obligation of companies, but universities also have social responsibility within the scope of USR. There are no exceptions in implementing USR, whether the university is private or public; all of them are obliged to serve the community. It is also continuous with the higher education's Tridarma (three main responsibilities) in Indonesia, namely education and teaching, research, and community service. Three universities in Indonesia actively implementing the USR programs are UMY, Universitas Pertamina, and IPB.

UMY is located in Yogyakarta and has been established since 1981. This university has a long history of community empowerment programs, or USR, since 1985 under the auspices of the Community Service Institute. UMY has collaborated with more than 1,500 community service partners from various sectors, including MSMEs and village-owned enterprises, education, government, and health service. It has carried out community service in more than 2,000 locations in Indonesia, including the Indonesian diaspora abroad. Several community empowerment programs that UMY has implemented covered the establishment of the Mahardika Kokoda Reading House in West Papua, education on the use of waste and the establishment of waste banks in several areas in Yogyakarta, socialization and counseling regarding pepper powder cultivation on Sebatik Island, North Kalimantan, application of microcontroller technology in fish farming in Kulon Progo, and training for tourism awareness groups in Wonosobo, Central Java. All community empowerment activities carried out by UMY involved students, lecturers, and local government.

Universitas Pertamina was established in 2016, located in Simprug, South Jakarta. The university, managed under the auspices of the Pertamina Foundation, was inaugurated on February 11, 2016. Despite its relatively young age, this university also participates in running the USR program, especially in

community empowerment. The community empowerment program carried out by Universitas Pertamina included assistance to the community in innovation, education, and health. This university has implemented several programs: integrated waste management (solid waste) in Tasikmalaya; construction of a learning house for Penjaringan Fisherman's Village, North Jakarta; establishment of a library in South Grogol Village; and providing scholarships for prospective students and Universitas Pertamina students.

IPB is a big agricultural university in Indonesia established in 1963 in Bogor, West Java. The tradition of community service or community empowerment, an integral part of higher education's Tridarma (three main responsibilities), was also born on this campus. Since its establishment, IPB has conducted a lot of community empowerment both around West Java and in various parts of Indonesia. Some of its innovations applied in society and industry consisted of Suritech (Meat and Fish Bone Separator Machine), Palm Fruit Bunches Transport Machine, and "SASUMUZI" Sagon Sukun Multi Nutrition Alternative Emergency Food for School-Age Children During Disasters and Malnutrition. Until now, IPB community empowerment locations are spread across 183 regencies and cities. IPB has cooperated with 83 partners, governments, companies, and international institutions. The community empowerment program that stands out from IPB was the People's Animal Husbandry School (SPR) in 23 regencies in 12 provinces in Indonesia. SPR is a lever and agent of change in the management of animal husbandry institutions and human resources toward the formation of an independent collective farm business independent through mentoring, escort, application of technology and information, and transfer of knowledge.

When the Covid-19 pandemic brought many bad impact on the community, UMY, Universitas Pertamina, and IPB immediately entered the community through the USR scheme. In implementing USR, these three universities focused on the "people" or social sector from the triple bottom line concept because it was the community that felt the Covid-19 pandemic impact the most. Following the scope of the social field in USR,

these three universities have focused a lot on community empowerment programs on educational assistance, health assistance, and innovation assistance on technology. The "people" of the USR programs carried out by these three universities were divided into three parts.

a. Education Assistance

Of the three universities, UMY was the one providing educational assistance to the community. During the Covid-19 pandemic, UMY tried to help solve educational problems where many schools were constrained by technology and the implementation of face-to-face learning.

UMY created a special program related to empowerment in the education sector called the Muhammadiyah Teaching Program. This program was carried out to assist Muhammadiyah schools in Kulon Progo in management and teaching, and learning activities. It is a form of solution offered by UMY through empowerment seen in the problems of parents and children while studying at home during the pandemic. In this program, UMY fielded 276 students in 35 groups who accompanied 35 Muhammadiyah schools in Kulon Progo. UMY also donated a website as a communication medium, learning information and marketing for Muhammadiyah schools in Kulon Progo.

Subsequently, UMY, through the Master of Nursing, also held community empowerment for kindergarten teachers in March 2021 at Argomulyo ABA Kindergarten, Sedayu District, Bantul, Yogyakarta. One of the informants mentioned:

> Community service activities aim to provide education for teachers as learning materials. This community service activity aims to provide additional knowledge about Covid-19 and health education for ABA Kindergarten teachers throughout Sedayu so that later they can convey the materials to their students.

The community empowerment aims to increase the knowledge and awareness of ABA Kindergarten teachers throughout Sedayu about Covid-19 and the ability to apply and disseminate this knowledge to

students. This program was conducted through Focus Group Discussions (FGD) and the delivery of materials and training on healthy lifestyles, attended by 30 participants. With this assistance, education for kindergarten students could run, and parents' fear about the spread of Covid-19 in schools could be reduced. It also contributed to children's literacy skills to be ready to take further education.

UMY lecturers and students held a mentoring program for teachers to create teaching materials using Podcasts and Videocasts to support distance learning during the pandemic. One of them was a mentoring activity held at SMP Muhammadiyah 3 Kokap. The teaching materials have supported distance learning, which can be broadcast through radio and Spotify.

Another USR program by UMY was community assistance and training. During the Covid-19 pandemic, with physical distancing in various regions in Indonesia, most activities changed to online. Accordingly, MSMEs in various sectors were affected by the pandemic. Hence, UMY and its students decided to assist and train MSMEs to promote their products through digital marketing. The digital marketing assistance and training consisted of various activities on marketing, such as the use and creation of social media, and multimedia workshops covering training in graphic design, photography, videography, and how to create engaging social media content (Kasiridho, 2020).

One of the community groups that received assistance from UMY was the Sekaron MSME Ecoprint Community in Sleman. The assistance was training to improve eco print skills with new techniques and digital marketing of eco print products produced by the community. The assistance provided by UMY students helped the surrounding community

b. Health Assistance

Amid the pandemic situation, Universitas Pertamina has empowered the community in the social, educational, and health fields through the USR program. The university has produced hand sanitizers in the Integrated Chemistry Laboratory of the Chemistry Department since March 16, 2020. The hand sanitizer product consists of a mixture of antiseptic ingredients of 96% alcohol, H_2O_2, glycerol and sterile aqua dm, and a mixture of fragrances safe for the skin.

Universitas Pertamina has distributed 21 liters of hand sanitizer to the community in South Grogol Village, Kebayoran Lama District, South Jakarta. It was a form of its contribution to preventing and breaking the spread of Covid-19. The Head of the Research Institute, Community Service and Innovation (LPPMI) of Universitas Pertamina, Wahyu Agung Pramudito, Ph.D., asserted that the hand sanitizer production would continue by involving lecturers and staff.

"Hopefully, amid the scarcity of hand sanitizer products, the community, especially those around the campus area, will be helped by our hand sanitizer in the hope of breaking the chain of spreading Covid-19,"

The expansion of recipient targets also evidences the sustainability of Universitas Pertamina's hand sanitizer production program. On June 11, 2020, this university distributed cloth masks and hand sanitizers to the DKI Jakarta Provincial Transportation Agency (Dishub), encompassing 50 bottles of hand sanitizer of 600 ml, 10 bottles of hand sanitizer of 500 ml, refilled hand sanitizer liquid of 60 liters, and 200 cloth masks.

As of August 2021, 121 liters of hand sanitizer were produced at Universitas Pertamina's Integrated Chemistry Laboratory and distributed to the surrounding community. A total of 700 masks, 100 hazmat suits, and five portable sink units were also distributed to needy people (Universitas Pertamina, 2021). This activity has contributed to suppressing the spread of Covid-19 in the surrounding community. Through this program, Universitas Pertamina wants to help the government prevent the transmission of Covid-19 in the community (Doddy, 2020).

Another USR program of Universitas Pertamina was to help the government to accelerate the achievement of vaccine targets, especially for the

vulnerable community. Universitas Pertamina and the Pertamina Foundation held the Covid-19 Vaccination on Tuesday, August 31, 2021, at Universitas Pertamina in Simprug, Kebayoran Lama. A total of 1,000 doses of vaccine were provided for the community, families of employees, students, and alumni. One of the informants from the Pertamina Foundation explained:

> *"Vaccination is a solution for the rapid formation of herd immunity. If immunity is established, the number of exposures and deaths from Covid-19 in Indonesia can be reduced. The implementation of this vaccination is also a form of support for the DKI Jakarta Government's program to reach 200,000 doses per day."*

Universitas Pertamina has fostered a sense of security and confidence in students, parents, and teachers to begin face-to-face school meetings through this vaccination. Through face-to-face school meetings, students could absorb knowledge better because, during the Covid-19 pandemic, most of them encountered difficulty understanding the materials.

c. Innovation Assistance on Technology

In overcoming the community's economic problems during the Covid-19 pandemic, IPB has invited them to carry out various innovations to improve their economy. One of the USR programs in the innovation assistance on technology category carried out by IPB was the empowerment of farmers to increase their income amidst the economic downturn due to the pandemic. IPB encouraged farmers in Bawang District, Central Java, to expand the market through a digital market innovation called Sayur Mall Batang. This program connects farmers in marketing their agricultural products directly to household consumers. Currently, this program partners with 11 farmers with a total of 19 commodities traded to the surrounding community.

Another innovation assistance on technology carried out by IPB was the empowerment of fishermen in Cirebon through technological engineering of squid resource enrichment. IPB assisted the fishermen in making squid attractors with affordable and easy-to-find materials, such as harmonica wire, bamboo, pipes, drums of asphalt or oil and hemp rope or coconut fiber. The attractor functions as a place for the squid to release its eggs, then the eggs attach to the attractor until they finally hatch. Squid attractors can also be breeding and rearing areas, developing into potential fishing grounds. One fisherman said:

> *"The innovation of the squid attractor is easy to manufacture, inexpensive in terms of materials and can be directly practiced by fishermen,"* said Rustono, the head of the fisherman group in Cirebon.

This innovation was an effort to transfer technology easily to the community in empowering the coastal community and improving their skills in developing alternative livelihoods during the pandemic, namely squid cultivation.

IPB also conducted an innovation assistant for the health sector. In collaboration with Riau students, IPB established automatic hand sanitizer machines called SINISTER. This program was expected to help the local community break the chain of the spread of Covid-19 and, at the same time, produce more SINISTER machines to be traded to companies, institutions, or the wider community. An IPB student representative, Said, explained the objectives of this program as follows:

> *"The initial idea for making this machine came from unrest due to the Covid-19 pandemic, which prompted them to innovate to create affordable and easy tools to help break the chain of Covid-19 spread."*

So far, six SINISTER machines have been successfully created and distributed to sub-district offices, Covid-19 volunteer posts, puskesmas and Kesbangpol offices. Through this USR program, the people of Tangkerang Labuai Village, Bukit Raya District, Pekanbaru City, and Riau could reduce the spread of Covid-19 while increasing their economy by selling automatic hand sanitizer machines (Fidelia, 2020).

All community empowerment activities performed by UMY, Universitas Pertamina, and IPB have followed the triple bottom line concept by John

Table 1. Type of Community Service and Involvement of Stakeholders

University	Type of Community Service	Involvement of Stakeholders
Universitas Muhammadiyah Yogyakarta (UMY)	Muhammadiyah teaching program; distance learning activities through Podcast and Videocast; training for kindergarten teachers; assistance and training to MSMEs	UMY students, lecturers, and staff; Muhammadiyah schools in Kulon Progo; ABA Kindergarten teachers; MSMEs in Indonesia
Universitas Pertamina	Covid-19 vaccination; making and distributing hand sanitizer; distributing medical equipment and supplies	Students of Universitas Pertamina; community in Grogol, South Jakarta; vulnerable community in Kebayoran Lama; alumni of Universitas Pertamina; Pertamina Foundation; Government of DKI Jakarta; DKI Jakarta Provincial Transportation Agency (Dishub)
Institut Pertanian Bogor (IPB)	Innovation in the digital market; technological engineering of squid resource enrichment; automatic hand sanitizer machines	IPB students, lecturers, and staff; community in Bawang District; community in Cirebon; community in Tangkerang Labuai Village, Bukit Raya District, Pekanbaru City, Riau

Note. Data collected by authors.

Elkington, implying that organizations must prioritize the interests of stakeholders (all parties involved and affected by the activities) rather than the interests of shareholders (Żak, 2015). Stakeholder interests can be summarized into three parts: interests in terms of profit sustainability (profit), the side of community sustainability (people), and the side of environmental sustainability (planet) (Correia, 2019). Based on Correia's explanation, UMY, Universitas Pertamina, and IPB have targeted the "people" aspect of their USR programs, focusing on people's welfare, such as giving education assistance, community interaction, health assistance, and innovation assistance on technology. In this research, the stakeholders involved in the USR programs refer to the university community (students, lecturers, and staff), local government, MSMEs in Indonesia, and every community where the USR programs were held.

The three universities have strived to prioritize the interests of all stakeholders, especially the target community, above their interests. These three universities have collaborated with all stakeholders to make the USR programs successful in helping those affected by Covid-19. The various USR programs carried out by those universities are expected to help the community become independent and survive in overcoming various problems.

The role of universities in implementing innovation is inseparable from the Tridharma of higher education (education and teaching, research and community service). In education and teaching, the three universities have constantly updated curriculum that refers to learning outcomes. Hence, graduates are expected to complete higher education, obtain a diploma, and meet market needs (users). Innovations made by universities have driven lecturers' research in various fields and cooperation with various parties (internal and external). In community service, those universities have encouraged their students to empower the community by assisting in technological, health, entrepreneurship, and any aspects of their capabilities.

The data above depict that UMY, Universitas Pertamina, and IPB have applied their USR agendas by encouraging students to face and solve community problems during the Covid-19 pandemic. These three universities have established community empowerment schemes by involving their students to demonstrate their contribution to facing society's real problems. There is a beneficial outcome from these agendas: the universities could fulfill their USR agendas, their students could learn how to contribute to society, and the community could increase the welfare during the Covid-19 pandemic.

The USR programs through community empowerment by the three universities have reflected the main concept of community relations in USR. According to Jerold, community relations are a means of expanding an organization's engagement in the community by assisting them in various aspects of life to achieve community welfare and other mutual benefits (Wiwitan, Trigartanti, & Hernawati, 2008). The three universities have tried to build positive relationships with the surrounding community by collaborating with them and other stakeholders to face the community problems. These three universities also consider Muyasaroh opinion, stating that community relations are not only for maintaining a positive relationship between an organization and the community, but it also needs to give a meaningful contribution to the surrounding community to overcome various problems by paying attention to the principle of sustainability (Muyasaroh, 2016). These three universities tried to help the community around them with the USR programs, which connected to the sustainability programs by giving assistance and training to MSMEs, empowering teachers, holding vaccination programs with the local governments, and making and distributing hand sanitizer.

As higher institutions with thousands of students, the involvement of student community empowerment will demonstrate the good intuition of the university to the surrounding community. It does not matter how big or small the contribution is, direct or indirect, but all of them will impact real-life sectors in society. It is in line with Chen's opinion, stating that universities are responsible for contributing to the country and the local community in economic, social, and cultural aspects (Chen & Vanclay, 2021).

Aside from trying to fulfill the social responsibilities, universities need to pay attention to the sustainability of the community service. The solution given by universities and students in community service must align with the principle of sustainability. Students should create a series of continuous processes that do not halt once the activities have met their goals. With those strategies, mutual benefits could be reached easily. Another benefit is that such activities would create a good image and cooperative relationship between the university and the community.

CONCLUSION

In implementing social responsibility during the Covid-19 pandemic, universities have always been oriented toward innovations in all areas of life, especially those related to education and teaching, research and community service. Innovations in these three aspects are significant because they can help increase knowledge,

provide added value for the wider community, and impact sustainable development. UMY, Universitas Pertamina and IPB have tried to identify the needs of the local community and the stakeholders before implementing USR based on the triple bottom line.

The triple bottom line concept has encouraged organizations concerned with profit, environmental preservation, life and the surrounding community, and the welfare of employees. Thus, sustainable development can meet current needs without sacrificing natural resources. Moreover, universities can benefit the community and must be based on a sense of high concern for the community and surrounding environment. Form of a caring university to the environment is proven by giving help in scholarships for underprivileged students and students located in the vicinity of the campus. Besides scholarships, university care for the environment has also been carried out in community service programs, social assistance, and donations to the local community. In addition, the university's presence can also improve the economy and the welfare of the local community during the pandemic.

The concept of ethics and social responsibility need to be introduced in the teaching and learning as the Think Globally, Act Locally approach. By promoting sustainable development practices in the management at higher education institutions, universities can demonstrate their commitment to social responsibility practices. It should be embedded as part of universities' philosophy to be, operate, and practice. Social responsibility should be embedded into the core value and functions of universities' practices at every level.

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