

# Social Capital and School Principal Roles in Improving School Quality of SMA Muhammadiyah 3 Yogyakarta

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**Abstract**—During this social capital is often used for economic interests, but not optimal in the field of education, especially the utilization of social capital for the improvement of school quality. Therefore, the role of principal in utilizing social capital for school quality improvement is needed, thereby interested researchers to know the elements of social capital in schools that have utilized social capital and how the leadership role of the principal in improving the quality of school. This research is qualitative research and located in SMA Muhammadiyah 3 Yogyakarta. These Research subjects are school Principal, teachers and students. Data collection uses observation techniques, interviews and documentation. data validity uses triangulation technique, data analysis uses interactive model scheme with some steps: data collection, data reduction, data presentation, then ended by conclusion. The research findings show that (1) Elements of non-existing social capital consists of: a) trust: b) relationships: c) Values and norms, (3) School principal roles in improving school quality are found in school culture aspects, and they are: a) physical culture: maintaining, repairing and supplementing school buildings: b) religious culture: guiding spiritual attitude through mandatory prayer in congregation: c) achievement culture including teachers and students who have participated in the Olympics and conducting supervise activities.

**Keywords**—principal, social capital

## I. INTRODUCTION

Social capital contribution of education aspect, especially in Indonesia in this present is rare, particularly in school institutions. In this far, utilization of social capital has focused only on economic and politics, also has a tendency to education. Nowadays, education problems seem to focus on curriculum issues or introducing education management improvement programs, such as introducing MBS (*Manajeman Berbasis Sekolah*), human resource empowerment programs to educators (teachers), and other programs like physical development sector issues. Whereas the problems such as student brawl, lack of discipline, truancy, become the second issue that is set aside.

In fact at the present moment, there are many parties who question the success of the programs that have been done. Those questions are not to be debated, but to find ways and solutions for improving education quality in this country. Therefore,

understanding of social capital approach in the education sector that is devoted to school institutions should be improved.

The importance of applying social capital as a resource to improving school quality is ensured [1] that education in schools should pay attention to the social and cultural forces to be used for the betterment of school life. It is important to understand the process of human interaction among all residents of the school which is as parable in a society. The better school building efforts build a better society. It is because school is deliberately prepared to be a good place for educating or learning place of children and youth generation of a society.

Utilization of social forces such as social capital in schools is indispensable. The reason is that schools are an integrated, interconnected and interconnected one, having all values, norms, rules, complementary culture, and social capital can be a bridge to create the quality schools.

The success of school is not only seen as a form of learning achievement and mastery of technology and graduate quality, but also high appreciation for intellectual development and individual character. Then, the implications that arise from the forces of social capital affect to behaviour, honesty, school cleanliness and discipline. Therefore, social capital development is important as a basis in improving the quality of schools in terms of achievement, independence, up to the moral values prevailing in the wider community.

Msila in [1] emphasized that existence of social capital in school becomes an important factor for school success. Some school can achieve success despite no money. This situation is described by Msila at a school located in South Africa, Hambanathi. This school is characterized by weak financial capital where most of student parents are disadvantaged communities with high unemployment rates. Msila found that school strategy by creating a culture of parent involvement was a major factor in improving school quality.

Concerning the educational context in Indonesia related to the social capital utilization in schools has been studied by Hanum, *et al.* in [2]. Contrary to Msila who examines the weak financial success of schools by utilizing social capital as a way of quality improvement, Hanum, *et al.* research on teacher participation in quality schools in developing social capital of

schools. In their findings, Hanum, *et al.* explained that teacher roles in developing social capital of schools starts from giving mutual trust to fellow teachers, they exchange ideas, a sense of togetherness is formed by activities carried out together, mutual trust also formed from teachers and students, teachers involving learners in various activities of the race, so that the communication is intertwined become intense and generate strong trust [2].

Another factor that determines the issue of school quality improvement is inseparable to leadership issues. Giplin in [3] explained that leadership is a process of a person to influence a group of people to achieve common goals. Peter in [4] also added that leadership is an interaction between members in the group. He also defined leadership as ability to influence group and direct it toward a particular goal. In sum, leadership is the process of directing and influencing activities related to the duties of members of groups or organizations. This function requires leaders to cultivate the spirit of their subordinates to work diligently and guide them in carrying out the plan in achieving the goal.

The leader in the school context is the principal. The school principal became the first person to be regarded as the top manager in fixing every issue of school quality. The school principal is an important link between local school relations and the wider community. If the teaching and learning process is improved, then intellectual, technical and material support will be utilized appropriately. Similarly, the relationship with the community supports in the development of school improvement programs. In order to realize important changes in schools, the school principal needs the support of many resources of school community environment. Those supports may be personnel such as experts, consultants, teachers, parents, supervisors and so on, or in the form of funds necessary to support the availability of facilities, equipment and other teaching materials. Another supports are information, institutions and attitudes of politicians. In order to achieve that support, Wahjosumidjo in [5] explains that the school principal should be able to utilize his leadership to influence community to gain psychological support of caring, generating a responsibility attitude from the community that schools belong together. The school principal must be able to build responsive communication that directs the flow of information down, parallel, and upward in the school environment and the wider community environment. Wahjosumidjo also added his explanation that improving the quality of schools from the community can be achieved if there has been two-way communication and maintenance of communication. Cooperation needs to be built in order to realize changes in education quality improvement of schools.

Establishing relationships and networks by school principal is also considered important, as Hasbullah in [6] explains that groups and networks owned by a person in social capital will help disseminate information for an organization in achieving common goals. In a collectively groups there are voluntary principles, equality, freedom and civility. These three aspects will reinforce the creation of a complete social capital, in such manner every desired goal likely to succeed. The groups and networks are able to facilitate communication and interaction

among individuals. The social networks owned by school principal will strengthen the cooperation feelings of its members and the benefits for participation in each group of individuals [6].

Based on the role and empowerment of social capital in schools, researchers started observation by looking for data in private schools that are incorporated by Muhammadiyah organization in Yogyakarta city. One such school is SMA Muhammadiyah 3 Yogyakarta which is known as MOEGA. On the first occasion, researchers sought the superiority of the school compared to other schools. SMA Muhammadiyah 3 Yogyakarta has a fairly simple building and will look clear inequality when compared with state schools. However, the researchers found different findings at the start of initial observation. In early July 2017 researchers made their first visit to the school, the researchers were warmly greeted by the school security guards were known by army at first time they entered the school gate. The warmth and friendliness of the school began to be felt when researchers tried to convey the intent and purpose to find research data. Preliminary observation is done by observing the various activities of all school residents, school ornaments, school support facilities and interactions among school members.

Initial findings that researcher get are the success of high school principal Muhammadiyah 3 Yogyakarta as the best school principal of the provincial level, even three times in a row. Viewed from the teaching activities seen students engrossed listening to their teacher explanation. Furthermore, from the religious school culture reflected during the break time, many students impulsively forced to perform religious activities such as sunnah prayer and hospitality to the teachers of the school. Then, researcher tries to assume that the togetherness factor becomes the key of improving the school quality. To further explore the preliminary data, the researcher conducted a study in SMA Muhammadiyah 3 Yogyakarta by looking at the social capital owned by the school and how the school community contributed to empower the social capital for the improvement of school quality.

The rest of this paper is organized as follow: Section II describes proposed research method of this work. Section III presents the obtained results. Finally, Section IV concludes this work.

## II. PROPOSED METHOD

This research uses qualitative approach with naturalistic paradigm, naturalistic research using actual characteristic, descriptive, prioritizing process, inductive character and "meaning" in research become the main concern Bodgan and Biklen in [8] stated that The location of this research is SMA Muhammadiyah 3 Yogyakarta with time ranging from 15 August 2017 to 15 November 2017. Subject of research is school principal, teacher and student. For additional, data collection is done through observation techniques, interviews, and documentation studies. This study uses two supporting data sources to obtain a lot of data, namely secondary data sources and primary data sources. While to test the validity of the data must go through the stages of credibility, dependently and

confirmability made through confirmation of the results of observations, interviews with informants and confirmation of documents with interviews. Data analysis using interactive data analysis scheme Miles and Huberman [9]. Stages of data analysis consist of data collection, reduction, data presentation and conclusion.

### III. RESULT

#### A. *Elements of Social Capital in SMA Muhammadiyah 3 Yogyakarta Trust*

Trust is the first element of social capital that can be identified in SMA Muhammadiyah 3 Yogyakarta. The emergence of social capital in the form of trust is based on individual or group level. At the level of the individual social capital is created from the common values shared. Trust is also derived from the professional relationships of teacher work. While the environment of SMA Muhammadiyah 3 Yogyakarta place the subject teacher and homeroom teacher in the same room, so that interaction is intense and maintained. The ongoing interaction makes teachers have a great sense of togetherness.

At an individual level, trust is created because of a harmonious relationship between teachers and students. Creating mutual trust between students, school principal and teachers often involves students in various activities, such as extracurricular activities and racing activities in Olympics. Trust is also created by the pleasure of teachers led by the school principal. This is related to leadership conducted by the school principal. The school principal always keeps teachers in making a decision to make a policy. Social capital in the form of trust is also created by the school principal for the community around the school. In this case, the trust made by the community for SMA Muhammadiyah 3 Yogyakarta is evidenced by the number of new learners who register every year. Communication made by the school principal along with the teachers and the parents of the students and also the surrounding community is the key to SMA Muhammadiyah 3 Yogyakarta. Maintaining communication means building trust in the surrounding community. Trust is basically at the level of one's individual, this is done by the various qualities of interaction they have. In SMA Muhammadiyah 3 Yogyakarta, the growing belief between school principals and teachers arises from the habit that has been done for a long time, like sharing and exchanging ideas. Trust is also created because of the relationship between the citizens of schools that are bound by religious values. Besides, it appears in the organization form, such as membership Muhammadiyah organization of each teacher.

##### 1) *Social Capital in Relations and Network Form*

Social capital in relationships and networks form of SMA Muhammadiyah 3 Yogyakarta is based on the school principal and teachers. While the social structure that exist in SMA Muhammadiyah 3 Yogyakarta quality relation and network have different level. The school principal has wider relationships and networks than teachers in SMA Muhammadiyah 3 Yogyakarta, like the school principal's relation incorporated into the school principal group. Relationships with important people are used to get information dissemination for school needs. The

school principal will be incorporated in the school principal's working group so often meetings to discuss the various problems that occur in each school. In terms of group membership and relationships of the school principal occurs due to the process of absorption and dissemination of information utilized by the school principal.

SMA Muhammadiyah 3 Yogyakarta also conducts communication with government and private institutions. Thus, the school principal of SMA Muhammadiyah 3 Yogyakarta can take advantage of the cooperation agreed with various institutions, one of which is in cooperation with several campuses like UIN, UAD, UMY. School principals use the cooperation agreed by the school with various institutions in terms of empowering the quality of human resources especially teachers, trainings such as the provision of curriculum 2013, learning innovation training that is often followed by teachers SMA Muhammadiyah 3 Yogyakarta. Social capital in the form of relationships and networks is also obtained from teachers. Each subject teacher has a membership of (KKG) or MGMP. The routine meetings held in various schools produce new information that is used to improve the learning process or the exchange process of ideas in mastering the lesson material to be taught.

##### 2) *Social Capital in Values and Norms Form*

SMA Muhammadiyah 3 Yogyakarta has a school criterion based on religious values and a culture of Islamic nuance. Values and norms are an important element in process control of every individual who is incorporated in a group or organization. SMA Muhammadiyah 3 Yogyakarta's social capital in values and norms form is formed based on the ability of school principals and teachers in making policies that related to religious values. In addition, SMA Muhammadiyah 3 Yogyakarta has a religious value that is fairly good, has a variety of religious activities conducted by the school both in the internal environment of the school and surrounding communities. Some religious activities such as praying congregation, holding a regular recitation and inviting parents to conduct recitation are one form of activity that refers to social capital in the form of values and norms. Social capital in terms of values and norms is also applied to school discipline. School principals and teachers make some rules that students must adhere to in order to control the student's attitude so as not to exceed the reasonable limits of behavior. The rules are applied with reward and punishment system so that students become disciplined and easy to manage.

To better understand the forms of social capital contained in SMA Muhammadiyah 3 Yogyakarta, researchers will describe the form into the Table I below.

**TABLE I. SOCIAL CAPITAL FORMS IN SMA MUHAMMADIYAH 3 YOGYAKARTA**

No	Social Capital Type	Description
1	Trust	Trusts that exist in SMA Muhammadiyah 3 Yogyakarta include at the level of individual, professional relationship, placement of work space, togetherness and two-way communication.
2	Obligations	Social capital in obligations form is based on the role, awareness, exemplary, discipline and agreement on rules.
3	Value and Norm	Values and Norms are based on values of diversity, religion, mutual respect, school culture, orderliness, social structure, social status, honor and folkways
4	Relation	Relationships arise from individual engagement to membership of formal and non-formal organizations, colleagues' networks, communication with institutions, parents and the community.

**B. School Principal Roles in Improving School Quality of SMA Muhammadiyah 3 Yogyakarta**

**1) The School Principal Roles in Utilization of Social Capital in Religious Culture**

As a school principal, Mr. H can be said to succeed in providing the strengthening of diversity values into SMA Muhammadiyah 3 Yogyakarta environment. Vision and mission carried by SMA Muhammadiyah 3 Yogyakarta is an interpretation form of the Islamic character of Muhammadiyah. Planting implementation of religious values incorporated into the school curriculum. School principal and teachers make rules for students, such as obligatory prayers, socialize habits of smile greetings. Providing religious facilities is a step of the school principal and teachers in providing Islamic values.

Basically, the above components can be paralleled with the opinion of an expert named Peterson & Deal who explained that the school principal can play a role in shaping the school culture by providing and conducting ongoing coaching, such as in modelling, giving teaching, provide a good reinforcing character to all the citizens of the school [10].

School principals always involve teachers in providing religious guidance to students. It is seen that many religious ornaments displayed on the wall of the school and the obligation of recite Al-Quran before starting the lesson is also applied to the students. Coordination between the school principal and subject teachers makes the process of planting religious values to be achieved. The similarity of religious values strengthens the relationship between school principals and teachers in maintaining religious values in SMA Muhammadiyah 3 Yogyakarta.

Religious activities are applied to students not only during school hours but also on other Islamic holidays, such as giving *qurban* i.e. animal donations during the Hajj, conducting routine recitation of homes to homes accompanied by homeroom teachers. The programs are successful because there is cooperation among fellow citizens and the volunteer of everyone to always be involved in various activities, thus affecting the school community in maintaining religious culture in SMA Muhammadiyah 3 Yogyakarta.

The network withdrawal is also used by the school principal against the student guardian. The school principal routinely

establishes a joint study program with the parents, provides meeting facilities with guardians through religious activities, establishes parent connecting day programs for guardians and teachers, thus forming a routine *silaturrahmi* among guardians, homeroom and school principals directly. School principal of SMA Muhammadiyah 3 Yogyakarta acts as the initiator of mutually agreed policies. Regulations that arise in the school environment apply to all school residents. While Islamic values are executed by mutual agreement and obligation. Therefore, the social capital that emerged in the researcher observation of volunteer elements in each individual to run the rules that have been made. The similarity of values and vision set by school principals and teachers binds the success of schools in maintaining religious culture into the school environment.

**2) The School Principal Roles in utilizing Social Capital in Achieving Culture**

The success of the school principal in raising the name of SMA Muhammadiyah 3 Yogyakarta as one of the private schools considered to have the quality of education can be seen from some achievements obtained by SMA Muhammadiyah 3 Yogyakarta. The school principal's guidance to schools is seen in the provision of learning facilities, continuous teaching of students, training and supervision to teachers. The School Principal Roles in empowering social capital is reflected in the reinforcing of the environment and to all school residents. The School Principal Roles will always monitor the environmental conditions, provide self-reinforcement in the form of motivation also establish good communication with teachers and students.

The reinforcement activity for all school residents conducted by school principal of SMA Muhammadiyah 3 Yogyakarta is seen in the context of social capital can be explained by Coleman as a form of intimate relationship between people who are gathered in the same organization or called network closure, so that in one group can encourage cooperative behaviour of all people who are collected in the group.

Facilities and empowerment conducted by the school principal to teachers in the form of training, supervision and regular meetings between subjects teachers. It is intended that every teacher has a relationship of each membership and can share ideas in improving self-quality and able to develop a way of teaching methods. The role of school principals is seen in the empowerment and acceptance of cooperation for teachers.

At the student level, the school principal invites students to be actively involved in various competitions. School principals use contacts outside the school to provide training and motivation for students, providing mutual trust in the form of communication and guidance of students. The school principal also creates a conducive environment for all the citizens of the school so as to create social relationships that encourage intimacy, to socialize and to create collective consciousness for others.

#### IV. CONCLUSION

Based on the research results, the elements of social capital and school principal roles in utilizing social capital for improving the quality of schools are as follows:

Social capital elements in SMA Muhammadiyah 3 Yogyakarta are divided into several forms, namely: trust, values, relationships and code of conduct. Trust relationships at the individual level include the beliefs of the teachers and the School Principal. It is seen by the teachers' pleasure for the school principal performance. Teacher-level beliefs include professional work relationships that mutual trust creation based on awareness of each individual to respect each teacher's quality. Trust also emerged from the society towards SMA Muhammadiyah 3 Yogyakarta, as evidenced by the increasing interest of prospective students who want to join SMA Muhammadiyah 3 Yogyakarta from year to year. This is based on the promotion and relationships that the school principals and teachers have.

Social capital in the value form also affects the mutual trust of all residents of the school. The values can be the similarity of vision and mission, goals, but the most dominant is the religious values that form a sense of solidarity and a high level of trust. Islamic values embraced by SMA Muhammadiyah 3 Yogyakarta can be categorized into the binding of all the citizens of the school in carrying out the teaching and learning process in the school environment.

On the other hand, obligations also form the basis of social capital for school principals and teachers, as well as students. The obligations in this study are the obligation to comply with the rules and agreements that have been made together. Duties and discipline contained in SMA Muhammadiyah 3 Yogyakarta is the binding of every citizen of the school to not act beyond the will of the citizens of the school. Social Capital in Relations and Network Form is formed on the basis of individual participation in developing networks in formal organizations. The school principal develops a network on the organization of school principal, teachers form a network by participating in the MGMP of every subject group. At the individual level, the withdrawal of relations is not only limited to formal organization, but also formed from the acquaintance of each school. This relation on the acquaintance is used by the school principal to fill the event in SMA Muhammadiyah 3 by inviting acquaintances who are considered competent.

The school principal roles in improving and maintaining school quality can be seen in school culture aspects by utilizing social capital. The school culture contained in SMA Muhammadiyah 3 Yogyakarta is divided into several forms of culture, namely: [1] Physical culture which includes school appearance, school cleanliness, classroom arrangement, school ornaments including school wall readings, paintings, and school support facilities such as buildings, libraries, teachers' rooms, study rooms, administrative rooms and canteens, parking lots, mosques and campus mosques. [2] Religious culture contained in SMA Muhammadiyah 3 Yogyakarta includes Islamic values, congregational prayer habits, reciting the holy verses of Al-Quran before learning, respecting teachers, disciplinary values, omission of greetings, Muslim uniforms, preachers *hijrah* program, assistance *qurban* cattle, school recitation events. [3] Achievement culture that includes the election of school principals in a row as the best school principal of city and province, student achievement in academic and non-academic,

teacher achievement and increasing of students national examinations result.

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