University social responsibility during covid-19 outbreaks: application case from Indonesia and Malaysia

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Abstract Discussions related to social responsibility became one of the important topics during the pandemic because many people were affected from economic to social aspects. Therefore, the university's contribution to society through the University Social Responsibility program is considered important and significant to reduce the impact caused by the COVID-19 pandemic. This study aims to analyze the USR program's form and benefits for COVID-19-affected communities, examining actions of Indonesian and Malaysian universities. Addressing research gaps, it offers valuable insights, comparative analysis, and practical recommendations for Southeast Asian universities and policymakers, enriching the discourse on University Social Responsibility. This study selected two universities as case studies, namely Universitas Muhammadiyah Yogyakarta (UMY) and Universiti Sains of Malaysia (USM). During the Covid-19 pandemic, these two universities implemented USR according to the triple bottom line, especially in the social field. The research methodology employed for this article encompasses qualitative techniques, primarily through in-depth interviews and the collection of secondary data, which also encompasses website evaluations and media clippings. The results showed that UMY and USM implemented USR in the form of community empowerment in the fields of education, health, and technological innovation. Both universities created a community empowerment scheme by involving students, lecturers and other stakeholders to show their contribution in dealing with and solving community problems affected by the Covid-19 pandemic. These universities have always been oriented towards innovation, especially in the fields of education, research and community service. Innovation is significant because it can help increase skills and add value to the wider community and have an impact on sustainable development.

Keywords: university social responsibility, Covid-19, Indonesia, Malaysia

1. Introduction

The COVID-19 pandemic has presented unprecedented challenges to societies worldwide, affecting various sectors including education, healthcare, and the economy. As the world grapples with the consequences of this global health crisis, universities have played a crucial role in responding to the needs of their communities (Chen and Hang 2021). This study focuses on exploring the concept of University Social Responsibility (USR) and its application during the COVID-19 outbreak in Indonesia and Malaysia. University Social Responsibility (USR) refers to the obligations and commitments of higher education institutions towards society and their broader communities. These responsibilities encompass initiatives that universities undertake to address societal challenges, promote sustainable development, and contribute to the well-being of their surrounding environments (Wang et al 2020). During the COVID-19 pandemic, universities have been expected to demonstrate their social responsibility by leveraging their resources, expertise, and networks to support their communities. Although several studies have examined the concept of corporate social responsibility (CSR) in the business context, the research on University Social Responsibility, especially in the context of a global health crisis such as COVID-19, remains limited. While some studies have explored the role of universities in responding to disasters and emergencies, there is a paucity of research specifically focusing on their social responsibility during a pandemic outbreak (Sun and Li 2021). Furthermore, existing research on University Social Responsibility often lacks cross-country comparisons, particularly in the context of Southeast Asia (Sun and Li 2021; Wang et al 2020; Chen and Hang 2021). By investigating the experiences of universities in Indonesia and Malaysia, this study aims to provide a comparative analysis of how different higher education institutions in these countries have implemented their social responsibility initiatives during the COVID-19 outbreak. When examining the application of University Social Responsibility (USR) during the COVID-19 outbreaks in Indonesia and Malaysia, it is important to consider the context of both public and private universities. Public universities, funded by the government,

have a significant role in addressing societal challenges during the COVID-19 outbreaks. These universities often have larger resources, research capabilities, and established networks with government agencies and public institutions. While, Private universities, funded through tuition fees and private investments, also have a role to play in USR during the COVID-19 outbreaks. While they may have fewer resources compared to public universities, private universities have demonstrated their commitment to societal well-being in the following ways. This is because of the reasons that one public and one private university is chosen.

This research aims to contribute significantly to the University Social Responsibility literature by examining the specific COVID-19 response actions taken by universities in Indonesia and Malaysia. Addressing these research gaps, the study seeks to provide valuable insights, comparative analyses, and practical recommendations for universities and policymakers across Southeast Asia and beyond. Amid the ongoing COVID-19 pandemic, the concept of social responsibility has gained prominence, encompassing both corporate and academic sectors. Social responsibility involves organizations adopting a well-balanced approach to address economic, social, and environmental concerns for the betterment of individuals, communities, and society at large (Vasilescu et al 2010).

Universities, irrespective of their public or private status, carry a distinct social responsibility that can be demonstrated through the implementation of University Social Responsibility (USR) programs, particularly within the context of the widespread impact of the COVID-19 pandemic on global populations, including those in Indonesia and Malaysia. This crisis has brought about significant changes in daily routines, influencing consumption patterns, business practices, purchasing behaviors, and technological reliance, coinciding with the trends of the fourth industrial revolution. Amidst these changes, the study underscores the imperative of community preparedness in effectively addressing the crisis.

The World Health Organization has identified the SARS-CoV-2 virus as the cause of COVID-19. Most individuals infected with the virus experience mild to moderate respiratory illness that resolves on its own. However, some individuals may develop severe illness and require medical attention, with older adults and those with underlying health conditions being more susceptible to severe illness. COVID-19 can affect anyone, potentially leading to severe illness or death (World Health Organization, n.d.). Moreover, the first case of COVID-19 was reported on December 1 2019, and it was caused by a novel coronavirus called SARS-CoV-2, believed to have originated in animals and undergone mutations to cause disease in humans. In the past, viruses from birds, pigs, bats, and other animals have mutated to become harmful to humans, resulting in various infectious disease outbreaks. The impact of COVID-19 has affected all sectors worldwide, leading to the cancellation of trips, holidays, and overseas travel, as well as the postponement of cultural, educational, sporting, and family events. International, regional, and local travel restrictions have severely impacted the economy, including the tourism industry (Sultana et al 2020). By early February 2021, COVID-19 infections had spread to 327 cases, with a cumulative total of 82,401,767 people affected globally. Indonesia, facing similar challenges, has been significantly impacted by the COVID-19 pandemic, affecting the country's economic activities. The government has implemented multiple programs to address health issues and slow the spread of COVID-19, while also aiming to maintain purchasing power and mitigate the economic crisis caused by the pandemic.

Thus, this research aims to assist Indonesia in mitigating the impact of the COVID-19 outbreak by fostering collaboration between universities, their students, and community empowerment initiatives. Higher education institutions and their students possess a reputation for having greater knowledge compared to the general population. The actions of academics often serve as examples for the community, and their opinions and suggestions are more readily embraced. Consequently, involving academics directly in community initiatives can yield effective solutions to the problems faced by communities due to the COVID-19 pandemic. This research seeks to enable universities and their students to utilize their resources and potential to improve socio-economic conditions within society. Indonesia stands to benefit greatly from this research, as the suggestions and findings from academics can offer valuable solutions that can be applied across countries. In nutshell, this study aims to explore University Social Responsibility programs implemented by universities in response to the COVID-19 pandemic in Indonesia and Malaysia. It seeks to address the research gaps concerning social responsibility during the pandemic, comparative analysis across countries, and the need for practical implications and policy recommendations for universities and policymakers.

2. Literature Review

The existing literature review requires reorganization and cohesion to provide a coherent narrative, with critical analysis and synthesis of prior research, while addressing gaps and limitations. Thus, the literature review is restructured as follows:

2.1. The Concept of University Social Responsibility (USR)

Scholars have offered diverse definitions of Corporate Social Responsibility (CSR), emphasizing a broader corporate governance view beyond profit-centric goals (Degli Antoni and Portale 2011; Dusingize and Nyiransabimana 2017; Kirby and Ibrahim 2011; Rexhepi et al 2013). While Turker's work (2009) as cited in Hatch and Stephen (2015) highlights public

perception of companies, its applicability to universities remains intriguing. Jones et al (2021) underscore the significance of universities as pivotal entities in our evolving world. This notion provides a foundation for understanding the critical role of universities, especially during crises like the COVID-19 pandemic.

2.2. Universities' Response to the COVID-19 Pandemic

The emergence of the seventh human coronavirus, SARS-CoV-2, resulted in a global pandemic. The widespread impact compelled universities to take an active role in combatting the virus's effects (Ciotti et al 2020). The crisis necessitated universities' involvement in introducing innovative solutions, such as vaccines and medications (Adel et al 2021). However, the pivotal role of universities isn't limited to the pandemic's medical aspects. The UNESCO World Conference of Higher Education (WCHE) in 2009 emphasized universities' social responsibility, identifying the need for knowledge creation to address global concerns (UNESCO 2009).

2.3. University Social Responsibility (USR) in Context

Amidst the evolving global landscape, universities have transformed from knowledge hubs to agents of social and cultural change (Shek and Hollister 2017). The concept of University Social Responsibility (USR) has emerged as a philosophy rooted in ethical development, contributing to social, economic, ecological, and technical advancement (Chen et al 2015). Universities' social roles encompass curriculum development, expanding educational access, community engagement, and societal improvement (Efijani et al 2013). The principle of USR extends to universities' contributions to their communities' economic, social, and cultural dimensions (Chen and Vanclay 2021).

2.4. Applying USR in Response to COVID-19

The COVID-19 pandemic showcased universities' pivotal roles in society's welfare. USR becomes a mechanism through which universities fulfill ethical responsibilities in a dialogic relationship with their communities (Esfijani and Chang 2012; Vallaeys 2013). The triple bottom line concept, focusing on profit, people, and the environment, reinforces the significance of universities' comprehensive contributions to society (Elkington 1997).

2.5. University Social Responsibility's Impact on Communities and Innovation

In practice, USR empowers universities to actively contribute to social development, economic growth, and environmental sustainability within local communities (Lourenço 2021). This voluntary commitment offers universities avenues for sustainable social, economic, and environmental development through knowledge, resources, and collaboration (Rababah et al 2021). By engaging students, faculty, and staff in volunteering, fundraising, and community projects, universities catalyze positive change, innovation, and progress (Rababah et al 2021).

The above litertaure examines the evolving concept of University Social Responsibility (USR), particularly in response to the COVID-19 pandemic. The literature converges on universities' expanded roles beyond academia, advocating for ethical and comprehensive contributions to societal well-being. This revised review synthesizes existing scholarship to highlight USR's multifaceted impact and its potential to foster innovation and progress within communities.

3. Theoretical settings and literature gap

3.1. Theoretical Setting

The theoretical framework of this study is built upon three interconnected theories: Social Responsibility Theory, Stakeholder Theory, and Community Engagement Theory. These theories collectively serve as guiding principles to explore the intricate landscape of University Social Responsibility (USR) during the COVID-19 outbreaks in Indonesia and Malaysia, providing a comprehensive understanding of how universities can effectively respond to societal challenges in this unique context.

The Social Responsibility Theory lays the groundwork for universities' moral obligation to actively participate in addressing societal issues. In the context of the COVID-19 pandemic, this theory guides the research by emphasizing how universities should leverage their expertise, resources, and networks to contribute meaningfully to their communities. It shapes the study's exploration of how universities in Indonesia and Malaysia have assumed roles beyond conventional academic functions to play active parts in pandemic response and recovery, aligning with the notion of USR.

Complementing this, the Stakeholder Theory propels the examination of universities' relationships with their diverse stakeholders, transcending the traditional focus on profit. This theory directs the research's focus towards understanding how universities engage with various stakeholders such as students, faculty, staff, local communities, and government agencies in their COVID-19 response efforts. It underscores the importance of prioritizing stakeholder needs and well-being as a core aspect of USR, shedding light on how universities navigate the complex web of relationships during times of crisis.

Furthermore, the Community Engagement Theory shapes the investigation into the reciprocal relationship between

universities and their immediate communities. It guides the exploration of how universities actively collaborate with their local environments to address pressing societal issues, especially during the pandemic. This theory underscores the significance of universities becoming active contributors to community welfare through initiatives like offering expertise, organizing community programs, and participating in joint research projects, all of which are central to the principles of USR.

In essence, these three theories provide a comprehensive framework that steers the research towards exploring how universities in Indonesia and Malaysia apply their social responsibilities in the specific context of the COVID-19 pandemic. They inform the examination of how universities' actions align with their broader societal roles and responsibilities, elucidating the ways in which universities actively contribute to their communities' well-being during times of crisis. By anchoring the study in these theories, the research aims to unravel the intricate dynamics of USR as universities navigate the challenges posed by the pandemic and foster positive societal change.

3.2. Finding the literature gap

The study identified the following undermentioned literature gap.

3.2.1. Universities' Role in Public Health Response

The COVID-19 pandemic has underscored the significance of strong public health measures. However, a literature gap persists regarding the extent to which universities in Indonesia and Malaysia have actively contributed to public health response efforts. The absence of comprehensive exploration into universities' involvement in research collaborations, testing facilities, medical supplies production, accurate information dissemination, and community engagement initiatives limits our understanding of their pivotal role in pandemic mitigation.

3.2.2. Universities' Support for Affected Communities

The pandemic's socio-economic repercussions have been profound, leading to job losses, increased poverty, and inequalities. Research is needed to uncover how universities in Indonesia and Malaysia have stepped up to support impacted communities. Despite the urgency, the current literature lacks insight into their initiatives, such as capacity-building programs, entrepreneurship support, and social welfare projects, which can significantly alleviate the pandemic's adverse effects.

3.2.3. Digital Education Challenges and Strategies

The swift shift to remote learning has prompted universities to embrace digital tools and technologies. However, an unaddressed gap lies in understanding the specific challenges encountered by universities in Indonesia and Malaysia. This includes the need to investigate strategies adopted to ensure inclusive and effective digital education, particularly in tackling issues of access, connectivity, and digital literacy.

3.2.4. Collaborations and Partnerships in Pandemic Response

Efficient pandemic responses necessitate close collaborations between universities, government agencies, and various stakeholders. The literature, however, lacks a thorough exploration of the nature and effectiveness of such partnerships in Indonesia and Malaysia. The gaps in understanding challenges faced during collaborative efforts, as well as the outcomes achieved, hinder the development of comprehensive strategies for coordinated pandemic responses.

Addressing these identified literature gaps holds crucial implications for our understanding of the distinct context and challenges confronted by universities in Indonesia and Malaysia amid the COVID-19 outbreaks. By delving deeper into these areas, our study intends to shed light on effective strategies for implementing University Social Responsibility (USR) in similar contexts. Through comprehensive exploration of universities' roles in public health responses, we aim to highlight their significant contributions, filling the gap in knowledge regarding their active involvement in research, testing, information dissemination, and community engagement. Unveiling universities' support for affected communities intends to not only bridge the gap in the literature but also inform strategies that can effectively alleviate the socio-economic impact of the pandemic, contributing to community well-being. Scrutinizing the challenges and strategies of digital education in Indonesia and Malaysia acknowledges the evolving educational landscape. Our study aims to provide insights into addressing obstacles and enhancing inclusivity within remote learning environments.

Finally, by delving into collaborations and partnerships, our research strives to uncover the dynamics, challenges, and outcomes of these interactions. This understanding will facilitate the formulation of more effective and coordinated approaches for future pandemic responses. In essence, our study seeks to contribute valuable insights to the existing literature by addressing these crucial gaps, ultimately enhancing our understanding of University Social Responsibility in the context of the COVID-19 pandemic in Indonesia and Malaysia.

4. Methodology

4.1. Selection Criteria for Interviewees

Interviewees were purposefully selected based on their roles and involvement in University Social Responsibility (USR) programs and COVID-19 response initiatives at Universitas Muhammadiyah Yogyakarta (UMY) and Universiti Sains of Malaysia (USM). This ensured that the insights gathered were relevant and comprehensive. University officials and lecturers with direct engagement in USR and pandemic-related efforts were identified and approached for participation.

4.2. Data Analysis using the Triple Bottom Line Framework

The collected data was analyzed through the lens of the Triple Bottom Line (TBL) framework, which assesses impacts in three dimensions: economic, social, and environmental. Data reduction involved identifying recurring themes and patterns in the interview transcripts and secondary sources related to each dimension of the TBL framework. Data display included organizing the findings in a coherent manner, highlighting the universities' contributions in terms of economic, social, and environmental dimensions. The conclusion drawing process verified and refined initial conclusions iteratively, ensuring that the analysis aligned with the TBL framework's principles.

4.3. Addressing Potential Limitations

Several potential limitations warranted consideration. Firstly, the selection of two universities may have limited the generalizability of the findings to a broader context. To mitigate this, the study provided a detailed contextual description of UMY and USM, allowing readers to assess the transferability of the insights. Secondly, the reliance on interviews and secondary data may have introduced bias or limited perspectives. To ensure validity, triangulation was employed by cross-referencing interview data with secondary sources. Moreover, researcher reflexivity was practiced to acknowledge and minimize potential biases during data collection and analysis.

4.4. Ensuring Validity and Reliability

To enhance validity, member checking was employed, where interviewees were given the opportunity to review and confirm the accuracy of their responses. Additionally, prolonged engagement with the data was practiced, immersing researchers in the information to ensure a comprehensive understanding. Peer debriefing involved discussions with colleagues to validate interpretations and conclusions. Regarding reliability, a detailed research protocol was maintained, documenting methodologies and decisions to ensure consistency and transparency.

In summary, this study adopted a mixed-methods approach involving in-depth interviews and secondary data collection to comprehensively explore the application of University Social Responsibility during the COVID-19 outbreaks in Indonesia and Malaysia, focusing on UMY and USM. By employing a structured selection process, applying the Triple Bottom Line framework, addressing potential limitations, and ensuring validity and reliability, this research provided valuable insights into universities' responses to the pandemic and their social responsibility efforts.

5. Results and analysis

Since the COVID-19 pandemic hit the entire country in early 2020, many people have become victims of this pandemic (Bradbury-Jones and Isham 2020). The community is not only infected with the Covid-19 virus, but also experiencing economic difficulties due to the pandemic limiting community activities. Many people have lost their jobs, have difficulty meeting their daily needs, and cannot even go to school. The government has made efforts to ensure the welfare of the community during the pandemic, but contributions from various parties such as companies, institutions, and even universities are also needed to assist the community in facing the pandemic and prepare the community for the new normal era. Community assistance and empowerment activities are usually carried out through social responsibility programs that have been implemented long before the COVID-19 pandemic.

In Indonesia, social responsibilty is not only the obligation of the company, but the university also has social responsibility within the scope of USR. In the implementation of USR, there are no exceptions whether the university is a private or public university, all of them are obliged to serve the community. This is also continuous with the higher education's Tridarma (three main responsibilities) in Indonesia, namely education and teaching, research, and community service. Universitas Muhammadiyah Yogyakarta (UMY) was founded in 1981 and is located in Yogyakarta. Since 1985, under the auspices of the Community Service Institute, this university has had a long history of community empowerment programs, or USR. UMY has worked with over 1500 community service partners from a variety of sectors, including the MSME and village-owned enterprise sectors, education, government, and health care.

UMY has performed community service in over 2000 locations throughout Indonesia, including the Indonesian diaspora. UMY has implemented several community empowerment programs, including the Mahardika Kokoda Reading House in West Papua, waste education and the establishment of waste banks in several Yogyakarta areas, socialization and counseling regarding pepper powder cultivation on Sebatik Island in North Kalimantan, the use of microcontroller technology

in fish farming in Kulon Progo, and training for tourism awareness groups in Won. All of UMY's community empowerment activities involve students, lecturers, and local government.

The university has been developing and expanding since its inception, which started with the enrolment of 57 science based students. Now, USM offers courses at undergraduate and postgraduate levels to approximately 20,000 students. USM has also become a well-known university at the local and international level. The University of Penang was founded in 1969 in response to the need for a larger campus with a more conducive environment to meet the needs of the country's future. Professor Hamzah Sendut was elected Vice Chancellor in April 1969. Two months later, 57 students were accepted to start their studies. Because Sungai Ara could not be developed as quickly as needed, the group was placed on loan at the Malayan Teachers' Training College in Bukit Gelugor by the Education Ministry. The campus, which was originally planned to be located in Sungai Ara, was relocated to its current location in 1971. To date, this is Malaysia's only university with the Accelerated Programme for Excellence (APEX) designation. The program is set to last from 2008 to 2025. It is a high-profile program funded by the National Higher Education Strategic Plan (NHESP) that aims to transform a potentially recognized university into a world-class institution. The USR program carried out by UMY and USM are divided into several initiatives:

5.1. Promoting Well Being Dan Safety Campus During Covid-19

Underpinned by its vision "We Lead," USM strives to be socially responsible in all of its endeavors, including outreach to the public through University-Community Engagement (UCE) initiatives. In the last five decades, USM has been led by five Vice-Chancellors (VCs). Though USM addressed societal concerns by addressing illiteracy and raising educational standards in accordance with the government's education policies during the first two decades, it never truly engaged in UCE programs.

Many of the UN Sustainable Development Goals (SDGs) are met by USM's social responsibility initiatives, including SDG 3 - good health and well-being for all; SDG 4 - quality education; SDG 11 - sustainable cities and communities; and SDG 17 - partnerships for the goals. Finally, this recognition reflects the foundational and practical frameworks of USM. Vision in championing social responsibility and sustainable development as a commitment to the SDGs on a local and global scale. These contributions align with the USM Kampus Sejahtera concept of a balanced, sustainable society in some ways.

In response to the Covid-19 pandemic, Universiti Sains Malaysia (USM) has implemented 16 initiatives to ensure the well-being and safety of its campus community. USM expressed hope in a memorandum to the campus community and neighbouring communities that the current global situation is being taken seriously by all. USM also urged students from all walks of life to join the university's leadership in efforts to keep the campus safe. According to one of the informants:

"USM is committed to working closely with the ministry, and to receive and abide by the latest instructions regarding measures that can and should be taken. We will be ready with preventive and mitigation measures following the Standard Operating Procedure (SOP) which has been outlined in dealing with the outbreak of Covid-19"

Among the initiatives are the formation of a special crisis committee to address Covid-19, the distribution of protective equipment, and the preparation of a special allocation. All members of the USM community, both staff and students, are prohibited from traveling abroad on official business and must reconsider personal trips.

Meanwhile UMY also implemented several policies and activities as a management effort in the learning process during the Covid-19 pandemic, including establishing the Incident Command System (ICS) as an institution tasked with mitigating and handling Covid-19 using an effective, efficient, and integrated management system, facilities, equipment, staff, processes, and communications. It is stated in various Covid-19 Mitigation Standard Operating Procedures (SOPs) that support the learning process at UMY during the pandemic, including implementing the Covid-19 health protocol when entering and while at UMY, providing information about Covid-19 mitigation, having a Hotline Centre, offline and online lecture guides, tuition waiver policies, procedures, and protocol for returning and arriving students, and SOPs for handling Covid-19 for returning and arriving students.

Due to the deployment of online learning, UMY could not conduct normal learning using the offline approach, more prevalent than the online one. Additionally, practicum activities were also delayed. This action was conducted in response to policy developments and requests from the government, the Minister of Education and Culture, and Muhammadiyah during the Covid-19 pandemic. UMY implemented measures to continue online and offline learning, called blended learning, during the Covid-19 pandemic. One of the informants said that:

UMY also explained to students' various complaints submitted, both those who asked directly or through social media. UMY has provided an understanding to prevent demonstrations that UMY students have been luckier than those of big universities. UMY has possessed e-learning learning system with complete features that can be easily accessed by the internet—facilitating online learning. UMY Covid-19 Task Force and relevant personnel have organized offline lectures using logical and adaptive methods to ensure that offline lectures could be held safely and successfully, following the expectations of the academic community and students in particular. Along these lines, online learning facilities have been built to complement the blended learning process optimally throughout the Covid-19 pandemic.

5.2. Initiatives of Community Services Projects

During Covid-19, USM also developed a university engagement program. University Sains Malaysia (USM School)'s of The Arts brings their experience and expertise to the community in order to help change the learning experiences of students, particularly those who are disabled. We hope that the skills they learn will help them gain knowledge, skills, creativity, culture, and even put them on the path of practicing innovation and producing future entrepreneurs.

Special education in Malaysia is an ongoing effort to produce individuals who have skills, direction, independence, the ability to plan and conduct their lives as individuals, and the ability to recognize their own potential. In accordance with the nation's educational philosophy, the goal is to see them as equal individuals and members of society.

This study was chosen because Sekolah Menengah Kebangsaan Pendidikan Khas Persekutuan Pulau Pinang is a special needs secondary school that offers Technical and Vocational Education and Training (TVET) subjects such as Design Technology, Integrated Life Skills, Art Studies, and other vocational subjects. The students have been exposed to a foundational understanding of the subjects; however, the application of these subjects is not as comprehensive and extensive as it could be.

The last 50 years have brought dramatic changes to the lives of children as they confront shifting patterns in Malaysians' lifestyles, leisure time and tastes as well as increasing competition from entertainment and recreation. Intriguingly, children today, are seeking new fixtures that offer new and varied ways to communicate, learn and play where they can emerge as central actors in a shifting landscape that challenges our values and norms surrounding heritage folktales and performative arts.

Silk Shadows Speak is an action research project that will investigate wayang kulit (shadow play) as a performative art that can delve into children's critical and creative engagement with heritage folktales. The project is concerned with children's voices - their thoughts and reactions to heritage folktales in their daily lives. It is about children appropriating wayang kulit to create and communicate meaning through storytelling, character interpretation and creation, puppetry, sounds, textures, and gestures. It is also about re-imagining performative tools, specifically the wayang kulit experience, in engaging and interactive ways that will bring unprecedented attention to public conversation and action on children's performative activities; from secondary school children's voices to university halls, government agencies, and corporations. According to one informant said that:

"This project documented three major processes that the 60 children went through in order to chart their knowledge in heritage folktales, appropriating the Wayang Kulit experience and staging the performance of Wayang Kulit by using heritage folktales through acting, puppetry and playing the gamelan instruments."

She added:

"Children were able to identify at least 3 folktales. Among the folktales were "Bawang Merah, Bawang Putih", "Si Tanggang" and "Hikayat Sang Kancil". They could relate the stories of the past to their present lives by adding their moral and social values to these stories from their perspectives. "Children gave their voices as they narrated the stories, wrote the dialogues, acted and embodies the characters."

The Muhammadiyah Teaching Program was developed by UMY as a special program related to empowerment in the education sector. This program is implemented to assist Muhammadiyah schools in Kulonprogo with management as well as teaching and learning activities. This program is a type of solution provided by UMY through empowerment, as seen in the problems of parents and children studying at home during the current pandemic. UMY sent 276 students in 35 groups to accompany 35 Muhammadiyah schools in Kulonprogo as part of this program. UMY also donates a website for Muhammadiyah schools in Kulon Progo to use as a medium of communication, learning information, and marketing.

UMY Promotes Digital Management in Nganjaran Village Twenty-five young people attended the library management training. One of the informants said that:

"This dedication is divided into two parts. The first goal is to pique children's interest in reading. UMY's servants and partners held competitions for children of various ages and with a variety of games. The competition was open to kindergarten students, elementary school grades 1.2, 3, elementary school grades 4,5, 6, and junior high students. The competitions held for them, both directly and indirectly, require them to be familiar with literacy".

A storytelling competition and drawing conclusions from a story is given to junior high school students. They were asked to read the story chosen by the devotee and then retell it in their own language. This competition increases children's interest in reading and also trains children's public speaking. Meanwhile, for kindergarten students, puzzles are presented to be arranged. The choice of this puzzle game is part of literacy. Children are given letter puzzles but in the form of picture pieces to help them easily arrange the words. At elementary school age, they are given a guessing game. Children are presented with prepared letters. The devotees give questions about the world of reading and about the natural environment, the first children learn to answer questions and these questions are answered by arranging the prepared letters and they do this in groups. All community empowerment activities carried out by UMY and USM are in accordance with John Elkington's Triple Bottom Line Concept, which states that the organization must prioritize the interests of stakeholders (all parties involved and affected by the organization's activities) over the interests of shareholders (ak 2015). Stakeholder interests can be divided into three categories: profit sustainability (Profit), community sustainability (People), and environmental sustainability life (Planet) (Correia 2019). According to Correia's explanation, both are focusing on the "people" aspect of

their USR program, which focuses on people's welfare by providing education assistance, community interaction, health assistance, and technological innovation assistance. The stakeholders involved in USR programs in this research are the university community (students, lecturers, and staff), local government, and each community where the USR program is held.

Both universities strive to put the interests of all stakeholders, particularly the target community of their USR program, ahead of their own. These two universities work together with all stakeholders to make the USR program a success and improve the lives of those affected by COVID-19. The various USR programs carried out by UMY and USM are expected to be able to create conditions for a self-sufficient community capable of overcoming various problems in the future. University innovations in the field of research drive lecturers' research related to innovation in various fields and collaboration with various parties (internal and external). The university encourages students to empower communities around campus through community service by assisting in technological, health, entrepreneurship, or any other aspect based on students' abilities. The data presented above demonstrated that UMY and USM implemented their USR agendas by encouraging their students to confront and solve community problems during the covid-19 pandemic era. Universities created community empowerment programs by involving their students in order to demonstrate their contribution to addressing society's real problems. This agenda does have a positive outcome. In the event of a covid-19 pandemic, the university could fulfill their USR agenda, their students could learn how to contribute to society, and the community itself could improve their well-being.

In the field of education and teaching, innovations made by two universities are constantly updating curriculum that refers to learning outcomes so that graduates are expected not only to complete education high and get a diploma but can also meet the needs of the market (users). Innovations made by universities in the field of research are drive lecturers' research related to innovation in various fields and cooperate with various parties (internal and external). In community service, the university encourages students to empower communities around campus by assisting in technological, health, entrepreneurship, or any aspects based on students' capabilities. As higher institutions with thousands of students, the involvement of student's community empowerment will show the good intuition of the university to the community around them. It doesn't matter how big or small the contribution is, direct or indirect, but all of them will have an impact on real-life sectors in society. This is in line with Chen's opinion, which states that university also has a responsibility to contribute to the country and local communities in terms of economic, social, and cultural aspects (Chen and Vanclay 2021).

Aside from trying to fulfill the social responsibilities, universities need to pay attention to the sustainability of the community service. The solution given by universities and students in community service must be in line with the principle of sustainability. Students need to create a series of continuous processes that do not halt once the activities have met their goals. With those strategies, the mutual benefit for the community and university could be reached easily. Another benefit that will come is this activity will create a good image of the university and create a good cooperative relationship between the university and the community.

6. Conclusions

In implementing social responsibility during Covid-19, Universities are always oriented towards innovations in all areas of life, especially those related to education and teaching, research and community service. Innovations made in education and teaching, research, and community service are significant because they can help increase knowledge and provide added value for the wider community and impact sustainable development. Three universities tried to identify the needs of local communities and the stakeholders before they implemented their University Social Responsibilities (USR) during Covid-19 based on the triple bottom line.

Triple Bottom Line (TBL) concept encouraged organizations concerned with profit and concerned with environmental preservation life and the surrounding community and welfare of employees. So, implementing sustainable development can meet current needs without sacrificing natural resources for generations to come. Besides the presence universities can benefit the community and must be based on a sense of high concern for the community and surrounding environment. Form of caring university to the environment proved by giving help in the form of scholarships for underprivileged students and students who located in the vicinity of the campus. Besides scholarships, university care on the environment is also carried out in community service programs and social assistance and donations to the local community campus. In addition, the university's presence can also improve the economy and help the welfare of the local community during Covid-19.

The concept of ethics and SR need to be introduced everywhere in the teaching and learning process as the Think Globally, Act Locally approach. Universities can show their dedication to social responsibility practices by encouraging sustainable development techniques in management at higher education institutions. It should be ingrained as a method of being, acting, and practicing in the university's ideology. SR should be embedded into the core value and functions of universities' practices at every level.

Ethical considerations

Not applicable.

Conflict of Interest

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