

THE ROLE OF TEACHERS IN BUILDING SOCIAL CAPITAL TO IMPROVE THE QUALITY OF PRIMARY SCHOOLS

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Abstract

Social capital that plays a role in the improvement of the quality of schools tends to weaken in the society. This study aims to answer two main questions, i.e. 1) the kind of social capital that is evident in Indonesian schools; and 2) the role of teachers in building social capital to improve the quality of the schools. As a preliminary study, a qualitative research was conducted in 15 primary schools in Yogyakarta province. It resulted in a descriptive overview of the social capital in the schools. The data, which were obtained through questionnaires, focus group discussions, in-depth observations and interviews, provided a comprehensive broad view. Data analysis was performed by reduction phases, categorization, interpretation and strengthened by data triangulation. The research data were presented to answer the research questions. Subjects in the research were 15 principals from 15 primary schools in Yogyakarta. Based on the research findings, every primary school has social capital that is used as a social energy to improve its quality. It includes participation in social networks; trust, mutual exchange of kindness; social norms and social values; proactive measures; and safe and comfortable school environment. In addition, the role of teachers in building social capital is significant in the learning process in the classroom and extracurricular programs. In short, strengthening social capital is crucial in schools, and teachers need to play a bigger role in developing social capital to improve the quality of schools. To do this, schools need to organize some kind of training, comparative studies, and simulation.

INTRODUCTION

Social capital has an important role in social life. Mapping the social capital is necessary for understanding the power of social capital. However, there is a tendency that the the mapping of social capital in schools has not been done, even though the social capital to build a good school is the same as that to build a good society. Schools are deliberately constructed to be a good place for education and learning for children and youth in a community. Schools are a small community where parents entrust their children and youth. Teachers take responsibility "in loco parentis" as a substitute for parents. Only a good school can build a good life for children and youth (Sodiq, 2010).

School develops a good social life for children and youth to access education and learning for succesful life. It has a social and cultural capital to be an instrument to improve

the quality education. However, people are more familiar with physical capital, money, or people as a means to improve the quality of schools. Physical capital is presented as physical objects, such as buildings, land; human capital refers to the quality of human, and financial capital refers to the ownership of money as capital for school construction or development. As a result, quality improvements of schools do not consider the social forces that are owned by the school itself.

Quality improvement of school, which is in need of social energy, is associated with the development of a discussion of social capital which is considered to play a role in quality improvement of school. Social capital began to be taken into account in the development process of education. Social capital is considered as part of a conceptual framework that began under consideration in building various aspects of society, even the dynamics of socio-economic life and culture associated with the power of social capital is owned by the society. Social capital has an important role in developing people's lives, in terms of economic capital and cultural capital. There is a strong tendency that the progressive development of economic dynamics is determined by the strength of its social capital, both in the micro level of internal organization as well as the macro level of the position of organization in a wider society.

The role of social capital is not considered as an important aspect in the process of quality improvement of schools. There is a tendency that the school had not yet realized that social capital is a strategy that can be developed in a learning process within the family and school. In fact, there is a tendency that the citizens have not been aware of what and how social capital is developed as an important aspect in the improvement of the quality of students and schools. It is an interesting phenomenon to be criticized, especially with the trend that social capital is even more weakened, even started to be not considered important by parents and educators. This reality proves that there is a paradox that continues to grow in the life of society on social capital, which serves as an important capital for the quality improvement of education. On the other hand, it is not considered as an important capital for the improvement of the quality of education.

Social capital is not understood and recognized by school and tends to be not optimally constructed for the quality improvement of schools. This paper tries to explain the importance of understanding the social capital that is owned by schools and describe the teachers' role in building social capital to improve the school quality.

Social Capital in Development

Social capital is interesting to be studied because it is a resource that can be seen as an investment to acquire new resources. The term “resources” refers to something that can be used for consumption, saved, and invested. Resources that are used for investments are called capital. Dimensions of social capital are quite broad and complex. Social capital is different from another popular term, i.e. human capital. In human capital, everything refers to the individual dimension, which is power and expertise owned by an individual. Social capital emphasizes on the potential of a group and the relationship patterns among individuals within the group and inter-group with a focus on social networks, norms, values, and mutual trust of the group members that establishes the group norms. In addition to the main forming elements, there are also other elements forming the social capital that play no less important roles. These elements can be said as sufficiency condition of the formation or establishment of the power of social capital in a community. The elements are (Hasbullah, 2006): (a) participation and social networks, (b) reciprocity, (c) social norm, (d) social values, and (e) proactive acts.

In its development, the concept of social capital was first developed by James Coleman, then further discussed by Pierre Bourdieu and popularized by Robert Putnam. James Coleman (1990), based on the results of his study on youth and education (youth and schooling), defines the concept of social capital as a variant of an entity consisting of several social structures that facilitate the actions of the perpetrators in personal and collective form in a social structure. Social capital is inherent in the structure of relationships between individuals. The structure of relationships and networks that create a wide range of social obligations, create a climate of mutual trust, bring the information channel, and establish norms and social sanctions for its members (Hauberer, 2011: 249 in Dwiningrum, 2015).

Another opinion by Pierre Bourdieu emphasizes on the different aspects that capital social relationships will provide valuable support from the capital, esteem and honor that is often necessary if one wants to attract clients into positions that are socially important, and that can be a medium of exchange, e.g. political career. Social capital is the amount of actual or virtual resources, that is assembled in an individual or group that has a network of long-lasting form of the interrelationships of introduction and recognition that is more or less institutionalized.

Social capital presents aggregating potential resources that are associated with proprietary networks that last for a long time. The value of the bond woven by an individual

depends on the number of connections that can be mobilized and the volume of capital owned by each connection. The bond between social connections and cultural capital or financial capital is called professions, such as lawyers and doctors who use "social connections" that require work (John Field, 2010: 23). Coleman and Bourdieu have a common focus of study, especially concerned with the role and relationship with one another as the unit of analysis of social capital (Hauberer, 2011: 250).

In line with that is the analysis of Francis Fukuyama (2003), which emphasizes on social capital in a broader dimension as everything that makes people allied to achieve a common goal on the basis of solidarity bound by the values and norms that are growing and obeyed. The situation is the key to the success of development in all spheres of life, especially for economic development and democratic stability. Traditional society that has been accustomed to work together and cooperate in groups or large organizations tend to feel the progress and be able to efficiently and effectively provide an important contribution to the advancement of both the country and society. The prerequisites of social capital are socio-cultural aspects, such as the norms of reciprocity and common belief; collective assets such as economic, technological and historical background; and the individual characteristics of certain respondents such as gender and ethnicity. In addition, the social aspect of culture is a product of social capital.

Social capital triggers the school community to achieve the goal of improving the quality of life and making changes and adjustments continuously. In the process of making changes and adjustments to achieve its goals, school is always tied to the values and norms that are used as guidelines or a reference in terms of attitude, action, behavior, and how to deal with others. Some of the reference values and elements that become the spirit of social capital are participatory attitude, care for one another, reciprocity, and mutual trust, which are reinforced by the values and norms that support them. Another element that plays an important role is the willingness of a community or school to continuously be proactive, in maintaining values and forming networks of cooperation, as well as creating new ideas. In this context, school needs to realize the importance of understanding the existence of social capital in the dynamics of social life in school, so that the power of social capital can be used optimally for quality purposes.

Social Capital in Schools

As explained by Nan Lin, social capital in school life emphasizes on the relationship between three components, i.e. structure, opportunity (accessibility via social networks), and action, all of which are in the social structure of school. In this context, school tends to have an organizational structure, accessibility and actions related to the learning process. Further described by Nan Lin, social capital should provide benefits for an individual acting for a particular purpose. In this case, the interaction is seen as a means to achieve the purpose of the action. Therefore, to understand how the actions are related to the interaction and how the institutions stand out in the process of mobilizing social capital a range of discussions about the resources embedded in the actor is needed (Lin, 2004: 41-55). In general, two types of resources can be defined for individual actors: the personal resources and social resources (Lin, 2004: 41-55). Meanwhile, private resources in the possession of the individual actors, can be used, transferred, and disposed without the need to receive specific authorization or responsibility from other actors or social positions.

Resources can be expressed through the transfer of parents, relatives, or other actors. With the institutional rules of society, they are passed from one individual actor to another. Another way of doing this is to get them invested their own resources. Education, for example, has been seen as a resource that is acquired through the investment of the resources of parents or private and personal effort. Apparently, the investment in education also led to the acquisition of other valuable resources such as power, wealth, and reputation (Lin, 2004: 41-55). One alternative to get private resources is through an exchange. The acquisition of personal resources may involve direct payments (money) or resource exchange (barter) through the resources transferred from one individual to another actor. For education at every school, every student basically has the opportunity to develop the knowledge, which later in the process became the capital in a variety of social activities (Lin, 2004: 41-55).

Some personal resources are fully owned by an individual actor (e.g. education and wealth), meaning that the individual actor is free to use and dispose its resources. On the other hand, less permanent position resource is a resource that is part of a hierarchical structure in which the authority offers the opportunity to the actor-occupant to have access to actors and other occupants to borrow or exchange resources. In other words, by a structural connection, the position within the hierarchical structure can control and use resources beyond their allocated positions. In the context of education, students' personal resources, which cumulatively become part of the power of social capital owned by the school in

strengthening the school's existence is the ability of schools in establishing a social network. Even the role of the school to become a social reproduction and also as part of the process of building social inequalities.

Schools with the power of social capital can play a role and engage as a medium for students to develop personal resources more optimally. When students have the ability to interact in a more powerful network, students can perform better. However, in practice, school as a place of learning, sometimes weaken personal resources so that students feel inferior in assessing their personal capacity. Therefore, school as a social organization can develop students' social capital which is determined by the ability of schools to establish cooperation and trust with other schools. In this case, school program activities are expected to engage students to develop their maximum potential to support the existence of school, by making a variety of learning activities either formal or informal.

Awareness for schools to develop social organizations through a variety of activities as a way to maintain their existence. This will be stronger if students and teachers as an actor could develop the potential of personal resources optimally. Optimizing the development of self potential by all components of school as an individual actor cumulatively will be the power of social capital in improving and developing the quality of schools. In this case as individual actors, students will be able to have and to access valuable resources to build stronger social relationships as social capital. If it is associated with the analysis of Lin, the rational action is assumed to maintain or gain valuable resources to survive and endure. The first motive will determine the action to conserve valuable resources of individuals. Second motive promotes action to obtain more resources optimally in social relations (Lin, 2004: 41-55). It is assumed that the motive to maintain a valued resource promotes expressive action. Therefore, to maintain one's resources requires recognition by others. Similarly, in the act, a person can be seen as an instrument that has a purpose in the act that requires social support.

Motivation is required to devise measures for specific purposes, in particular to maintain and sustain resources. Loss of resources in the possession of a person can be a source of threat to be able to obtain additional resources. If related to quality improvement efforts, the motivation of the whole school community should be the same in quality of schools measures optimally powered by personal resources. In this case, actions aimed for quality improvement must be understood in terms of interaction that allows actors to access and use resources within one another for the purpose of quality (Lin, 2004: 41-55).

Social Capital in School Quality Improvement

Movement for improving the quality of education continues to be an important issue in the development of education. Paradigm in the improvement of the quality of education in outline described by Suyata (2011), with the two schools of thought to improve education; First: the effective schools movement that emphasizes on experimentation to discover how schools become effective and what the determinants of effective schools. Effective schools more universal, while the second is schools of thought Quality School Movement, more contextual in response to anti-positivism. Two of these school of thought underlying that no raw standard in school improvement. Therefore, if the two schools of thought are rated as ideology, improving the quality of education requires a dialog to determine the theoretical foundation for quality improvement. Because any ideology in quality improvement has advantages and disadvantages. In reaction positivistic Effective Schools Movement, later, Quality School Movement which is more contextual and relativist appears. Practice of the formula for the betterment of all schools even in the whole world became a social phenomenon which is becoming determinants of schools everywhere, as ever School Based Management. Exchange of experience in the form of newsletters and reviews which is a collaboration between schools among regions and even between countries. In this way, there is a meeting point between positivist and neo-relativist in some aspect. In Indonesia, there is a clear difference between the Effective Schools Movement and Quality School Movement. This is evidenced by the practice of education policy in Indonesia as a "loan". In this case, seeing things is not only the practice, but the theory behind the practice is very important to know and learn (Dwiningrum, 2014). As a consequence, the issue of improving the quality of schools is still a central issue in the development process of education in Indonesia.

Quality issues should be analyzed holistically and contextually. It is proven by the existence of a very strong tendency that education policy inclined to affect partially in overcoming the quality of education, so the result is not optimal in overcoming the quality of schools. Education policy tends to be universal, so the impact on the lack of attention to the problematic in a school that is very unique and contextual. This is in line with the opinion of Suyata (2010) which states that the quality improvement in schools cannot be done in bulk, but is determined by the condition of the school. It is important to consider that every school has the background and potential of each, so it was impossible to enforce the policy of "one size fit for all". Therefore, the quality must have a high flexibility. Although, it still must have a policy dimension and measures which is imperative for all schools.

Schools have a variety of strategies in improving their quality. There are many factors with many variables in determining the dynamics of school quality improvement. The variables cannot be separated by the policy of the government in implementing models of school improvement, so different schools need to adopt quality improvement processes differently. Differences in the quality improvement process will have an impact on the learning process in schools. Theoretically, quality improvement model can be described as follows (Dwiningrum, 2011, 2012, 2015):

Table 1. Model for Quality Improvement

Model	Description
UNESCO	Encourage school improvement in many countries, particularly developing countries. Each year UNESCO Asia and Pacific Office in turn to organize a seminar of innovation focused on improving the quality of schools. Recipes offered include: a) the school is ready and open to develop a reactive mindset that emphasizes problem solving stripped in the past, turned toward anticipating change is oriented on how can we do things differently; b) the pillar of school quality; learning how to learn, learning to do, learning to be, learning to live together; c) set standards with clear indicators, d) improving the curriculum relevant to the needs of society; e) improve ICT in the learning process and management; f) emphasizes the development of teacher professionalization improvement systems, g) the development of school culture that is conducive to the improvement of quality; h) increase parental participation; i) implement the Quality Assurance.
WORLD BANK	Focus on the Production Function Approach, which emphasizes on the function of the input, either raw input or instrumental input (teacher quality improvement). Recipes must be prepared: a) quality improvement has to do with improving the quality of inputs; b) improving the quality of learning is determined by the quality of teachers and the existence of modern information and communication technology in learning, c) prepared and standardized curriculum, d) management reform and school improvement.
THE NEW ORDER	Tend to obey the policy of the World Bank. Recipes were conducted: a) overhauling Teachers' Training College curriculum that emphasizes on learning materials and reduces the subject material, b) improve teacher quality through quality improvement project with very well planned teacher training model; ranging from the theory, practice to on the job training in schools for professionals; c) emphasis on the availability of facilities: buildings, laboratories, and textbooks.
THE REFORM	The principle of democratization that restores rights, authority, and responsibility into the hands of the teacher as the main managers of the educational process. Recipe: a) establishing methods School Based Quality Improvement Management, which later became the School Based Management; b) develop a competency-based curriculum that develops Curriculum Education Unit; c) the declaration of the Minister of Education that there is no difference in public schools and private schools, except regarding the basic salary; d) developing school management and developing school culture; e) create joyful and educating learning; f) the implementation of the National Final Examination is not combined with a national exam; g) the management and procurement of books are cheap and evenly distributed.

Source: excerpted from Zamroni (2009), Model Mutu Pendidikan: Profesionalitas Terpadu, *Prosiding Seminar Nasional, Paradigma Mutu Pendidikan di Indonesia*, Lembaga Penelitian UNY.

Improved quality of schools is a blend of knowledge-skill, art, and entrepreneurship. In this case, it can be interpreted that quality improvement is a blend required to establish a balance between the various pressures, demands, desires, ideas, approaches and practices.

The combination of the above resulted in how the learning process implemented to realize a quality learning process. All efforts to improve the quality of schools must pass these variables. The learning process is a determining factor for the improvement of the quality of schools (Sunarto, 2003). As a consequence, addressing the quality will be effective if adapted to the conditions and needs of the school.

Schools need to build a strong motivation on the dimensions of individual differences of students, by association in order to better appreciate individual differences by building social cohesion built on cooperation and trust strong in keeping the improvement of a common goal to share with other students. The underlying social capital for the improvement of the quality of schools moving from social interaction processes that developing learning activity which can motivate all the basic needs of science for students in accordance with their needs. By developing strong associations to unite the spirit of togetherness in improving learning achievement as part of the student can be used as a medium to build collective strength to face various problems of life.

The development of social capital can be done by all components of the school community that have a mutual agreement that social capital is a very important aspect and required to improve the quality of education. The deal is built based on a common awareness that the function of social capital are: (a) as a source of social control, (b) as a source of family support and (c) as a source of profits through an extra-family network. For schools, social capital is needed to create an environment that can build an effective school culture for the development of students' personal resources. In this case the school has an important role in students' personal and social development as well as cognition.

School programs are designed based on a particular curriculum; extracurricular program requires social capital in the process, because students in general, do not understand that the effects of the learning process as well as the existence of a community or group will have an impact on students' ability to build relationships and social networks in the future. On the other hand, social capital is needed in the emotional development of students, in particular to build a sense of belonging, well-being and self-confidence. The problem experienced by schools is how to overcome the tendency of exclusiveness that weakens the power of social capital. Another thing that is faced by schools in building social capital is the decision of the school to impose sanctions on students who come late to school, are absent and have less ability to follow the normal learning activities because of a lack of awareness of the importance of social relationships in various occasions.

For schools, the development of social capital starts from strengthening the elements of social capital owned by the schools. First, by participating in various social networks strengthens the schools' existence as an educational institution that is trusted by the community to develop students' potential as a personal resource that is able to share in the participation and social network. Second, the interaction in a heterophilous condition for the exchange of kindness enables students to develop social resources (reciprocity). Third is by building a culture of schools to maintain order and social norm. Fourth is by instilling trust and confidence and responsibility and cooperation as an important capital to strengthen social capital. Fifth is by developing the ability of all stakeholders to undertake proactive measures in response to the changes that continue to occur (Dwiningrum, 2015).

RESEARCH METHODS

To understand the role of social capital in the improvement of the quality of schools, the study was conducted with a qualitative approach. Bogdan and Taylor (in Moleong, 2006: 4) argue that qualitative methodology is a research procedure that produces descriptive data in the form of words, written or spoken, of people and observed behavior. Qualitative research is used in this study, as this technique is intended for the rational understanding of reality as a subjective reality, in particular, the school community. The research data extracted from the selected schools based on the criteria that the schools come from various levels of capability in terms of academic achievement. The data were collected through focus group discussions, interviews and questionnaires containing open questions to school principals and teachers on social capital in a modified questionnaire written by the World Bank on the measurement of social capital. The data were then analyzed by percentage calculation. In the next step, the data were interpreted in accordance with the purpose of the mapping of social capital in the school in Yogyakarta province. The process of data analysis is based on preliminary findings, so that the results of this research have not reached the final form of conceptualization, because it still needed some studies by conducting a critical dialogue with the theories of social capital and cultural capital. Data analysis was performed to organize, sort, classify and provide a unique code and categorization.

The data management aims to find a theme and a working hypothesis which eventually was named a substantive theory (Moleong, 2006: 103). According to Moleong (2006: 171-172), in qualitative research there are criteria for the validity of the data. The

degree of confidence in essence replaces the concept of internal validity. Instead of referring to the concept of external validity which states that generalization of an invention can apply or be applied to all contexts, in the same population, based on the findings obtained from the sample, a representative sample represents the population. Triangulation of data is done by repetition to the information obtained through various methods, sources of data, time, and settings. For cross checking, in this case, the checking is done between the method of collecting the data obtained, both from interviews and observations.

RESULTS AND DISCUSSION

Elements of Social Capital and Quality Improvement

Social capital owned by the school is dynamic, in which the social dynamics that are described from the power of social capital inclined to vary between schools. The dynamic nature of social capital comes from the power of the social potential owned by the school is very diverse. This is related to the power of school social capital, which tends to be different, because social capital is a resource that can be seen as an investment to acquire new resources. As it is known, a resource is something that can be used for consumption, saved, and invested. Resources used for investment are called capital.

Dimensions of social capital are quite broad and complex. Social capital in schools tend to emphasize on the potential of the group and the relationship patterns among individuals within a group and between groups with a special attention on social networks, norms, values, and mutual trust of the group members and became the norm of the group. The elements forming the social capital in the school, which is an important role as the sufficiency condition are (a) participation and social network, (b) reciprocity, (c) social norm, (d) social values, and (e) proactive acts (Hasbullah, 2006), which in the school life will be interlinked with each other in a social process.

Strengthening social capital can be done by all components of the school community who have a mutual agreement that social capital indeed is a very important aspect and required to improve the quality of education. The agreement builds on the collective consciousness seeing the functions of social capital as a source of social control, as a source of family support and as a source of profits through a network of extra-family (Portes, 1998). What was delivered by Portes proves that the school social capital is needed to create an environment that can build a school culture that is effective for the students' personal

development resources. In this case, the school has an important role in developing the personality of the school within social and intellectual potential.

Development of student potential can be done with excellent school programs. School programs are designed based on a particular curriculum, while the extracurricular program requires social capital in the process. On the other hand, social capital is needed in the emotional development of the students, in particular to build a sense of belonging, well-being and self-confidence. The problem experienced by schools is to overcome the tendency to exclusiveness that weakens the power of social capital. Another thing that is faced by schools in building social capital is the decision of the school to provide sanctions on students who were late for school, absent and less able to follow the normal learning activities because of a lack of awareness of the importance of learning, lack of coordination and cooperation of the school.

Based on the data analysis, there are some key findings related to the elements of social capital that is already owned by the school that could be used for the improvement of the quality of schools, i.e.:

Table 2. Elements of Social Capital in Schools

The element of social capital of school	Indicators for the improvement of the quality of schools
Participation in social networks	<ul style="list-style-type: none"> • The desire to join the organization • The availability of access to information • The opportunity for consultation with all members • The involvement and the right of members to choose their leaders
Trust	<ul style="list-style-type: none"> • Respect differences • Able to learn from each other and trust each other • Open to suggestions from inside and outside of school • Able to find other sources for school funds
Reciprocity	<ul style="list-style-type: none"> • Provide services to stakeholders • Establish interaction with other schools that have similar goals • Conduct joint programs with other schools
Social norms and social values	<ul style="list-style-type: none"> • Establish norms of unity in diversity • Create good relationship among school members • Commit in applying the rules of school • Have the values of characters to be implemented in the learning process
Proactive measures	<ul style="list-style-type: none"> • Has access to the media needed to strengthen social networks and resources • Has the power to make an important decision • Actively attend meetings held by school or community

A safe and comfortable school environment	<ul style="list-style-type: none"> • Differences in socio-cultural-economic is not a source of problems. • The environment is quite peaceful without violence. • School environment creates happiness.
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Source: primary data processed 2014.

Based on the findings above, in general, school already has a social capital that can be used to improve the school quality. In addition to the elements of social capital, if a school wants to improve the quality of school based on social capital, it could consider several main stages. The first is to participate in various social networks to strengthen its existence as an educational institution that is trusted by the community to develop students' potential as a source of personal power and be able to share in the school community and society (participation and social network). The second is to condition the heterophilious interaction to exchange kindness between students to develop social resources (reciprocity) to improve the process for the improvement of the quality of schools. The third is to build a school culture to maintain order and social discipline (social norm). The fourth is to instill trust, confidence, responsibility and cooperation as an important capital to strengthen social capital. The fifth is to develop the ability of all stakeholders to take proactive measures in responding to changes that continue to occur.

Based on the description above, it can be concluded that the elements associated with social capital, i.e. participation in social networks, reciprocity, social norms and social values, proactive measures, a safe and comfortable school environment tend to be owned by primary schools. However, the development of social capital still needs to be socialized to these schools, because there is a tendency that not all schools are aware of the important role of social capital in the improvement of the schools quality. Therefore, socialization on the concept of social capital and how it is developed, need to be done intensively in accordance with the various conditions of each school and the need of schools to improve their education quality. Schools with the power of social capital can act and move as the media for students to be motivated in developing personal resources more optimally. When students have the ability to interact in a more powerful network, they will be able to move to the higher levels.

School awareness to develop social organizations through a variety of activities is a way to maintain its existence. This will be stronger if students and teachers as an actor could develop the potential of personal resources optimally. Optimizing the development of self potential of all components of school as an individual actor cumulatively will be the power of social capital in improving and developing quality of schools. Schools need to build a strong motivation on the dimensions of individual differences by association that values individual

differences by building social cohesion that is built on strong cooperation and trust between students to share common goals in maintaining improvement.

The Role of Teachers in Building Social Capital

Social capital underlying the improvement of the quality of schools moves from social interaction processes that develop learning activities which can motivate students to struggle to fulfill all the basic needs in obtaining knowledge. This can be done by developing a strong association to unite the spirit of togetherness in improving learning achievement so that students are able to build the collective power in dealing with various issues of life.

Strengthening social capital can be done by all components of the school community that have mutual agreement that social capital is very important aspect and required to improve the quality of education. The deal that was built is based on common awareness that social capital functions 1) as a source of social control, 2) as a source of family support, and 3) as a source of profits through a network of extra-family (Portes, 1998 quoted Dwiningrum 2015). What was delivered by Portes proves that the school social capital is needed to create an environment that can build school culture that is effective for the students' personal development resources. In this case, school has an important role in student personal and social development as well as cognition. School programs are designed based on a particular curriculum, while extracurricular programs require social capital in the process because students in general do not understand the effects of the learning process as well as the existence of a community or group that will have an impact on students' ability to build relationships and social networks in the future.

On the other hand, social capital is needed in the emotional development of the students, in particular to build a sense of belonging, well-being and self-confidence. The problem experienced by schools is to overcome a tendency to exclusiveness that weakens the power of social capital. Another thing that is faced by schools in building social capital is the decision of the schools to provide sanctions for students who were late for school, absent and less able to follow the normal learning activities because of a lack of awareness of the importance of being in social relations in various occasions. Some forms of social capital utilization for quality improvement had been made by school. The roles of teachers in building social capital for the school quality improvement are such as in the following.

1. Teachers build school partnerships to improve school achievement.

2. Teachers develop school programs involving the school committee in the idea and financing.
3. Teachers strengthen the cooperation with out-of-school educational institutions to support school achievement, for example to widen the knowledge of teachers and students.
4. Teachers build partnerships with the parents for parenting program more intensively in overcoming the problem of student learning.
5. Teachers collaborate with alumni of school to support school programs.
6. The teacher added facilities and infrastructure to support the learning process in school, to make it more smoothly and efficiently.
7. Teachers develop learning strategies that are more creative and innovative in responding to the development of science.
8. Teachers and students converge in a variety of academic and non-academic activities to develop scientific insights.
9. Teachers and students make a comfortable and quiet school environment for student learning.
10. Teachers and students inform and socialize the existence of school through the web-site and leaflet.

Conclusion

In general, schools already have a social capital that is effectively utilized in the improvement of the quality of schools. Teachers build social capital and improve the schools quality by, firstly, participating in various social networks that strengthens its existence as an educational institution that is trusted by the community to develop students' potential as a source of personal power to share in the school community and society (participation and social network). Secondly, they provide the interaction in heterophilous condition for the exchange of kindness so that students can develop social resources (reciprocity by strengthening trust, to build cooperation and partnerships). Thirdly, they build the school culture to maintain order and social norm by creating a safe and comfortable school to learn. Fourthly, they instill trust, confidence, responsibility and cooperation as an important capital

to strengthen the social capital to develop the potential to perform better. Fifthly, they develop the ability of all stakeholders to undertake proactive measures in response to the changes that continue to occur. Sixthly, they build a safe and comfortable school atmosphere by completing facilities and infrastructure so that students enjoy learning in school and the learning process occurs in a more creative-innovative and proactive way.

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