



The Implementation of CSR to Enhance the Quality of Islamic Education

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Abstract

This study explores the implementation of Corporate Social Responsibility (CSR) to improve the quality of Islamic education at Elementary School in Indonesia. Using a qualitative case study approach, this research examines the contribution of CSR in enhancing physical facilities and the spiritual development of students. Data was collected through interviews with the school principal, teachers, CSR program managers, and observations of the facilities. The results indicate that CSR has made a significant contribution to improving classrooms, worship spaces, and libraries, which enhances student engagement in Islamic learning and their spirituality. This study emphasizes the importance of collaboration between schools, CSR stakeholders, and the community to achieve sustainable educational improvements and create a fair learning environment in line with the broader goals of Islamic education.

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INTRODUCTION

The expansion of Corporate Social Responsibility (CSR) inside the education sector is accelerating as the corporate realm emphasizes the enhancement of quality of life, encompassing education. Islamic education is a central emphasis, with corporations aiding in the enhancement of educational infrastructure in madrasas and other Islamic educational establishments (Anas & Karim, 2025). These contributions encompass infrastructure development, scholarship initiatives, educator training, and facility rehabilitation, all designed to enhance access to and the quality of Islamic education in Indonesia (Purwati, 2021).

Data from the Ministry of Education and Culture indicates that over 40% of schools in Indonesia remain deficient in basic facilities to facilitate the learning process, especially in regions with restricted access (Rokhmah et al., 2025; Suharningsih & Fathoni, 2025). This signifies a disparity in the quality of educational infrastructure that affects the learning experience, especially in Islamic religious education, which necessitates prayer rooms and additional accompanying amenities. The execution of CSR in the Islamic education sector, exemplified by Elementary School Bandung 052 Cisaranten Wetan, illustrates the beneficial effects of partnership between the business and education sectors. In this case, the company's CSR program focuses on improving educational and religious facilities, including providing classrooms, building prayer rooms, and improving the quality of Islamic educational resources, such as libraries stocked with religious books (Melita, 2025).

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By employing a deliberate and sustainable methodology, Corporate Social Responsibility (CSR) can serve as a substantial source of funding for educational institutions, aiding them in surmounting financial obstacles and enhancing the overall quality of education (Anas & Karim, 2025). Effective CSR initiatives within the Islamic education sector can enhance educational accessibility and quality, while also fostering an improved learning environment for pupils (Rifki & Karim, 2025).

This collaboration enhances the interaction between the community and the corporate sector, potentially fostering a commitment to support Islamic education in the future.

Pohan, (2022) asserts that CSR aimed at enhancing educational facilities in schools can maximize learning quality and reinforce students' spiritual values. Nonetheless, despite several CSR initiatives, no research has explicitly quantified the direct effect of CSR on enhancing the quality of Islamic education in elementary schools.

This study examines the degree to which the adoption of Corporate Social Responsibility (CSR) might enhance the quality of Islamic education at Elementary School Bandung 052 Cisaranten Wetan. Several critical inquiries emerge, including how Corporate Social Responsibility (CSR) might enhance Islamic religious worship and educational institutions, and the implications of this on student character and moral growth. These matters necessitate additional clarification to assess the efficacy of CSR in enhancing the quality of Islamic education at the primary level.

A review of prior research reveals that while CSR significantly enhances educational infrastructure, there is less investigation into its effect on the quality of Islamic religious instruction. Research conducted by Ramish & Ehsan, (2024) indicates that enhancements in corporate social responsibility (CSR) related to physical amenities, including classrooms and prayer rooms, can augment learning comfort and student motivation (Blagoycheva, 2020). Consequently, it is essential to investigate the role of CSR in enhancing Islamic education, especially in madrasahs that frequently face resource deficiencies.

This research corroborates the findings of Hasanah et al., (2025), which indicate that sufficient facilities foster an environment conducive to enhancing learning quality and student character. Nevertheless, the majority of research concentrates on the general education sector and has inadequately examined the influence of CSR within the realm of Islamic education. By comprehending the significance of CSR in Islamic education, it is anticipated that more efficacious techniques may be developed to enhance the quality of education in madrasas and offer sustainable answers to the encountered difficulties.

This study emphasizes the originality of assessing the influence of Corporate Social Responsibility (CSR) on the quality of Islamic education at Elementary School Bandung 052 Cisaranten Wetan, concentrating on the enhancement of physical infrastructure and the elevation of student spirituality via Islamic prayer and educational facilities. This study seeks to examine how Corporate Social Responsibility (CSR) might enhance the quality of Islamic education and investigate the involvement of stakeholders in the development and execution of CSR initiatives within schools. This research is imperative due to the ongoing demand for support in Islamic education institutions and is anticipated to provide recommendations for corporations and the government to enhance their involvement.

METHODS

This study used a qualitative methodology with a case study framework to examine the execution of Corporate Social Responsibility (CSR) in enhancing the quality of Islamic education at Elementary School Bandung 052 Cisaranten Wetan. This methodology was selected to attain a comprehensive understanding of the

influence of CSR on the quality of Islamic education at the institution, with the researcher acting as the principal instrument for data collection via in-depth interviews and direct field observations (Abishev et al., 2025; Aryasutha et al., 2025; Engkizar et al., 2022, 2023; Htay et al., 2025).

The research process commenced with the identification of critical concerns with CSR implementation in enhancing educational facilities and fortifying spirituality at Elementary School Bandung 052 Cisaranten Wetan. This study included key informants such as the principal, teachers, the school committee, and the company executing CSR initiatives. Structured and semi-structured interviews were performed to investigate the impact of CSR on educational institutions and the caliber of Islamic education. Furthermore, actual observations of the facilities and educational activities at the school were made to corroborate the interview data.

This study was carried out at Elementary School Bandung 052 Cisaranten Wetan, Bandung City, over a duration of two months, from May to June 2025. Data collection was executed via interviews with pertinent informants, observations of facilities enhanced by CSR initiatives, and documentary analyses of corporate CSR activity reports and data regarding Islamic religious education at the institution (Eltoukhi et al., 2025; Engkizar et al., 2024, 2025; Rahman et al., 2025).

The research instrument was created with an interview guide that concentrated on CSR elements pertaining to physical facilities and the enhancement of student spirituality. The instrument underwent testing to confirm its validity and reliability, validated through consultations with specialists in Islamic education and CSR. Thematic analysis was employed to classify interview, observation, and documentation data into pertinent themes. Data were evaluated inductively to comprehend the correlation between CSR and the enhancement of Islamic education quality. The results' validity was assessed by source triangulation to verify consistency and accuracy of the information.

RESULT AND DISCUSSION

The Execution of Corporate Social Responsibility (CSR) under the Facility Rehabilitation Program

The CSR initiative at Elementary School 052 Cisaranten Wetan commenced with the refurbishment of structures that were previously in a condition of significant deterioration, featuring fissured walls and insufficient amenities. This refurbishment enhanced not just the physical conditions but also fostered a more favorable learning atmosphere. Classrooms are now furnished with enough lighting and ventilation, enhancing student comfort and concentration, especially during Islamic Religious Education sessions (Interview with the Principal, 2025).

The CSR program enhanced religious facilities at the school with academic renovations. Prior to the program's implementation, places of worship were severely restricted. The school mushala is now more big and comfortable, featuring a sufficient wudu area. These amenities enable students to engage in worship, particularly congregational prayers, with more solemnity (khusyuk). This enhancement bolsters the development of pupils' spirituality, a fundamental component of Islamic education (Observation, 2025).

The CSR initiative encompassed the establishment of a library, which is currently furnished with literature on the Islamic faith. Previously, the library exclusively offered a compilation of texts on general topics. The inclusion of the religious book collection has expanded students' access to enhance their religious understanding, hence improving the quality of Islamic religious education (Interview with the Principal, 2025).

Additionally, contemporary educational facilities were equipped with projectors and displays to facilitate multimedia learning. This illustrates the company's

commitment to enhancing access to Islamic education by employing technologies pertinent to the school's Islamic education curriculum. These instruments facilitate the delivery of Islamic religious instruction in a more engaging and effective manner (Observation, 2025).

The execution of CSR at Elementary School 052 Cisaranten Wetan has substantially enhanced the quality of Islamic teaching. The availability of sufficient facilities for worship and education fosters a conducive atmosphere and enhances student motivation. This program promotes physical attributes while simultaneously reinforcing students' assimilation of Islamic teachings and improving their social engagement in religious events (Observation, 2025).

Ethical Aspects in the Principles of Islamic Educational Administration and Maqasid al-Shariah

The execution of the CSR program at Elementary School 052 Cisaranten Wetan emphasizes both material and ethical elements, aligning with the principles of Islamic Education Management (MPI) and Maqasid al-Shariah. This CSR program seeks to enhance the ethical, social, and spiritual dimensions of pupils, aligning with the objectives of Islamic education in cultivating character via the reinforcement of faith, piety, and social responsibility (Interview with Teachers, 2025).

A key ethical principle in the execution of this CSR is social fairness, guaranteeing that all facilities are accessible to every student, irrespective of their socio-economic status. The Principal underscored that this CSR ensures equitable advantages for all students, aligning with the principle of social justice in Maqasid al-Shariah, which advocates for the fair distribution of welfare and equal educational access for every individual (Interview with the Principal, 2025).

This CSR initiative aims to enhance students' quality of life through education rooted in Islamic principles. This CSR initiative enhances student spirituality by offering suitable worship facilities, including a comfortable mushala and a designated ablution space, thereby allowing students to engage in solemn worship. This corresponds with the Maqasid al-Shariah principle, which underscores spiritual well-being within an educational framework that harmonizes worldly and otherworldly (ukhrawi) dimensions (Interview with Teachers, 2025).

Alongside physical repairs, CSR include the acquisition of ancillary facilities pertinent to the advancement of Islamic education. One idea is the establishment of a library including Islamic holy texts. The presence of this library provides students with enhanced access to expand their religious knowledge, which is essential for reinforcing the Islamic education curriculum. This program illustrates the company's commitment to enhancing the quality of Islamic education by offering pertinent and comprehensive learning resources (Observation, 2025).

The CSR program enhances student character development by offering worship facilities, including a musala and ablution area, which promote discipline in worship and cultivate their character. The Principal articulated that adequate facilities facilitate pupils in both learning about Islam and implementing its principles in their daily lives, thereby reinforcing their morals (*akhlik*) (Interview with the Principal, 2025). The execution of CSR at Elementary School 052 Cisaranten Wetan demonstrates a beneficial effect on student character development, consistent with Islamic educational ideals that prioritize the cultivation of virtuous character and social responsibility (Basori et al., 2025).

The CSR program at Elementary School 052 Cisaranten Wetan advances the objective of Islamic education in cultivating students who are both academically proficient and endowed with virtuous character. This program fosters the moral and character development of students while enhancing their spirituality, in accordance with the principles of Maqasid al-Shariah and Islamic Education Management

concerning the efficient management of resources for the intellectual, moral, and spiritual advancement of students.

The Function of Stakeholders in the Formulation and Execution of the CSR Program

The formulation and execution of the Corporate Social Responsibility (CSR) initiative at Elementary School 052 Cisaranten Wetan engaged multiple stakeholders, including the school administration, the school committee, educators, and the funding and resource-providing corporation. The successful execution of the CSR program depended significantly on efficient collaboration among all stakeholders. This encompassed transparent communication and effective organization to guarantee that the school's requirements were fulfilled in accordance with the company's capabilities (Interview with the School Committee, 2025).

The school committee served as an essential intermediary between the school and the enterprise, ensuring that the school's articulated needs aligned with the prevailing circumstances. The school administration identified facilities requiring repair, including classrooms and the *mushala*, while the committee facilitated communication between the school and the company to ensure the CSR program progressed according to the established objectives (Interview with the School Committee, 2025).

The principal stated that the school had particular requirements concerning facilities to facilitate Islamic education (Interview with the Principal, 2025). The corporation addressed these needs by allocating dollars and resources. The effective dialogue between the school and the corporation guaranteed that the CSR program fulfilled the school's educational standards, especially in improving the quality of Islamic instruction.

Educators contributed by offering insights on instructional resources and facility utilization to enhance the efficacy of Islamic religious education. Educators participated in the development of pertinent materials and provided recommendations on optimizing existing facilities, including as the *mushala* and classrooms, to enhance the quality of religious education (Interview with Teachers, 2025).

Despite effective collaboration among the involved parties, the school's negotiating power in decision-making about the CSR program remained constrained. The school, as a public educational institution, relied on the firm for financial support and other resources. Although the school articulated its requirements and objectives, the ultimate choice rested with the firm, which controlled the majority of the resources (Interview with the Principal, 2025).

Effective communication and active participation from the school in CSR planning can enhance their negotiating position. Despite lacking complete authority over final decisions, the school endeavors to guarantee that the implemented CSR program corresponds with their educational objectives, especially in enhancing the quality of Islamic instruction (Interview with the Principal, 2025).

Efficient collaboration among stakeholders including the school, committee, educators, and the company has positively influenced the effectiveness of the CSR program at Elementary School 052 Cisaranten Wetan. The program effectively enhanced the quality of Islamic education by renovating pertinent buildings and infrastructure. Effective communication among all stakeholders guaranteed that the decisions made were advantageous for all, particularly the students who directly reap the rewards of the enhanced facilities.

The Effect of CSR Implementation on the Quality of Islamic Education

Research findings demonstrate that the execution of the Corporate Social Responsibility (CSR) program at Elementary School 052 Cisaranten Wetan has substantially enhanced the quality of Islamic education, chiefly through the

advancement of physical and spiritual amenities. This program corroborates other research indicating that CSR can foster a supportive learning environment and enhance educational quality (Latif et al., 2025; Li, 2022). Corporate Social Responsibility (CSR) that focuses on the refurbishment of physical facilities, including classrooms and the *mushala*, augments comfort and enriches the student learning experience. Moreover, CSR enhances student spirituality by offering suitable worship facilities, such as an improved *mushala*, which aids students in conducting their worship with greater solemnity. This corresponds with the *Maqasid al-Shariah* principle that underscores spiritual well-being as an integral component of an education harmonized between the temporal and the eternal (Charits, 2025).

Alongside prayer facilities, the CSR initiative enhanced ancillary amenities for Islamic religious education, including a library now furnished with a collection of holy texts. Research conducted by Ilyas et al., (2023) indicates that a library possessing a sufficient collection of religious texts might enhance student learning resources, thereby elevating the quality of Islamic religious education. This CSR initiative facilitates the integration of technology in religious instruction by supplying contemporary instruments such as projectors and displays that align with the Islamic education curriculum (Georgiu, 2025).

The involvement of stakeholders in the preparation and execution of the CSR program is crucial for its implementation, reliant on efficient collaboration among the school, committee, educators, and the funding organization. Effective communication and proper structure among these entities guarantee the CSR program advances in alignment with its objectives (Rosyada et al., 2024). Nonetheless, the school's negotiating power in CSR-related decision-making is constrained, as it is significantly reliant on the corporation for financial support and resources. Research by Nugroho & Hartanto, (2025) suggests that ultimate decisions frequently reside with the corporation managing the resources, resulting in a dependency that must be mitigated by enhancing the school's negotiating power.

Effective communication and active participation from the school can enhance their negotiating stance inside the CSR program. Research conducted by Xu & Mustafa, (2024) highlights that transparent communication between educational institutions and corporations can strengthen the school's negotiating power to ensure that decisions made are consistent with their objective of enhancing the quality of Islamic education. The execution of CSR at Elementary School 052 Cisaranten Wetan has positively influenced the quality of Islamic education by enhancing physical and spiritual facilities, alongside fostering effective stakeholder collaboration. This corroborates the findings of (Fusheini et al., 2021), who assert that effectively implemented CSR can foster a more favorable learning environment and enhance educational quality.

CONCLUSION

This study demonstrates that the execution of Corporate Social Responsibility (CSR) at Elementary School Bandung 052 Cisaranten Wetan significantly enhances the quality of Islamic education, encompassing both physical infrastructure and the fortification of students' spirituality. These findings corroborate prior research indicating that CSR can enhance educational facilities and foster a supportive learning environment. This study indicates that, alongside physical enhancements, CSR fosters the development of students' character and spirituality by offering sufficient prayer facilities, including prayer rooms and ablution areas, as well as more extensive Islamic educational resources. These findings logically need further business sector engagement in bolstering Islamic education, particularly in regions deficient in educational resources.

This research advances educational science, specifically concerning CSR in the Islamic education sector, by offering novel insights into the previously overlooked

connection between CSR and Islamic education. The practical consequences underscore the necessity of partnership among educational institutions, corporations, and communities to enhance educational facilities and fortify students' character and spirituality. Future study may focus on longitudinal studies examining the influence of CSR on educational quality at various institutions and the methods by which CSR may be employed to attain inclusive and sustainable educational objectives. Subsequent research may investigate the influence of stakeholders in the execution of CSR and strategies to enhance schools' negotiating power in decisions pertaining to CSR initiatives.

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