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Implementation of the Corporate Social Responsibility Program in Strengthening SPMI Learning at Muhammadiyah 2 Vocational School, Pekanbaru

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Abstract

The gap between the competencies of vocational education graduates and the needs of the business and industrial worlds demands collaboration that goes beyond social assistance. This article aims to describe the implementation of the Corporate Social Responsibility (CSR) program, analyze the impact/influence of CSR on the Internal Quality Assurance System (SPMI) of learning, and observe the changes that have occurred at SMK Muhammadiyah 2 Pekanbaru. The research used a qualitative approach with a case study design. Data were collected through in-depth interviews, observations, documentation, and perception confirmation sheets as supporting data. The findings indicate that CSR is present through assistance with practical facilities, teacher training, guest teachers, internships/Prakerin, curriculum synchronization, certification support, teaching factories, and collaborative evaluations. The impact is seen in strengthening planning, learning implementation, practical facilities, evaluation, control, and quality improvement. However, this impact must be limited to qualitative impacts if the numerical data, UKK recap, portfolio, and evaluation documents are incomplete. This article concludes that CSR can be an instrument for strengthening SPMI if managed in a planned, measurable, documented, and sustainable manner.

Keywords Corporate Social Responsibility; CSR Impact; Learning Quality; PDCA; Vocational Education; Internal Quality Assurance System

INTRODUCTION

Vocational education faces increasing pressures for change due to digitalization, automation, the energy transition, and shifting production patterns. In a global context, Technical and Vocational Education and Training (TVET) is required to produce graduates not only with technical skills but also with the ability

to adapt to rapidly changing technology, work culture, and industry needs (World Bank, ILO, & UNESCO, 2023). Therefore, the quality of vocational education cannot be judged solely by the implementation of classroom learning but must also be seen in the connection between graduate competencies, industry work standards, and mechanisms for continuous quality improvement.

In Indonesia, the problem of vocational education is still evident in the gap between graduate competencies and the needs of the business and industrial world (DUDI). The Central Statistics Agency (BPS) reports that the open unemployment rate for vocational high school (SMK) graduates remains relatively high compared to other levels of education (BPS, 2026). This figure should not be interpreted simply as a failure of vocational high schools, but rather as a sign that the relationship between learning, practical facilities, curriculum, productive teachers, internships, and competency assessments needs to be managed within a stronger quality system.

Corporate Social Responsibility (CSR) can be a gateway for collaboration between vocational schools and the industrial and industrial sectors. Under Indonesian law, corporate social and environmental responsibility is regulated by Law Number 40 of 2007 and Government Regulation Number 47 of 2012. However, CSR in education should not be simplified as simply providing aid. ISO 26000 establishes social responsibility as a guideline that emphasizes stakeholder engagement, sustainability, and organizational responsibility towards society (International Organization for Standardization, 2010). In vocational education, relevant CSR should relate to practical facilities, teacher training, guest teachers, internships, certification, curriculum synchronization, and learning evaluation.

The problem is, CSR does not automatically improve the quality of learning. Assistance with equipment can become a passive asset if it is not used in learning, does not have a standard operating procedure (SOP), is not maintained, and is not evaluated. Guest teachers can become ceremonial activities if they are not connected to teaching devices. Internships can become immeasurable experiences if they are not monitored and followed up. Therefore, CSR needs to be placed within the Internal Quality Assurance System (IQAS) of learning. In this study, IQAS is understood as a mechanism for determining, implementing, evaluating, controlling, and improving quality that aligns with Deming's PDCA cycle and the quality function in the Juran Trilogy (Deming, 1986; Juran, 1992).

SMK Muhammadiyah 2 Pekanbaru was chosen because of its character as a vocational education unit that actively builds an orientation of excellence and partnerships. Preliminary data shows this school has A accreditation, status as a

Center of Excellence Vocational School, diverse expertise programs, industry classes such as MikroTik Academy, Cisco Networking, and Oracle Academy, and a fairly large institutional scale. Preliminary research data also indicates assistance with practical equipment, teacher training, guest teachers, internships, curriculum synchronization, support for practical facilities, and familiarization with work culture. At the same time, there are issues with school-industry schedule coordination, equipment maintenance costs, limited assistance amounts, and the potential mismatch of CSR programs with the needs of the expertise program.

The benefits of this research are threefold. First, it explains the concrete implementation of CSR, including the program format, actors involved, implementation mechanisms, and supporting evidence. Second, it examines the impact of CSR on the learning SPMI, particularly in planning, implementation, evaluation, control, and quality improvement. Third, it maps emerging changes in schools, such as changes in facility management, curriculum updates, teacher competency transfer, student learning experiences, work culture, and the need for quality documentation. Previous studies have discussed CSR in education, vocational high schools (SMK)-industrial and industrial sectors (DUDI) partnerships, and industry contributions to school capacity building (Fitriani & Santosa, 2022; Ramadhani & Rahayu, 2020, 2021; Yoto et al., 2024). However, studies specifically examining CSR as part of the PDCA/PPEPP-based learning SPMI are still limited. This gap forms the basis of this article. The purpose of this article is to describe the implementation of the CSR program, analyze the impact/influence of CSR on SPMI, and examine changes in the governance of learning quality at SMK Muhammadiyah 2 Pekanbaru.

METHODS

This research employed a qualitative approach with a case study design. This design was chosen because the research questions focused on how CSR implementation occurs and how the program contributes to strengthening the learning SPMI. The focus of the research was not to examine the interplay between variables, but rather to understand the processes, actors, documents, barriers, and quality mechanisms within the real-life school context. Perception confirmation sheets were used only as supporting data, not as a basis for generalizations or statistical tests.

The research was conducted at SMK Muhammadiyah 2 Pekanbaru from July to December 2025. Informants were selected purposively, namely parties who have direct involvement in school policies, curriculum, practical facilities, DUDI

collaboration, CSR implementation, and program beneficiaries. Informants included the principal, vice principal for curriculum, quality assurance team, vice principal for facilities and infrastructure, vice principal for public relations/hubin, productive teachers, students participating in PKL/CSR beneficiaries, representatives of expertise program students, representatives of industry/CSR partners, school committee/parents, and school supervisors or representatives of related agencies.

Data were collected through in-depth interviews, observation, documentation, and open-ended perception confirmation sheets. Interviews were used to explore the form of CSR, implementation mechanisms, the role of CSR in SPMI learning, obstacles, and follow-up. Observations focused on the condition of the practice facilities, facility use, practical learning, student work culture, and evidence of quality implementation. Documentation examined MoUs/PKS, CSR reports, curriculum documents, SPMI documents, PKL schedules, certificates, minutes, inventory lists, activity photos, and evaluation minutes. Analysis was conducted descriptively and thematically through transcription, data reduction, coding, categorization, data presentation, conclusion drawing, and verification. Data validity was strengthened through source triangulation, technical triangulation, member checking, and audit trails (Creswell, 2018; Sugiyono, 2022).

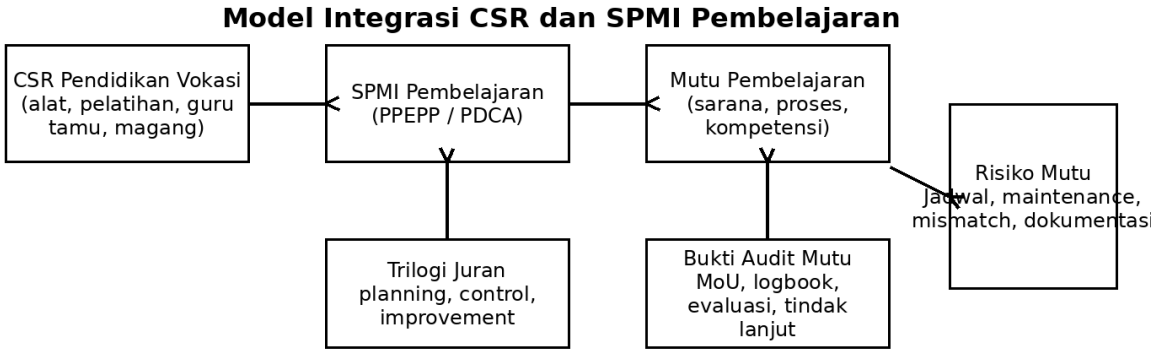

Figure 1. CSR and SPMI Learning Integration Model

Table 1. Research Design and Data Sources

Component	Research Provisions	Analysis Function
Approach and design	Qualitative; single case study at Muhammadiyah 2 Vocational School, Pekanbaru.	Reading the CSR implementation process, actors, documents, and quality mechanisms contextually.
Main data	In-depth interviews, observation, and documentation.	Exploring the form of CSR, role in SPMI, impact/change, obstacles, and follow-up.
Supporting data	Open perception confirmation sheet.	Checks the consistency of

		information; not used for inferential statistical tests.
Informant	11 elements: school leadership, quality team, infrastructure, public relations/hub, teachers, students, industry partners, committee, and supervisors/services.	Provides a variety of perspectives so that data does not only rely on the aid recipient.
Analysis	Coding, theme categorization, triangulation, interpretation with CSR, SPMI, PDCA/PPEPP, and Juran Trilogy.	Linking field findings to the quality framework.

Source: Processed by the author from thesis data, 2026

Table 1 shows the design and data sources used in this study. The study employed a qualitative approach with a single case study design at SMK Muhammadiyah 2 Pekanbaru to gain a deeper understanding of the implementation process of Corporate Social Responsibility (CSR) and its integration with the Internal Quality Assurance System (SPMI) for learning. Primary data were obtained through in-depth interviews, observations, and documentation. These data were used to identify the form of the CSR program, the roles of the actors involved, the impact of implementation on learning quality, and various obstacles and follow-up actions taken by the school. The data were supplemented by an open-ended perception confirmation sheet as supporting data to check the consistency of information obtained from various sources. The research informants consisted of eleven elements, including school leaders, quality teams, infrastructure managers, public relations/liaison officers, teachers, students, industry partners, school committees, and supervisors or related agencies, thus providing diverse and comprehensive perspectives. Data analysis was conducted through coding, theme categorization, triangulation, and interpretation of findings using the perspectives of CSR, SPMI, the PDCA/PPEPP cycle, and the Juran Trilogy to systematically explain the relationship between CSR implementation and improving learning quality.

FINDINGSAND DISCUSSION

Research findings indicate that CSR implementation at SMK Muhammadiyah 2 Pekanbaru cannot be limited to providing assistance. Identified CSR programs include assistance with practical tools, teacher training or upskilling, guest teachers, internships/Prakerin, curriculum synchronization, certification support, strengthening the teaching factory, fostering a work culture, and evaluating collaborative work. These forms have varying degrees of relevance to the learning SPMI. Assistance with practical tools relates to infrastructure and process standards;

teacher and guest teacher training relates to educator standards, process standards, and graduate competency standards; while internships and curriculum synchronization relate directly to the link and match mechanism.

One informant explained that CSR programs delivered to schools predominantly include the latest machine learning tools and guest teacher programs, with senior technicians from partner companies regularly teaching directly in class (WS-04, interview, July 15, 2025). This quote emphasizes two layers of CSR contributions: facilities and industry knowledge transfer. Such contributions are more relevant to vocational education than cash assistance that is not linked to learning. However, their effectiveness still depends on the schedule of use, standard operating procedures (SOPs) for equipment use, teacher training, and evaluation documentation.

Industry involvement also emerged during the curriculum planning stage. The principal stated that at the beginning of the school year, the school sat down with industry partners to revise the curriculum and incorporate needed competencies into the syllabus (KS-01, interview, July 14, 2025). This finding is significant because it demonstrates that the role of DUDI (industrial industry) extends beyond providing assistance and into the standard-setting and quality planning stages. Within the PDCA/PPEPP framework, this practice falls within the Planning/Determination stage.

Table 2. The Role of CSR in the SPMI Learning Components

SPMI Components	The Role of CSR	Critical Analysis
Learning planning	Provide input on competency needs, tools, curriculum, guest teachers, and internships.	Without a needs map, CSR runs the risk of not being on target.
Implementation of learning	Providing tools, instructors, training, and access to industry practices.	Without a schedule and a person in charge, programs can easily become incidental.
Practice facilities	Increase the availability and relevance of practice tools.	Without SOPs and maintenance, equipment can become passive assets.
Teacher competency	Support productive teacher training and skills updating.	Without implementation in teaching materials, training becomes administrative.
Student competencies	Supporting practices, internships, work culture, and certification.	Claims for improvement must be proven with a portfolio, logbook, UKK, or certificate.
Evaluation and improvement	Involve DUDI in feedback,	Without evaluation documents,

	evaluation, follow-up, and revision of cooperation.	CSR impacts are difficult to audit.

Source: Processed by the author from thesis data, 2026

Table 2 shows that CSR becomes meaningful when linked to the quality cycle. Tool assistance without SOPs and evaluation only strengthens input, but not necessarily the process. Guest teaching without curriculum integration can be ceremonial. Internships without monitoring merely transfer students to industry without evidence of learning outcomes. Conversely, when CSR enters the stages of determination, implementation, evaluation, control, and improvement, the program can function as an instrument for learning SPMI.

These findings broaden the study of CSR in vocational education, which has often focused on social assistance or school empowerment. From a quality management perspective, CSR is not a variable that automatically has positive impacts. CSR is an external resource that must be planned, controlled, and improved. This is where PDCA and the Juran Trilogy are relevant. The Plan or quality planning stage is evident in mapping the needs for competencies, tools, guest teachers, internships, and curriculum. The Do stage is evident in the implementation of equipment assistance, teacher training, guest teachers, and internships. The Check or quality control stage is evident in monitoring tool utilization, internship evaluations, and DUDI feedback. The Act or quality improvement stage is evident in curriculum revisions, SOP improvements, rescheduling, and expanding partnerships.

However, this article needs to be cautious in its claims. The thesis contains indications that CSR contributes to learning quality, but some claims, such as improved UKK scores or a direct impact on student competency, require stronger supporting data. Pre- and post-program grade recaps, competency certificates, student portfolios, internship logbooks, and assessor reports would need to be included if researchers want to assert a more definitive claim of competency improvement. Without such evidence, the safest claim is that informants perceive CSR facilities as helping students practice with more relevant tools closer to industry standards.

Analysis of the Impact/Influence of CSR on SPMI Learning

In this article, the SPMI is understood as a school's internal system to ensure that learning quality is established, implemented, evaluated, controlled, and continuously improved. SPMI is not simply an accreditation document. In the context of vocational schools, SPMI addresses competency-based curricula, the readiness of practical facilities, productive teacher competencies, the implementation of guest teachers, internships/Prakerin, competency assessments, work culture, and

follow-up to quality improvement. Therefore, every CSR program introduced to schools must be tested to determine whether it truly strengthens these elements or simply adds ceremonial activities.

The influence of CSR on SPMI is not interpreted as an inferential statistical influence, because this research design is a qualitative case study. The term influence is used to refer to the operational contribution of CSR to changes in the quality process. In the planning stage, CSR has an influence when industrial partners provide input on the need for competencies, tools, curriculum, guest teachers, and internships. In the implementation stage, CSR has an impact through the availability of practical tools, teacher training, industrial instructors, and access to work-based learning. In the evaluation stage, CSR has an impact when DUDI provides feedback on student practice, curriculum relevance, and internship outcomes. In the control and improvement stage, CSR has an impact when evaluation results lead to curriculum revisions, SOPs for tool use, maintenance schedules, PKL improvements, and expansion of collaboration.

The impacts evident from the research findings include changes in input, process, and quality governance. In terms of input, CSR increases the relevance of practical tools and opens access to industry standards. In terms of process, CSR encourages learning to be closer to the workplace through guest teachers, training, industrial practices, and internships. In terms of governance, CSR requires schools to develop needs maps, MoUs/PKS, joint schedules, equipment usage logbooks, inventory lists, evaluation forums, and CSR-SPMI databases. However, these impacts must remain limited to indicated or qualitative impacts if the numerical data, UKK recaps, portfolios, and evaluation documents are incomplete.

The limitations of this article's planning need to be emphasized. First, the article only discusses CSR directly related to vocational learning, not the entire company's CSR program. Second, CSR planning should be based on the needs of the skills program, not simply accepting available assistance. Third, the impact of CSR should not be automatically concluded as quality improvement without sufficient evaluation evidence. Fourth, because the research object is limited to one school, the findings are not generalizable to all vocational high schools, but serve as a case study on how CSR can be integrated into the SPMI learning.

The benefit of this impact analysis is that it helps schools view CSR not simply as a list of aid, but as a mechanism for change. This analysis explains the program's implementation, examines its impact on the SPMI (Integrated Service Quality Management System), and identifies changes that need to be demonstrated through

quality documentation. Thus, the research's benefits extend beyond description and provide a basis for schools to prioritize collaboration, refine planning, manage risks, and sustainably improve the quality of learning.

Table 3. CSR Barriers as Quality Risks and Improvement Strategies

Obstacles/Disadvantages	Impact on SPMI	Improvement Strategy
Coordination of school and industry schedules	Guest teachers, training, or internships are pending.	Create a joint semester calendar and appoint PICs from schools and DUDI.
CSR equipment maintenance costs	The tools are not optimal, damaged, or unsafe for use in learning.	Include maintenance in the RKAS, prepare maintenance SOPs, and train internal technicians.
CSR program mismatch	Aid is underutilized because it is not aligned with the curriculum or skills program.	Develop a needs map based on expertise programs before receiving assistance.
Documentation is incomplete	Impact claims are difficult to prove in quality audits.	Building a CSR-SPMI data bank containing MoUs, inventories, logbooks, photos, evaluations, and follow-ups.
Evaluation is not routine	There is no strong basis for further quality improvement.	Establish periodic evaluation forums after CSR activities and produce follow-up minutes.
Dependence on a particular partner	The sustainability of the program is vulnerable to disruption.	Expanding industry, alumni, and partner networks based on competency needs.

Source: Processed by the author from thesis data, 2026

The obstacles in Table 3 should not be interpreted as program failures, but as quality risks. When guest teacher schedules are delayed, process standards are compromised. When equipment is not maintained, facility standards are weakened. When assistance does not meet the needs of the expertise program, CSR becomes ineffective. When evaluations are not documented, schools struggle to demonstrate the program's impact. Therefore, CSR issues should be moved from the realm of technical complaints to the realm of quality control.

Quotes from industry partners reinforce this reading. Partner representatives stated that company time doesn't always fit with school schedules when asked to be

guest teachers, and that the assistance doesn't cover equipment maintenance costs (DU-08, interview, July 17, 2025). These statements demonstrate that CSR sustainability requires coordination and financing design from the outset. Schools need to agree on program calendars, maintenance responsibilities, utilization logbooks, and joint evaluation forums to ensure that CSR doesn't become a new burden after the assistance is received.

In summary, CSR implementation at SMK Muhammadiyah 2 Pekanbaru demonstrates a shift from charity to empowerment and strategic partnership. This is evident in guest teachers, teacher training, internships, curriculum synchronization, and collaborative evaluations. However, the term "strategic partnership" must be used within an academic framework. Required evidence includes an active MoU, recurring program agendas, evaluation minutes, guest teacher lists, curriculum revision documents, internship reports, and follow-up. Without such evidence, a strategic partnership can only be considered a trend, not a fully validated conclusion.

CONCLUSION

Based on the first objective, the implementation of CSR at SMK Muhammadiyah 2 Pekanbaru can be understood as a series of vocational education supports that include assistance with practical facilities, teacher training, guest teachers, internships/Prakerin, curriculum synchronization, certification support, teaching factories, work culture familiarization, and collaboration evaluation. This implementation is not only assessed by the presence or absence of assistance, but must be proven through activity schedules, MoUs/PKS, inventory lists, utilization logbooks, learning documentation, and evaluation reports.

Based on the second objective, CSR plays a role in strengthening the learning SPMI when connected to planning, implementation, practice facilities, competency assessment, evaluation, control, and quality improvement. CSR only works as a quality instrument when mapped to the PDCA/PPEPP cycle and the functions of quality planning, quality control, and quality improvement. Therefore, CSR should not be positioned as a factor that automatically improves quality, but rather as an external resource that requires quality governance.

Notable changes resulting from the integration of CSR and SPMI include a shift in CSR orientation from social assistance to learning partnerships, a shift in planning from general needs to a mapping of skills program needs, a shift in implementation from incidental to scheduled activities, and a shift in evaluation from a general narrative to the need for auditable evidence. These changes should not be overstated

as quantitative impacts until student achievement data and evaluation documentation are complete.

The practical implications of this article are the need for schools to develop a CSR needs map based on expertise programs, a joint calendar with DUDI partners, equipment maintenance SOPs, regular evaluation forums, and a CSR-SPMI database. Future research is recommended to include descriptive quantitative data, UKK recaps, student portfolios, internship logbooks, and partner evaluation results so that claims of competency improvement can be more robustly tested and not limited to informant perceptions.

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