4th International Conference

on

CSR & Sustainable Development

Edited by:

Saurabh Mittal

Anu Gupta

Proceedings of

4th International Conference

on

CSR & Sustainable Development

Edited By:

Prof. Saurabh Mittal

Asia-Pacific Institute of Management

3&4 Institutional Area, Jasola, Sarita Vihar

New Delhi – 110025 India

sau275@gmail.com

Dr. Anu Gupta

Seth Jai Prakash Mukand Lal Institute of Eng. & Tech

Chhota Bans, Radaur

Yamunanagar - 135133

Haryana, India

anu339@gmail.com

Editorial Board

INDEX

ROADSHOW EDUCATION FOR SOCIETY: AN INNOVATION FOR CORPORATE SOCIAL RESPONSIBILITY

Ema Nurzainul Hakimah 1, Diah Ayu Septi Fauji2

Abstract

Nowadays, Indonesian education world can be said like entered a new era, especially in terms of institutional preschool education that is characterized by the formation of the Directorate of Early Childhood Education (ECD). Early childhood development is actually experiencing have very rapid growth, especially in the presence of the stimulant from the government. But these developments are also faced problems. Understanding of parents about preschool for early childhood are relatively low, also the educators who are less qualified and creative yet become a problem in early childhood institutions. Therefore, the authors interested in raising the issue of innovation Roadshow in Education for Society as a strategy in increasing number of students.

This research is a field study research by using a qualitative research approach. Data analysis using is descriptive analysis with the aim to describe data on innovation Roadshow in Education for Society as a form of Corporate Social Responsibility. Application of this Roadshow in Education for Society innovation appears to increase in take students in early childhood education institutions. Thisis shows that with a Roadshow in Education for Society, there is awareness and a better understanding of the early childhood institution.

Keywords: Innovation Roadshow, early childhood, CSR

2045 was a year of a very significant for the nation of Indonesia. In that year the Indonesian nation has reached the age of 100 years of independence. In the expected maturity of the Indonesian nation has realized with the Human Resources (HR) quality. In that year also expected human resiurces in Indonesian are able to compete on a global level, independent, and have a noble character and national character.

Education in Indonesia entered a new phase, especially in terms of institutional preschool education is characterized by the formation of the Directorate of Early Childhood Education. Developments Early Childhood Education from year to year has increased perceived, which include increasing the number of providers of education for early childhood, either managed by professional and non-formal. Early childhood development is actually experiencing very rapid growth, especially in the presence of the stimulant from the government.

According to Afia Rosdiana (2005) growth of early childhood institutions are so fast, not accompanied by the transformation of a uniform understanding and adequate people about giving forms of learning in a planned and tiered to preschoolers. So the success of efforts to optimize the development of children not only in terms of institutions, but also to be supported by parents role at home. During the growth perception that the education of children are considered fully assigned to early childhood educators at the "school" for educators regarded knew everything would be corrected.

The reality in the community of parent already feel autumn duty in educating their childern, when the child is already incorporated in educational institutions. It is very

unfortunate, given the child part of the time it was at home. Parents understanding about early childhood are relatively low which may be a problem in the community. They educate only by experience or family heritage. Inequality between the treatment of teachers who taught at the institute early childhood with parents at home feared to be ambiguity in children.

Ambiguity often occurs because of the difference in treatment between educators at the school with parents at home in the same case. If this happens, it will result in less good (at least causing confusion) to the psychological development of children. Not to mention the problem of educators, not least the early childhood institutions are still carelessly walk due to age relatively new so that educators are less qualified, yet creative and innovative. Early childhood institutions are still new implementation of the program, the origin can be "students" regardless of the quality of educational services, both in terms of infrastructure, educators / caregivers, as well as learning methodology. Other challenges, educators are qualified and have competence that there are very limited, and the background of early childhood educators, not even a little heterogeneous still are based on experience alone (Suara Merdeka: 2006).

This could happen because there is no awareness of the manager of the importance of "critical areas" of his treatment for young children, so recruiting educators, only taken "people who can give affection in children", it is not wrong look for educators that have a nature such, however there is no less important is an understanding of the concept of early childhood education. In other words, the problem is still lacking in the early childhood community understanding of early childhood, parents do not realize that the biggest responsibility is on educating parents, and educators are still not able to be creative, innovative, and mastery the concept of early childhood education. from the background above, the writer interested in raising the issue of the lack of community understanding of early childhood education and make the title of this research " Roadshow in Education for Society: An Innovation for Corporate Social Responsibility".

Formulation of the problem

The problem formulated in this study is how the application of CSR in Roadshow in Education for Society as a form of early childhood education institutions.

Aim

The purpose of this study was to determine the model of innovation OF Roadshow in Education for Society as a form of CSR (Corporate Social Responsibility) of early childhood institutions and the effects of the Education for Society able to increase in take students on early childhood institutions.

Theoritical review
CSR (Coorporate Social Responsbility)

Various Definition Of CSR presented by individuals and Institutions implementing CSR Program. But until nowthere is no definition of CSR that is generally accepted by all

circles. Elkington (1998) summarizes the definition of CSR hearts a 4P concept, a form of awareness form a Company that aside part of its profits, For the sake of human development (the person) and environment (planet). Sustainable Operations based teaching procedure . Proper and professional, social development and human rights of the concept refers in concept What concerned Welfare Economic And Social Welfare society. Forms of Implementation of the concept Singers include: job skills training, administration of Social Security, Strengthening Society Against accessibility of Education, Strengthening Institutional Capacity - Institute for Social, Health and Local Wisdom (Marlia, 2008). Educational choice is a prayer One CSR Program Frequently get attention.

Implementation of CSR in Indonesia itself regulated by Act No. 40 Year 2007 regarding Limited Liability Company . In the first paragraph of article 74 states that " the Company and its business field or related to the natural resources required to implement or not , but it has become a necessity for some companies . Besides of PT laws , other regulations of a general nature but related to the implementation of the obligations of social responsibility is the Law No.25 of 2007 on Investment 15 (b) states that : " Every investor is obliged to implement corporate social responsibility " .

Some of the benefits received by an agency may not be accepted in person , but in the long term . This is because CSR is not a program once and finished , but sustained . CSR will provide long-term sustainable advantage for an institution (Mulyandari et al , 2010) .

Early Childhood Education (ECD)

The essence of Early Childhood Education (ECD) is a development effort aimed at children from birth to the age of six years. That is done by providing educational stimuli, to assist the growth and development of body and spirit, so that children have the readiness to enter further education (Sikdiknas Law No. 20 of 2003, Chapter I psl.1, item 4). ECD is the foundation of a child's development in the future. Education at this time is intended to set up or laying the foundation toward the development of the child, especially in aspects of growth and development: physical, intellectual, social, emotional, language and communication, as well as the talent and potential of other children have. According to Osborn, White, and Bloom (in Shamsuddin, 2011), intellectual development in children aged 0 s.d. 6 years of around 70%, whereas the increase in the intellectual children ages 7 s.d 18 years is much smaller, or only about 30%.

ECD is the beginning of the formation of character in all aspects of intelligence, including emotional, mental and spiritual, as well as attitudes and behavior towards the independence of the child (Sujanto, 2011). ECD approach should be holistic, meaning that in providing early childhood services must consider and integrate all aspects related to the quality of children, among others:

a. Holistic early childhood services in the three pillars, namely: Nutrition, Health, and Education.
b. Holistic in the formation of multiple intelligences are: intelligence Intellectual, Emotional, and Spiritual. This is manifested in the early childhood curriculum, combining all the stimulation of multiple intelligences.
c. Holistic approach to the institution. Early Childhood intelligent would be realized if the school that educated intelligent raised in a family of intelligent, smart living

environment.Therefore in order to make intelligent child IQ, Emotional, and Spiritual needs good cooperation from schools, parents / families, or the community. Gaps in the community is still a lack of understanding of parents in educating children contribute towards his or stimulate optimal growth and development, so the impact on the "quality" of care and education of parents towards their children, so it is not in line with the school.

There are at least three reasons why the level of interaction between parents - children are very important, namely:1. Families provide the first experience in the life of a child, where the first experience always gives a special and meaningful impact in a life span.2. Experience in the family will always occur and over - again. Since the beginning of family interaction always give emotional color that puts as unique for each - each family.3. Provision of environmental and educational facilities.The role of early childhood educationMeaning and Role in Nation-Building ECD is a development effort aimed at children from birth to the age of 6 (six) years done through the provision of educational stimulation to help the growth and development of children physically and mentally in order to have the readiness to enter further education. Here is an overview of Development ECD In the National Interest.

Figure 1 Directions Early Childhood Development

From the picture above we can conclude that early childhood education has an important role to achieve the expectations of Indonesian children.

Research methods

In this study, the research approach used is qualitative approach. Qualitative methods used to understand the meaning behind the data looks. Social phenomenon often can not be understood by what was said and done. In addition qualitative methods are used to understand social interaction (Sugiyono, 2013).

Data source

This research was conducted in the region kediri. The study was conducted for 6 months, starting from July 2015 - December 2015. In this study the data source is people who are considered to know the phenomenon of preeschool and selected based on the criteria set by the researchers. The population in this study are all the elements together in early childhood

education institutions in kediri. Determination of the subject or sample was purposively. Those chosen are those - the key (key person) and the data source of the phenomenon under study. In this case the authors set of samples which is the headmaster of early childhood education institutions.

Data collection

In this study, the data collection process is done by using direct observation and researchers involved in the process being experienced by study subjects. However, in this process, researchers effacing, so as not to be considered an outsider and does not interfere with the fairness of the ongoing situation. Researchers effacing that informants can provide the required information as it is, and the information was not only pleased the researchers only.

The validity of the data

Data validation was done through triangulation as an effort to support their empathic neutrality and in an effort to make objective findings. In this study the authors conducted a triangulation of data and informants. Researchers conducted a clarification on its findings to a third person, or the same person at different times. If the information received either from other people or the same person at different times still produce the same information, the data declared "saturated", has achieved its validity and reliability.

Data analysis

In this study, more oriented towards exploration and discovery (discovery oriented), and does not intend to test the theory. This research is trying to understand the phenomenon as it is. The data were analyzed inductively. Inductive analysis begins with a series of specific observations, which will then bring the theme - a theme or category and pattern - the pattern of the relationship between the theme or category. In this study the process of data collection and data analysis take place simultaneously.

Discussion result

Roadshow in Education for Society is one innovation model of CSR by the Institute of Early Childhood Education to increase public awareness, especially parents who have children aged 0 to 6 months. Further these efforts turned out to be a positive impact on the increasing number of students in early childhood education. Roadshow in Education for Society conducted by some early childhood institutions include:

1. Procurement of regular meetings with parents, early childhood educators and child psychologists who discuss about child development during the first times in a month. These meetings can be used to inform about the development of children specifically and question and answer discussion about the child's condition. It is important that parents can attend need to be given a questionnaire about the time that the average - average parents can attend the meeting.
2. Home Visit. The trip is important because it tightened the relationship between the school particularly early childhood educators with the parents. Thus there will be effective communication between parents and teachers about the development of their children more open.

3. Training to be a good parent. Collecting the parents to be given direction, the discussion about the school program, and perception of ECD. ECD institutions inform the parties of the program - the program, curriculum, and the use of methods in school, so the inequality of treatment between home by the school can be minimized.
4. Efforts agencies do pick up the ball, came to the city parks, Pos Integrated Services meetings, study groups using a variety of attributes to attract the attention of society, bringing a wide range of the latest information on early childhood education, parenting and the development of student achievement in early childhood school can be brochures pictorial, souvenirs and others.
5. Of the efforts - the efforts made by the early childhood institutions produce satisfactory results with indicators of the parents enthusiastically join the program. The effect of increased awareness and understanding of the parents was seen with the increasing number of students in early childhood institutions.

CONCLUSION

Forms of CSR can be done in various ways, one of them with public education roadshow. With the roadshow of public education is a lot of benefits including increased awareness and understanding of parents, increasing parental involvement, student quality, creativity and professionalism of teachers and of course the quality of the institutions of early childhood education providers themselves. If the program of early childhood institutions can work well according to expectations and standards that Indonesia hopes to be able to improve the quality of the nation's future generations will be realized in a relatively short time (less than five years) in the respective early childhood institutions.

BIBLIOGRAPHY

Afia Rosdiana.2005. *Early Childhood Education Program Development Needs Analysis*. Directorate PLS. Jakarta.

Elkington,John.1998. *Cannibals With Forks: The Triple Bottom Line in21st Century Business.*Gabriola Island,BC:New Society Publishers.

Marlia,M.A.2008. *Pentingnya Implementasi Corporate Social Responsbility Pada Masyarakat Indonesia.*(online).(http://mamrh.wordpress.com/2008/7/21/53).

Mulyandari,Retno S.H, Swastomo,Wasidi.,Tri Wibowo,Cahyono, Situmeang,Ilona.2010. *Implementasi CSR dalam mendukung pengembangan Masyarakat Melalui Peningkatan Peran Pendidikan.*Makalah. Institut Pertanian Bogor.(Seminar Nasional" Komunikasi Pembangunan Mendukung Peningkatan Kualitas Sumber Daya Manusia dalam Kerangka Pengembangan Msyarakat" di Bogor tanggal 19 November 2010).

Naraduhita,D.C.,Sawarjuwono,T.2012. *Corporate Social Responsbility:Upaya Memahami Alasan Dibali Pengungkapan CSR Bidang Pendidikan"*. Jurnal Akuntansi dan Auditing. Volume 8/No.2/Mei 2012:95-189.

Nur Cholimah.2012. *Efforts to Increase Participation of Parents and Educators On Quality of Early Childhood Education in Indonesia.* Journal of Early Childhood Education Early Horizons, Vol.3, No.1, May 2012.

Undang – Undang Nomor 25 Tahun 2007 tentang Penanaman Modal.

Undang – Undang Nomor 40 Tahun 2007 tentang Perseroan Terbatas.