

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



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Presentation Part

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INTRODUCTION (1)

- **Social capital** that plays a role in the improvement of the quality of schools **tends to weaken in the society.**
- **School develops a good social life for children** and youth to access education and learning for successful 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**



INTRODUCTION (2)

- **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 has an important role in developing people's lives,** in terms of economic capital and cultural capital.



INTRODUCTION (3)

- **Social capital** has an **important role** in social life.
- **Mapping** the social capital is necessary for **understanding the power of social capital**.
- **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

INTRODUCTION (4)

- **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.



This study aims to answer two main questions

- ❑ the kind of social capital that is evident in Indonesian schools; and
- ❑ the role of teachers in building social capital to improve the quality of the schools



Social Capital in Development

(1)

- 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**

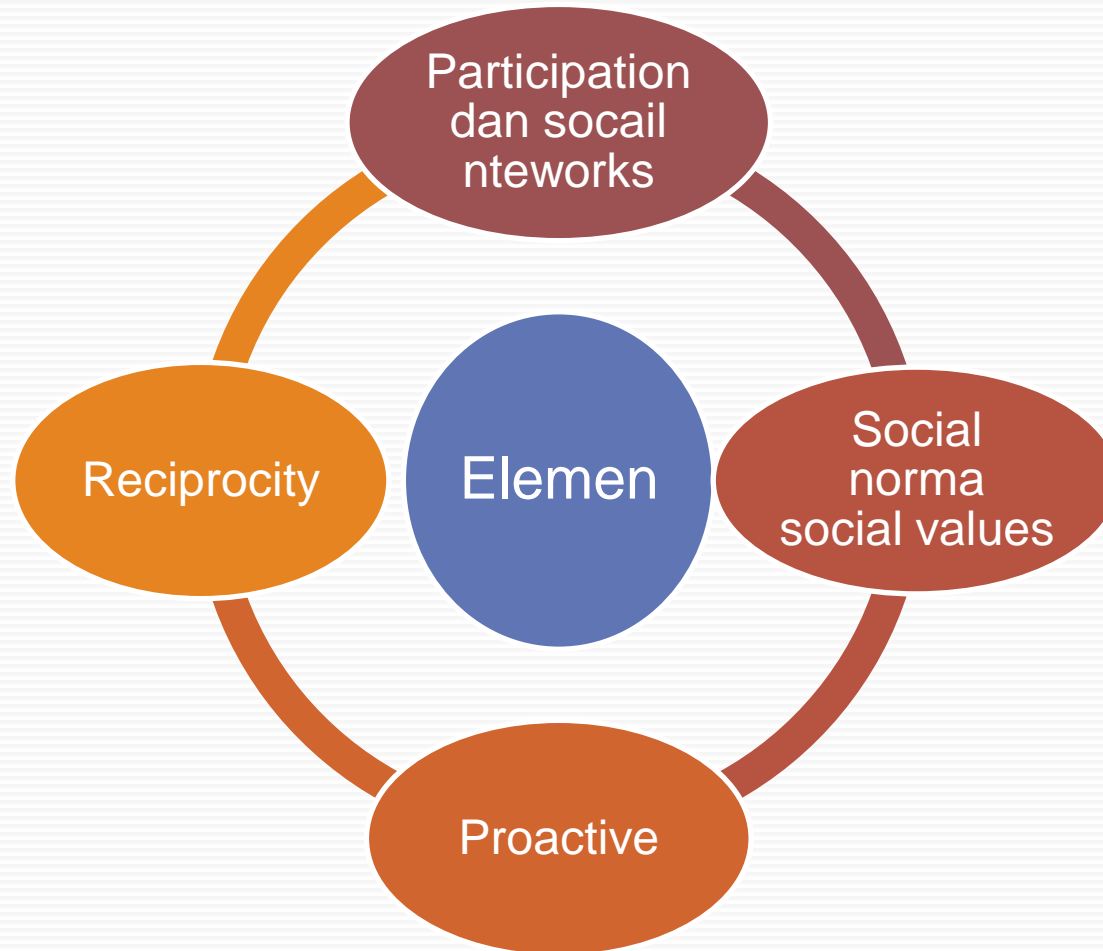


Social Capital in Development (2)

- Robert Putnam. James Coleman (1990, 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**

Social Capital in Development

(3) (Hasbullah, 2003)





Social Capital in Development (4)

- 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.**



Social Capital in Development

(5)

- 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.**



Social Capital in Schools (1)

- 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.



Social Capital in Schools (2)

- 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.



Social Capital in Schools (3)

- 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.



Social Capital in Schools (4)

- 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.

Social Capital in School Quality Improvement (1)

- 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.

Social Capital in School Quality Improvement (2)

- 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.



Social Capital in School Quality Improvement (3)

- 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**



Social Capital in School Quality Improvement (4)

- 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



Social Capital in School Quality Improvement (5)

- 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.



Social Capital in School Quality Improvement (6)

- 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

- ❑ (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.

the development of social capital starts from strengthening the elements of social capital owned by the schools

- ❑ **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.
- ❑ the interaction in a heterophilious condition for the exchange of kindness enables students to develop social resources (reciprocity).
- ❑ **by building a culture of schools** to maintain order and social norm.
- ❑ **by instilling trust and confidence and responsibility and cooperation** as an important capital to strengthen social capital.
- ❑ **by developing the ability of all stakeholders** to undertake proactive measures in response to the changes that continue to occur



RESEARCH METHODS

- ❑ 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.



RESULTS AND DISCUSSION

Elements of Social Capital and Quality Improvement (1)

- 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.



Elements of Social Capital and Quality Improvement (2)

- 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.



Elements of Social Capital and Quality Improvement (3)

- 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.

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.

if a school wants to improve the quality of school based on social capital, it could consider several main stages.

- 1. 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).
- 2. 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.
- 3. to build a school culture to maintain order and social discipline** (social norm).
- 4. to instill trust, confidence, responsibility and cooperation** as an important capital to strengthen social capital.
- 5. to develop the ability of all stakeholders** to take proactive measures in responding to changes that continue to occur.
- 6. to build a strong motivation** on the dimensions of individual differences



The Role of Teachers in Building Social Capital (1)

- 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.

The Role of Teachers in Building Social Capital (2)

- **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.





School Programs (1)

- 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.**



School Programs (2)

- 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 roles of teachers in building social capital for the school quality improvement (1)

- ❑ build school partnerships to improve school achievement.
- ❑ develop school programs involving the school committee in the idea and financing.
- ❑ strengthen the cooperation with out-of-school educational institutions to support school achievement, for example to widen the knowledge of teachers and students.

The roles of teachers in building social capital for the school quality improvement (2)

- ❑ added facilities and infrastructure to support the learning process in school, to make it more smoothly and efficiently
- ❑ build partnerships with the parents for parenting program more intensively in overcoming the problem of student learning.
- ❑ collaborate with alumni of school to support school programs.



The roles of teachers in building social capital for the school quality improvement (3)

- develop learning strategies that are more creative and innovative in responding to the development of science.
- converge in a variety of academic and non-academic activities to develop scientific insights.
- make a comfortable and quiet school environment for student learning.
- inform and socialize the existence of school through the web-site and leaflet.



Conclusion (1)

- 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 heterophilious 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.



Conclusion (2)

- 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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Thank you ..Matur nuwun

TERIMA
KASIH!



School Effectiveness

School Improvement

Scientific Approach

Humanistic Approach

One size fitz for all

Tergantung kondisi sekolah

Kunci Inggris

Kunci Obeng

Society

Komunitas

Satu kebijakan

Beda kebijakan

Pendekatan kuantitatif

Pendekatan kualitatif

Orientasi standar /product

Orientasi proses

Perkembangan sistem penting

Perkembangan human penting

Birokratis, organisastoris

Kulturalis

Hubungan formal

Hubungan informal

Behavioristik

Konstruktivistik

Peran teori cenderung final/statis

Peran Teori tidak final/dinamis