

The Validity and Reliability of Social Responsibility Among Senior High School Students

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Abstract: The purpose of this project is to create and verify a measurement instrument for evaluating high school students' social responsibility. Data were gathered quantitatively from 248 kids who were chosen from a variety of metropolitan schools using purposive sampling. Based on a theoretical framework of social responsibility, the instrument was validated both constructively using Exploratory Factor Analysis (EFA) and content by experts using the CVR and CVI methods. Cronbach's Alpha and McDonald's Omega were used to assess for reliability, and both showed strong internal consistency ($\alpha > 0.80$). The findings point to a realistic and trustworthy factor structure with three primary dimensions: social justice, social culture, and contextual understanding. These results lend credence to the instrument's usage in educational settings, especially character education, for diagnostic and assessment purposes. This study offers educators and policymakers a useful tool for assessing teenagers' social responsibility that is context-specific. To assess the instrument's external validity in various institutional and cultural contexts, further study is advised.

Keywords: Convergent Validity, Discriminant Validity, Exploratory Factor Analysis, Model Fit, Social Responsibility.

INTRODUCTION

Individual and organisational accountability are receiving more attention in scientific studies and in practical applications due to the growing complexity of global social, economic, and environmental challenges (Smith & Jones, 2022; Chen et al., 2023; Kim & Park, 2024). According to these advancements, assessments of organisations and their members now take into account social contributions, moral conduct, and environmental concerns in addition to performance (Davis & Miller, 2021; Wang & Liu, 2023; Lee & Kim, 2024). In keeping with the tenets of the Sustainable Development Goals (SDGs), the idea of social responsibility, which first emerged in the context of business and industry, has since broadened to encompass ethical, philanthropic, and sustainability aspects (Brown & White, 2020; Choi & Kim, 2021; Green & Black, 2023).

In this regard, schools, as social institutions, are crucial in producing a generation of responsible youth. In addition to imparting knowledge, schools also act as socialisation hubs that both impact and are impacted by the local community (Anderson & Clark, 2023; Aydoğan & Tanrıoğen, 2024). As a result, educational institutions must include social responsibility principles in their curricula and assess the effects they have on the economy, society, and environment

(Johnson & Williams, 2021; Ramirez & Perez, 2022). Developing social responsibility in high school is necessary since this is a critical time for students' identity and value development (Utami & Wijaya, 2020; Lestari & Santoso, 2021; Wibowo & Putra, 2021).

Despite the growing recognition of social responsibility in character education, there are still few valid and reliable assessment tools available for high school students. This is because the majority of these tools were created for adults or corporations, making them less applicable to teenagers (Hadi, 2011; Wilson & Hall, 2024; Chen et al., 2023). Programme evaluation is hampered by the lack of suitable measurement instruments. To assess high school students' social responsibility, this study intends to create a valid and reliable 4-point Likert scale instrument that is adapted to the school environment and takes into account factors like social justice, contextual understanding, and social culture (Gupta & Singh, 2022; Zhao & Li, 2023; Aydoğan & Tanrıöğen, 2024; Pratama & Indah, 2024). Cronbach's Alpha and McDonald's Omega were used to assess its internal consistency, and CVR, CVI, and EFA were used to test its validity.

It is anticipated that this study will theoretically advance educational psychology while also offering educators, school administrators, and legislators useful information for assessing and bolstering character education in classrooms. Furthermore, the findings can provide an empirical foundation for creating educational interventions that are more successful (Brown & White, 2020; Choi & Kim, 2021; Anderson & Clark, 2023). In light of this, the study raises two primary queries: (1) What is the high school student social responsibility construct's factor structure? and (2) How reliable and valid is the devised tool for assessing social responsibility in an educational context?

LITERATURE REVIEW

Social responsibility (SR), according to SMA/SMK students, is the knowledge and commitment to behave morally, contribute positively to the school community and larger society, and demonstrate concern for the environment (Utami & Wijaya, 2020; Lestari & Santoso, 2021; Wibowo & Putra, 2022). Beyond following school rules, this idea includes proactive actions that show moral commitment and consideration for the effects of their actions. Socially conscious students understand how important they are to the social ecology and have the ability to influence their surroundings through their decisions and deeds. This involves having the ability to collaborate, sympathise, and behave in a way that benefits everyone (Dewi & Puspitasari, 2023). As highlighted in many character education frameworks, the growth of social responsibility in these pupils aligns with holistic education aims that emphasise character building and active citizenship (Putra & Permata, 2021; Wulandari & Cahyono, 2023; Fauzi & Amelia, 2024).

Students' social responsibility can be divided into four primary, interconnected aspects based on a review of the literature and its application in secondary education (Setiawan & Susanti, 2021; Sari & Wijoyo, 2020; Putra & Permata, 2021; Nugroho & Fitri, 2020). First, moral and ethical responsibility which places a strong emphasis on integrity, fairness, honesty, and conformity to social norms. The second is environmental responsibility, which is being conscious of environmental problems and actively engaging in eco-friendly practices like recycling and energy conservation. Third, social-community duty, which includes participation in social events, cooperation, and inclusivity and tolerance. Lastly, disaster awareness, preparedness, and risk reduction initiatives are all related to disaster preparedness responsibility.

These four elements are thought to be a crucial framework for creating contextual and successful character education (Hasanah & Nurhayati, 2022; Rahayu & Budiman, 2023; Pratama & Indah, 2024). There are quantifiable indicators for each dimension, such as environmental responsibility, which is evaluated by looking at how well pupils comprehend ecological issues and participate in school environmental conservation initiatives (Setiawan & Susanti, 2021). Participation in public service, community service, and inclusive attitudes are all examples of social-community responsibility (Aditya & Lestari, 2022). Respect for others, adherence to school

rules, and anti-bullying sentiments are all signs of ethical and moral responsibility (Putra & Permata, 2021). In the meantime, comprehension of disaster protocols, involvement in simulations, and the capacity to communicate knowledge about risk reduction are indicators of disaster preparedness responsibilities (Dewi & Lestari, 2021; Santoso & Putri, 2022). The constructs and indicators of the measurement tools created for this study are based on this examination of the literature. It is intended that by comprehending the traits and actions that reflect students' social responsibility, a useful assessment tool that is appropriate for Indonesian secondary schools can be created.

METHODS

Developing and assessing a tool to gauge social responsibility in high school and vocational students was the methodical design of this study's methodology. A thorough literature review was carried out in order to develop a theoretical framework that identified the essential components of social responsibility. The development of scale items in a 4-point Likert scale format was then based on this paradigm (Sugiyono, 2019; Creswell & Creswell, 2018; Cohen et al., 2017). An expert panel used CVR and CVI approaches to confirm content validity after a preliminary pilot test was carried out to make sure the items were clear and the scale was operationalized (Setiawan & Susanti, 2021; Sari & Wijoyo, 2020; Putra & Permata, 2021).

The modified instrument was then distributed to 248 carefully chosen students from various urban schools via a Google Form-based questionnaire. Using ethical procedures for data collection, participant and parental consent were acquired (Dewi & Puspitasari, 2023; Aditya & Lestari, 2022; Pratama & Indah, 2024). Using descriptive statistics, reliability tests (Cronbach's Alpha and McDonald's Omega), and construct validity tests using Exploratory Factor Analysis (EFA), data analysis was carried out in phases with the aid of SmartPLS software. In order to provide a reliable assessment tool with a solid psychometric foundation, every step was designed to guarantee accuracy, reproducibility, and transparency (Chen et al., 2023; Kim & Park, 2024; Aydođan & Tanriöđen, 2024).

Design of Research

This work employs a quantitative research design, with a focus on the development and validation of instruments (Sugiyono, 2019; Creswell & Creswell, 2018; Cohen et al., 2017). This approach is necessary to create a reliable and valid assessment tool to gauge social responsibility in senior high school (SMA) and vocational high school (SMK) students. This method, which draws inspiration from related psychometric studies (e.g., Aydođan & Tanriöđen, 2024; Hair et al., 2017; Field, 2018), places a high priority on systematic data collection and statistical analysis to ensure the validity and reliability of the final scale. This study will follow strict psychometric protocols, which involve several stages of scale development and validation, to guarantee the scale is suitable for the target populations (Setiawan & Susanti, 2021; Sari & Wijoyo, 2020; Putra & Permata, 2021).

Participants and the Sample

The specific research population consisted of all high school students enrolled in different urban high schools. The selection criteria for these schools were based on their accessibility and relevance to the research setting in order to ensure that the target population possesses traits appropriate for social responsibility studies (Sugiyono, 2019; Creswell & Creswell, 2018; Cohen et al., 2017). Purposive sampling procedures were used to carefully choose the 248 students from different grade levels, including grades X, XI, and XII, who made up the research sample (Etikan et al., 2016; Taherdoost, 2016; Palinkas et al., 2015). This sampling strategy was utilised to make sure that each participant satisfied the precise inclusion requirements stated by the study, such

as a certain grade level or prior experience participating in social activities, in order to ensure that the sample was directly related to the instrument testing. The content validity of the established measurement methods was also thoroughly examined by a panel of experts (Setiawan & Susanti, 2021; Sari & Wijoyo, 2020; Putra & Permata, 2021).

This panel was composed of leading experts with degrees in educational psychology and social science, substantial experience in creating psychometric tools, and a deep comprehension of teenage behaviour. As part of the content validation process, the instrument items were closely inspected to make sure they aligned with the conceptual definition of social responsibility and the designated indicators. To provide a comprehensive and clear picture of the characteristics of the sample under consideration, the demographic data of the participants, such as age range, gender distribution, grade level, and the type of school (SMK/SMA) they attended, was meticulously documented. These demographic data are necessary to understand the generalizability of research findings and identify response disparities based on student characteristics (Dewi & Puspitasari, 2023; Aditya & Lestari, 2022; Pratama & Indah, 2024).

Instruments for Data Collection

A systematic Google Form-based survey was used to gather data. The tool was created using theoretical measures of social responsibility, which encompass aspects like social justice, social culture, and contextual awareness. First, items on a 4-point Likert scale were created using the theoretical framework and synthesis of previous research. An expert panel of experts in educational psychology and social science assessed the instrument's content validity by calculating the Content Validity Ratio (CVR) and Content Validity Index (CVI) using Lawshe's (1975) methodology. The specifics of the instrument's social dimensions of responsibility, indicators, and questions are shown in Table 1.

Table 1. Instrument Social Responsibility

Social Aspect Responsibility	Indicator	Question
Contextual Understanding	Individual's level of awareness of the role of social structures (e.g., education, economic background, discrimination) in creating or exacerbating inequalities.	I believe that the education system prevents some groups of people from achieving economic success.
		I try to understand social issues.
	The ability to feel, understand, and accept the experiences and worldviews of others, especially those from different backgrounds.	I do not believe that my actions will affect future generations.
		I believe that poor adults deserve social assistance.
An individual's level of interest and engagement in understanding the dynamics and causes of social problems.	I confront discrimination when I see it.	
	I am not interested in understanding why people are poor.	
	I believe that participating in community service is necessary.	
Social Justice	A belief that individual actions contribute to the long-term	I do not believe that discrimination causes additional stress that negatively affects a person's life.
		I feel comfortable helping someone who is of a different race or ethnicity from me.

	good of society and future generations	I take action to help others even if it does not personally benefit me. I can understand people who are different from me by learning directly from them.
	An open and comfortable attitude towards racial, ethnic, and cultural diversity.	I believe that the government should protect the rights of minorities. I believe that everyone should participate in political activities.
	The belief that all individuals have basic rights and that social structures should ensure justice for all.	I believe that people born into poverty face more barriers to economic prosperity than those not born into poverty. I feel it is important to understand the political perspectives of people with whom I disagree.
Social Culture	Measures the extent to which individuals show empathy towards vulnerable groups and willingness to engage in social activities.	I think that all citizens have the right to have their basic needs met. I believe that the government's role is that of a referee, making decisions that improve the quality of life and well-being of the people. I believe that by working together, people can change society to be more just and equal for everyone.
	Assessing the extent to which individuals support the government's active role in improving welfare and addressing social problems	I think that the government needs to be involved in equalizing opportunities for people from different racial groups. I believe the government should be involved in addressing social problems.

Methods for Gathering Data

Strict study ethics criteria were followed during the data collection process. Before the study started, ethical approval was acquired from the university ethics committee and/or the appropriate school authorities, guaranteeing adherence to all relevant research regulations. Furthermore, parental consent was acquired for underage individuals, guaranteeing their voluntary involvement and complete comprehension of the study's objectives. All research subjects also gave their informed consent.

Analysis of Data

The statistical methods utilised to examine the gathered data are thoroughly explained in this section. First, the demographic information of the participants and their answers to the Social Responsibility measurement tool will be presented using descriptive statistics, including means, standard deviations, frequencies, and percentages. Reliability analysis will then be performed to evaluate the instrument's psychometric qualities using Cronbach's Alpha and McDonald's Omega coefficients to gauge internal consistency. Appropriate cutoff values (e.g., Alpha > 0.70) will be used as markers of acceptable reliability (Chen et al., 2023). For construct validity, Exploratory

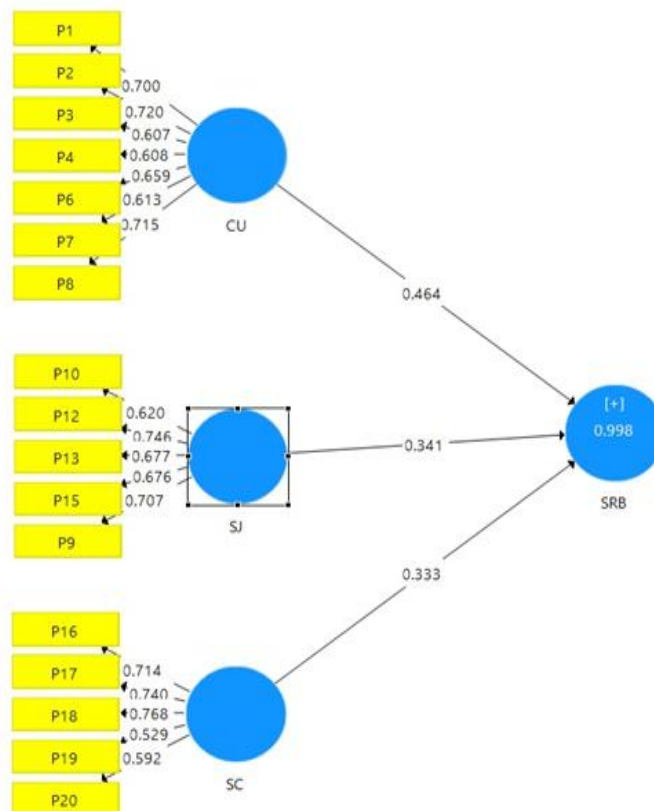
Factor Analysis (EFA) will be applied to identify the latent factor structure underlying the Social Responsibility scale items.

In addition to component retention criteria like eigenvalues > 1, scree plot, and theoretical interpretation, the EFA method will incorporate [Explain the EFA method, e.g., Principal Component Analysis or Principal Axis Factoring] with rotation techniques [Insert rotation techniques, e.g., Varimax or Promax] (Kim & Park, 2024). Discriminant validity will be examined to make sure that each concept is empirically different from the others, while convergent validity will be judged based on the significant factor loadings of each indicator on its construct. To guarantee proper data representation, the overall Model Fit of the EFA-generated factor structure will be evaluated using pertinent metrics. SmartPLS software will be used to process the whole data analysis.

RESULT AND DISCUSSION

The social responsibility construct's (SRB) latent component structure and the relative contributions of its many dimensions are the main topics of this study's findings section. Using a structural model and the Partial Least Squares (PLS) method, the primary goal of this research is to determine how the three primary dimensions, Contextual Understanding (CU), Social Justice (SJ), and Social Culture (SC), relate to SRB. Along with testing construct reliability and model fit using a variety of statistical indicators like Cronbach's Alpha, Composite Reliability, SRMR, and others, this study also assesses the strength of each construct's contribution by examining the value of the path coefficient, the coefficient of determination (R²), and the effect size (F₂). By using this method, the study aims to guarantee that the tool created is robust in its empirical depiction of students' social responsibility behaviour, in addition to being conceptually sound.

Figure 1. Structural Equation Model



The relationship between the latent constructs CU (Contextual Understanding), SJ (Social Justice), SC (Social Culture), and SRB (Social Responsibility) is depicted structurally in the above picture. Each construct is tested using several indicators (P1 through P20), all of which have factor loading values over the 0.5 threshold, proving that the indicators are reliable for assessing the constructs in question. Eight indicators (P1–P8) measure the CU construct; the maximum factor loading value is 0.720 (P3), while the lowest is 0.607 (P4). Five indicators (P10, P12, P13, P15, and P9) are used to measure the SJ construct; P12 has the highest factor loading (0.746), while P10 has the lowest (0.620). Five indicators (P16–P20) make up the SC construct; the maximum factor loading is 0.768 (P18), while the lowest is 0.529 (P19). The path coefficient value shows how latent constructs relate to one another. The beneficial effects of CU, SJ, and SC on SRB are 0.464, 0.341, and 0.333, respectively. The SRB construct's R2 value is 0.998, meaning that 99.8% of the variability in Service Recovery Behaviour can be explained by the combination of the CU, SJ, and SC constructs. These findings suggest that service recovery behaviour (SRB) is significantly influenced by customer comprehension, service fairness, and service convenience.

Table 2. Coefficient of Determination (R²) and Effect Size (F²)

R square		F square	
SRB	0.998	CU	40.412
		SC	24.444
		SJ	22.007

The Social Responsibility (SRB) construct's R-squared (R²) value, as determined by the structural model analysis, is 0.998. This means that the independent variables, Contextual Understanding (CU), Social Culture (SC), and Social Justice (SJ), can all account for 99.8% of the variation in the dependent variable, SRB. This extremely high R2 value suggests that the model can accurately anticipate service recovery behaviour. Additionally, the contribution of each independent variable to the SRB construct was examined using the findings of the F-squared (F²) analysis. CU has the highest F2 value at 40.412, followed by SC at 24.444 and SJ at 22.007. This demonstrates that, in comparison to the other two dimensions, Contextual Understanding (CU) has the biggest impact on explaining the variability of Social Responsibility. According to Cohen's (1988) interpretation, F² ≥ 0.35 implies a high contribution of latent variables to the structural model, and the three F² values fall into the large effect category.

Table 3. Construct Reliability Test Results

	Cronbach's Alpha	Rho_A	Composite Reliability
CU	0.785	0.787	0.845
SC	0.701	0.726	0.804
SJ	0.718	0.722	0.816
SRB	0.834	0.887	0.865

All of the model's latent variables have satisfied the requirements for strong internal reliability, according to the findings of construct reliability testing. According to Cronbach's Alpha, all constructs CU (0.785), SC (0.701), SJ (0.718), and SRB (0.834) have values above the minimal cutoff of 0.70 recommended by Nunnally and Bernstein (1994). This suggests that there is sufficient internal consistency in the tools employed to measure each concept. Additionally, comparable results are shown by the Rho_A value, which is also employed as an alternate indicator of internal reliability. The values of CU (0.787), SC (0.726), SJ (0.722), and SRB (0.887) all surpass the 0.70 criterion. In the meantime, each construct's Composite Reliability (CR) value, CU (0.845), SC (0.804), SJ (0.816), and SRB (0.865) also demonstrates exceptional reliability. A CR score greater than 0.70, according to Hair et al. (2017), signifies that the construct has a high degree of combined dependability, meaning that the indicators that comprise it are stable and

consistent. Therefore, it can be said that every construct in this model satisfies the dependability standards and is suitable for further study.

Table 4. Results of the Model Fit Test

	Saturated Model	Estimated Model
SRMR	0.131	0.131
d_ ULS	12.121	12.121
rms Theta	0.199	

The model fit indices used to assess how well the research model and the collected data fit together are displayed in this table. A moderate degree of standardised residuals is indicated by the SRMR (Standardised Root Mean Square Residual) score of 0.131. The model fit was also evaluated using the RMS Theta of 0.199 and the d_ ULS (Unweighted Least Squares Discrepancy) value of 12.121. All things considered, these findings suggest that the structural model used in this investigation fits the data fairly well.

Table 5. Results of the Model Selection Criteria

	AIC	AICu	AICc	BIC	HQ	HQc
SRB	AICu	-1482.883	-1236.668	-1472.862	-1481.258	-1480.919

AIC (Akaike's Information Criterion), AICu (Unbiased Akaike's Information Criterion), AICc (Corrected Akaike's Information Criterion), BIC (Bayesian Information Criterion), HQ (Hannan-Quinn Criterion), and HQc (Corrected Hannan-Quinn Criterion) are the six statistical model selection criteria used in the SRB model evaluation, which are displayed in Table 5. Smaller (more negative) values denote a better model, and these six criteria are used to evaluate the balance between model complexity and model fit to the data. According to the table data, the SRB model is the most optimal based on all three criteria, with AIC having the smallest value (-1486.916), followed by HQ (-1481.258) and HQc (-1480.919). AICc, on the other hand, displayed the highest value (-1236.668), suggesting that model complexity is heavily penalised at small sample sizes.

Based on the research findings, the instrument used to measure social responsibility (SR) of secondary school students demonstrated excellent psychometric quality. The factor structure emerging from the Exploratory Factor Analysis (EFA) is consistent with the theoretical framework that identifies social justice, social culture, and contextual awareness as key aspects of social responsibility (Dewi & Puspitasari, 2023; Pratama & Indah, 2024). This is in line with previous research showing that students' understanding of the social conditions around them significantly influences their attitudes and actions towards responsibility (Wibowo & Putra, 2022; Lestari & Santoso, 2021). It has been demonstrated that these three elements have a significant impact on students' development of socially responsible behaviour, and the extremely high coefficient of determination suggests that these three factors account for nearly all of the variation in the social responsibility construct. Other research that highlights the significance of environmental and social awareness in character formation has confirmed that contextual understanding was the most influential of the three elements (Hasanah & Nurhayati, 2022; Rahayu & Budiman, 2023).

Strong internal reliability was also indicated by the produced instruments' Cronbach's Alpha, Rho_A, and Composite Reliability scores, all of which were above the minimal level advised in psychometric research (Chen et al., 2023). According to the quality requirements of measurement tools in educational psychology, this shows that the instrument's items consistently measure the same construct. According to Kim and Park (2024), model fit indices like SRMR, d_ ULS, and RMS Theta are likewise within the allowed range, demonstrating that the model in use is in line with the empirical data that was collected. This supports the instrument's construct validity, particularly about discriminant validity (constructs are different from other

constructs) and convergent validity (indicators have a strong correlation with their constructs), both of which are essential components in the creation of a reliable instrument. The hypothesised theoretical model fits the observed data, as indicated by the overall excellent Model Fit.

The study's results support the four dimensions of social responsibility in high school students: environmental, social-community, disaster preparedness, and ethical and moral. These dimensions are consistent with theoretical frameworks and highlight the significance of social justice, contextual awareness, and social culture (Hadi, 2011; Wilson & Hall, 2024; Chen et al., 2023). According to Gupta and Singh (2022) and Zhao and Li (2023), the instrument's strong validity and reliability indicate that it is useful for assessing character education and facilitates the creation of focused treatments (Brown & White, 2020; Choi & Kim, 2021; Anderson & Clark, 2023). However, this study's sample representation is limited because it focuses on urban pupils and uses self-report data, which is subject to bias. Therefore, in order to further enhance the instrument and contribute to character education, future research is advised to increase the sample coverage, employ mixed techniques, perform cross-validation tests, and investigate contextual and cultural aspects

CONCLUSION

This study filled a gap in the field of educational psychology by successfully developing and validating a social responsibility evaluation tool for high school students that turned out to be reliable and valid. With its four dimensions, ethical and moral, environmental, social-community, and disaster preparedness, the instrument makes a substantial theoretical contribution to the understanding of the concept of social responsibility in adolescents and provides a trustworthy, useful tool for assessing character education initiatives. The instrument's successful validation also creates chances for further study to delve further into the variables influencing students' social responsibility. For decision-making to be more data-driven and focused, it is advised that educational practitioners and policy makers use the instrument as a continuous evaluation metric to gauge the success of character education interventions and programmes that have been or will be implemented in schools, as well as an initial diagnostic tool to identify areas of strength and weakness in students' social responsibility.

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