THE ROLE OF SOCIAL CAPITAL IN IMPROVING SCHOOL QUALITY

Fitriana[1], Cut Khairani[1], and Hariki Fitrah[1,2]

[1]Department of Social Science Education, Postgraduate, Universitas Almuslim, Indonesia
[2]Department of Geography Education, Faculty of Teacher Training and Education, Universitas Almuslim, Indonesia
Email: cut.fisip13@gmail.com

ABSTRACT: This research aims to explore the role of social capital in improving school quality at Pegasing 10 Public Elementary School, Central Aceh Regency. This type of research is qualitative research with a descriptive approach. The informants in this research consisted of school principals, teachers and students. Data collection techniques through observation, interviews and documentation. Research data was analyzed through data reduction, data display and drawing conclusions. To ensure the validity of the data, data triangulation is carried out. The results of the research are social capital regarding cooperation carried out at Pegasing 10 Public Elementary School, namely by collaborating with various agencies, namely (1) education services such as distribution of boss funds, teacher promotions, school infrastructure, increasing teacher competency, (2) health services/ health centers such as socializing healthy lifestyles, immunizations (3) police such as socializing drug education. (4) mobile libraries such as book grants (5) school committees such as supporting school programs, supervising school activities, (6) community: participation in social activities (7) parents through the development of student learning outcomes and disbursement of scholarships.

Keywords: Role, Social Capital, School Quality

1. INTRODUCTION

Creating quality education is one of the school's strategies in facing the demands of the times. Government Regulation no. 57 of 2021 concerning National Education Standards article 1 states, "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by himself, society, nation and state [1]. Thus, it can be said that education is the main basis for forming student character, therefore schools must be able to create school programs that can shape student character. The change in curriculum in the education system is an effort to improve the quality of education. According to [2], in order to welcome the independent learning program, efforts will continue to be made to improve the quality of education by developing the competencies that must be possessed by a teacher, namely pedagogical competence, personality competence, social competence and professional competence. This can of course be developed by teachers through various activities that can improve competence in teaching, such as participating in various trainings, seminars, workshops and pursuing higher level education.

Research results [3] show that one form of activity to increase teacher professionalism is through the Teacher Activity Center, where in this forum teachers can discuss problems with colleagues in the learning process and then find solutions together. According to [4] the Teacher Working Group is a forum for professional development of teaching staff in the form of professional coaching activities, in order to improve student learning outcomes, a forum for disseminating information, innovation and development of teaching staff, increasing self-confidence in completing academic, social and academic tasks and obligations. personality and pedagogyc. Meanwhile, according to [5], the quality of education is said to be good if it has good input and output values, meaning that these values can later solve problems in society.

Schools as educational institutions are expected to be able to provide quality education to students, thereby producing graduates who have skills and abilities. The quality of a school can be seen from the qualitative side and the quantitative side. From the qualitative side, a quality school can be seen from the quality of the individual

which is reflected in the skills they have and the behavior they show, from the quantitative side it can be seen from the number of graduates and the grades they get [6]. According to [7] To improve the quality of education in elementary schools, a quality school management system is needed that is capable of continuous development and improvement and offers customer satisfaction. One of the steps that schools can take to build school quality is through social capital. According to [8] social capital as a result of individual level behavior and attitudes includes political participation, civic participation, network centrality and social trust. Meanwhile [9] that social capital has an important role in improving the quality of schools and also as a driving element in schools. Furthermore, research results [10] show that social capital has a position and strength in student achievement. From several opinions related to social capital, it appears that social capital can improve school quality.

In the social capital theory explained by Grootaert, Narayan, Jones and Woolcock, there are six dimensions of social capital, namely (1) cooperation and collective action, (2) groups and networks, (3) trust and solidarity, (4) information and communication, (5) social cohesion and inclusion, (6) empowerment [4]. The results of research [12] explain that social capital in improving school quality can be done through building good cooperation in school life, strengthening groups and networks in the form of MOUs with various agencies, building a high sense of solidarity, the existence of information and communication services provided by schools and through empowerment for teachers such as guiding students in preparation for the Olympics, and participating in teacher working group activities. Pegasing 10 State Elementary School is one of the elementary schools in Central Aceh Regency. In realizing quality education, the school has collaborated with various agencies, the community and parents of students. Good cooperation will have a good impact on school development, namely the creation of quality schools. The aim of this research is to describe the role of social capital in improving school quality at Pegasing 10 Public Elementary School, Central Aceh Regency.

2. METHODS

This type of research is qualitative research. According to [13], qualitative research is research that uses a natural setting, with the aim of interpreting phenomena that occur and is carried out by involving various existing methods. Meanwhile, the approach in this research is a descriptive approach. According to [14] the descriptive approach aims to describe and/or describe the characteristics of phenomena. One of the main characteristics of descriptive is that it is narrative in nature (lots of descriptions in words). This research was conducted at Pegasing 10 Elementary School, Central Aceh Regency. The informants in this research consisted of school principals, teachers and students. Research data was collected through observation, interviews and documentation. Research data was analyzed through data reduction, data display and drawing conclusions. To ensure the validity of the data, data triangulation is carried out.

3. RESULTS AND DISCUSSION

Research findings show that the role of social capital in improving the quality of schools at Pegasing 10 Public Elementary School can be seen from several activities carried out by the school, namely in the role of social capital, cooperation consisting of cooperation with the education office carried out in the form of channeling boss funds, promotion of teachers, and infrastructure. schools, increasing teacher competency. According to [15], the role of regional education offices in improving the quality of education, one of which is assisting in preparing plans and programs to improve the quality of education, supervising and evaluating the programs being implemented, seeking to implement programs to improve the quality of education, from primary to secondary education. Collaboration with health services or community health centers is carried out in the form of socializing healthy lifestyles and immunizations. The results of research [16] with health education carried out have increased the knowledge of school-age children regarding general aspects, the benefits of a clean and healthy lifestyle, the impact of poor clean and healthy lifestyle behavior and steps to implement a good clean and healthy lifestyle. Apart from that, at the school level at Pegasing 10 Elementary School for health services, students can take advantage of the school activity unit. According to [17], the impact of health efforts on students at school is clearly visible from periodic health monitoring of students, changes in healthy living behavior, increased knowledge of health, and the school environment remaining clean and healthy, all of which will have an impact on increasing health status. and support the achievement of student learning achievements.

Apart from that, the cooperation carried out by Pegasing 10 Elementary School is also with the police which can be seen in drug education outreach activities. According to [18] the police are law enforcement officers and also security guards of order who must be in contact with the

wider community at all times, where in their relations with the community the police expect legal awareness and an orderly attitude from the community. Collaboration with mobile libraries can be seen from book grants in supporting students' literacy culture. According to [19] a mobile library is a mobile library that comes to readers so that they can get the information they need without leaving their place. Meanwhile, the results of research [20] with the existence of a mobile library are able to increase the habit and love of reading, thereby increasing students' literacy skills and fostering a sense of enjoyment of reading in students so that students can have broad insight, thus having an impact on improving student learning outcomes. Collaboration with the school committee can be seen from supporting school programs, supervising school activities. According to [21] the school committee is an educational community organization that has commitment and loyalty and cares about improving the quality of education in the region. Meanwhile, research results [22] explain that school committee participation has a direct positive influence on the effectiveness of school management.

Furthermore, Pegasing 10 Elementary School also collaborates with the community, this can be seen from participation in social activities. According to [23] the function of school and community relations is as communication between the school and the community to instill understanding and also educational work to advance the school. Meanwhile [24] explains that if the school's relationship with the community is harmonious and dynamic, the process of education and teaching in the school is expected to be able to achieve the vision and mission that have been proclaimed and the school will be more advanced, qualified and able to answer the needs and demands of the community. Furthermore, there is also cooperation between the school and the students' parents, this can be seen from the delivery of the development of student learning outcomes. and disbursement of scholarships. According to [25], teachers' communication patterns in building parental involvement in schools are formed because of parents' interest in various learning programs and attendance at school with enthusiasm because it is interesting, feels comfortable and there is a need to follow and encourage children's learning programs. Meanwhile, the results of research [26] explain the school's efforts to collaborate with students' parents, namely by creating a comfortable school climate, carrying out initial communication with parents, and providing opportunities for parents to be involved in activities.

4. CONCLUSION

From the results of the research and discussion, it can be concluded that there are several forms of cooperation carried out by the Pegasing 10 Public Elementary School in improving school quality, namely (1) cooperation with the education department: distribution of boss funds, teacher promotions, school infrastructure, increasing teacher competence, (2) collaboration with health services/puskesmas: socialization of healthy lifestyles, immunizations (3) collaboration with the police: socialization of drug education. (4) collaboration with mobile libraries: book grants (5) collaboration with school committees: supporting school programs, supervising school activities, (6) collaboration with the community: participation in social activities (7) collaboration with parents: development of results student learning, scholarship disbursement.

5. ACKNOWLEDGEMENTS

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