

Social Capital and School Quality

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Abstract—Education is one component to improve the quality of individuals and countries. To achieve this the education sector must also have good quality, in addition to the government as an institution that aims to improve the quality of schools, the school institution itself must also have the will to become a good quality school, but there are still many schools that are still classified as schools with low quality. Social capital has an important role in improving the quality of schools, both in administration and the ability of teachers, besides how social capital can access networks and information in getting support facilities to improve school quality. Social capital as a driving force for elements in schools to improve quality. This literature review is intended to see what contributions social capital makes to improve school quality.

Keywords: *social, social capital, school quality*

I. INTRODUCTION

Education is an important component in shaping the quality of a nation's successor. The progress of a nation cannot be separated from the interference of education that is taught, respects utilizes and continues to improve the quality of public education especially students. Besides, the Republic of Indonesia aims to educate the life of the nation, which needs to be understood as the basis for improving the quality of education in Indonesia. The importance of education for the Indonesian state is implemented in Article 31 of the Law where "Every Indonesian citizen has the right to education" [1]. The better the education process, the better the quality that results from education. One forum for the educational process in the school. Schools as a forum for formal education, education carried out in a school environment have a complex system and runs dynamically in tandem with the development of community needs and the advancement of the world [2].

Schools will run optimally when supported by the existing infrastructure to support the complete learning process. The available infrastructure following the needs of students will support the learning process that has an impact on improving the academic quality of schools [3]. Schools have supporting components in the learning process, from classroom facilities, libraries, laboratories and physical facilities supporting the learning process, in addition to that, the teacher is also one of the supporting learning because as a facilitator and. The quality of schools in Indonesia on average has a quality that is still relatively below standard. As reported by the results of the 2015 Program for International Study Assessment (PISA) research.

The data released by PISA shows the ability of Indonesian students is still relatively low. Consequently, the average score received Indonesian students to read, read, and mathematics ranked 62, 61, and 63 out of 69

countries that evaluated. The rank and the average score in Indonesia are not much different from the results of the PISA test and surveys which were higher in 2012 which also exceeded those in the low mastery of material group (www.ubaya.ac.id). The results of the PISA family in the field of education are seen below the quality of education in Indonesia is still lacking, even Indonesia's ranking is still below the neighboring countries such as Singapore and Malaysia, one of the factors to improve the quality and ranking in Pisa is with the support of teaching staff or competent teacher.

Teachers have a role in the education process, teachers are the spearhead because they are directly involved in learning. In-Law No. 20 of 2003, educators and education personnel are the main components responsible for schools to provide direction for schools to develop. Here teachers must have good quality to produce quality results, the quality of teachers in Indonesia is still not ideal, it needs from (www.uinjkt.ac.id) The results of the Teacher Competency Test (UKG) in recent years show that Indonesian teacher competency is low. Indonesia's Low Rank in several levels of world ranking on the ability of students in the fields of reading, Mathematics, and Science also does not directly indicate teacher competency. The average UKG 2015 national output in the pedagogic and professional fields is 53.02. For pedagogical competence, the national average is 48.94, which is below the minimum competency standard (SKM), which is 55. Lack of teacher professionalism is also a supporter of education quality problems [4].

In addition to the lack of professionalism of teachers, sub-optimal infrastructure is also the cause of the low quality of education. With the limitations of school facilities and infrastructure, it certainly affects student learning outcomes. In other words, the educational process in schools and learning is not only related to the approved teacher but also supported by the approval and completeness of educational facilities and infrastructure [5]. It also emphasizes improving school quality. In addition to the ability of teachers to support, teachers must be able to support [6]. Improving the quality of schools not only at a high level in the teaching sector but also for all school members involved and other components. Problems in the world of education that are still very complex in developing the quality of education must immediately have a solution to overcome this, one way to overcome the problem of education by utilizing social capital to its full potential

Utilizing the elements of social capital in an educational environment such as schools must indeed continue to be developed, the school is an institution that includes non-related and makes harmony to run as expected. During that there is a group of people who are interconnected where each other interacts with each other,

in carrying out interactions between humans there are values and norms, culture that must be upheld with one another, in relation to this activity capital social becomes one of the links of interaction and makes a quality school.

Utilization of social capital must continue to be improved, this is like collaboration, and the social relations of every school member, the participation of these school members is part of any school, cultural rules and complementarity, and social modes exist to reach the creation of quality schools. Social capital has many contributions to the world of education, but social capital has been widely used by educational institutions. Social capital is also very important not only in my economic capital, a school that has a good economy may not necessarily meet the needs of a good school, other capital that can support Bourdieu's floating institutions or institutions must also be added to social capital [7].

II. LITERATURE

A. Concept Of Social Capital

Social Capital is an important mean of the component which deals with the element of society that is related to any aspects of human life either quality or quantity. The concept of social capital itself emerges in the 20th century by Lyda Hudson Hafian, John Dewey, and Bellanya and was not using the term of Social Capital back then. Social capital can become a relation which grows and develops inside the society until forming a social network which has norm or rules inside the society which are believed by the community in interacting wrong one another [8].

The concept of social capital which is defined by Field lies in the relationship, by building the relationship with the other individuals, the connected relation is then kept being long-lasting [9]. Social capital views the individual building the relationship with the other individuals and keeping the connection until it continuously lasts, the individual will be able to cooperate for gaining a purpose that cannot be done alone. The individuals create a connection through some networks which are made through emphasizing the similarity of values or purposes inside the network with the other individuals by putting forward the network as a resource, then the network can be categorized as social capital [9]. Creating a connection with many people also brings more social capital which is earned by the individuals.

According to Robert D. Putnam, [9] social capital is a part of social life such as network, norm and belief which encourage the participants to act together effectively for gaining the purposes together. Bourdieu defines the social capital as the number of resources, actual or virtual, that gather in an individual or a group because they have the everlasting network in the form of a reciprocal relationship after going through an institutionalized introduction and recognition stage [9]. James Coleman views the social capital as a mean of conceptual social process in seeing social action related to sociological and economic approaches [10]. The ability of the community to work together in order to gain their common goals in any group or any organization. [11]. The definition of social capital according to Lin is the ability of an individual to do interaction and to make a network from the resources one

may have which produces a product [12]. Social Capital is a resource that is attached to a relationship that gives advantages to the actors [9]. This resource can be categorized as a non-human resource such as material resource, and human resources. This human resource can be grouped into two varieties, physical resources, which consist of dexterity. Then, there is also a symbolic resource that involves knowledge and emotional commitment.

The existence of this social capital is able to access the cooperation with the elements of educational support. Social capital is unable to be separated with three matters such as belief, network, and norm. According to Putman, social capital is formed by belief, this belief will then build a community consensus through the *norm of reciprocity* and *norm of civic engagement*. It will appear when a bond of a society is high enough to reach the possibility of intertwined cooperation and will last longer. It is not a physical object which cannot be changed, conversely, it will always be interpreted and analyzed by an individual in a behavioral relation. By having belief, it is easier to get access to getting the resources, the network with a high trust level can also be functioned in stimulating a relation. In the view of Coleman, belief or trust is an important aspect in relation to creating the cooperation inside a wider social environment. Agreeing on this statement, Putman says that trust is the main component in the social capital of a relation [9]. However, trust or belief also needs some norms or rules when running a relation in order to make it be realized as it is planned.

Social norms cannot be separated from social capital. It is one component of social capital. It has a linkage with the other components such as trust and network. In relation to that, social capital that is an intertwined linkage form needs some rules. First, it needs a rule where an individual creates a relation not only for the interacting purpose but also for fulfilling the needs until getting an advantageous exchange for both involved sides. Second, it needs the shared rules which demand one's behavior. The exchange which has rules consists of rights and obligations to those who are involved in it. With these norms, the involved individuals have their responsibilities to keep the norms which are formed previously. Consequently, when an individual break those rules then this person will lose the advantages with them. In addition, he will start to lose the trust of the community as the cooperation lasts until he loses the network, he has created prior to it. When this cooperation continuously runs, then it will form a network inside which consists of trusts until getting the advantage from each other where those advantages also have some norms to determine these advantages.

The other central idea of social capital is the network. Social networks an asset. A network plays a role as a base for social cohesion as it can encourage people to cooperate with one another not only to those who they are able to recognize directly to earn the reciprocity advantage [9]. Fukuyama explains that a network is interpreted as a group of individual agents that share informal norms or values throughout the values and norms which are important for general market transactions [11]. It can also be defined as a series of relation which is able to be developed by having each special feature which become the features of the relation in general, which are used as the interpretation of

social behavior from the involved individuals. Consequently, the network which is viewed from the structure level is known as a pattern of social relations which increases or decreases one's behavior for being involved in a network of the social structure.

The network has three functions. They are as a lubricant, as a bridge and as an adhesive. As a lubricant, the network gives many conveniences in accessing any needs and resources which are required. As a bridge, it becomes the bridge when there are norms that control every individual which is involved in the cooperation to obey the rules until the realization of trust appears among the people in the community. As an adhesive, it has the function in giving the order and interpretation of social life.

To improve a school's quality, the people in the community inside the school are not able to stand alone. The roles of every element around the school such as society, government, the students and other elements that can support the school development. The social capital is an investment for obtaining resources such as information cooperation where every individual has the advantages. Dwiningrum declares that social capital becomes the base of school quality improvement starting from the social interaction process which is developed by studying activity which can give the positive result of all basic science [8]. By creating strong cooperation to unite the spirit of togetherness in improving the learning achievement. Strengthening the social capital must be done by all elements of the school community where they have the agreement in which social capital is an important and valuable aspect for improving the school quality.

B. Social Capital in Education

Most of the utilization of social capital is found in the economic research, management where the company can access either information or the raw material and the sale. However, social capital can also enter the education sector. Adequately, social capital which is owned in the school surrounding tends to be dynamic. The strength of social capital is slightly different from one another. This influences the way a school gets access or the supports of the institution's progress.

In research done at SD Budi Mulia Dua, the utilization of social capital in the character building of extracurricular activity has a notable effect on the forming of the students' character compared to the extracurricular activity. It employs the role models of discipline culture, affection program and assignment methods with fun learning methods and companionship will then strengthen the personality forming and students' characters such as becoming religious, commendable, excellent and having many achievements [14]. Social capital in this research becomes an introduction of the stationing process of character building which exists in the school environment to the students so that the desired character hoped by a school can be realized starting from their vision and mission until the supports to improve the school quality [14].

Social capital emphasizes the variety of the community to reach the purpose of improving the quality of life and keeps improving and adjusting continuously. In the

process of changing and the efforts to reach any purpose, every community has always been bounded with the values and norms which are guided as a reference of behaving, acting and having a relationship with one another. In the book of *Modal Sosial Dalam Pengembangan Pendidikan*, Dwiningrum has a view of how a school must be able to use social capital well [8]. Yaman employs the social capital in accessing the school quality supports, networks and relations which are done by the school with a non-school member to get the additional facility in the form of grant books. The improvement of school quality must also be emphasized on accountability. It must be built and becomes a shared agreement. It must also be supported by all school community to improve the school quality. The cooperation between the school community member can run well by strengthening social capital. Usman observes that much social capital is closely related to management, improvement, and the utilization of relations which are done as resources that can also become an investment to earn advantages [15]. With the cooperation which consists of trust or belief and norm, a subject will run well. Accountability needs social capital elements by creating relations. According to Dwiningrum, accountability in education consists of two vertical dimensions which are related to the relation of school management, the community, parents, students and the other educational institutions. On the other hand, the horizontal dimension views the relation between all the school community members. In this case, the interaction process and cooperation become the main key to the quality improvement process.

The education progress is one of the life aspects which is very fundamental to the development of a country. Not only requiring natural resources, but it also requires qualified human resources. The qualified teachers must also be able to use the existing social capital, the teacher social capital must be owned by every teacher in order to be able to access resources in producing qualified education. Grooteart views the teacher's social capital must be able to access any group and any network. This ability will be helpful in obtaining information in educational development. The effort of creating and improving human resources can be passed through education. The contribution of social capital brings positive impacts on teacher professionalism in the Social Science subject of junior high school Yogyakarta which is registered in the Social Science Teacher group with an effective contribution. The better the social capital of a teacher is the better of their professionalism in working. Meanwhile, the coefficient of determination or the quantity of social capital affects the role which is owned towards teacher professionalism [16].

III. RESULTS AND DISCUSSION

A. Social capital to promote school quality

The implementation of education in the school environment is inseparable from learning activities, in which in the process there is always an interaction between individuals involved in it. The creation of good learning is the reciprocity of all processes that occur, the desire to share, discussion and cooperation with one another and to comply with the agreement that has been made will create

conducive learning, and effective. Social capital appears as a facilitator to achieve the limitations of individuals in achieving something, in an educational environment, social capital is also used to meet the needs of schools, get information, and cooperation. Teachers and school principals are among the school residents who use the most power from social capital, the cooperative relations of teachers and school principals. Relationships in the form of cooperation in various spheres of education such as MGMP. Utilization of relationships owned to get the ease of getting information and accesses such as holding seminars sourced from the school community itself. Utilizing groups such as MGPM to obtain information, training in improving teacher quality. Ideas and relationships with the surrounding community to establish communication with parents of students [16].

Utilizing social capital by the school with parents and the community has shown many positive results in improving the quality of education. The form of cooperation involves the participation of parents in attending meetings with the school committee for the school contribution project. The parents' meeting with the school as a joint step to determine policies for developing school quality will also have an impact on outcomes in the form of student quality [8].

Relationships owned by schools are also used to collaborate with various government institutions such as the police and public health center. Collaboration with government agencies is usually carried out for outreach-education. Missal with the school police established a partnership with the police to conduct counseling about driving rules which have been violated by students so far. In the records held by the police in 2018 traffic violations were dominated by both middle and high school students [17]. Also, besides, the socialization carried out by the police is about drugs and the danger of understanding radicalism which is currently only opening among students. As said by Brigadier General Ahmad Dofiri who is the Head of the Yogyakarta Special Region (DIY) "We will later be sharing information with students about radicalism. We will also tell them to be wise in social media and the dangers of drugs "[18]. also, besides, the school cooperates with universities for the introduction and development of advanced levels.

The success of a school does not only occur because of its good human resources but the existing facilities. The importance of these learning support facilities is stated in the Law on the National Education System article 45 paragraph 1 No. 20 of 2003 which reads "Every formal and non-formal education unit provides facilities and infrastructure that meet the needs of education in accordance with the growth and development of physical potential, intellectual intelligence, social, emotional, and mental health of students ". The need for infrastructure is an important support in learning, such as the physical structure of schools (classrooms, fields, libraries). Schools as educational institutions will continue to improve their facilities to support the learning process at school. To achieve this, schools use social capital as a bridge to reach or obtain information about meeting the needs of facilities.

Social capital will continue to survive and develop when there is a shared awareness of the school community to always use it. Every school member must always exchange something that has mutual benefit value. The process will continue if all the individuals involved have a sense of responsibility and maintain mutual values and norms that have been agreed upon. The school environment has both written and unwritten values and norms such as school rules. The existence of rules in the school environment is aimed at maintaining the state of the school by following the school culture and school conditions such as, how to dress, attendance, and return home obsession, etc. and all this exists and applies not only students but also teachers and employees. Rules that are in the school are intended for students if implemented will get a reward in the form of good grades, but if the rules are violated, then the school will provide penalties for students who violate. Regulations also apply to teachers and employees as well as gifts and penalties will also be given to teachers and employees who violate the rules that exist in the school environment. These rules are used as a tool to control actions for students, teachers, and employees. in addition to the action rules of learning values or minimum completeness score in each subject that is given also as a tool to control students' abilities as well as an evaluation tool for the school in determining the next policy, in the form of teaching techniques, learning materials, media, examinations, and the view of interest selection for grade 1 high school.

IV. CONCLUSION

Social capital has an important role in the world of education. So that social capital can be used as a collective energy that can be used to improve the quality of schools. From the findings of social capital is widely used to work together, gain access, and ease of information. So, at this time social capital began to be taken into account in the process of educational development. Future studies are expected to be able to see how the role of social capital helps better collaboration between parents and school committees.

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