

THE IMPACT OF PT PANI GOLD PROJECT'S CORPORATE SOCIAL RESPONSIBILITY (CSR) PROGRAM ON THE MULTI-DIMENSIONAL POVERTY OF THE HULAWA VILLAGE COMMUNITY

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ABSTRACT

This study analyzes the impact of the Corporate Social Responsibility (CSR) program of PT Pani Gold Project on multidimensional poverty among the community in Hulawa Village, Buntulia Subdistrict, Pohuwato Regency, Gorontalo Province, with a focus on education. A descriptive qualitative method was used. Informants were determined through snowball sampling and comprised the CSR division of the Pani Gold Project and teachers from SDN 02, SDN 05, and SMPN 02 Buntulia. Data were collected through in-depth interviews, observation, and documentation and analyzed using an interactive model consisting of data reduction, data display, and conclusion drawing and verification. The analysis used Julian Rappaport's empowerment theory and the concept of multidimensional poverty. The findings show that CSR was implemented through the Community Development and Empowerment Program (PPM), consisting of eight pillars, with education as the most prominent area through school rehabilitation and the provision of educational facilities and infrastructure. The program created a safer and more comfortable learning environment, increased students' learning motivation, supported teachers' performance, and strengthened community trust and participation. In the multidimensional poverty framework, the program contributed to reducing deprivation in education and functioned as a community empowerment instrument. Strengthening is still needed in economic, health, and empowerment aspects so that benefits can be more comprehensive and sustainable.

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INTRODUCTION

Corporate Social Responsibility (CSR) is a form of a company's social responsibility toward its surrounding social and economic environment. In the modern era, CSR is no longer regarded merely as a supplementary obligation, but as an

integral part of a company's business strategy (Nurazizah et al., 2025). In the context of sustainable development, CSR plays an important role in bridging corporate interests and community needs (Situmorang & Sulaiman, 2025), and may take the form of social assistance, skills training, infrastructure development, and even community economic empowerment (Hasibuan, 2023). CSR is not only a moral or legal obligation, but also a strategy for creating harmony between the company and the community (Disemadi & Prananingtyas, 2020). According to John Elkington, if a company wishes to survive in the long term, it must pay attention to the "3P," namely not only pursuing profit, but also making a positive contribution to society (people) and actively participating in preserving the environment (planet) (Wibisono, 2007). In Indonesia, CSR is reinforced through Law Number 40 of 2007 on Limited Liability Companies, which states that companies operating in and/or related to natural resources are obliged to carry out social and environmental responsibility (Pemerintah Pusat Indonesia, 2007).

In the mining industry, CSR has evolved from merely a form of social responsibility into a strategic instrument in sustainable development, serving as a mechanism to mitigate social and environmental impacts while improving community welfare (Nurozi & Sisdianto, 2024), given the intensity of the impact of mining activities on the socio-economic life of local communities (Bansal et al., 2024). Ideally, CSR programs are designed to enhance community social participation and to provide access to education, health, and new economic opportunities (Ekawaty et al., 2025). However, empirical studies indicate that not all CSR programs are effective in addressing the specific needs of local communities (Ifanda & Sisdianto, 2024); some are merely short-term assistance and inadequately accommodate community aspirations in planning and implementation (Prayogo, 2011). Communities often perceive that CSR programs have not been able to significantly increase local labor absorption, so that the economic benefits felt are not commensurate with the social impacts experienced (Ramadhan & Fauzi, 2020). National policy also provides the basis that mining companies are obliged to implement CSR as part of their contribution to local social and economic development, although its implementation often faces obstacles at the local level, such as the limited capacity of communities to access information and to participate (Lauwo et al., 2016).

The Pani Gold Project originated from gold exploration activities in the Pani area, Pohuwato Regency, Gorontalo Province, since the early 2010s, and was prepared as one of the largest gold mining projects in Indonesia. The project is managed by PT Pani Bersama Jaya as the holder of the mining business license, with the majority of shares owned by PT Merdeka Copper Gold Tbk. As a mining company, the Pani Gold Project is present not only as an economic entity, but also as a social actor responsible for the social welfare of the local community through the implementation of CSR, which seeks to bridge community needs with the company's capacity in order to minimize negative impacts while enhancing the positive benefits of mining activities (Silalahi & Pradana, 2022).

The community around the Pani Gold Project mine still faces various problems related to multidimensional poverty (Damalante et al., 2025). This condition raises the question of whether the company's CSR program has genuinely been running and provided a real impact on the community, and whether its planning and implementation have been in accordance with residents' needs or merely a formality. Based on preliminary observation in Hulawa Village, poverty is indicated not only by low income, but is also evident from the aspects of education, health, housing conditions, and access to basic facilities and infrastructure. In the health aspect, some families experience difficulties in obtaining routine health services due to limited administrative costs as well as low awareness of the importance of regular check-ups, while nutritional problems among vulnerable groups such as toddlers and the elderly still require attention. In the economic aspect, most of the community depend on their livelihoods on the agricultural, plantation, and informal work sectors with irregular income, which affects their ability to meet basic needs. At the time this study was conducted, it was found that the most prominent multidimensional poverty lay in the education aspect. From the education aspect, it was found that children have limitations in accessing education due to the limited supporting facilities, particularly at SDN 02, SDN 05, and SMPN 02, which still lack supporting facilities for teaching materials. Therefore, the focus of this study is on multidimensional poverty in the education dimension, in connection with what is carried out by PT Pani Gold.

This study employs Julian Rappaport's empowerment theory, which emphasizes that empowerment is a participatory process in which individuals, groups, and communities gain greater control over their lives through increased access to resources, the strengthening of capacity, and active involvement in decision-making (Rappaport, 1995). This perspective is relevant to community-based CSR, in which the company involves the community as a partner in the planning

and implementation of programs (Farranajla & Erowati, 2024). This study also uses the concept of multidimensional poverty, which views poverty not only in terms of low income, but also in terms of various deprivations, such as limited access to education, health, and a decent standard of living (Alkire & Foster, 2011). Based on this background, the research problem of this study is how the CSR program of the Pani Gold Project impacts multidimensional poverty among the community in Hulawa Village, with the aim of analyzing that impact.

METHOD

This study uses a qualitative method, namely an approach oriented toward an in-depth understanding of social reality based on the perspective of participants within a natural context. The qualitative method is used to examine objects under natural conditions, with the researcher as the key instrument (Sugiyono, 2019), and is used to explore and understand the meaning that individuals or groups ascribe to a complex social problem (Creswell & Creswell, 2018). The type of research used is descriptive qualitative, which aims to describe in detail and factually the conditions, roles, and social dynamics of the object under study without testing hypotheses (Abdussamad, 2021; Afifuddin, 2009). This type of research was chosen because it corresponds to the characteristics of the phenomenon under study, namely the impact of the CSR program of the Pani Gold Project on the community around the gold mining company in Pohuwato. The study was conducted in the area around the Pani Gold Project gold mining company, in Hulawa Village, Buntulia Subdistrict, Pohuwato Regency, Gorontalo Province. This location was chosen because it is an area that should receive the company's CSR program and is situated around the mining operational area. This study uses two types of data sources, namely primary data obtained directly from informants through in-depth interviews, observation, and informal conversations, and secondary data obtained indirectly through documents, records, or reports related to the object of the research. The main instrument in this study is the researcher (human instrument).

The technique for determining informants used snowball sampling, namely an approach for finding key informants who possess a great deal of information, in which several potential respondents are contacted and asked whether they know other people with the characteristics required for the research (Pasikowski, 2023). The key informants in this study numbered four people, namely the CSR division of the Pani Gold Project as well as teachers of SDN 02 Buntulia, SDN 05 Buntulia, and SMPN 02 Buntulia. These informants were selected because they possess knowledge, experience, and direct involvement in the implementation and utilization of the school rehabilitation program. Data were collected through interviews, direct field observation to observe the conditions and impacts of the CSR program, and documentation in the form of documents, reports, and photographs of activities related to the program (Arikunto, 1983).

Data were analyzed using the interactive model consisting of data reduction, data display, and conclusion drawing and verification (Miles & Huberman, 2013). Data reduction was carried out by making an abstraction of all data obtained from field notes resulting from observation, interviews, and document review, which were then selected, focused, classified, and organized systematically. Data display presents information arranged in the form of narrative text so that it is easy to read and understand, which describes how the CSR program of the Pani Gold Project impacts the community around the gold mining company in Pohuwato. Subsequently, the data were concluded and verified so that the meaning of the data could be found. The research documentation was conducted in June 2026.

RESULT AND DISCUSSION

A preparatory village in 1994 as a result of the division from Taluduyunu Village, and was officially established as a definitive village on 21 March 1995. Geographically, this village is dominated by hilly areas traversed by two rivers, namely the Taluduyunu River and the Botudulanga River, and is known as a gold mining area centered on Mount Pani and Mount Baginite, which is widely known as far as North Sulawesi and Central Sulawesi. Most of the population earn their livelihoods as farmers and miners. Hulawa Village has a population of 2,210 people, and the majority of its residents are Muslim. The composition of the population by sex and the number of heads of household is presented in Table 1.

Table 1. Population of Hulawa Village

Indicator	Number
Number of males	1,137 people
Number of females	1,073 people
Total population	2,210 people
Number of male heads of household	619 households
Number of female heads of household	140 households
Total heads of household	759 households

Source: Hulawa Village Profile, 2026

From the education aspect, the education level of the Hulawa Village community is quite diverse, ranging from residents who have not yet attended or have never attended school up to the doctoral (Strata III) level, although it is still dominated by the basic education level, particularly primary school (SD) equivalent graduates. This condition provides an important basis for examining the education dimension within multidimensional poverty in the study of the impact of the Pani Gold Project's CSR program in Hulawa Village. The distribution of the population by education level is presented in Table 2.

Table 2. Population of Hulawa Village by Education Level

Type of Education	Male	Female	Total
Not / not yet in school	227	219	446
Not yet completed primary school (SD) equivalent	211	185	396
Completed primary school (SD) equivalent	392	366	758
Junior high school (SLTP) / equivalent	85	95	180
Senior high school (SLTA) / equivalent	180	147	327
Diploma I/II	0	1	1
Academy / Diploma III	0	11	11
Diploma IV / Bachelor's (S1)	42	48	90
Master's (S2)	0	1	1
Doctorate (S3)	0	0	0
Total	1,137	1,073	2,210

Source: Pohuwato Civil Registry, 2026

From the aspect of livelihood, the occupations of the Hulawa Village community are quite diverse, although most residents depend on agriculture as their main source of income. The most dominant livelihood is agriculture/animal husbandry, while the number of residents who are not yet employed is also relatively large. This condition illustrates the community's dependence on the primary sector as well as the need for the development of employment opportunities and economic empowerment. The distribution of the population by type of occupation is presented in Table 3.

Table 3. Population of Hulawa Village by Type of Occupation

Type of Occupation	Male	Female	Total
State apparatus / officials	9	7	16
Teaching staff	2	2	4
Entrepreneurs (self-employed)	143	32	175

Type of Occupation	Male	Female	Total
Agriculture / animal husbandry	453	7	460
Fishermen	8	0	8
Students / university students	217	218	435
Health workers	0	5	5
Others	0	550	550
Not / not yet employed	305	252	557
Total	1,137	1,073	2,210

Source: Puhwato Civil Registry, 2026

PT Pani Gold Project (PGP) is a gold mining project located in Hulawa Village, Buntulia Subdistrict, Puhwato Regency, Gorontalo Province, which is developed by PT Merdeka Copper Gold Tbk through its subsidiary and has become one of the largest gold mining projects in Indonesia. Its operational activities use the open pit mining method, with the gold ore processed in stages using heap leach technology and planned to be developed with a Carbon-in-Leach (CIL) facility. In addition to focusing on production, the company is committed to applying the principles of Good Mining Practice (GMP) and Environmental, Social, and Governance (ESG), and to implementing social responsibility programs such as community empowerment, the development of education and health, infrastructure improvement, and environmental management.

The CSR program of PT Pani Gold Project is a form of the company's commitment to supporting the sustainable development of the community around the mining operational area, designed to provide benefits not only through social assistance, but also through community empowerment so that the community becomes more independent and enjoys a better quality of life. Its implementation covers several pillars, namely education, health, income improvement, economic independence, social and cultural affairs, environmental management, the formation of community institutions, and infrastructure development. One of the main focuses of the program is the field of education, through support for educational facilities and infrastructure, school renovation, and training. This was affirmed by the CSR division in the following interview.

"The CSR program we carry out is implemented through the Community Development and Empowerment Program (PPM), which encompasses eight pillars and is arranged based on the needs of the community so as to provide sustainable benefits. Of all these pillars, the company focuses its program more on the field of education because it is considered to provide the greatest impact through school rehabilitation and the provision of educational facilities as an effort to improve the quality of human resources. The PPM is implemented not only in Hulawa Village, but also in several other villages around the company's operational area. However, Hulawa Village is one of the priority locations because it is directly affected by mining activities. The focus on the field of education is a form of the company's commitment to supporting sustainable community development."

(CSR division; research documentation, June 2026)

Based on this interview, the CSR program of the Pani Gold Project is arranged according to the needs of the community through the Community Development and Empowerment Program (PPM), which consists of eight pillars, namely education, health, income improvement, economic independence, social and cultural affairs, environmental management, the formation of community institutions, and infrastructure development. Of these eight pillars, the education pillar is considered the most successful because it provides a significant impact on improving the quality of human resources through school renovation and the provision of educational facilities. The PPM is implemented not only in Hulawa Village, but also in several other villages such as Buntulia Tengah, Buntulia Utara, Karya Indah, Sipatana, Taluduyunu, Taluduyunu Utara, Bulangita, and Teratai, with Hulawa Village being one of the main focuses because it is directly affected by mining activities. The company prioritizes the education sector because it is regarded as a long-term investment capable of improving the quality of education and opening opportunities for the younger generation to continue their education. This is in line with

Julian Rappaport's empowerment theory (Rappaport, 1995), which views empowerment as a process of enhancing the ability of individuals and groups to control their lives and to make use of the resources they possess; the school rehabilitation program does not merely provide physical assistance, but also aims to improve the quality of human resources in a sustainable manner.

Before the implementation of the school rehabilitation CSR program by the Pani Gold Project, the social conditions at SDN 02 Buntulia, SDN 05 Buntulia, and SMP Negeri 02 Buntulia showed the impact of limited educational facilities and infrastructure. The inadequate condition of the school buildings caused the teaching and learning process not to run optimally; students felt uncomfortable, especially during rainy or hot weather, while teachers faced obstacles in creating a conducive learning atmosphere. After the rehabilitation program was implemented, the social conditions at the three schools underwent positive changes. The improvement of classrooms and supporting facilities created a cleaner, safer, and more comfortable learning environment, thereby increasing students' enthusiasm for participating in learning, while teachers felt more assisted in carrying out teaching and learning activities. From the community's perspective, this program also strengthened the relationship between the Pani Gold Project, the schools, the local government, and the community in Buntulia Subdistrict, increased public trust in the company, and encouraged community participation in maintaining the school facilities that had been rehabilitated (Anomsari & Abubakar, 2019). This situation was expressed by teachers at the three schools in the following interviews.

"In my opinion, the school rehabilitation program carried out by the Pani Gold Project has had a good impact on our school. Before the rehabilitation was undertaken, the level of damage to the school was around 40%, and several school facilities had already deteriorated, so that they inadequately supported teaching and learning activities. After the improvements, the condition of the school became more comfortable, safe, and fit for use. In terms of learning, students appeared more enthusiastic about coming to school and participating in learning activities. Teachers also felt more comfortable carrying out the learning process because the available facilities were more adequate. In addition, the school rehabilitation demonstrated the company's concern for education in the surrounding environment, thereby providing benefits felt directly by the school community and the wider community."

(Teacher of SDN 05 Buntulia; research documentation, June 2026)

Based on the interview with the teacher of SDN 05 Buntulia, the school rehabilitation program had a very positive impact on the condition of the school. Before the rehabilitation, several facilities had deteriorated, such as damaged roof tiles, dull building paint, and limited learning support facilities. The physical condition of the school before rehabilitation was estimated to have around 40 percent damage, covering the roof, walls and building paint, as well as limited supporting rooms. Through the CSR program, the company carried out rehabilitation in the form of repairing roof tiles, painting the school building, repairing the school fence, and constructing a hall and a canteen. These improvements were considered capable of creating a cleaner, more orderly, safer, and more comfortable school environment. The rehabilitation also had a tangible impact on the learning process, because better classrooms made teachers more comfortable in teaching and students more enthusiastic about coming to school as well as more focus on learning. In addition to building rehabilitation, the company provided supporting facilities in the form of sports equipment, while the school still hoped for further support in the form of additions to the library book collection and the construction of a simple laboratory. From Julian Rappaport's perspective, this situation illustrates a process of empowerment because a better learning environment enhances the school's ability to carry out its educational function independently and strengthens the capacity of the school community to develop their potential.

"Before the school rehabilitation program from the Pani Gold Project, the condition of several facilities at SDN 02 Buntulia, such as the roof, ceiling, walls, and classrooms, had already deteriorated, thereby reducing comfort in the teaching and learning process. After the rehabilitation was carried out through the repair of the toilets, roof, painting of the building, construction of a canteen, and an administration room, the school environment became safer and more comfortable. In my opinion, this condition increased students' enthusiasm for learning and supported teachers in conducting learning. In addition to building rehabilitation, the company also provided assistance in the form of sports equipment and trash bins, although the school still needs additional library book collections. I consider that this program provides sustainable benefits because all of the facilities that have been repaired continue to be used to support teaching and learning activities at the school."

(Teacher of SDN 02 Buntulia; research documentation, June 2026)

The interview with the teacher of SDN 02 Buntulia shows that before the program was implemented, facilities such as the roof, ceiling, walls, and building paint had already deteriorated, so that the teaching and learning process did not run optimally. The rehabilitation carried out by the company included the repair of the toilets, the building roof, the painting of classrooms, the construction of a canteen, and an administration room. After these facilities were repaired, the school atmosphere became cleaner and more comfortable, so that students were more enthusiastic about participating in learning, while teachers found it easier and more comfortable to carry out teaching and learning activities. In addition to building repairs, the company provided assistance in the form of sports equipment and trash bins that were used to support learning as well as other school activities. Although the school still needs additional library book collections, the informant considers that this program provides sustainable benefits because the repaired facilities can continue to be used if they are well maintained. This finding is consistent with Rappaport's theory, which views empowerment as an effort to build the capacity of the community so that it is able to make use of available resources to maintain and improve the quality of its life in a sustainable manner.

"In my opinion, the school rehabilitation program carried out by the Pani Gold Project through the CSR program has had a positive impact on improving the quality of facilities and infrastructure at SMPN 02 Buntulia. Before the rehabilitation, the condition of the school building had deteriorated in several parts, such as the roof, ceiling, and building paint, but after the improvements were made, the school environment became more comfortable, safe, and fit for use. These improvements enhanced the comfort of teachers in teaching and encouraged students' enthusiasm and motivation for learning. In addition to building rehabilitation, the company also provided assistance with sports facilities, although the school still needs additional facilities such as a library and a laboratory. Overall, this program is considered to provide sustainable benefits for the learning process and for improving the quality of education at the school."

(Teacher of SMPN 02 Buntulia; research documentation, June 2026)

The interview with the teacher of SMPN 02 Buntulia shows that the school rehabilitation program had a tangible impact on improving the condition of facilities and infrastructure. Before the program was implemented, the school building had deteriorated in several parts, such as the ceiling, roof tiles, and faded building paint, and still required the addition of several supporting facilities. After the rehabilitation was completed, the condition of the school became better, safer, and more comfortable, thereby creating a more conducive learning environment. More comfortable classrooms made students more enthusiastic about attending school and more focused on participating in learning, while teachers felt more comfortable teaching because they were supported by more adequate facilities. In addition to building rehabilitation, the company provided assistance with sports facilities that were used to support student activities, and all of the repaired facilities were used optimally, not only for teaching and learning activities, but also for extracurricular activities, school meetings, and various other academic and non-academic activities. The informant stated that the school still requires additional support, particularly an increase in the library collection and the provision of a simple laboratory. Based on Julian Rappaport's empowerment theory, this situation indicates that empowerment does not stop at the provision of facilities, but also encourages the school community to continue developing their abilities, to make optimal use of the facilities, and to participate in improving the quality of education.

The research results show that the CSR program of PT Pani Gold Project in the aspect of school rehabilitation has fulfilled the principles of Julian Rappaport's empowerment theory. The statements of all informants show a shared view, namely that the program was implemented based on the needs of the community, improved the quality of educational facilities, created a safe and comfortable learning environment, increased students' learning motivation, supported teachers' performance, and provided benefits that are estimated to be sustainable if supported by the maintenance of facilities and the participation of all parties (Hakeu & Alim, 2024). Within the framework of multidimensional poverty, which measures welfare through the dimensions of education, health, and standard of living (Alkire & Foster, 2011; Suppa & Kanagaratnam, 2025), the school rehabilitation program contributes to reducing deprivation in the education dimension through increased access to a more decent learning environment. This is in line with the use of the multidimensional poverty approach as a complement to the measurement of monetary poverty in Indonesia, which emphasizes access to education, health, and basic

services, rather than merely income (Alkire, 2020; Yulianto et al., 2024). Thus, the CSR program functions not only as social assistance, but also as an instrument of empowerment that enhances the community's capacity to develop the quality of education and human resources in the area around the company's operations .

CONCLUSION

The Corporate Social Responsibility (CSR) program of PT Pani Gold Project has had a positive impact on efforts to reduce multidimensional poverty among the community of Hulawa Village, particularly through the Community Development and Empowerment Program (PPM). Of the various programs implemented, the education sector became the most prominent program through school rehabilitation, the provision of educational facilities and infrastructure, and the improvement of the quality of the learning environment, which provided tangible benefits for students, teachers, and the community because it created more decent, safe, and comfortable educational facilities to support the improvement of the quality of human resources. From the perspective of multidimensional poverty, the school rehabilitation program contributes to reducing deprivation in the education dimension. The improvement of school facilities increased students' enthusiasm for learning, teachers' comfort in teaching, and encouraged community participation in supporting educational activities. Although its impact has not directly increased the community's income, investment in the education sector is a strategic step in improving the quality of human resources, which is expected to be able to expand employment opportunities and improve community welfare in the future.

The research findings also show that the implementation of CSR by PT Pani Gold Project is in line with Julian Rappaport's empowerment theory. The CSR program not only provides physical assistance, but also creates a process of empowerment through increased community access to education, the strengthening of capacity, and community involvement in development. Thus, the CSR program of PT Pani Gold Project has become one of the community empowerment efforts that contributes to the reduction of multidimensional poverty in Hulawa Village, although strengthening is still needed in the economic, health, and community empowerment aspects so that the benefits of the program can be felt more comprehensively and sustainably.

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