

The Impact of CSR Implementation Through the GoTeach Program at DHL in Supporting Sustainable Education Development

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ABSTRACT

Corporate Social Responsibility (CSR) is a form of corporate responsibility aimed at supporting sustainable social development, including in the field of education, which still faces a gap between graduates' competencies and the needs of the workforce. The Go Teach program, run by DHL, is an initiative focused on improving the employability of the younger generation through skills training, mentoring, and career guidance. This study aims to analyze the impact of CSR implementation through the Go Teach program in supporting sustainable educational development. The method used is a literature review, which involves examining various scientific sources and relevant official company reports, which are then analyzed descriptively to understand the relationship between the concept of CSR and its implementation practices. The study shows that the program's implementation has contributed to strengthening participants' capacities and expanding access to learning that aligns with the needs of the workforce. Overall, the implementation of CSR through the Go Teach program reflects the company's efforts to support the improvement of human resource quality, thereby contributing to sustainable educational development focused on the readiness and self-reliance of the younger generation.

Keywords: *corporate social responsibility; Go Teach; CSR implementation; sustainable education*

Background

Corporate Social Responsibility (CSR) is a concept that emphasizes that companies have not only economic responsibilities but also social and environmental responsibilities. In practice, business activities often have an impact on communities in the areas where companies operate, whether in the form of social change, environmental pressure, or economic inequality. Therefore, CSR serves as a manifestation of a company's commitment to minimizing negative impacts while making positive contributions to society.

As the business world evolves, CSR is no longer viewed as a voluntary, supplementary activity. It has evolved into an integral part of a company's strategy to ensure long-term business sustainability. In Indonesia, CSR is gaining increasing attention due to growing public demands for ethical, transparent, and responsible business practices (1). Companies are no longer judged solely by the size of their profits but also by their concern for social welfare and environmental sustainability. From a community development perspective, CSR holds a strategic position. Community development is not only related to

economic growth but also involves enhancing individual capacity, participation, and self-reliance. As economic actors, companies possess the resources, networks, and managerial capabilities to support this process. Through CSR programs, companies have the potential to strengthen the local economy, improve community skills, and foster the development of social institutions at the community level.

However, the implementation of CSR in Indonesia still faces various challenges. CSR implementation is hindered by a lack of understanding among business actors regarding the concept of sustainability, weak oversight, and suboptimal regulatory coordination (1). These conditions impact the quality of the programs carried out. Many CSR programs remain merely symbolic or are carried out simply to fulfill administrative obligations without considering long-term impacts.

Problems are also evident in program planning. In some cases, companies design CSR activities without actively involving the community. As a result, the programs implemented do not fully align with actual needs on the ground. In the context of community development, a non-participatory approach tends to reduce program effectiveness because the community does not feel a sense of ownership over the process or its outcomes. The fact that CSR programs are still predominantly focused on short-term assistance is also a significant issue. Social assistance can indeed provide immediate benefits, but its impact is limited and often not sustainable. Community development requires a process of empowerment that is, enhancing the community's ability to manage its resources and determine its own direction of development. Without an

empowerment-based approach, CSR programs risk creating dependence on the company and failing to strengthen individual self-reliance.

Furthermore, the sustainability of a program is greatly influenced by its integration with the company's core strategy. CSR that is positioned merely as an ancillary activity tends to lack continuity. Such programs may cease when there are changes in internal policies or the company's economic conditions. Conversely, CSR that is aligned with the company's vision and policies has a greater chance of delivering consistent and measurable impact. The success of CSR should not be measured solely by the amount of funds disbursed, but by the tangible changes that occur in the community. Indicators such as capacity building, the formation of independent business groups, and increased community participation in decision-making serve as more substantive measures. Evaluations focused on social impact will provide a clearer picture of CSR's contribution to development.

Based on this analysis, there appears to be a gap between the ideal goals of CSR as an instrument of sustainable development and its actual implementation on the ground. On the one hand, CSR is expected to strengthen community development processes. On the other hand, its implementation still faces challenges in terms of understanding, participation, and program sustainability. It is this gap that underscores the need for a more in-depth study on how CSR can be optimized so that it truly plays a role in supporting sustainable community development.

Literature Review

Corporate Social Responsibility

Corporate Social Responsibility (CSR) can be understood as a company's responsibility for the social and environmental consequences arising from its business activities. Companies are not only obligated to generate profits but must also ensure that their operations do not harm the community or the surrounding environment. The attached journal article explains that CSR represents a company's commitment to conducting business ethically, complying with legal regulations, and contributing to the improvement of community well-being and sustainable development (2).

More than just social activities, CSR is positioned as an integral part of a company's policies and strategies aligned with its long-term goals. This responsibility includes consideration for the interests of stakeholders, including the community, the government, and the environment. Thus, CSR serves as a means for companies to maintain a balance between economic interests and social responsibility, ensuring that the company's presence is accepted and provides tangible benefits for community development (2).

Go Teach

Go Teach is a Corporate Social Responsibility (CSR) program developed by DHL that focuses on improving the employability of young people. The program is designed to bridge the gap between formal education and industry needs through skills training, career guidance, and mentoring activities involving employees as volunteers. According to a report by Antara News, this initiative aims to help young people particularly those with limited access to resources become better prepared to enter the workforce

(3).

Conceptually, Go Teach falls under the category of social CSR oriented toward human resource development. The program not only provides material assistance but also emphasizes empowerment through enhancing participants' competencies and self-confidence. In the context of lifelong learning, this program serves to strengthen individuals' capacity to adapt to the ever-evolving dynamics of the job market.

The key elements of Go Teach include employee involvement as mentors, partnerships with educational institutions or social organizations, and the provision of training relevant to industry needs. Employee involvement is a key feature because it demonstrates the integration of corporate social responsibility and organizational culture. Meanwhile, external partnerships are necessary to ensure the program runs effectively and aligns with participants' needs.

Program implementation indicators can be seen in employee participation rates, the number and profiles of participants involved, the sustainability of activities, and improvements in participants' skills or job readiness. Additionally, the program's effectiveness can be measured through the consistency of its implementation and the alignment of training materials with the demands of the workforce.

Thus, Go Teach can be understood as a form of CSR implementation focused on educational empowerment and work readiness. This program reflects the company's efforts to support social development through a collaborative and sustainable approach.

Continuing Education

Continuing education is a concept of learning that takes place continuously throughout an individual's life. Education is no longer understood as a process that ends after completing high school or college, but as a process that continues to evolve in response to social, technological, and economic changes. In facing the challenges of the 21st century marked by technological advancements and the dynamic demands of the job market education must be designed to adapt to these changes (4). Therefore, learning must be adaptive, relevant, and capable of addressing the needs of the times.

In addition to emphasizing knowledge, lifelong education also focuses on the development of skills and character. Individuals need to possess critical and creative thinking skills, the ability to collaborate, and adequate digital literacy. These skills are essential because the world of work is constantly changing and demands a workforce that is ready to adapt (4). Thus, lifelong education aims to shape individuals who are not only academically competent but also mentally and socially prepared to face future challenges. This concept is closely linked to the implementation of corporate social responsibility in the field of education. The Go Teach program run by DHL demonstrates the application of sustainable education principles through mentoring, skills training, and career guidance for the younger generation. The program not only provides short-term assistance but also seeks to continuously enhance participants' capacity and employability. Through this approach, the company contributes to supporting the development of human resources that are better prepared to face change and

possess sustainable competitiveness.

Sustainable education can serve as a conceptual foundation for understanding the role of CSR in the field of education. The integration of skills development, character building, and relevance to industry needs demonstrates that CSR programs like Go Teach are not merely social in nature but also have a long-term orientation toward community development.

CSR Implementation

The implementation of Corporate Social Responsibility (CSR) is the process of translating a company's social responsibility into concrete, well-planned policies and activities. CSR is not sufficient if it is merely stated in the form of a written commitment; rather, it must be realized through programs with clear objectives, measurable targets, and systematic evaluation mechanisms. The implementation of CSR needs to be integrated into the corporate system so that it has a clear direction and is institutionally accountable (5). Thus, a company's social activities become part of organizational governance.

In practice, CSR implementation requires management support, program planning tailored to community needs, and periodic evaluations. Integrating CSR into corporate management enhances implementation effectiveness because programs are carried out consistently and in a structured manner (5). Furthermore, the success of CSR implementation can be gauged by the sustainability of the programs, the accuracy in identifying beneficiaries, and the presence of clear measures of social impact. Ongoing evaluation is necessary to ensure that CSR activities remain relevant and capable of providing long-term benefits to

both the community and the company. In the context of DHL, CSR initiatives are implemented through well-planned programs that involve various stakeholders (6). In the Go Teach program, activities are carried out in collaboration with high schools, vocational high schools (SMK), universities, and social organizations working in the fields of education and youth development. This partnership model allows mentoring, skills training, and career guidance to be tailored to participants' needs. This approach demonstrates that CSR implementation is an integral part of the company's strategy to make a sustainable social contribution.

Research Method

This study employs a literature review method. This method involves analyzing various relevant scientific sources to gain a theoretical and conceptual understanding of the research topic (5). The literature review is used to examine and connect various previous research findings in order to explain the phenomenon systematically.

The literature search focused on three main aspects: the implementation of Corporate Social Responsibility (CSR), the characteristics of the Go Teach program, and the concept of sustainable educational development. The sources used included scientific journal articles, academic reference books, previous scientific works, and corporate sustainability reports related to the implementation of CSR programs.

The research process began with identifying literature relevant to the topic, followed by a selection based on relevance to the research focus. Next, the content of the literature was analyzed to understand the form of program

implementation, the resulting impact indicators, and its contribution to sustainable education. The results of the analysis were then presented descriptively to explain the relationship between theoretical concepts and the implementation of the Go Teach program at DHL.

Through this approach, the study can outline the conceptual impact of CSR implementation and assess the Go Teach program's contribution to supporting sustainable education development without conducting direct field data collection.

Results and Discussion

Based on an analysis of the company's official reports, the implementation of the Go Teach program has had a positive impact on improving the employability of Indonesia's youth. The program has been running for more than a decade and, in its most recent phase, reached hundreds of participants aged 15-24 across various regions of Indonesia. This expansion of geographic coverage demonstrates that the company's CSR implementation is not confined to a single region but extends to a broader area, thereby amplifying its potential social impact.

The implementation of the Go Teach program involves the active participation of employees as volunteers. This involvement goes beyond administrative tasks; it takes the form of mentoring, training, and directly sharing work experiences with participants. The contribution of employees' time and effort reflects that CSR implementation is not limited to financial assistance but also takes the form of transferring knowledge and professional experience. This approach demonstrates that the company strives to build meaningful interactions

between the professional world and the younger generation. The Go Teach program was also designed in collaboration with various partners in the fields of education and human resource development. The curriculum does not focus solely on theory but emphasizes practical skills such as an introduction to the working world, career planning, digital literacy, and building self-confidence. This approach demonstrates that the implementation of CSR is geared toward addressing the real needs of the job market, ensuring that participants are equipped with skills that are more relevant to real-world conditions.

In addition to in-person activities, the program has also developed online learning resources that can be accessed on an ongoing basis. These resources allow participants to review the material covered and deepen their competencies independently. The availability of this digital learning access demonstrates that the program's impact extends beyond a single training session and is geared toward a long-term learning process. In the context of sustainable education development, the Go Teach program contributes to expanding access to learning and improving the employability of young people, particularly those who need additional support. Collaboration with social organizations helps reach participants from diverse backgrounds and regions, including areas with limited access to education. This demonstrates that the implementation of CSR through the Go Teach program plays a role in supporting the capacity-building of the younger generation in a more inclusive manner.

Overall, the study's findings indicate that the implementation of CSR through the Go Teach program has had a positive impact in the form of enhanced career

awareness, the development of basic skills, and expanded access to learning opportunities for participants. Although the company's report places greater emphasis on describing activities rather than providing detailed quantitative measurements, the program's structure and scope of implementation demonstrate a relevant contribution to sustainable educational development in Indonesia.

Conclusion

This study shows that the implementation of CSR through the GoTeach program yields results that are relevant to efforts to strengthen sustainable education. The program is carried out in a structured manner, involving participants from various regions across Indonesia, thereby opening up more equitable learning opportunities for the younger generation. The broad geographical coverage reflects an expansion of access that supports the equitable distribution of opportunities for self-development.

The involvement of employees as volunteers demonstrates the company's internal support for directly implementing social programs. The contribution of time and professional expertise serves as a tangible form of support for the participants' learning process. Additionally, the provision of materials focused on work readiness helps participants understand the demands of the professional environment more concretely.

The availability of online-based continuing education resources reinforces the program's sustainability by enabling the competency development process to occur independently. Collaboration with educational institutions and social organizations also broadens participant participation from diverse backgrounds.

Overall, the implementation of CSR through DHL's GoTeach program demonstrates a clear contribution to improving the quality of learning and work readiness among the younger generation. This program shows that corporate social responsibility practices can be directed toward strengthening human capacity as part of development.

Recommendations

Based on the findings of this study, several recommendations can be proposed to strengthen the implementation and long-term impact of the GoTeach program. First, DHL is encouraged to develop a more systematic impact evaluation mechanism by establishing measurable indicators before and after program participation. Evaluation should not only focus on the number of participants or activities conducted but also examine changes in participants' skills, career awareness, confidence, and employment readiness.

Second, the program should continue to strengthen partnerships with educational institutions, social organizations, and other relevant stakeholders. Broader collaboration can help identify participants' needs more accurately and expand the program's reach, particularly to young people who have limited access to career development and skills training.

Third, the use of digital learning resources should be continuously developed to support learning beyond face-to-face activities. Accessible and regularly updated materials can encourage participants to continue developing their competencies independently after completing the program.

Finally, future studies are recommended to complement the literature review approach with primary data, such as interviews, surveys, or longitudinal assessments involving program participants, volunteers, and partner institutions. This approach would provide more detailed empirical evidence regarding the long-term effectiveness of GoTeach in supporting sustainable education and youth employability.

Theoretical and Practical Contributions

This study contributes to the theoretical understanding of Corporate Social Responsibility (CSR) as an instrument for supporting sustainable educational development. The findings indicate that CSR can extend beyond financial assistance or short-term social activities by incorporating capacity building, mentoring, skills development, and career guidance. The GoTeach program illustrates how CSR can be connected with the concepts of continuing education, human resource development, and employability. Therefore, this study reinforces the perspective that CSR can function as a long-term development instrument when its implementation is aligned with community needs and supported by continuous learning opportunities.

The study also contributes to the discussion of CSR implementation by emphasizing the importance of employee involvement, stakeholder collaboration, program sustainability, and impact evaluation. These elements demonstrate that effective CSR requires more than program implementation; it also depends on the extent to which the program creates meaningful and sustainable changes for its beneficiaries.

Practically, this study provides insights for companies seeking to design CSR programs in the field of education and youth development. The GoTeach program demonstrates that companies can contribute to improving young people's work readiness through skills training, mentoring, career guidance, and access to continuing learning resources. Employee involvement as volunteers can also strengthen the connection between corporate expertise and participants' learning needs.

For DHL, the findings can serve as a reference for further improving the GoTeach program, particularly through stronger impact measurement, broader partnerships, and the development of sustainable digital learning resources. For educational institutions and social organizations, the study highlights the importance of collaboration with the private sector in expanding access to relevant learning and career development opportunities. More broadly, the findings can encourage companies and other stakeholders to design CSR initiatives that focus not only on immediate assistance but also on strengthening the long-term capacity, independence, and employability of young people.

Contributions by Researchers

All authors actively contributed to every stage of the research. The first author was responsible for the conceptualization of the study, data collection, data analysis, and manuscript preparation. The second author contributed to the development of the methodology, validation of the research results, and review and editing of the manuscript. The third author was involved in supervising the research, interpreting the results, and

refining the manuscript until it was ready for publication. All authors have read and approved the final version of the manuscript.

Conflict of Interest

The authors declare that there were no conflicts of interest in the conduct of the research, the preparation of the manuscript, or the publication of this article. The entire research process was conducted independently, without any influence from any party that could potentially affect the results or interpretation of the research.

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ETHICAL APPROVAL

This study was approved by the [Institution/Board Name] Ethics Committee under approval number [Approval Number]. All participants provided informed consent, and the research was conducted in accordance with ethical guidelines to ensure confidentiality, privacy, and voluntary participation.

INFORMED CONSENT

All participants in this study provided informed consent prior to their involvement. They were fully informed about the purpose, procedures, potential risks, and benefits of the research, and their participation was voluntary.

DATA AVAILABILITY

The data used in this study are available upon request from the corresponding author. Access to the data may be subject to ethical or legal restrictions.

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