

The Readiness to Implement the University Social Responsibility: A Case Study at a Private Indonesian University

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ABSTRACT

This study investigates the readiness to implement the concept of University Social Responsibility (USR) at Bakrie University. USR is a concept of university commitment to the social community through an ethical approach that focuses on a Triple Bottom Line (TBL) approach (environmental, social, and economic). It supports the Civitas Academica in carrying out the work. It is concerned with community service activities from economic, social, and ecological aspects through the Tridarma of Higher Education (education, research, and community service). This study adopts a qualitative method using a case study approach at Bakrie University. The data collection is done through in-depth interviews. The results show that Bakrie University has partially adopted the USR concept. Bakrie University's main challenge in implementing the USR concept is the lack of integration of environmental education in the curriculum and monitoring and evaluating the impact of the USR program. However, the study concludes that Bakrie University is ready to implement USR concepts by focusing on environmental and social-based curriculum design, developing student participation in sustainable activities, and increasing collaboration with industries that focus on sustainability. This study contributes to education and sustainability research, particularly in USR.

Keywords: Education; Sustainability; Tridarma of Higher Education; Triple Bottom Line; University Social Responsibility

INTRODUCTION

The role of Corporate Social Responsibility (CSR) is becoming increasingly important in today's era, especially with the sustainable development program known as the Sustainable Development Goals (SDGs) initiated by the United Nations. The implementation of CSR in operational activities has become of great importance in companies today (Rokhayati et al., 2024). CSR is a form of social, economic, and environmental responsibility that is a company's concern in managing its business. This encourages companies to integrate social and environmental issues in their business strategies to create mutually beneficial benefits for the community and the company (Lestari et al., 2024). In addition, CSR also helps companies understand the risks and opportunities related to operational impacts on key stakeholders, such as the community and employees. CSR is proven to increase business value, company reputation, and competitiveness by paying attention to community welfare and environmental sustainability.

Recently, the paradigm shift from CSR to University Social Responsibility (USR) has required the adoption of a social responsibility strategy to meet the expectations of the higher education institution stakeholders (Vasilescu et al., 2010). Social responsibility is not only the company's responsibility but also the responsibility of higher education and an institution that carries out education or academic activities (Burguete et al., 2013). Both CSR and USR emphasize the importance of social responsibility in supporting community development, environmental sustainability, and economic well-being. The USR reflects how social responsibility can be adapted in the realm of education to produce a significant impact on local and global communities.

In education, CSR is known as USR. USR integrates social, economic, and environmental values into academic and non-academic activities involving students, academic staff, local communities, and governments. USR is the university's responsibility to make a positive contribution through education, research, and community service that supports sustainable development, improves social welfare, and protects the environment. USR promotes active engagement among diverse stakeholders, ranging from internal actors like students, teachers, and employees to external entities such as suppliers, graduates, the business sector, and governmental bodies (Valencia-Arias et al., 2024).

USR is the university's social responsibility to create a positive impact on society through education, research, and community service that emphasizes the importance of the involvement of various stakeholders, such as students, employees, the environment, governments, local communities, peer universities, and suppliers (Shek & Hollister, 2017). USR integrates social, ethical, and sustainability values into every aspect of the university's operations. USR is a tangible manifestation of community service that is part of the Tridarma of Higher Education: Education and Teaching, Research, and Community Service, as regulated in Undang-Undang Republik Indonesia No. 12, 2012 (UU No. 12, 2012). USR is a strategic framework that integrates these three functions to support sustainable development and improve community welfare.

Several previous studies have shown that the implementation of USR provides many benefits, including improving the image of the institution, better reputation, and increasing attractiveness for prospective students and strategic partners (Ali et al., 2020; Chen et al., 2015; Coelho & Menezes, 2021). In the context of Bakrie University, the implementation of USR is also part of the strategy to compete in the increasingly competitive higher education market. USR helps universities meet accreditation standards, increase the number of international publications, and attract global

collaborations, especially in support of sustainability agendas such as the Sustainable Development Goals (SDGs) (Chen et al., 2015). The implementation of USR in universities in Indonesia is still limited. Some previous studies that assessed the implementation of USR in universities in Indonesia are Amrulloh et al. (2020), Rifani & Molina (2021), Shuwaler et al. (2020), Suhartini et al. (2024), and Widiyanti et al. (2023).

Although Bakrie University has indirectly implemented USR through various activities, it faces challenges such as limited resources and a lack of understanding of the USR concept. The program has been informally carried out but not widely documented, highlighting the need for research to identify obstacles and provide recommendations for strengthening its implementation.

Bakrie University indirectly applies the concept of USR as part of its vision to contribute to society, the environment, and the academic world (Universitas Bakrie, 2021). With a focus on the concept of the Triple Bottom Line (TBL - profit, people, planet) developed by Elkington (1998), USR becomes a tool to create sustainability through economic, social, and environmental impact management (Prapanca et al., 2020). In terms of economics, the university can encourage local economic growth through non-formal businesses around the campus. In the social aspect, community empowerment activities and community service programs help improve the welfare of local communities. Meanwhile, in the environmental aspect, the university promotes sustainability through energy conservation, waste management, and ecosystem preservation.

Implementing USR at Bakrie University is important in integrating education, research, and community service into one holistic framework. USR aligns with Bakrie University's vision to be an innovative, responsible, and sustainable higher education institution. Research on USR at Bakrie University can guide other universities in Indonesia, especially private universities, to adopt similar concepts.

This study aims to investigate the readiness to implement the concept of USR at Bakrie University. This study's significance is that universities are responsible for conducting research that can address social challenges, such as climate change, poverty, and health care disparities. The university's social responsibility is essential to creating a more equitable and sustainable world. The novelty of this research is that it fills the limitations of USR research in Indonesia. This study contributes to education and sustainability research, particularly in USR.

LITERATURE REVIEW

Triple Bottom Line (TBL)

TBL, introduced by Elkington (1998), is a sustainability approach that measures organizational performance based on three main dimensions: planet, people, and profit. This concept highlights that an organization's success is measured not only by its economic profitability but also by its environmental and social impact. Planet focuses on corporate responsibility for environmental sustainability. Companies that apply the TBL principle aim to minimize the environmental impact of their operations. This can be done through efficient management of energy and resources, waste reduction, and material recycling. The company also avoids practices that harm the environment, such as overexploitation of natural resources and uncontrolled pollution. The "cradle to grave" approach is often applied in product lifecycle analysis to understand the environmental impact from the beginning to the end of the cycle, from raw material processing to disposal. The emphasis on environmental sustainability has a positive impact on the ecosystem and creates efficiencies that can benefit the company in the long run (Zak, 2015).

Social responsibility highlights the importance of mutual relationships between companies, employees, and the community. A responsible company ensures fair wages, safe working conditions, and employee skill development while also improving community life through education, health, and infrastructure support. These principles include prohibiting the use of child labor and ensuring that the company's partners or contractors adhere to the same standards. By paying attention to social and human capital, TBL companies create mutually beneficial relationships with society and other stakeholders (Elkington, 1998).

In TBL, profit goes beyond financial gains to include broader economic benefits for the community. Companies are expected to generate positive economic impacts that align with social and environmental sustainability, using profits to strengthen their position while supporting local communities, improving infrastructure, and creating jobs. Thus, this dimension integrates economic, social, and environmental considerations into a single business strategy (Zak, 2015).

University Social Responsibility (USR)

USR is a concept that describes the university's responsibility to contribute to society through science, public service, and improving the quality of life. USR involves integrating social responsibility into the university's teaching, research, institutional management, and public service (Shek & Hollister, 2017). USR encompasses economic, legal, moral, and altruistic responsibilities, demanding universities go beyond their traditional functions to answer the needs of society. However, challenges such as financial limitations and a lack of understanding of this concept often hinder its implementation. A unidirectional outreach approach is also an obstacle because it does not involve input from the beneficiary community, thereby reducing the sustainability of the program (Ali et al., 2021; Su et al., 2018).

USR focuses on the mutual relationship between the university and internal (students, lecturers, employees) and external (community) stakeholders. Using external feedback, USR enables universities to create sustainable social impact through learning and research processes (Cabedo et al., 2018). This concept is rooted in the awareness that the university's social responsibility has moral implications for supporting society as a whole.

USR focuses on students, employees, the environment, communities, administrators, and the collaboration between universities and suppliers (Shek & Hollister, 2017). USR aims to develop academically competent students and social and ethical awareness by integrating social responsibility values into the curriculum. It fosters an inclusive work environment, supports staff well-being, and implements sustainability practices like reducing its carbon footprint. The university collaborates with local communities, the government, and other educational institutions, ensuring that suppliers align with sustainability principles to support social and economic development.

In Indonesia, the implementation of USR is in line with Undang-Undang Republik Indonesia No. 3, 2014 (UU No. 3, 2014) and other regulations that emphasize the importance of the education sector's contribution to sustainable development. This includes improving the quality of human resources, innovation, and the use of technology to support national development. The Global Reporting Initiative (GRI) is a reference in sustainability reporting implemented by universities. The GRI provides indicators enabling universities to report social, economic, and environmental impacts in a transparent, structured, and measurable way based on the Global Reporting Initiative

Standard (GRI, 2021). This helps stakeholders understand and evaluate the university's sustainability performance and ensure continuous improvement.

USR provides impact and benefits for universities. First, the quality of education should be improved because the USR concept produces academically competent graduates with high social awareness (Cahya et al., 2019). Second, the university's positive reputation strengthens its image as a responsible institution committed to sustainable development. Third, strategic collaborations with the government, private sector, and non-profits expand positive impacts. Finally, SDG support promotes achievements through education, research, and community service. According to Prapanca et al. (2020), effective implementation of USR requires clear policies and strategies, active involvement of the entire academic community, availability of adequate resources, measurable monitoring and evaluation systems, and innovation and collaboration with various parties.

RESEARCH METHOD

This research employs a descriptive qualitative method with a case study approach to examine the readiness for USR implementation at Bakrie University. Qualitative research aims to understand social issues by collecting direct data from natural subjects or environments without variable manipulation. The case study approach was chosen because it allows researchers to explore a particular case in detail in specific parameters, such as the place and time of the study, as well as to describe a specific situation using various data sources (Creswell & Poth, 2024). This case study provides a detailed analysis of USR implementation at Bakrie University, combining interview and document data to understand the university's readiness and challenges. It also offers guidance for other universities adopting the USR concept for sustainable development.

The research focuses on Bakrie University, a leading private campus in Indonesia, as a case study for USR implementation in supporting sustainable development through education, research, and community service. Key aspects studied include the university's internal readiness, such as policies, structure, human resources, and funding, aiming to offer insights for improving USR at the university.

The data sources for this research include both primary and secondary data. Primary data was gathered through in-depth interviews with key informants at Bakrie University, such as the Vice-Chancellor, staff from the Strategic Communication Bureau, financial personnel, the Head of the Education Development Institute (LPP), the Head of the Community Service Institute (LPKM), and Bakrie University students. The interview technique used is semi-structured to allow for flexible exploration of the informant's ideas and opinions. Interview recordings are used for transcription as concrete evidence. Secondary data includes relevant documents that support the research, such as university annual reports, official publications (websites, social media, press releases), and journals that discuss the concept of USR.

The primary data collection methods for this study include interviews and archival research. Semi-structured interviews were conducted with key decision-makers involved in USR at Bakrie University, allowing for an in-depth exploration of their perspectives. Archival research involved analyzing official documents, such as annual reports and published articles, to examine the implementation of USR. To enhance validity, data triangulation was employed by integrating primary and secondary data sources. Secondary data served to verify the accuracy of information gathered from interviews. The key secondary sources included the Bakrie University Annual Report 2021 (Universitas Bakrie, 2023), which provides a comprehensive overview of the university's

academic, research, and community service performance, as well as articles published on the university's official website, which detail its policies, programs, and achievements. By combining multiple data sources, this study ensures a well-rounded and accurate representation of Bakrie University's USR efforts. This approach not only enhances the reliability of findings but also minimizes potential biases or inaccuracies, contributing to a more credible and comprehensive analysis.

The Informants

Interviews were conducted with eight informants. The questions for the interview are a development of the elements in the USR Concept based on the [Shek dan Hollister \(2017\)](#). The informants for the student element are Vice Rector 1, Head of Research and Development Institute, Head of the Accounting Study Program, Office Boy, and Cleaning Service, and Students. The data obtained through interviews with this group focused on the students' experiences and views on implementing university policies and programs.

The informants for the employee element are Vice Rector 1, Head of the Research and Development Institute, Head of the LPKM, Head of the Accounting Study Program, Head of the Human Resources Bureau, and Office Boy and Cleaning Service. This group provides a perspective from the perspective of university employees, which includes how internal policies and development programs are implemented in the context of day-to-day operations.

The informants for the environment element are the Head of the Strategic Communication Bureau, the Head of the Human Resource Bureau, the Office Boy and Cleaning Service, and Students. The information generated from the interviews with this group focuses on the relationship between the university and the external environment, including how the university interacts and positions itself among external stakeholders.

The informants for the government and funding bodies element are the Head of the Research and Development Institute, the Head of the LPKM, the Head of the Strategic Communication Bureau, and the Head of the Human Resources Bureau. Data related to Bakrie University's interaction and collaboration with government agencies and funding sources were obtained from the interviews, including how university policies align with external regulations and policies.

Informants for the community element are the Head of the Community Service Institution, the Head of the Accounting Study Program, the Head of the Strategic Communication Bureau, and Students. The interviews with this group explored the relationship between the university and the local community and the impact of the university's community service programs.

The head of the Research and Development Institute, the Head of the Financial Administration Bureau, and students are informants for the peer university element. Interviews with informants were conducted to collect data focused on how Bakrie University collaborates with other universities, especially regarding knowledge and resource exchange.

The informant for the supplier element is Vice Rector 1, the Head of the Financial Administration Bureau, and the Office Boy and Cleaning Service. The information from these interviews provides a perspective on the university's relationship with suppliers, particularly in the context of financial management and administration.

RESULTS

Interview Results

The informants gave their opinions on several elements related to implementing USR at Bakrie University. The interview manuscripts and summary of the interviews are stated below.

Student Element

“Bakrie University engages students in curriculum development and emphasizes the importance of their involvement in research and community service, especially those funded by the university, as part of the university's implementation of social responsibility.” (Vice Rector, 2024)

“The university designs its curriculum through discussions with stakeholders and study program associations, ensuring compliance with standards and social responsibility. It supports related research through funding and collaborations, publishing findings in journals, books, and intellectual property.” (Chairman of the Research and Development Institute, 2024).

“Bakrie University has implemented various community programs, including assisted villages and other programs that involve the community according to their needs. In addition, the university also encourages student involvement in community service activities, by requiring student participation in lecturer activity proposals, which often result in joint publications.” (Head of the LPKM, 2024)

“Bakrie University includes external parties in curriculum reviews to develop graduates with social responsibility and strong soft skills. It supports student participation in social and research activities and requires research on social and environmental issues to be published and integrated into teaching.” (Head of the Accounting Study Program and Students, 2024)

“Student involvement in maintaining campus cleanliness is still diverse, with most already caring, but their contribution is still around 50%. Even though some actively help, such as asking for cleaning equipment, their understanding and skills in maintaining cleanliness still need to be improved.” (Office Boy and Cleaning Service, 2024)

Bakrie University actively engages students in curriculum development, especially related to research and community service activities funded by the university. Students not only play the role of participants but are also expected to be involved in the proposal of lecturer activities, which often result in joint publications. In addition, student involvement in community programs, such as assisted villages, demonstrates the university's commitment to increasing social awareness and student responsibility to society. However, there are still challenges in improving students' understanding and skills regarding hygiene and the environment, with their contribution currently still limited to around 50%.

Employee Element

“Lecturer involvement in university USR programs is a mandatory part of the Tridharma of Higher Education, which includes teaching, research, and community service. Those in structural roles, such as rectors, vice chancellors, and deans, are exempt but are still expected to support these activities. Research and service outcomes are incorporated into lecture materials to provide students with relevant and updated knowledge on social responsibility. Additionally, this integration is recognized in accreditation,

which requires the inclusion of research and community service in the curriculum.” (Vice Rector 1; Head of Research and Development Institute; Head of LPKM; and Students, 2024)

“The HR bureau at the university acts as a facilitator in the USR program, with the main responsibility held by LPKM, including training and development of teaching materials related to USR. For USR-related research, three main institutions are involved: LPP, LPKM, and PIIB.’ (Head of the Human Resources Bureau, 2024)

“Office staff and cleaning services receive sufficient financial and operational support from the campus. They also undergo training on professionalism and handling student complaints.’ (Office Boy and Cleaning Service, 2024)

The informants stated that Bakrie University lecturers must be involved in the Tridharma of Higher Education, which includes teaching, research, and community service. They are expected to integrate the results of research and service in teaching materials, which directly impacts improving the quality of education. In addition, the university supports the publication of research results through internal journals and external collaborations. However, no special training has focused on the university's social responsibility for lecturers, although collaboration with external parties such as the government in training and service has been carried out. Lecturers at Bakrie University are involved in teaching, research, and community service with the university's support in external publications and collaborations, although there is no specific training on USR. Entrepreneurship-related training to staff and operational support for research and training up to the cleaning service level are also provided to improve accreditation and services.

Environmental Element

“Bakrie University integrates environmental policies through a quality assurance agency, though without a dedicated team. Sustainability is promoted through curriculum, research, and waste management, with the Environmental Engineering program leading projects on waste and carbon emissions.” (Head of the Strategic Communication Bureau, 2024)

“The university's environmental governance is regulated by LPKM, which is responsible for budgeting, coordinating activities, and reporting environmental performance to the rectorate. In addition, the university complies with waste management rules from building managers because it does not have an independent waste management system.” (Head of the LPKM, 2024)

“The campus cleaning team is trying to save energy by turning off electrical devices when not in use, but there has been no special effort for waste management and recycling facilities that are still not optimal.” (Office Boys and Cleaning Service, 2024)

“The university has implemented waste sorting and environmental awareness efforts, though their effectiveness is unclear. To enhance transparency and participation, a point system for training and lecturer materials was proposed. Sustainability in universities was emphasized, with PKM as a supporting initiative focused on field action. Students also highlighted the need for events and guest speakers to raise environmental awareness.” (Students, 2024)

The informants stated that Bakrie University demonstrates its commitment to community service through programs that begin with a situational analysis to understand community needs. The planned program is then adjusted to the results of the analysis, such as environmental education on waste management and the use of cooking oil. The LPKM team plays the coordinator role, while lecturers and students are the implementers in the field.

The interviews show that Bakrie University has integrated environmental policies in university governance through a combination of external and internal policies, with a supportive organizational structure and a systematic process for planning, evaluation, and monitoring. This reflects a comprehensive and structured approach to environmental policy management at universities. The university's policy focused on efficient resource management and implementing environmentally friendly practices in campus operations. However, implementing and evaluating these policies still require improvement to ensure a significant and sustainable impact.

Bakrie University has implemented environmental policies through LPKM monitoring, integration of sustainability in the curriculum, and waste management regulated by building managers. However, student participation, waste management, and recycling facilities still need to be improved.

Government and Funding Body Element

“Lecturers at Bakrie University often act as resource persons for government agencies, introduce their expertise to stakeholders, and offer cooperation in training, such as those done with the Cooperatives and MSMEs Office and Bank Indonesia. This shows active efforts to establish communication and collaboration with government agencies related to the USR policy.” (Head of the LPKM, 2024)

“The university communicates USR policies to the government through accreditation reports and grant proposals, emphasizing partnerships to enhance value and funding. Funding bodies play a key role in supporting USR initiatives, with partners adding value in grant competitions.” (Head of the Research and Development Institute, 2024)

“Bakrie University engages with government agencies on USR policies through forums under LLDIKTI and the Ministry of Education. It funds USR initiatives through research, service, and collaboration, with annual audits conducted by internal and external auditors.” (Head of the Strategic Communication Bureau, 2024)

The informants stated that despite interactions with the government and funding bodies, Bakrie University demonstrates a strong commitment to implementing governance principles that support social responsibility and sustainability. Several communication mechanisms with government agencies related to USR policies. One of the ways that is expressed is through forums under the Higher Education Service Institution (LLDIKTI), where the university's Public Relations and Cooperation department is actively involved. The forum takes place every few months and is a forum for universities to discuss issues related to the SDGs and the university's efforts in supporting and communicating USR initiatives.

The university often collaborates with government and industry bodies, especially in training and counseling that utilizes lecturers' expertise. This collaboration strengthens the university's position in implementing policies related to USR. In addition, funding

agencies and partnerships with external parties are also considered important in increasing the value and funding opportunities in USR-related programs. Bakrie University has been actively collaborating with government agencies and funding agencies to support the implementation of USR policies through various communication channels, accreditation reports, grant proposals, and regular forums.

Community Element

“Bakrie University plans and implements community service programs through its Annual Work Plan, involving all management and study programs. LPKM coordinates, while lecturers and students execute projects based on situational analysis. Environmental education, including waste management and used cooking oil processing, is a key responsibility. The university aims to evaluate programs and expand partnerships to enhance its environmental impact.” (Head of the LPKM, 2024)

“Bakrie University partners with local communities through training, education, and needs assessments. Social impact is evaluated continuously, while environmental education is provided through service, research, and stakeholder collaborations.” (Head of the Strategic Communication Bureau, 2024)

“The University conducts community needs assessments and coordination with field PICs before implementing service programs, as well as educating the community on environmental issues through counseling activities tailored to the language and needs of the community to encourage active participation.” (Head of the Accounting Study Program, 2024)

“The university supports social activities through student organizations and PKM, benefiting society. LPKM's initiatives are impactful, but environmental program information is limited. Integrating sustainability into the curriculum is recommended to boost community involvement.” (Students, 2024)

The informants stated that the community around Bakrie University has benefited from various community service initiatives implemented by the university. The university also plays an active role in collaboration with local communities through the USR program. The results show that the program has a significant positive impact, although there is room for improvement regarding program reach and sustainability.

This collaboration demonstrates a participatory approach involving local communities in program planning and implementation. However, to increase effectiveness, universities need to develop more systematic evaluation mechanisms to measure the impact of programs and make adjustments based on feedback from the community.

Peer Universities Element

“Bakrie University often holds seminars and workshops to present the research results related to USR, both online and offline. However, he could not compare the USR policy of Bakrie University with other universities, although he believed that the principle of the Tridarma of lecturers was applied in all universities.” (Head of the Research and Development Institute, 2024)

“University collaboration in the USR initiative involves activities such as inter-university visits, with funding managed by each study program. In addition, the practice of USR does not refer to other universities because each

university has different policies and budgets, and the audit of government grants focuses more on the lecturers who receive the funds, not on the financial bureau.” (Head of the Financial Administration Bureau, 2024)

“Bakrie University is less active in the KKN program than public universities but integrates social responsibility by supporting SDG-related thesis topics. USR initiatives exist but lack full confirmation and socialization.” (Students, 2024)

The informants' statements show that cooperation with partner universities is one of the important aspects of implementing USR at Bakrie University. The findings suggest that Bakrie University can develop a curriculum and teaching methods that focus more on social responsibility and sustainability through collaboration with other universities. Collaboration with other universities in the USR initiative focuses more on visits and guest exchanges. This indicates that there is an effort to share knowledge and experience, although it may still be limited to administrative and formal aspects. Universities must develop deeper collaborations, such as joint programs directly impacting students and society. Moreover, Bakrie University holds seminars and workshops related to USR and collaborates with other universities, but the implementation of USR policies does not refer to other universities because each university has different policies and budgets.

Supplier Element

“The University ensures suppliers comply with standards through a tender and auction process, paying attention to quality and social contribution. For monitoring, there is a team from the general department in charge. The university is trying to reduce its carbon footprint through seminars and discussions, but has not yet taken concrete steps related to restricting fuel vehicles in the campus area.” (Vice Rector 1, 2024)

“The university's supplier procurement follows a process involving the General and Finance Bureaus, comparing at least three vendors based on price and availability. To minimize environmental impact, it partners with vendors for safe and regulated laboratory waste management.” (Head of the Financial Administration Bureau, 2024)

“Suppliers of cleaning materials on campus adhere to environmental standards, ensuring that the products meet quality requirements. Various types of cleaners are specifically designed for different purposes to maintain cleanliness effectively.” (Office Boy and Cleaning Service, 2024)

The university procures suppliers through a tender mechanism that considers quality and social contribution. The university also seeks to promote environmental sustainability by holding seminars and discussions on reducing carbon footprints, although concrete measures such as restricting fueled vehicles on campus have not yet been implemented. Bakrie University ensures that suppliers comply with environmental standards through tender and auction processes and laboratory waste management, with suppliers of cleaning agents complying with standards and quality products, although concrete steps to reduce the carbon footprint still need to be improved.

DISCUSSION

The implementation of USR at Bakrie University still does not fully cover all the components proposed by [Shek and Hollister \(2017\)](#), especially in terms of deeper

cooperation with the government, other universities, and suppliers. Although there are collaborations with several government agencies and international agencies, stronger integration and active participation of these various stakeholders are needed to support a more comprehensive and effective implementation of the USR.

Bakrie University has implemented USR in the student element, especially involving students in curriculum development, research, and community service. However, this application still needs to be improved, especially regarding student participation and USR integration in all study programs. The implementation of USR at Bakrie University has been carried out for employee elements, although there are some aspects, such as special training on USR, which have not been fully implemented. The implementation of USR on environmental element at Bakrie University has been carried out, but it is not evenly distributed and needs to be improved, especially in terms of student participation and awareness as well as policy effectiveness. Implementing the USR in the government and funding bodies element at Bakrie University has not been fully implemented; communication, collaboration, and funding supporting USR initiatives are still in the poor category, and there is a need for an increase in the effectiveness and scope of partnerships. The implementation of USR on the community element at Bakrie University has been carried out, especially through community service programs and partnerships, but there is still a need for improvement in terms of sustainability, involvement, and program effectiveness in local communities. The implementation of USR in the peer universities element at Bakrie University has not been fully implemented. Academic activities and collaborations still need improvement, especially in focusing on social aspects and comparing USR practices at other universities. The implementation of USR in the supplier element at Bakrie University has not been fully implemented, especially in terms of supplier selection and waste management, and more concrete steps are needed to reduce environmental impacts such as carbon footprint.

The Implementation of USR

Bakrie University has implemented the concept of USR based on the TBL theory. The TBL concept focuses on three dimensions of sustainability: the environment (planet), society (people), and economy (profit). Bakrie University demonstrates its commitment to the environmental dimension through various initiatives that support sustainability. One significant step is waste management, with a focus on the principles of material reduction, recycling, and reuse. This effort aligns with the principle of sustainability, which prioritizes waste reduction as an environmental responsibility of educational institutions (Žak, 2015). Bakrie University supports this by providing a dedicated landfill for organic and non-organic waste while encouraging the academic community to sort waste from its source. This management is a real example of the engineering laboratory environment.

In addition, the reforestation program through tree planting is also a form of Bakrie University's environmental commitment. This program aligns with the TBL principle, which emphasizes balancing human activities with nature conservation. One example of this effort is the action of the Communication Science Study Program through Marcommweek activities, which supports the SDGs goals by planting mangrove trees to overcome climate change. Furthermore, in 2022, the PKM-PM (Community Service) Team from the Management Study Program succeeded in realizing a funding grant from the Directorate of Learning and Student Affairs (Belmawa) by planting 1,000 mangrove trees as part of this program.

Bakrie University demonstrates its commitment to sustainability and environmental awareness through various programs. The university implements the USR concept based on the TBL theory, covering environmental, social, and economic dimensions. It

involves the academic community and stakeholders to impact society and the environment positively.

Environmental Dimension

In the environmental dimension, Bakrie University has shown a significant commitment to various sustainability initiatives. One of the main efforts is waste management, focusing on material reduction, recycling, and reuse. This effort is carried out by providing a disposal site for organic and non-organic waste and encouraging the academic community to sort waste from its source, as seen in the management in the Engineering Laboratory environment. In addition, the reforestation program through tree planting is one of the real actions that support environmental sustainability. For example, the Communication Science Study Program supports the SDGs through Marcommweek activities by planting mangrove trees. Furthermore, in 2022, the PKM-PM Team from the Management Study Program received a grant from the Directorate of Learning and Student Affairs (Belmawa) to plant 1,000 mangrove trees to reduce the impact of climate change.

Social Dimension

In the social dimension, Bakrie University seeks to integrate the concept of USR into education and academic activities through problem-based and project-based education. This approach allows students to study and solve social issues directly, improving their understanding of critical thinking and teamwork skills (Elkington, 1998).

The community service program is one example of the implementation of USR at Bakrie University, which involves lecturers, staff, and students in social activities such as education, training, and skill development. This aims to improve the welfare of the local community and build social awareness among students. In addition, through research grants from various agencies, such as the Ministry of Education and Culture, Bakrie University has developed various programs that have a positive impact, with a total grant of IDR 5,614,723,667 in 2020-2021. The program also includes research published in national and international journals to ensure research results contribute to teaching and social development. In addition, the university supports lecturers in producing Intellectual Property (IP) in the form of patents, textbooks, and monographs as a real contribution to scientific and social development.

Economics Dimension

In the economic dimension, Bakrie University creates sustainable value while promoting environmental and social responsibility. The Experiential Learning method allows students to gain hands-on experience in social projects and business ventures with positive community impact. Collaboration with the industrial sector supports the USR program, offering job opportunities and expanding resources to boost social and economic impact while increasing entrepreneurial opportunities through social enterprises.

For example, Bakrie University has established partnerships with various government and private institutions to develop local potentials, such as in the development of SME-based entrepreneurship and the resolution of social and environmental issues through various projects, such as the Geopark development program in several locations such as Belitung, Batur, and Ciletuh. In addition, cross-sectoral dialogue with the government and related institutions is also carried out to support sustainability programs.

Overall, the application of Bakrie University's USR concept in these three dimensions has shown positive results, such as increasing environmental awareness among the academic community, strengthening student skills in dealing with social issues through

experience-based education, and making various positive contributions to the welfare of the community and the environment. However, the program's long-term success depends on broader engagement from the academic community and increased partnerships with various external parties to expand the program's positive impact.

Evaluation and strengthening collaboration with stakeholders, including the government, the industrial sector, and NGOs, is one strategic step to increasing the effectiveness of existing USR programs. By combining education, research, and community service, Bakrie University can create collaborations that support sustainability within the TBL framework.

Bakrie University faces several challenges in implementing the USR concept, namely integrating the curriculum with environmental and sustainability participation, and monitoring and evaluating community service programs. These challenges affect the university's success in implementing the TBL's environmental, social, and economic dimensions.

Challenges Faced in the Implementation of USR

One of the main obstacles is integrating environmental education into the curriculum and campus activities. Even though Bakrie University has carried out various initiatives, the active participation of the entire academic community still needs to be increased. Providing additional support, such as funding and facilities for sustainability-based research, is indispensable to helping students understand and engage with environmental issues more deeply.

Initiatives such as sustainability projects, student participation in environmental research, and climate change mitigation campaigns need to be expanded in scope. This will allow students to be more involved in sustainability issues and strengthen the university's commitment to the principles of TBL (Elkington, 1998). In addition, the publication of USR-related research is also important to provide a practical foundation for students, going beyond just theoretical learning.

Monitoring and evaluating community service programs is another significant challenge. Periodic evaluations are indispensable to identify areas for improvement, develop new strategies, and ensure sustainability initiatives remain relevant. This evaluation system allows the university to continuously adapt to changes in global issues and maintain its position as a socially and environmentally responsible educational institution.

From an economic perspective, Bakrie University faces the challenge of ensuring that experiential learning projects and industry collaborations provide sustainable economic benefits. This involves periodic evaluation and adjustment of strategies to ensure the program is relevant to the needs of the community and industry. Effective collaboration can also be an additional source of funding to support USR programs.

Low student participation in the USR program is one of the main obstacles. A more inclusive strategy is needed so all students can contribute to these programs, regardless of their academic and social background. In addition, the training and capacity building of university lecturers and staff must also be improved so that they can design and implement more impactful USR programs. Entrepreneurship certification given to lecturers and staff is a good first step, but the impact evaluation must be done more thoroughly.

CONCLUSION

This study examines the implementation of USR at Bakrie University and identifies its challenges. The research found that the university applies the USR concept using the TBL approach, covering environmental, social, and economic dimensions.

However, Bakrie University has implemented the USR concept indirectly across environmental, social, and economic dimensions. Environmentally, the university promotes sustainability through waste management and environmental education, raising student awareness. Socially, USR is integrated into the curriculum and community service, involving students in supporting local communities. Economically, the university collaborates with the industry to create sustainable economic value. This collaboration also allows students to learn directly from the industrial world. However, this implementation has not fully covered all the elements proposed by [Shek and Hollister \(2017\)](#). One of the drawbacks is the lack of in-depth cooperation with the government, other universities, and suppliers. Although there are collaborations with government and international agencies, these engagements still need to be strengthened to support a more effective and comprehensive implementation of the USR.

Bakrie University faces challenges integrating environmental education into the curriculum to ensure students actively contribute to sustainability. Another challenge is developing an effective monitoring and evaluation system to assess the impact and long-term effectiveness of USR programs, particularly in community service.

Recommendations to enhance USR at Bakrie University include increasing student participation with incentives, strengthening industry and community collaborations for impactful projects, improving monitoring and evaluation systems, providing staff training on social responsibility, and optimizing waste management for environmental sustainability.

USR research has theoretical implications in addition to the sustainability research literature. Besides that, USR research has practical implications. Significant practical implications include sustainable community development, higher education, economic development, environmental development, and campus development. The implication in sustainable community development is that universities can help develop sustainable societies through programs that focus on education, health, and the economy. The Simplification of USR in higher education is the development of a curriculum that focuses on USR, especially developing students' ability to handle social and environmental issues. The implications of USR in economic development are seen in programs that focus on economic development and entrepreneurship. The implication of USR research in environmental development is to improve environmental quality through environmental and conservation programs. The implication of USR research in campus development is the development of environment-based infrastructure.

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