



JURNAL POLITIK PEMERINTAHAN DHARMA PRAJA

e-ISSN 2721-7043 ISSN 1979-8857

Website: <http://ejournal.ipdn.ac.id/JPPDP>

Faculty of Politics Governance, Governance of Home Affairs (IPDN)

JPPDP, Vol 15 No. 1

Doi: <https://doi.org/10.33701/jppdp.v15i1.1991>

COLLABORATIVE GOVERNANCE IN EDUCATION CORPORATE SOCIAL RESPONSIBILITY (CSR) PROGRAMS IN PAHAE JULU, NORTH TAPANULI REGENCY, NORTH SUMATERA PROVINCE

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Abstract

The Education CSR Program implemented in Pahae Julu District is a form of collaboration between stakeholders to overcome the limited resources owned by each party to improve the quality of education that is still low. This research aims to obtain an overview of government collaboration through implementing CSR programs in education, barriers, and efforts to overcome these obstacles. The research method used is quasi qualitative. Data collection techniques use data triangulation techniques, namely interviews, observations, documentation, and data analysis, in data reduction, data presentation, and conclusion withdrawal. Based on the study, government collaboration on implementing the education Corporate Social Responsibility (CSR) before 2020 has done well. However, due to the Covid-19 pandemic in 2020, some programs are constrained and temporarily suspended until conditions improve. In addition to the pandemic situation, the implementation of collaborative governance also found several obstacles, namely low human resources and awareness of the community and students in supporting this CSR education program. However, the government, corporate, and the community will continue to maximize this collaboration to improve the quality of education through a series of efforts to improve human resources and provide facilities and infrastructure under the current conditions and needs of educational facilities.

Keywords: Collaborative Governance, Corporate Social Responsibility, Education.

INTRODUCTION

The implementation of good governance needs synergy and collaboration between all stakeholders, including the government, the private sector and the public, as social innovation (Ziegler, 2017, p. 14) This cooperation between the government and stakeholders can be achieved by contributing positively to each actor involved. Good governance is a public service standard that the Indonesian government wants to realize both at the central and regional levels. The collaboration scheme explains in figure 1 below.

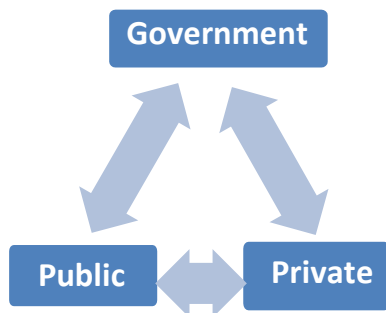


Figure 1. Good governance collaboration scheme between stakeholders

Figure 1 explains the fulfilment of community needs by the government requires the contribution of other parties because the government has limited resources. So it is vital to have collaborative government cooperation. The achievement of government cooperation

with stakeholders under the positive contribution of each actor involved by respecting the perspectives of various stakeholders. (Carboni et al., 2017, p. 133). In the concept of Good Governance, the principle of creating Good Governance is the collaboration between all stakeholders, including government, private, or corporate, with the community, such as collaboration on implementing corporate social responsibility (CSR) programs by the company. Each part of the collaboration has a role in the CSR Program. For example, the company is a sponsor, and the government is the grantor of permission (legitimacy) and the implementer. (Gond et al., 2011, p. 641) Corporate Social Responsibility (CSR) is an ongoing commitment from the business world to act ethically and contribute to local or local communities' economic development.

The government must facilitate the community's needs in obtaining an education because education has a significant role in shaping human resources. Therefore, providing educational facilities and infrastructure as a supporting medium for the educational process becomes a target for reaching schools in remote areas. The government must also ensure qualified and professional teaching staff as actors in school knowledge transfer activities so that the

learning process is effective and successful. Subsidies and education funding assistance from the government greatly helps the underprivileged. Such as School Operational Assistance (SOA) funds, aim for missions, and scholarships based on specific rules and categories.

The quality of Education in Indonesia itself is still very minimal. For example, a survey conducted by the Organization for Economic Cooperation and Development (OECD) in 2018 ranked Indonesia's Programme for International Student Assessment (PISA) in the 72nd position out of 77 participating countries. Same as the bottom 6 (Kusuma, 2019, p. 1)

One business world or company implements this CSR program in North Tapanuli Regency. This business world is engaged in Geothermal (Geothermal) Mining. The company is called Sarulla Operations Ltd, which is a project of a company called Sarulla Geothermal Project. The company conducts its business activities in Simataniari Village, Pahae Julu District and in Silakkitang Village, Pahae Jae District, North Tapanuli Regency, North Sumatera Province. Sarulla Geothermal Project is part of the Government of Indonesia's electricity development program. Sarulla Operations Ltd (SOL) has built the world's largest single-contract geothermal power plant. One form of social and environmental

responsibility Sarulla Operations Ltd (SOL) Company provides to Pahae Julu is in the Field of Education. Therefore, the determination of this location because of educational problems of concern.

Based on the data of North Sumatera Population from working characteristics, the highest education with the Main Employment In August 2019 is a total number of workers of 6.681 million people. Based on this data, the dominance of the most workers also shows that in the agricultural sector 2.370 million, then large trade and retail: Repair and Maintenance of Cars and Motorcycles 1.181 million people.

The following table will explain the characteristics of the working population-based on education level.

Table 1. The characteristics of the working population with education level

No.	Education level	Number of graduates (thousands)
1	Kindergarten & Elementary School	1.908
2	Junior High School	1.346
3	High School	1.596
4	Vocational High School	972
5	Diploma I/II/III	186
6	University	673
Total		6.681

Source: Processed Author based on BPS Data, 2019

Table 1 explains the dominance of

high school and vocational high school graduates who are most likely not accepted as office workers or employees of business entities, so they switch as workers or farmers rather than unemployed. In addition, the authors observed the phenomenon of still high dropout rates in the area, increasing the labour force due to the absence of educational specifications owned by applicants according to existing job vacancies.

Educational Facilities and Infrastructure still need improvement and development. School equipment that supports the implementation of the educational process is not adequate. It is due to the lag in constructing facilities and infrastructure in the Pahae Julu District. It dramatically affects the learning process, impacting learners' quality. Another influential phenomenon is the low economic growth where the population primarily works as farmers. This economic inadequacy forces young people to drop out of school and become freelancers or go abroad to find jobs with the highest degree capital: a high school diploma.

The education quality improvement program for regional communities that receive CSR programs is still essential. It will open the gate to improving the quality of human resources. Some CSR programs in the field of education provided by Sarulla Operations Ltd (SOL) Geothermal

Gas Mining Company (SOL) to the community, such as English courses for elementary school and first level advanced schools, are carried out in areas affected by the company's activity process to, distribution of assistance for students with the best achievements in regions affected by company activities, or Meubelair assistance to schools located in the company's development area.

In Indonesia, some previous studies about collaborative governance, namely a study (Fairuza, 2017, p. 1), aims to find the collaboration between stakeholders on Red Island and the achievement of cooperation in the inclusive development of Red Island. The results showed that community participation is very high. So, it can create community empowerment can be achieved. Equality of goals and interdependence on their respective roles and responsibilities is needed to make stakeholders strive to maintain the tourism ecology of Red Island.

The study (Febrian, 2016, p. 1) Analyzes the development potential of rural areas based on collaborative governance to help various parties develop and realize rural area development through policies and research. This research conclusion is that the lack of context system from the conditions of laws and regulations, drivers from the leadership elements that significantly affect

development planning in the village, and the dynamics of collaboration are conditions that do not benefit all parties. There is still a sectoral ego.

The study (Sartika, 2018, p. 8) about Quo Vadis "OK OCE": Collaborative governance as a solution aims to determine the extent of the implementation of the OK OCE program as a particular program to improve the welfare of residents in DKI Jakarta. The conclusion is the OK OCE Program has many obstacles with a lack of motivation and confidence of prospective entrepreneurs in the program's success. In addition, some supporting regulations need adjustments to run the OK OCE program as expected. Therefore, collaborative governance is an alternative solution to implementing the OK OCE program and establishing an entrepreneurship center in each sub-district. The concept of collaborative governance will hopefully launch an entrepreneurship center in each sub-district according to the targets of the DKI Jakarta Government.

Some of these previous studies have given the authors an understanding of the intention of stakeholder collaboration to achieve beneficial goals for all parties who collaborate. But from some of the earlier studies above, the role of the private sector is still less than optimal in collaboration cooperation. The government is

dominantly the initiator and implementer of the program, contributing to program funds. Unlike the government collaboration research, the author took, the private sector has a considerable role in succeeding in this collaboration.

Previous research on collaborative governance also discussed tourism and hospitality (Font & Lynes, 2018), global economy (Kanji & Chopra, 2010), and organization (Foote et al., 2010). In the field of Education, CSR is more about establishing its own business-based higher education (Binsawad, 2020) which has a cooperation interest. However, it does not contribute to primary and secondary education in the company's territory. Therefore, it makes the author interested in studying intensively to obtain an overview of the implementation of collaborative governance in educational CSR, supporting and inhibiting factors and efforts in overcoming obstacles to implement this collaborative governance in Pahae Julu, North Tapanuli, North Sumatra Province.

THEORETICAL FRAMEWORK

In this study, the authors used the concept of collaborative governance (Emerson Kirk, 2011). *Collaborative governance* is a management structure and process in the formulation of public policy that includes actors constructively

consisting of various orders, such as the level of government/public agencies, private institutions, and society, aimed at achieving shared ideals that are constrained if only one of them contributes (Emerson Kirk, 2011, p. 2)

This concept consists of 3 (three) interrelated circles driven by several factors to impact each ring. The outer side is the system where the collaboration process occurs. The second circle in the middle is the collaboration governance regime (GCR). The last innermost circle is *collaboration dynamics*. The developed model is quite comprehensive, looking at the collaboration process from *input* from *drivers* to collaboration *impacts*. The form of *the Collaborative Governance framework* (Emerson Kirk, 2011, p. 6) has three dimensions: *system context*, *drivers*, and collaboration dynamics. The dimensions of *collaborative governance* in the following framework in figure 1:

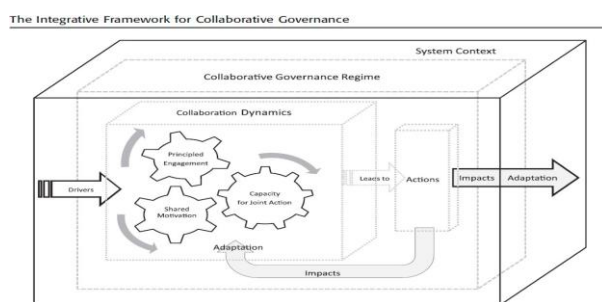


Figure 1. Framework Collaborative Governance

Figure 1 explains some dimensions of collaborative governance (Emerson Kirk,

2011, pp. 8–10):

1. System Context is located in the outer box, including the need for a collaborative governance relationship. The commitment will encourage the process and development of collaborative governance. The system context elements that can affect collective management include (Purwanti, 2016, p. 199):

- a) The resource condition describes the situation of the availability of existing resources as a basis for taking corrective or restricted actions.
- b) The policy and legal framework are the legal basis for which to act.
- c) The level of conflict/trust relates to the background of problems that affect the emergence of trust between the interests that work together to impact the employment relationship.
- d) Socio-economic, health, cultural, and diversity conditions appear in the region's shade.
- e) Prior failure to Address Issues is a form of experience of failure at the beginning. It is used as a basis for consideration when designing future strategies in collaborative cooperation.
- f) Political dynamics/power relations. The position of actors when making a policy in a collaborative process that does implementation together can get

influenced by the political dynamics in collaborative governance.

- g) Network connectedness is a connection between parties who are bound by collaborative cooperation.

2. Drivers

Drivers are the driving factor for the implementation of relationships and collaborative cooperation. The components included in the *drivers* are as follows Balogh in Febrian (2016:203-204). Drivers consist of the following points:

- a) Leadership includes the capacity and quality of a leader to support the smooth running of the collaboration process, for example, high initiatives to prepare resources to support the implementation of Collaborative Governance.
- b) Consequential incentives include internal (related to resources, interests, or opportunities) and external (such as crises, threats, situational opportunities/institutions) drivers for collaboration actions.
- c) Interdependence is the importance of cooperation and mutual cover for weaknesses in achieving goals. It demands the development of collaborative actions in the achievement of goals.

- d) Uncertainty, The main challenge in managing public problems is the uncertainty of dynamic environmental conditions in solving problems.

3. Collaborative Dynamics. It consists of Principled engagement, shared motivation, shared commitment, and capacity to join the action (Purwanti, 2016, p. 199)

- a) Principled engagement is a sense that grows over time in relationships between different stakeholders in different settings and can cooperate in solving problems, reducing conflicts, and creating value. For the interaction between the four elements repeatedly, namely :
- Discovery focuses on searching and recognizing values, problems, and collective interests.
 - The definition is the absence of further efforts in clarifying the goals and objectives, then the conceptual agreement in achieving the goals and reaffirming the rights and obligations of all participants.
 - Deliberation is the existence of a thoughtful assessment process in response to a new issue, the

appreciation and consideration of the other party's point of view based on the public interest so that it is not only limited to the unification of the interests of the parties involved.

- Determination. A determination depends on procedural decisions and substantive provisions in the policymaking process.

b) Shared motivation is an element of social capital that is not visible to every person, including:

- Mutual trust is a feeling of trust in one another that arises when there is an interaction of cooperation and understanding. In addition, there is a self-proof with worthy, predictable, and reliable.
- Mutual understanding is mutual respect for the position and interests of others by showing an attitude of sympathy even when one of the parties disagrees.
- Internal legitimacy as a result of mutual understanding is the existence of trust (interpersonal validation and cognitive legitimacy), the emergence of a

sense of trustworthiness and credibility as a colleague.

c) Share commitment can obscure egoism between collaborating parties, such as sectoral, organizational, and juridical boundaries. Instead, strengthen unity and a sense of sharing.

d) Capacity for joining the action, increasing the power of both parties to achieve common goals, including:

- Procedural/ Institutional arrangements regulate relationships through a system's processes and organizational structures.
- Leadership is an effort to implement systems and processes according to agreements through increasing leadership roles.
- Knowledge integrates the value of work ethic with expertise from all parties involved.
- Resources, the benefit of human, physical and financial resources for the potential to share through the encouragement of collaboration.

Based on the description of the theory above, the author was

interested in taking this concept as an analytical tool because these dimensions strongly reflect the involvement of stakeholders in the CSR program in the Field of Education and are simpler to understand. In addition, this concept can elaborate collaborative governance in implementing CSR programs in the Field of Education to achieve the expected goals. Because the developed model is rarely collaborative governance research, there is a desire to further explore this model in answering the problem formulation.

METHODS

The research design used by researchers using descriptive qualitative research methods that later became known as qualitative quasi-qualitative design (Bungin, 2020, p. 183). Because the research methods that the author uses depart from the paradigm of Postpositivism. This paradigm cannot yet be said to be qualitative research because of the strong influence of positivism on this method, especially the treatment of theory that is still deductive. Therefore, the design only turns qualitative when analyzing the data, and the researcher's way of thinking becomes inductive.

Data collection in this study used

interviews with 15 informants purposive sampling through questions that informants must answer through open format questions. (Walliman, 2011, p. 99), observation and documentation.

The author interviewed several parties who acted as informants to answer the research questions. They consist of the education officer, district government staff, public relations of SOL Company, the Head of the sub-district education unit in Pahae Julu, community recipients of the educational CSR Program, and the CSR program administrator of SOL company. Furthermore, the technique used in selecting informants using Purposive sampling is a sample determination technique with specific considerations. Therefore, this technique becomes a sampling process by determining the number of samples. Then sample selection is carried out based on specific purposes.

After obtaining information through interviews, observations, and documentation, the author triangulates the data. And conduct data analysis through data reduction, presentation, and conclusion drawdown. (Fitrah, M, & amp; Luthfiyah, 2017, pp. 85–86).

RESULT AND DISCUSSION

A. Implementation of Collaborative governance in Education Corporate Social Responsibility (CSR) Program.

Based on Law No. 23 of 2014, the Local Government allows regions to regulate and manage all their household affairs in autonomy, such as concurrent government affairs divided into mandatory (essential and non-basic services) and choices. One of the obligatory matters of basic service is education. The government of North Tapanuli Regency establishes education services as one of the priority development missions in its work program for the next five years, namely "Improving the quality of education and health services."

The author sees that the North Tapanuli Regency Government is serious about improving the development program by including government units (sub-districts, villages, and villages), private parties, and the community to achieve the plan. In addition, based on Article 74 paragraph (1) of the company law explained that each company is obliged to budget and run CSR programs for the environment and society in the form of the implementation of social activities, the development of public infrastructure, and assistance in the field of improving human resources through the Education and economic sectors. Therefore, CSR integrates corporate social and environmental concerns and interactions with stakeholders in their business

operations. Such as the education CSR Program, carried out by the Geothermal Power Plant Company in Pahae Julu District. The analysis discusses theoretically through system context, drivers, and collaboration dynamics.

a) System context

Situations in a system context can encourage or hinder collaboration between stakeholders and institutions. (Ansell & Gash, 2008, p. 550). System Context includes the need for collaborative relationships, such as politics, law, socio-economy, available resources, environment, and others that affect collaboration. This component will drive the process and development of Collaborative Governance.

The author obtained information on the allocated funds budgeted in the CSR program activity report for the 2019 fiscal year of the July-December period as resources for implementing collaborative cooperation and realizing CSR activities. As a result, the company allocated funds amounting to IDR 421,709,000. This data explains in the table below.

Table. 2 Realization of CSR Budget for Education in 2019/2020

Source: Processed based on the PLTP Activity Report. SOL 2019/2020

The Government of North Tapanuli Regency also issued a Regulation of the Regent of North Tapanuli Number 5 of 2020 concerning Guidelines for the Utilization of Corporate Social Responsibility Funds. Its content regulates the guidelines for implementing corporate social responsibility, including distribution requirements and mechanisms, technical teams, monitoring, and evaluation. These activities aim to raise social responsibility programs to optimize regional development programs as listed in the guidelines, explaining that education is a part of the programs and applies to Sol Geothermal Power Plant Companies in Pahae Julu.

In implementing this Education CSR program, there is also no conflict of interest and political dynamics between the government and the company. It is because regulations already govern each stakeholder's rights and obligations as stipulated in the Regent of North Tapanuli. Although at the beginning of the establishment of this company, there was a slight conflict with the community. It is because the recruitment of employees in this company does not come from the son of the region. Due to the company's lack of education and skill qualifications, the

NO.	ACTIVITY FOCUS	IMPLEM ENTER	FUND (IDR)
1.	Free English Courses	JAC Tutor (Private) and UPTD District Education	287.713.080
2.	Chase Package C	PKBM Pioneer Tarutung Institute	25.600.000
3.	Scholarship	PLTP. SOL and the District Education Office	105.530.000
4.	Infrastructure Assistance	PLTP.SOL	28.465.920
TOTAL			421.709.000

company and the government cooperate in facilitating education and training activities to improve competence.

b). Drivers

Drivers affect the drive-in carrying out relationships and collaboration cooperation. Without this, it can be an obstacle to the collaboration process not to develop. The components included in the drivers are as follows, according to Balogh (Febrian, 2016, pp. 203–204): leadership, powerful incentives, interdependence, and uncertainty. In leadership, the priority of the local government work program under the supervision of the elected regent is improving the quality of education. Therefore, in line with the Regency Government, the Pahae Julu Government pays great attention to education problems in its work area. In addition, subdistrict leadership also plays an essential role in the success of the collaboration.

Interdependence is where companies and governments need each other as the primary implementers of CSR education programs. CSR programs are very petrifying for educators to carry out educational tasks. On the other hand, interdependence fosters awareness to work together. One proof of the interdependence relationship in this CSR program in the Field of Education is that the Education Office allows school buildings to implement English language courses funded by companies as one of their CSR programs.

The covid-19 pandemic situation has caused several things in the drive dimension to change because educational activities generally do face-to-face. However, due to the pandemic situation, educational programs and activities have not been able to be implemented optimally.

c). Collaboration Dynamics

This section consists of principled engagement, shared motivation, and the capacity to join the action (Purwanti, 2016, p. 199). Principled engagement is the mobilization of shared principles that grows on mutual relations between all stakeholders by fostering high awareness of cooperation to obtain the most significant benefit for all parties. For example, the program of the subdistrict education unit in Pahae Julu is in line with

the regional vision mission and the North Tapanuli Regency Education Office in improving the quality of education in the area. The unification of the principle of collaboration begins when sheltering people's aspirations related to the program to be implemented.

Shared motivation will explain how governments and companies form an everyday inspiration in this collaboration. Then based on the above explanation, the formation of common reason between actors has reflected an awareness of the position of each actor and the intention to maximize existing collaboration resources such as the subdistrict education unit in Pahae Julu to be responsible for the implementation of the education process in the sub-district assisted by the government and companies. One of the motivations for beneficiary students is a scholarship from the company to continue to excel in their education.

In the implementation of the CSR Education program, several activities have been carried out through this collaborative governance, namely:

- The implementation of package C. In 2020, this activity was attended by 18 participants. Before participating in this package C program, each participant has also been given a briefing by the implementing agency, namely,

pioneer Tarutung in collaboration with the government and companies.

- They are awarding scholarship assistance. Data in 2018-2020 has recorded 18 scholarship recipients to continue higher education.
- Free English courses. Based on the author's last data, 966 participants have taken this course.
- The Educational facilities and infrastructure. Until now, the company has distributed writing book assistance to 918 outstanding students from elementary to high school levels based in Pahae Julu District and Pahae Jae District. The handover of this aid was carried out symbolically after the implementation of the Indonesian independence ceremony.

B. The supporting and inhibiting Factors of Collaborative Governance in the education Corporate Social Responsibility (CSR) Programs in Pahae Julu.

The implementation of collaborative governance in education CSR programs depends on supporting and inhibiting factors. The following are the Supporting factors:

- **Good leadership.** The leadership of the sub-district in implementing collaborative governance determines the success of the CSR program. Based on the study results, the leader of Pahae Julu sub-district can become a mediator and facilitator between the needs of the company and the community. The ability of the sub-district to be able to establish good communication with stakeholders, companies, and the community makes it able to be close to the community. The skills possessed by the sub-district can build the trust of stakeholders who play a role in organizing government collaboration activities in the sub-district quite well.
- **The interactive communication of SOL's company with the government and the community.** It will encourage the realization of good cooperation and coordination in this collaborative governance.

In addition to several supporting factors, there are several inhibiting factors to implementing the education CSR program are as follows:

- **Low quality of human resources.** Government

collaboration activities in implementing the CSR Program for Education in Pahae Julu District depend on the quality of all stakeholders. All human resources have a role in implementing the program, from the community as the implementer and beneficiary. (Iqtikaful Furqoni et al., 2019, p. 209). In this case, the author found that human resources are still less active due to a lack of understanding and interest in CSR programs in the Field of Education.

- **The student and community have low awareness and interest in taking English lessons facilitated by CSR programs.**

This phenomenon can find in the decrease in student attendance following English lessons. On the one hand, this is due to the students' laziness to attend following the educational process. But on the other hand, the phenomenon that is still often seen is that school students still participate in many fields or rice fields to help parents after school. Therefore, so that these students do not have time to take English lessons, the addition of tutoring

locations at some point is expected to increase the level of attendance of students following tutoring and constantly remind each other.

- **The environmental situations and conditions don't support because of Covid-19 pandemic.**

The pandemic that hit the world caused many limitations and obstacles in implementing these various CSR programs. The implementation of CSR programs previously carried out face-to-face cannot be carried out correctly. Meanwhile, network constraints and community difficulties in using information and communication technology if this activity does online. Likewise, government and education activities can be said to have entirely changed since the pandemic. Services to the community become very minimal. Community mobilization is also almost non-existent, so government programs indeed become delayed and even change focus on the process of pandemic management and public health recovery.

The education program of CSR got some difficulties during Covid 19 pandemic. So most CSR programs were diverted to increase people's immune systems and maintain community conditions to stay healthy with the regular distribution of multivitamins to all village

communities affected by the construction of PLTP. SOL.

C. The efforts to solve the inhibiting Factors of Collaborative Governance in the education Corporate Social Responsibility (CSR) Programs in Pahae Julu.

The following are the effort to solve the inhibiting factors in education programs:

• **Increase human resources.**

Government officials can carry out efforts to improve human resources by providing training to sub-district government officials to improve the apparatus's performance. In addition, government officials can also socialize with the community and students about the importance of education and support education programs implemented through CSR programs in collaboration activities between the government and companies in Pahae Julu.

• **Reorganize CSR education programs and provide more facilities and infrastructure.**

The collaborative governance must reorganize the company education CSR program and budget allocation by providing educational facilities and

infrastructure through internet networks and other facilities in collaboration between the sub-district government and SOL company to facilitate activities directly and indirectly. So that the education program launched can run well even in a pandemic situation.

Some information in the field explains that the constrained implementation of CSR education activities is due to the pandemic, thus making performance achievements not under the target at the beginning of the activity plan. So based on the agreement between the district government and the company, education programs and activities are more allocated to the provision of handwashing facilities in several public service places, sanitizers, masks, and multivitamins.

From a legalistic perspective, a business world generally has obligations to the community and the environment where the company is located and carries out its business activities (Mendes et al., 2019, p. 291). For example, in one the business world, Limited Liability Companies must carry out CSR. Law No. 40 of 2007 in article 74 concerning Limited Liability Companies states that the company carries out the business activities related to natural resources must carry out social and

environmental responsibilities as the company's obligations. In this regard, Indonesia became the first to introduce mandatory legal requirements for corporate social responsibility (Rosser & Edwin, 2010, p. 1). That is budgeted and considered as the company's costs decency and fairness.

Article 74 paragraph (1) explained that each company is obliged to budget and run CSR programs for the environment and society through social activities, the development of public infrastructure, and assistance in human resource improvement through the Education and economic sectors. Therefore, corporate CSR is the integration of corporate social and environmental concerns in their business operations and interactions with their stakeholders.

The Regent Regulation in North Tapanuli No. 5 of 2020 also explained the guidelines of CSR utilization funds, distribution requirements and mechanisms, and the formation of technical teams. In this regulation, the company must monitor and evaluate social responsibility programs (Rambaree, 2021, p. 1) and optimize regional development programs through funds applied to SOL geothermal power generation company in Pahae Julu Subdistrict.

CONCLUSION

Government collaboration is essential to realize the implementation of good governance. Based on the results of the study, several conclusions explains as follows:

A. The implementation of collaborative governance in the CSR Education program in the Pahae Julu District can run well according to several essential dimensions (Emerson Kirk, 2011), namely through a system of context, drivers and collaborative dynamics. These elements can create good collaboration between the government, the company and the surrounding community. The implementation of collaborative governance in several activities carried out by SOL company is through the implementation of package C, awarding scholarship assistance, free English courses, and help with educational facilities and infrastructure.

B. The factors that influence the implementation of collaborative governance consist of several supporting and inhibiting factors. The supporting elements are:

- Good leadership
- The SOL company communicates interactively with the government and the community.

Some of the inhibiting factors

include:

- Low quality of human resources.
- The student and community have low awareness and interest in taking English lessons facilitated by CSR programs.
- The environmental situations and conditions don't support because of Covid-19 pandemic.

C. The following are the effort to solve the inhibiting factors in education programs:

- Increase human resources
- Reorganize CSR education programs and provide more facilities and infrastructure.

Due to limitations in this study, hopefully, there will be sustainability in this study. In the future, researchers can evaluate educational programs carried out by CSR and whether they can encourage the creation of good collaborative governance. In addition, research can carry about analyzing educational programs through CSR that are relevant to the post-covid-19 pandemic situation.

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