

## Developing of the Guidance Book: Utilizing of Social Capital for Senior High Schools in Yogyakarta

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**Abstract:** This research aims at developing social capital model to improve the quality of senior high school in Yogyakarta. In particular, it intends: (1) to develop a guidance book pertaining utilization of social capital; and (2) to underline the function of social capital to enhance the quality of education in senior high schools located in Yogyakarta. This is a research and development (R&D) study. The research subjects are sociology teachers in that area. The data were collected through questionnaires, observations, interviews and document study, supported by field-notes/logbook. These were analysed qualitatively. The result of this research is that the guidance book contained mechanism to utilize social capital model for increasing the quality of education. The eligibility of this guidance book has been confirmed by a content expert and a media expert. In addition, the eligibility of the book has been validated by the field testing with the teachers.

**Keywords:** a guidance book, utilizing social capital, senior high schools.

The social capital is not capital in the sense of wealth or money as in economics, but rather implies as assets or resources that are important in social life. Cohen and Prusak (2001) argue that social capital is a collection of active relationships between people, such as: trust, mutual understanding, and shared values and behaviors that bind the members of a network and allow for cooperation. Therefore, if social capital can be developed to its full potential, it can contribute significantly to the school's quality of education.

Social capital is a symbol of social life arising from the social networks that are bound by the norms, trusts and beliefs. It can automatically support people to have participation for moving forward together to achieve goals. It is based on that a person may not be able to encounter the various problems individually, but a person requires the solidarity and cooperation with others to find the problems solving. This condition also faces at schools. Schools need support from the whole elements (such as teachers, students, administrators, and so forth) for maintaining their quality. The participants of whole element in schools are a part of social capital. Unfortunately, most of headmasters, teachers and other school communities do not know what social capital is. Some of them have heard about this phrase, but do not understand how to maximize social capital to improve the quality of the schools.

When it can be managed properly, social capital can improve the quality of education. In addition, when it can be used synergistically, social capital can be an instrument to improve the quality of education in schools. Therefore we need a model that can be used for the development of social capital that are beneficial for improving the quality of schools.

This is a second year research. The output of the first year research was that producing a prototype handbook of social capital for the development of high school in Yogyakarta. The prototype, however, needs to be developed further and conducted due diligence, to ensure that the handbook can be used applicative in secondary schools in Yogyakarta.

## SOCIAL CAPITAL

The term of social capital firstly was introduced by Lyda Judson Hanifan; an educator in the United States. The concept of social capital was recorded in 1916, entitled *The Rural School community*. She discussed how the public can monitor the progress of the school by of what the-called the school committee. Moreover, social capital is not the capital in the sense of wealth or money as in economics, but rather implies as assets or resources that are important in social life. Rather, social capital is about the value of social networks, bonding similar people and bridging between diverse people, with norms of reciprocity (Dekker and Uslaner 2001).

The structure of relations could help establishing obligations between social actors, create a trustworthy social environment, open channels for information, and set norms and impose sanctions on forms of social behaviors (Coleman, 1990). Robert Putnam (1993) explained the social capital as a value mutual trust between community members and the community leaders. Social capital is a social institution that involves a network, norms, and social trust that encourages social collaboration for the common good. Putnam also explained that social capital refers to the relationships between individuals, social networks and the norms of reciprocity and trustworthiness that arise from the relationship. In that sense social capital is closely related to what is called as a social virtue.

Bourdieu (1970) declared that social capital is something that has interconnected. This opinion also confirms that social capital refers to the advantages and opportunities that are someone in the community through membership in a particular social entity. According to Bourdieu, the involvement of individuals in a group will give them access to support collective belief in the group. In education, The World Bank (Grootaert, 2004) recommends six components of social capital that can be utilize. The components are: 1) groups and networks, 2) trust and solidarity, 3) collective action and collaboration, 4) information and communication, 5) social cohesion and interaction, 6) empowerment and politic action.

Social capital is a power which, among others, seek livelihood through networking and social relevance, which allows the combined social resources such as “*gotong-royong*”<sup>1</sup> or do a partnership that is mutually beneficial. Phenomenon in the field, many social activities are carried out in areas such as social gathering societies, “*tahlilan*”<sup>2</sup>, farmers' groups, youth associations, music and other arts groups can strengthen the fabric of the community.

## REPUTABLE SCHOOL

Related to the social capital issue, if an institution capable to utilize components of social capital, the quality of the institution will be increased. Quality in the context of education is an elusive term. In the school institutions, quality always related to the reputable school. Therefore, the reputable school in this research meant a school with a good quality. According Reddy (2007) sometimes school quality may be subsumed under the term educational quality. The term educational quality is a wider concept, where the focus of improving quality of education could begin with the learners' conditions to the very specific aspects of the school or classroom through to that of the educational system as a whole.

School quality can be interpreted from several points of view. Adams (Reddy, 2007) identifies at least 6 common usages of quality that are given by educators, namely: (1) Quality as a reputation. Reputation usually refers to institutions of higher education. The basis for reputation often includes information of inputs and outputs; (2) Quality as Input and resources.

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<sup>1</sup> It is customary in Indonesia that people work together to clean the surrounding environments, public facilities and/or to help people who need assistance. These activities usually done by residents in a certain area.

<sup>2</sup> Muslims in Indonesia conducting gathered And Praying Together for the person who has died

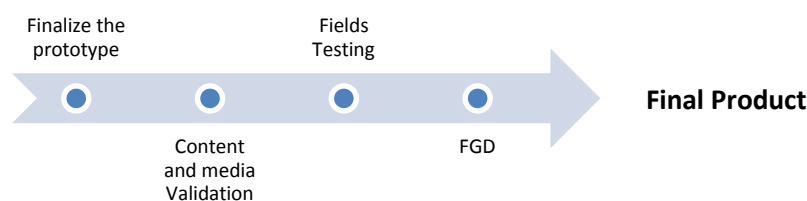
Zamroni (2008) explain the quality can be interpreted towards the quality of inputs, such as the quality of principals, teachers, curriculums, libraries, and physical environments as well as the learning process; (3) Quality as a process. It refers to the way the educational inputs are used. (4) Quality as content, this refers to the learning material as the body of knowledge; (5) Quality as output and outcomes, quality as outputs are students' cognitive achievement, completion rates, entrance ratios to next level of education, certification, individual skills, attitudes etc; (6) Quality as value added. The value added of school quality can be assumed that the greater the internal improvement of teaching and learning process, the higher the added value of school quality (Cheng, 2001).

In addition, James Williams (Reddy, 2007) adds one more usage to this list, which is quality as satisfaction. Williams also said that the more exclusive or selective a school is, the higher its quality. Otherwise, Gaspeer (2002) said that quality is something that can be meeting the needs of customers. To straighten that, ISO 8420 clarified quality as the totality of characteristics of a product that supports the ability to satisfy the requirements specified. In line with that opinion, Sallis (2006) suggested quality as something that is in accordance with the specifications and standards set by the manufacturer (quality in fact). Sallis also argued the quality as something satisfying even exceed customer requirements (quality in perception).

## **FINDING AND DISCUSSION**

Research in the second year was focused on the development and refinement of the guidance book to utilize social capital to improve the quality of schools. The readers will gain information about social capital concepts and theories, the strategy of the reputable schools utilizing social capital to maintain their qualities. In addition, the readers will also get step by step insights on how the other schools should learn the strategy of the reputable school. Putnam (1993), the features of social organizations, such as trust, norms and networks can improve the efficiency of society by facilitating coordinated actions.

The Guidance book "Social Capital" developed through the stages of research and development (Borg and Gall, 1989). The development is done through the stages as shown below:



**Figure 1: Step by step for improving the guidance book**

In the first step, this research conducted review and revise the prototype that was developed in the first year research.

Afterwards, Validation and revision, the content expert and the media expert showed that the guidance book is good and feasible to use. It can be seen from the results of the assessment by questionnaire. The average score from media expert is 3.67 and the average score from content expert is 3.57. Both experts gave good scores/marks for the guidance book. However, a content expert suggests to the researchers to employ constructivism as a basic approach. The researchers should put the school as an arena for the development of a collective consciousness to produce value as a reference for the development of social capital. "Collective consciousness" becomes the key to develop social capital. The content that was delivered by

content expert is in line with Raka's opinion (Ancok, 2003) on to the terms of a good community seems referable to cultivate social capital. One of these requirements is to eliminate exclusivism characters.

Content expert and media expert highlight important and useful suggestions to develop the quality of guidance book. All of the suggestions provided the basis for the improvement. After making improvements based on feedback and suggestions provided by media expert and content expert, the guidance book tested through three stages of fields testing, which according to Borg and Gall three fields testing is important to do in order to see the usefulness of the development is done.

Furthermore, Research conducted three stage of fields testing with different number of respondents. The three stages of fields testing are: preliminary field testing (9 respondents), main field testing (15 respondents), and operational field testing (36 respondents). Basically, there is no difference between each test. The only difference is the number of respondents. Based on Borg and Gall theory, the number of respondent in every field testing always increases, for make sure the product can be used properly and has a good quality. The respondents in this research are teachers at SMAN 1, SMAN 3 and SMAN 8 Yogyakarta. These three are reputable schools in Yogyakarta. At the end of each phase, the guidance book be revised before continuing improvement in the subsequent field testing phases. Operational field testing is the final stage. The results of fields testing showed that the researchers have been developed a guidance book. The guidance book can be used in accordance with the expected goals. The following is a picture that show the graph results from fields testing.

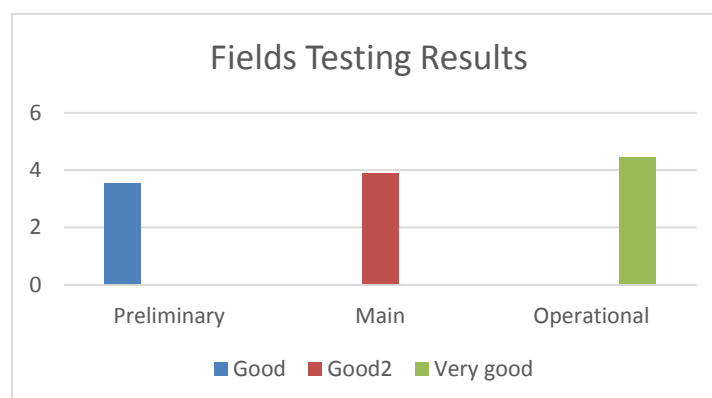


Figure 2: The Results from preliminary, main and operational fields testing.

The graph provides information about the results from three fields testing. As it can be seen, the highest result score was operational field test which was conducted on the latest stage. The result score always increased in each stage. The average score in the preliminary field testing was 3.52 (good). Afterwards, the average score in main field testing rose into 3.88 (good). The increasing trend was continued; the average score operational field testing reached 4.44 (excellent).

The Focus Group Discussion (FGD) is a final step for developing the guidance book. Some teachers who teach sociology are invited to participate in the FGD. They were chosen because the issue of social capital is a part of sociology. Therefore, it may be easier for these teachers to implement the ideas offered by the guidance book in their schools. Based on the FGD's results, it can be concluded that almost all of the participants satisfied with the guidance book. Most of all teachers' state that the guidance book has been prepared carefully and provides the concept of social capital and its urgency to be adopted in the schools.

The teachers stated that the book can be used as a reference to build relationships in all school community members. As stated by AC (initial name):

“In my opinion, the guidance book of social capital is very good. It is because the guidance book gives a new color in achieving school goals through the social capital approach. Many people may think that increasing the quality of schools can only be conducted by building infrastructures. However, it may not be sufficient. We should also take into account intangible goods; factors that support the social system as well as school culture”.

The following is a picture of the book cover that has been made:

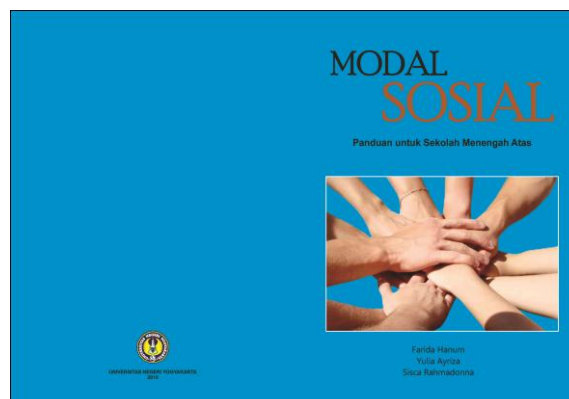


Figure 3: The guidance book

Overall, the research explains that to improve the school quality, many aspects should be considered, including the components of social capital. It is in line with Alvares (2016) which has been explained in her paper. When people need to assess the school quality, they should consider about student engagement; educator engagement; student access to and completion of advanced coursework; postsecondary readiness; school climate and safety; and any other school performance.

## **CONCLUSION**

Having said the above, it is safe to argue that the guidance book has been developed through the correct stages of research and development. It can be concluded that the book can guide the utilization of social capital for senior high schools, especially in Yogyakarta.

Based on the assessment validation of content and media, it can be concluded that the content and media aspects presented in the guidance book utilization of social capital for senior high schools can be said to be good. This is evidenced by average score of 3.57 given by the content expert and 3.67 given by the media expert. The average score is in the range of 4 means good. Moreover, the average scores also supported from the operational fields testing that indicate the assessment average score is 4.44 on a scale of 5 or excellent.

This assessment is also confirmed by the results of the focus group discussion, the sociology teachers looked enthusiasm. They argued that social capital guidance book is near to ideal conditions. In addition, the teachers also found a book that was developed can be used to establish interaction between community members, principals, teachers, school administrators, students either individually or in groups according to the value and norms.

### Recommendation

Based on the conclusions, the researchers gave some recommendations. The recommendation given by the researchers are as follows.

1. Stakeholder in schools need to do mapping and analysis of social capital that had been owned
2. All of school community members need to have the awareness to implement and support the utilization of the social capital
3. Stakeholder need to disseminate more widely the importance of social capital in schools, so every school can take advantages of social capital in accordance with the characteristics possessed.
4. It is necessary to continue the development of social capital guidance book to the development of social capital diffusion model. It is intended that the benefits from the guidance book can be more widely. Especially, to improve the quality of the schools.

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