



Social Capital Formation Through Teaching Methods at State Islamic High Schools in Malang

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Abstract

Social capital assumed to be one of the most important aspect which contributed in the societal development of a country. Putnam Analysis proved that the high level of social capital in a country can do so. To form that social capital, all elements in a country need to cooperate each other, including education. Education and social capital produce a very tight connection because the social capital is transmitted in school as an important part of education. This study will explore some teaching methods which can contribute in the formation of social capital in some Islamic high schools in Malang. This study is qualitative in nature. The research subjects were teachers and students in State Islamic High Schools 1 and 2 Malang. The data collection techniques used were interviews, observations, and documentation. The data were analyzed descriptively qualitatively. The results showed that the teachers have practiced some teaching methods that contributed in the social capital element formation of mutual trust, norms, and networking. The social capital formation also formed by the building and developing the productive networking between teachers and students.

Keywords: Social Capital, Teaching Method.

Abstrak

Modal Sosial diasumsikan sebagai salah satu aspek yang paling penting dalam memberikan kontribusi terhadap perkembangan masyarakat di suatu negara. Hasil studi dan analisis Putnam telah membuktikan bahwa modal sosial yang tinggi di suatu negara mampu memberikan kontribusi besar terhadap perkembangan masyarakatnya. Untuk membentuk modal sosial tersebut, seluruh elemen dalam suatu negara wajib berkerjasama, termasuk Pendidikan. Pendidikan dan modal sosial memiliki hubungan yang sangat erat, sebab sekolah sebagai elemen penting Pendidikan menjadi tempat transmisi dan pembentukan modal sosial bagi siswanya. Penelitian ini akan mengeksplorasi beberapa metode pengajaran yang mampu memberikan kontribusi terhadap pembentukan modal sosial di beberapa Madrasah Aliyah Negeri di Malang. Penelitian ini menggunakan metode kualitatif dengan subjek berupa guru dan siswa di Madrasah Aliyah Negeri 1 dan 2 Malang. Adapun teknik pengumpulan data adalah interview, observasi, dan dokumentasi. Data tersebut dianalisis secara deskriptif kualitatif. Hasil penelitian menunjukkan bahwa para guru telah mengaplikasikan beberapa metode pengajaran yang berkontribusi terhadap elemen dalam modal sosial seperti *trust, norms, dan networking*. Pembentukan modal sosial juga dilakukan dengan mengembangkan Kerjasama yang produktif antara guru dan siswa.

Kata Kunci: Modal Sosial Capital, Metode Belajar

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Introduction

Social capital simply defined as a trusting relationship between individual in society. It also defined as the contributive factor for societal development. Putnam defines social capital as form of trust, shared norms, and network within members of society in mobilizing such a collective action. In his "bowling alone", he defines social capital as a connection between individuals who have mutual trust. By trusting relationship, people will not hurt or even harm each other (Putnam, 2000). Other scholars like Coleman and Carbonaro suggest that social capital is a relationship between individuals such us trust, information sharing, and any other attitudes which related to responsibility sharing based on trust (Carbonaro, 1998; Coleman, 1988). From above definition, John Field simplify the definition by providing two simple words. According to him, social capital is a relationship matter (Field, 2003).

All the above scholars agreed that the high level of social capital will be able to improve society's quality of life. It is because the trusting relationship will create some opportunities like jobs and other things that will help individual improving their quality of life in the future. The trusting relationship also will be got by the broad bounding networking. Individuals whom connected through the networking will also share similar values and norms. The three of trust, networking, and shared values as the integrated aspects of social capital believed as the contributed factor on improving the individual's quality of life in the future. This statement supported by Putnam's finding which stated that the United States of America developed after the high level of social capital owned by the society. So that, the high level of social capital in the context of America has increased its citizen's quality of life (Putnam, 2000). Putnam's finding also proved that social capital being very crucial in all aspect of human life. Although, this finding has limitation in the context of the American.

This case will be more interesting if some scholars also identified the level of social capital in the context of Indonesia. The high level of social capital in Indonesia will help the citizens improving their quality of life in the near future. With a simple analogy, social capital as a software for development while human and natural resources argued as a hardware. The quality of life improvement will be achieved by the development of those two aspects; software and hardware aspect. The hardware aspects which including human and natural resources need to be improved by improving quality of educational training, political understanding, and other aspects, while the software aspect can be achieved by

improving social capital of citizen. The above statement is a conclusion of the importance of social capital in individual's human life based on scholar perspective.

In the context of Indonesia, all elements in a country need to cooperate each other to form social capital of the citizen, including education. Education is merely influenced and happened in three places; family, school, and society (Mehmet & Emel, 2020). Family, school, and society believed as the important places to transform values, norms as well as the places to civilized individual. The contribution of those three places are merely the same. No place among those three which has bigger contribution. Although there is no place which has bigger contribution, researcher will just focus on one of the three which is school. This study emphasized on school because it's believed as a place which has a very tight connection with social capital formation. The social capital formation is also believed transmitted in school through teaching and learning process inside or outside classroom. School also believed as a place of socialization and enculturation of students through teaching practices and methods. This statement supported by Aghion et. al., who argued that schooling might be an important mechanism for transmitting social capital (Aghion et al., 2010). So that, the idea how students interact and taught are crucial to be explored. It's because how students are taught will shapes their beliefs, norms, and networks.

This study aims to explore the formation of social capital; including trust, norms, and network, through teaching methods applied by teacher in school inside and outside classroom. We argued that there are two big model of teaching methods in the field of education, namely horizontal and vertical teaching method. Vertical teaching method was assumed as a method where teacher preferring a single way of communication like lecturing method, individual work, and every method which refer to teacher centered learning. In the other side, horizontal teaching method was assumed as a method where teacher preferring two ways of communication such as student working in a group, discussion method, project based and problem-based learning method, case method, and every method which refer to student centered learning. We hypothesize that horizontal teaching methods are conducive to the formation of social capital, whereas the vertical methods are not.

Previously, there are at least two studies which have similar focus with this study. These two studies will be the previous studies which aims to show the novelty of researcher's study. The first study was conducted by Sadegh Bafandeh Imandoust who wrote the relationships between education and social capital. The result of the study

showed that there is a very close link between country development and education. He believed that education comprehensively effects quantity and quality of social capital in a country. Social capital also gave a very huge contribution in improving the capacity of individual or groups for making linkages among themselves and with any organization in both local and national level. These linkages that created through what he called “education” is important for preparing the students future (Imandoust, 2011). While Sadegh develop the linkage between social capital and education in a whole, this study will deeply explore the way how teacher form that social capital in the school where education take a place in more specific way. This study also will enrich the study on the linkage between social capital and education.

The second work was conducted by Yann Algan who studied the teaching practices and social capital. He stated that teaching practices and institutional mottos and goals effected student beliefs. The data used in Algan study was divided into two categories; individual-level data and cross-country data. In the individual data, teaching practices was exert some influences on student beliefs on communication and cooperation with others while in the cross-country data, teaching practices determine beliefs as well as institutional outcomes. The findings also suggest that school as a smaller place of education serve the socialization of social capital (Algan et al., 2013). While Algan proposed a very important findings on the relationship between teaching practices and social capital, he is not mentioning in detail the specific methods that have big or small contribution in the formation of social capital. This study is actually will accomplish and enrich the studies on social capital and its relationship with teaching methods and practices.

This study will use the theory of social capital which provided by some scholars as a source of analysis. The first theorist was Robert Putnam who provides three aspect of social capital; trust, norms/beliefs, and network. Among these three, trust play a very important role in social capital. It's because when individual having a strong trust each other, they will simultaneously give and create opportunities in the future that important for their quality of life (Putnam, 2000). Fukuyama, as the second theorist on his book “Trust: the social virtues and the creation of prosperity” also support Putnam's statement. He stated that trust will create conformity and reducing transactional cost of interaction. Interaction with no trust will create inefficiency interaction. With inefficiency interaction, people will not be able to improve their quality of life (Fukuyama, 1995). By the above theorist, social capital needs to be taught and built in every aspect of life for improving future quality of life, including through education. School as a place for educating individual

therefore plays an important role in transmitting what Putnam and Fukuyama called social capital.

Putnam's second aspect of social capital is norms or beliefs. This aspect also will emerge after mutual trust was achieved. After these two aspects was achieved, people who interact each other will gather in a small group with shared norm and beliefs. Later, the group will develop bigger and bigger. The proof of achieving these two aspects proved by the third aspect which is social network. One of characteristics in achieving high level of social capital is where people engage in social network or group with mutual trust and shared norms. The more engagement in a social network will create more opportunities to improve individual quality of life in the future (Putnam, 2000). The social network which built by school also will identified by this study to see the formation of the aspect of social capital. The more social network created by school, the more social capital which formulated and formed.

The other theorist like Coleman (1988), Carbonaro (1998), and John Field (2003) are also agreed with the above theory and statement. They all believed that social capital becomes a determiner of social outcome namely quality of life in the future (Carbonaro, 1998; Coleman, 1988; Field, 2003). Those theorists will be main source of analysis in this study. Based on the above theory, this study believed that the way teacher form social capital of student in school as a place of education through teaching method is crucial to be explored and analyzed.

Method

This research is qualitative in nature. This research contains a great deal of student-teacher information on their beliefs of teaching as well as the teaching methods used by them. In this study, we emphasized the differentiation and distinction between vertical and horizontal teaching methods. "Teacher lectures" is measured as vertical teaching method while "students work in groups" is measured as horizontal teaching method. As natural qualitative research, this research is conducted by interview, observation, and documentation. The research subject were teachers and students in State Islamic high Schools 1 and 2 Malang. The data was analyzed descriptively qualitatively. In order to check the validity of data, researcher used triangulation technique between the result of interview, observation, and documentation.

Result and Discussion

The result of this study showed that all aspects of social capital have already existed in State Islamic High School 1 and 2 Malang. All the aspects of social capital; trust, norms, and networking have already transmitted through teaching practices inside and outside classroom. The social capital also transferred through social interaction between teacher and students in school. All of those aspects have already summarized in the below table.

Tabel 1. Social Capital Table at State Islamic High Schools in Malang

No	Social Capital	Description
1	Trust	<ol style="list-style-type: none">Mutual trust between teachers and students are bounded by sharing timeThe honesty and openness between teachers and students are existed in carrying out tasks and solving problems in MadrasahThe trust between teacher-students and students-students also remain exist even after graduation
2	Norms/shared values	<p>Both State Islamic High Schools in Malang have almost similar shared values as follows:</p> <ol style="list-style-type: none">Religious valuesTrustworthiness valuesCompetitive valuesDiscipline valuesHospitality valuesLeadership valuesCleanliness values <p>Most of values are applied automatically without written rule or sanction, while some of the values are written. The written values are always connected with school goals or even religious affairs goals.</p>
3	Networking	<ol style="list-style-type: none">Networking abilities have already taught since grouping method inside or outside classroomClass organization is running effectively for bounding networkingIntroducing graduate profiles, joining the warm communication with the alumniUtilization of social media to bound a tight connection with the alumni as a

The trust aspect is bounded by sharing time between teacher and student inside or outside classroom. According to some teacher, sharing time is having a huge rule in making students comfortable with the school and class environment. It's proved by the openness of students in every problem they faced during or after teaching and learning. Sharing time conducted by teacher differently. Some of teacher conducting it before teaching and learning process while other after teaching and learning. Simultaneously, sharing time will be every student need time for sharing. In boarding school, sharing time

regularly conducted in Saturday night between teacher/supervisor and student. This is important to build the openness between teacher and students. The openness also brings student's honesty. The honesty later will build trust. This trust is maintained even after graduation. The trust that has been maintained since student in school until the graduation also being huge opportunity to bound a networking. The networking which bounded since very long time being contributive in student's quality life improvement. The quality life improvement of student after graduation proved by their acceptance in reputable universities. This connection after graduation is built through strong trust between teacher and students since their life in school environment.

Norms or shared values which existed in two State Islamic High Schools in Malang are almost the same. According to the teachers, religious and hospitality values are representative of every school under the ministry of religious affairs. In the site of this study, the implementation of these two values more effectively applied in boarding school inside the school (*Ma'had Darul Hikmah* and *Ma'had al-Qalam*). During the research observation, the religious and hospitality environment can be felt in these two boarding schools. The different application of these two values supported by more religious subject studied by students and more religious practices. The additional religious material conducted every day from Sunday to Saturday after *Subh* and *Maghrib* Prayer. The books (Islamic book) which used such as *al-ta'lim al-muta'allim*, *fath al-qarib*, *lubab al-hadits*, *nashaih al-'ibad*, and other Islamic books. These additional Islamic books taught in boarding school inside the two Islamic high school believed by teacher as a huge contributive factor of shared values building and formation of religious and hospitality environment. Besides, those Islamic book also taught *husn al-dzan* which later being an Islamic foundation of trustworthiness values that also shared within students in boarding school.

The other values like competitive and leadership values are mostly believed by students without any written rule. The competitive and leadership is mostly formed by teaching method which collaborate between group task and small competition in it since the very early level of class. it also supported by the desire to compete in become a class or school star. According to the students, being competitive is taught by teacher through motivation and alumni profiles. It also gained individually by seeing on school outstanding students. The other values like discipline, and cleanliness are also being a shared norm which applied through cleanliness class competition and group discussion.

Regarding networking aspect of social capital, in both State Islamic High School 1 and 2 Malang are began with the grouping methods inside classroom. Networking aspect practically applied through case grouping method, class-based task discussion, project-based method, and other group-based method. Besides, effective class organization and class-based competition are also taking part in building networking skill of the students. More effectively, networking aspects are bounded by close relationship with the alumni that have gain academic success after graduation. Teachers believe that close relationship with alumni will strengthen educational higher-level opportunities after graduation. On teacher and student perspective, academic success means pursuing study in reputable universities in Indonesia or abroad. This success can be gained by this kind of networking aspect. This is proved by many alumni whom undergoing education in reputable universities through their networking aspect. The networking means their connection with other school alumni. Being connected with other person by having mutual trust is important for providing students success in the near future.

In more detailed explanation, there are some teaching method inside classroom that applied by teacher in accordance with social capital formation contribution. The hypothesis of this study is proved. Even though teachers don't merely left behind the lecturing method, a method which focus on two ways of communication is highly used in teaching and learning process. What this study called horizontal teaching method are comprehensively contributive toward formation of student's social capital. Some teaching methods are contributive toward formation of trust while the other are contributive toward values and networking. So that, the findings of this study strengthen the previous study conducted by Algan and Imandoust whom stated that there are a very tight connection between social capital and education (Algan et al., 2013; Imandoust, 2011). This study also detailing the specific method in educational practice which contribute in the formation of social capital in school.

Horizontal Teaching Method as a Social Capital Formation of Trust, Norms, and Networking

As previously mentioned, the formation of social capital can be raised by implementing Horizontal Teaching Methods. This method actually refers to the classification of Algan (2013) which categorize all method which proving students working in group, solving learning problems together between teacher and students, or everything refers to two ways of communication. The result of the study showed that both two State

Islamic High Schools are preferred to implement this kind of method. The reason in choosing the method came from the advantages of it as well as teacher goal of teaching. The goal of teaching according to them is building good character and developing soft skill without disregarding academic cognitive result. By these goals, the method used in teaching and learning is not just merely focusing on the academic cognitive development but more than it. So, this horizontal teaching method arguably very appropriate to reach the goal.

In this method, teacher mostly divided students into some group. Each person in a group has different role. This role division consider to train them believing in their friends. In the work of Putnam, this role division of each member of group consider to be the formation of trust for each student. Besides, role division is also important for training leadership, discipline, and responsible values. Working in a group also crucial for student in developing the skill of communication. The skill of communication will teach them the way in connecting with another person. Communicating with others using a good way of communication will train students in building a social network which is becoming an important part of social capital. Teachers argued that dividing student into a group will also train student to develop a critical analysis and opinion expression. These two things are able to be a source of qualified discussion. This discussion method which students are accustomed to entrust their group to each member is also a method that give contribution in forming the social capital.

Solving learning problems together or in a group is also considered to be part of Horizontal Teaching Method. Solving learning problems may happen inside or outside classroom, for certain subject, multiple subjects, or even life problems. In the context of classroom, some scholar named it Problem Based Learning, case method, or another name as well (Andersen & Rösiö, 2021; Seibert, 2021). As another method that provide student to work in group, this method is also considered to give a contribution in the formation of social capital of students. It's because solving problem together with friends or teacher will increase openness and honesty values of students in facing various problems with providing some brilliant solutions. The solutions which come up differently from friends or teacher will develop specific values and create trusting without mistrust. This statement will match with the Putnam's statement that trusting relationship will dismiss mistrust (Putnam, 2000). This solving problem learning also frequently implemented in both State Islamic High School in Malang.

Most importantly, horizontal teaching method which is understood as all methods providing students to work in group are aims to cultivate cooperative habit, good communication values, trusting others, and bonding network. This all aspect mentioned understandably as aspects of social capital which is needed to be taught to students in order to increase their life quality in the future. School which provide those three aspects are called accommodative school of social capital formation. School with horizontal teaching method implementation is argued as a school that pays attention to the student's quality of life in the future. Coleman and Huffer (1987) and Shah (2009) findings have supported the above statement. They stated that school which cultivate and form social capital in America is proven to be more successful in providing student with higher percentage of success than school with no social capital formation and cultivation (Coleman & Hoffer, 1987; Shah, 2009).

Shah (2009) also stated in his study that teacher who can push student achievement and development is who are able to create a warm learning environment without being authoritarian. A warm learning environment believed as an effective condition that can create qualified student with multiple skills and capabilities. A warm learning environment also means a shifting goal of teaching from academic cognitive achievement into skill affective qualification. This kind of teacher is arguably capable to form social capital of student through his way of teaching. In the other hand, researcher's finding also stated that students in both schools preferred a teacher with capability in collaborating and cooperating with teacher inside and outside classroom rather than the authoritarian. Regarding these findings, this study confirmed and strengthen the theory of social capital which stated by scholars that previously mentioned.

Conclusion

This study which tries to explore social capital formation at State Islamic High School in Malang showed that horizontal teaching methods gave huge contribution in shaping student's social capital. The aspects of social capital have already covered in that kind of method. The aspect of trust, norms, and networking are implemented in two ways of communication method which asking students to work in group, solving learning problem together and so forth. These methods also able to shape student's norms of trustworthiness, competitive, leadership, and others. Sharing time outside classroom activities is also gave a contribution in bounding trust between teacher and students as well as a warm connection with the alumni. Role division in grouping task also gave a

contribution in improving student's skill of social networking. The main goals of these methods are cultivating cooperative habits, good communication values, trusting others, and bonding network. These aspects of social capital are what student's need in order to increase their life quality in the future. This study also supported Putnam's theory on the important of shaping social capital for improving individual quality of life.

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