



## Strengthening the Role of Parents and Teachers (POMG) as Social Capital in Schools

Mauliya Nandra Arif Fani\*, Fahri Hidayat

State Islamic University of Prof. KH Saifuddin Zuhri Purwokerto, Banyumas, Indonesia

\*email Koresponden Penulis: [224120600010@mhs.uinsaizu.ac.id](mailto:224120600010@mhs.uinsaizu.ac.id)

### Info Artikel

#### Riwayat Artikel

**Diajukan:**

2024-02-25

**Diterima:**

2024-03-04

**Diterbitkan:**

2024-04-20



Lisensi: cc-by

Copyright © 2024 Penulis

### ABSTRACT

*This study aims to analyze and describe the role of cooperation or unity of parents and teachers (POMG) in Integrated Islamic Elementary Schools (SDIT). This collaboration is pursued in order to organize and improve the quality of education and is a step so that parents as users of education have an important role in the implementation of education because they are also a community that feels the results of education itself. However, what often happens is that there is a tendency that parents are indifferent to the education obtained by their children at school. Along with the development of educational institutions, guidance is made on the role of parents. This study used descriptive qualitative methods through observation, interviews, and documentation data collection methods. Data analysis techniques are carried out by reducing data, presenting data, and drawing conclusions. As a result, parents in these schools have a tendency to take a role in the educational process.*

**Keywords:** POMG; social capital; education; integrated Islamic school

### ABSTRAK

Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan peran kerjasama atau persatuan orangtua murid dan guru (POMG) di Sekolah Dasar Islam Terpadu (SDIT). Kerjasama ini diupayakan dalam rangka menyelenggarakan dan meningkatkan kualitas pendidikan dan merupakan langkah agar orangtua murid sebagai pengguna pendidikan memiliki peran penting dalam penyelenggaraan pendidikan karena mereka sekaligus sebagai masyarakat yang merasakan hasil dari pendidikan itu sendiri. Namun demikian, yang sering terjadi adalah terdapat kecenderungan bahwa orangtua bersikap acuh tak acuh terhadap pendidikan yang didapatkan oleh anaknya di sekolah. Seiring berkembangnya lembaga pendidikan, maka dilakukan pemasifan terhadap peran orangtua murid. Penelitian ini menggunakan metode kualitatif deskriptif melalui metode pengumpulan data secara observasi, wawancara, dan dokumentasi. Teknik analisis data dilakukan dengan reduksi data, penyajian data, dan penarikan kesimpulan. Hasilnya, orangtua di sekolah tersebut telah memiliki kecenderungan untuk mengambil peran dalam proses pendidikan.

**Kata kunci:** POMG; modal sosial; pendidikan; sekolah Islam terpadu

### Cara mensitasi artikel:

Arif Fani, M. N., & Hidayat, F. (2024). Strengthening the Role of Parents and Teachers (POMG) as Social Capital in Schools. *Arfannur*, 5(1), 1 - 7. <https://doi.org/10.24260/arfannur.v5i1.2076>

## A. INTRODUCTION

The implementation of education is currently being attempted in order to face global challenges in the era of society 5.0. This rapid change requires every individual to constantly change and develop in order to survive in the midst of social society. Success in facing this change depends on the level of adaptability, breadth of insight, and the ability to innovate so as not to be left behind (Miya Nurohmah et al., 2021: 134). Efforts that support individuals in this case are none other than through the education process. Educational institutions, in this case schools, are service products in serving the educational needs needed by the community, especially parents in meeting the basic educational needs of their children (Rujiah and Maemunah Sa'diyah, 2021: 637). The importance of education in improving the quality of individuals, so in its implementation, facilities and infrastructure are needed according to the mandate of the Law of the Republic of Indonesia concerning the National Education System which mandates that the government must provide educational facilities and infrastructure, which meet educational needs according to the growth and development of physical potential, intellectual intelligence, social, emotional and obligations of students (Permendikbud RI No. 20).

According to the Ministry of Education and Culture, the educational facilities in question are all facilities needed in the teaching and learning process, both mobile and non-mobile, so that the achievement of educational goals can run smoothly, orderly, effectively and efficiently. The facilities needed certainly involve the surrounding community because schools are part of a social system that functions as a bridge of norms and values for students to live in society (Yolanda Stepy and Firman Firman, 2020: 2). The community can get involved by providing assistance, mutual cooperation and participating in school programs. Community participation is formulated in PP Number 17 of 2010 Article 188 paragraph 2 that the community is a source of implementation and user of educational results. The regulation explains that the community has a role in the form of providing educational resources, organizing educational units, users of educational results, supervising the implementation of education, supervising the management of education, providing considerations in decision-making, and providing assistance or facilities to educational units and/or organizers of educational units in carrying out their functions (Faridah, 2023: 69).

The community in this case includes parents of students as part of the users of education. In schools, cooperation or association is formed between parents of students and teachers so that the education process runs according to existing needs. This association is known as POMG which is formed and plays a role in improving the quality of education services by providing considerations, directions and support for personnel, facilities and infrastructure, and supervision of education. Teachers as learning facilitators for students provide as much knowledge transfer as possible through fun activities with school facilities and supported by the role of parents of students. Parents of students play an active role in the development of education in schools so that they do not completely hand over their children's education to the school, such as only taking them to school and picking them up when they come home. Instead, they also pay attention to their children's needs at school so that the continuity of the education process is maintained. Children spend part of their day at school as students. However, they spend more time at home as the main educational environment. Therefore, there must be a balance and in line with the education process. At school, children are taught about morals and ethics, so their relationships in the home environment do not deviate from that. The role of parents is very important and is the basis for children to act in whatever environment they are

in, including at school.

Like any business, it certainly requires capital to stand. As with education, capital is needed. In community life, there are at least three types of capital, namely economic capital, cultural capital and social capital (Muhammad Rijal Fadli, 2020: 154). Social capital is something important to improve the quality of schools because it contains values, norms, trust, cooperation, social networks and participation. Social capital can be said to be important if the elements contained in social capital are able to help improve the quality of schools (Muhammad Rijal Fadli, 2020: 153). Social capital is defined by Fukuyama as a set of informal values or norms by members of a particular community together so that cooperation between them is possible. In working together, members of society trust each other so that trust becomes a lubricant that makes the relationship run more efficiently (Francis Fukuyama, 1999). Social capital includes elements of trust that need to be fostered and developed, prevailing social norms that need to be obeyed together, and social networks that need to be developed and strengthened (Dyah Ayu Ratna Dewi AA, 2023: 53, Kanisius Kono, 2019: 45).

The key to a country's success is determined by the extent to which the community and schools work together to improve the quality of schools, one of which is through social capital (Hariki Fitrah and Rambang Muharramsyah, 2023: 58). As a form of community-based management (CBM), the "Education with Community Participation" (EDUCO) program known in El Salvador achieved fame in the late 1990s and 2000s because it officially transferred, among other things, the ability to hire and fire teachers to parent committees at the community level (Edwards, 2019). Social capital begins with the idea that members of society cannot individually overcome the various problems faced, so that togetherness and good cooperation are needed from all members of society who are interested in overcoming these problems (Umi Wuryanti et al., 2020: 22). According to Hanifan, as quoted by Fatkhan Munif, social capital is not capital in the usual sense such as wealth, but has a figurative meaning, but is an asset or real capital that is important in living in society. According to Hanifan, social capital includes goodwill, friendship, mutual sympathy, and close social relationships and cooperation between individuals and families that form a social group (Fatkhan Munif, 2020: 87). Through social capital, it can shape the quality of schools because it contains these values (Rahmi Syafina and Masduki Ahmad, 2022: 864, Dwikita Ardiyanti, 2017: 428). Social capital is the achievement of mutual and synergistic relationships or relationships between actors or stakeholders in achieving an agreed goal (Ina Nurnina, 2021: 155). Thus, the implementation of education has important capital, namely social capital to form a generation of people who are open in terms of tolerance, the desire to share (reciprocity) and the spirit of humanity to build safety, a sense of worth (sense of efficacy) arises, stimulates the desire to establish relationships with others (networking) and trust each other (trust). Social capital becomes a bridge between various differences in society (Sauqi Futaqi, 2020: 67).

However, the role of social capital is basically still not considered as an important aspect in the process of improving the quality of schools. There is a tendency that schools still do not realize and do not consider it important that social capital is very strategic to be developed in social relationship patterns that occur in the learning process in the family or at school. Even the community tends not to realize what and how the role of social capital itself is developed in improving the quality of students and schools (Muhammad Rijal Fadli, 2020: 153, Deska Irbakh Huwaida, 2019: 165, Fauzi Fathurrohman, 2019: 239). The community still thinks that schools stand alone without having to have support from community involvement. The community views that advanced education is not the result of the active role of the

community but rather an institution that can fully provide its own progress. The fact observed in this writing is that many parents completely hand over their children's education to the school, such as only taking them to school and picking them up when they come home. The homework that children bring to study at home, there are still many parents who do not want to know and ignore their children so that children often become passive and do not want to know either. This can be observed in several public elementary schools, where parents only focus on taking care of their work. In fact, parents play an important role as the main socialization agents, channeling values from home to school. Their involvement in school activities and events provides an opportunity to align educational goals with a broader ideological framework (M. Abdillah Subhin and Saiful Anwar, 2022: 159). How teachers try their best to achieve good education, but parents are not involved in their children's learning, this is what makes education passive and of course hopes such as those described above are difficult to realize.

Given the importance of the role of society as social capital, POMG in schools is being intensified, in this writing, namely in the Integrated Islamic Elementary School (SDIT). These schools actively involve parents of students in organizing education, even in education itself. Parents also provide facilities such as lunch contributions for children and snacks, drinking water, and other facilities. The ongoing program is the habit of eating healthy foods such as vegetables and fruits which in their habits, children find it very difficult to eat healthy. This is due to the development of the era that has spread to fast food so that it is necessary to get children used to eating healthy foods from the start. In addition to these habits, there are also other habits such as reading books. So to support this, parents work with teachers to provide a reading corner that attracts children's interest in reading in the current android era. Parents also bring complete prayer equipment for the habit of praying dhuha and dhuhur prayers in congregation at school. The active role of parents as members of society also makes a big difference in improving the quality of education.

Of course, this writing is based on several references. The first article was written by Yolanda Stepy and Firman (2020) about social capital in the form of associations to develop basic education facilities. This study uses a qualitative approach in order to describe the social capital of associations in the transmigration community in the development of educational facilities at SD Negeri 005 Petapahan Jaya, Kampar Regency. From this study, social capital was obtained in the form of social networks that foster community participation and solidarity, trust in the form of honesty and cooperation, and shared norms. Furthermore, an article written by Fatkhan Munif (2020) about the development of madrasas through social capital. This research is a library research with a descriptive exploratory literature approach. From this study, it was found that community contribution is social capital that can improve the quality of madrasas through their roles and support. Third, research by Rujiah and Maemunah Sa'diyah (2021) on the role of education stakeholders as guarantors of school quality. This study aims to determine the role of school stakeholders in ensuring the quality of an educational institution for early childhood using a phenomenological approach. From this research, it was found that schools as service providers in the field of education are expected to be able to provide quality assurance for education to their customers, for early childhood schools, the quality assurance is held by stakeholders.

Based on several references above, this writing also refers to the role of cooperation between parents of students as a community and teachers as educational facilitators to organize education that is in accordance with the demands of the development of the times for

students through the POMG association. The difference is, this study refers to POMG among the Insan Mandiri Punggelan Integrated Islamic Elementary School, Banjarnegara Regency, Central Java with data collection through observation, interviews, and documentation. This role is carried out directly by the parents of students from the school itself, not stakeholders or community associations like the previous article. The focus of this study is how is the role of social capital and the things done through the association of parents and teachers in organizing education in the Insan Mandiri Punggelan Integrated Islamic Elementary School (SDIT) environment? So this study aims to analyze social capital and describe it so that quality education in accordance with the development of the times will be realized, especially in this research school.

## **B. METHOD**

The method in this study is a qualitative descriptive case study to describe the role and things done through the association of parents and teachers in organizing education in the Integrated Islamic Elementary School (SDIT) environment. In detail, this study was conducted at SDIT Insan Mandiri Punggelan, Banjarnegara district. This study uses data collection methods through participant observation, interviews, and documentation. The researcher observed the Integrated Islamic Elementary School (SDIT) environment directly as a participant so that it is known how the role and things are done through the association of parents and teachers in organizing education in the environment through various activities carried out as part of the learning process. In addition, interviews were also conducted with three guardians of students and two teachers. This study was conducted by observation at the end of the 2022/2023 school year, March-April 2023. Thus, the subjects of the study were guardians of students and teachers, while the object of the study was the role of the Association of Parents and Teachers (POMG) as social capital in schools. Data analysis techniques were carried out by data reduction, data presentation, and drawing conclusions.

## **C. RESULT AND DISCUSSION**

This study details several things, including the role of social capital that is carried out to support and improve the quality of education at SDIT Insan Mandiri Punggelan as well as the role of the association of parents and teachers and the things that are done. SDIT Insan Mandiri Punggelan is a pioneering school consisting of 5 classes with a total of 8 teachers and educators and 102 students. This school has excellent programs including tahfidzul Qur'an, child-friendly schools, BTQ classes, BPI classes, literacy and numeracy classes. Extracurricular activities that are carried out include swimming, scouts, tapak suci, archery, art, and futsal.

Furthermore, from this study it was found that the social capital for organizing and improving the quality of education at SDIT Insan Mandiri Punggelan can be described as follows.

First, values. The values and norms in the school are in the form of rules and regulations that contain rules and sanctions for those who violate them. The superior values and norms that distinguish them from other schools are that they are used to build a champion mentality that shapes student behavior.

Second, norms. Social norms play an important role in controlling forms of behavior that grow in society. Norms themselves are a set of rules that are expected to be obeyed and

followed by society in a particular entity and in norms there are usually sanctions. That way, norms will determine the expected behavior patterns in the context of social relations. Norms that grow in the midst of society will determine whether these norms will strengthen the closeness of relationships between individuals and provide a positive impact on the development of the community. As in general, in this observation, religious norms, politeness, morality, and legal norms were obtained. All elements of the school comply with these norms.

Next, trust. In this study, it was observed that the level of parental trust in the school was very good. This can be seen from the material support from parents for the needs of children's learning activities at school. Parents pay tuition fees for outing class activities, provision of snacks and lunch, textbooks, and for other activities by fully entrusting the school to manage them. Parents give trust to the quality of learning at school which has been proven by the achievements of previous students, memorization of the Al-Qur'an and its reading, and morals shown such as honesty, responsibility, respect for parents, and so on. The school also gives trust to parents in terms of payment time discipline, which should be paid between the 1st and 10th of each month, but if it cannot be paid on that date, the most important thing is to pay it off during that month. In addition, the school also always strives for the quality of education (Interview with parents of students, April 2023).

Next, cooperation. Cooperation means carrying out activities or efforts carried out by several people to achieve the same goal. This cooperation is very visible between teachers and parents or fellow parents. In organizing education in schools, teachers certainly provide good education and learning according to the curriculum and developments of the times. Parents also provide the best first education for their children. They pay attention to study time, homework, discipline, morals, manners, school uniforms, healthy breakfasts, and comfort at home so that children can learn optimally. Parents also provide maximum support for learning facilities and comfort at school.

Then, the network. Social networks can be formed because there are values and norms that then underlie the birth of cooperation, networks and cooperation cannot be separated. The network in this study was formed because of the relationship between teachers and parents of students where they work together to meet each other's needs in children's education. This can be seen from the role of teachers in providing good education and conveying children's development at school to parents, while parents also support their children's growth and development at home by providing nutrition, affection, and material support for their education (Interview with teachers, April 2023).

Lastly, participation. Activities held by schools always get active participation from parents, if the activities involve them. Their daily professional background does not necessarily make them busy and unable to take the time to participate in their children's school activities. For them, attendance at school activities will provide support and motivation to their children so that children will love their parents and school more.

The role of parent-teacher cooperation (POMG) includes many things. In this study, it can be observed that the meeting activities for POMG were agreed once every two weeks or twice a month. In the meeting, the child's development, the child's friendships, the results of the child's activities, the child's needs, and everything about the child's learning were discussed. The teacher conveyed the child's development. One by one, it was explained in general how the child began to look mature when with his friends, began to give in, began to understand the feelings of his friends who were sad, gave or lent stationery to friends who did not bring or lost it. In learning, children who usually still cry when they cannot do questions or

understand the material, now do not cry anymore (Observation, March 2023). The teacher provides details so that solutions to existing problems can be found.

The teacher also conveys what happened at school during the break in the last two weeks. For example, there were children who had a fight. The teacher clarifies the cause and how the fight occurred so that both parents concerned know each other and can find a solution together. The teacher conveys how the two children had a fight and after the incident, the teacher has guided them to forgive each other. Or another incident, for example, a child goes outside the school and walks to the highway to play. The teacher explains why the child did this according to the teacher's knowledge and observations. The teacher finds out what the child really wants during the break, and so on. Thus, the teacher and parents can discuss finding a way out (Observation, March 2023).

School programs with applicable curriculum demands provide variations in learning every week. Such as outing class activities, visiting the zoo, and swimming in the pool. The teacher has provided documentation of activities through the WhatsApp group, then given further explanation in the form of activity reports at the time of the meeting. The teacher tells how enthusiastic the students were during the activity, the excitement on the way, and their joy at the activity location. This requires more support from the role of parents, such as parents asking their children directly how they feel after doing the activity at home. Parents provide support in the form of more enthusiasm in studying at school. With this communication between teachers and parents, obstacles faced can be found and at the same time provide enlightenment on how to overcome them. In addition to these activities, there are also cooking class activities, where the teacher will also tell about this activity at the meeting. In general, this meeting will be a discussion material regarding children's learning at school and at home.

Regarding internal learning in the classroom, the teacher conveyed how the children were during learning. The teacher conveyed children who liked to daydream, did not concentrate, and still cried when faced with material that they had not mastered. In addition, the development of children who had begun to be able to count quickly, count backward, read aloud in front of the class without shame, listen well, and when children were able to write stories coherently, did not escape the report. Children were not ashamed and hesitant to answer the teacher's questions in the morning right when they came to school about the morning prayer, what they ate for breakfast, and what time they woke up. They began to dare to express their feelings, stories of experiences falling on a swing while playing in the park, to their desires for the future. This is a very good child development so that appropriate guidance is needed, both from teachers and parents.

The descriptions above state the overall development of children. For that, it is necessary to strengthen the strategic role of parents and teachers. After being given the explanation above, parents in turn provide feedback. Parents provide primary education in their homes as the birthplace. They provide the best mental reinforcement for their children so that good morals are formed, reflected in good behavior at school. This is what underlies the development of children in terms of maturity and is seen from adult behavior in their friendships. Parents provide the best examples of behavior that should be done in certain circumstances. Parents also provide an understanding that makes children understand the behavior to be avoided. Not just a prohibition, but the consequences of the action if it is to be done. Parents are not indifferent to this behavior because it is what forms the child's personality. As the first society that children meet, parents are the ones who provide examples and bad examples for their children.

In a friendship, parents provide each other with an understanding of the child's attitude as to why the child often fights. Parents should understand the character and intentions of the child so that they know the possible causes of the child often fighting. With this, a solution will be found together, not blaming each other. What often happens is that parents only see from their own child's perspective, without seeing how they develop in a social environment with their friends. For children's problems, it is undeniable that they still like things that cause fights because they are still children. A few minutes later, they are peaceful again and play together, but their parents are the ones who blame each other, even the fight moves to their parents. With this meeting, each can straighten out their views and the child's behavior will be resolved properly. Parents at home also teach the importance of forgiving each other for a harmonious life and creating balance in the social environment, and tell how beautiful life is by forgiving each other.

For learning activities outside the classroom, parents can provide support in the form of material and non-material. Material support is given by parents in the payment of monthly tuition fees, including for children's lunch and snacks. This cost includes outing class activities and parents give their full trust to the school for these activities. There is no school canteen, they are taught to eat together at school complete with the procedure of taking rice on the spot, vegetables, and fruits provided according to each portion. Children are taught to clean up their leftover food, wash dishes by queuing, and wash their hands clean. After eating, they tidy up the classroom again and clean it together.

Not only these activities, the form of parental participation is also shown in the targhib Ramadhan activities. The school holds a performance for children and a food bazaar for parents. This is where the enthusiasm of the parents' role is shown. Parents of each class work together to prepare food to be sold, food for children, and food for themselves. This study conducted direct observations as participants to parents of class 1 and it was found that they jointly paid fees, bought the necessary ingredients, and brought the necessary equipment. Parents with daily activities selling sempol will provide ideas for selling sempol. Parents who are active as housewives and are able to make pecel, then provide ideas for selling pecel. The rest, they help each other and complete all their needs. From the sales results, they get a lot of profit and the profit is used for cash so that needs such as visiting sick children and contributions to children's learning activities can be met (Observation, March 2023). Here it is very clear how the role and support of parents are in realizing good education. The output of this activity is as a promotional media for the school so that new students are obtained in the new school year, besides of course training the discipline and creativity of students and creating a sense of family among the parents of students.

Other activities such as the commemoration of Indonesia's independence day in August 2023 also show the solidarity of parents, where they are directly involved as participants in the parent category competition. They compete in a sporting manner from each class so that their support and trust in the school can be seen. They show an attitude of cooperation and mutual assistance so that they can be good role models for students. Their work background does not make them always busy and unable to participate in their children's school activities. Those who work as doctors, fields, teachers, nurses, principals, and traders are not necessarily busy and do not care about their children's school. They increasingly fully support and provide attendance at every activity. Children will also feel proud of parents who fully support their activities at school.



## D. CONCLUSION

From this study, it was found that the capital needed in organizing today's education is social capital, the role of cooperation between parents and teachers. Parents and teachers work together and jointly fully support all activities that support children's education. Facing the current era with technological developments, parents must accompany their children as the closest community to their children. Teachers at school according to their duties must also provide the best educational services. With the support and role of social capital, the implementation of quality education is easier to realize. The balance of attention from parents and teachers is a very meaningful support for children's development, both in terms of intellectual, moral, and spiritual. Children, especially elementary school age, are the golden age that must be formed into a generation of good role models with good intellectuals. The role of the parent-teacher association (POMG) at SDIT Insan Mandiri Punggelan, Banjarnegara Regency, Central Java is a reflection of good social capital, as shown by the existence of good and directed cooperation. This needs to be continuously preserved and improved in quality and the culture of mutual cooperation is continuously passed down so that good educational support is created from the existing capital.

## E. BIBLIOGRAPHY

- AA, Dyah Ayu Ratna Dewi. 2023. "The Role of Islamic Boarding School Social Capital in Strengthening Character Education." *As-Suluk: Journal of Islamic Education Management* 1(1): 49-66. <http://ejournal.staiattanwir.ac.id/index.php/jmpi/article/view/62>
- Ardiyanti, D. 2017. "The Role of Social Capital in the Strategy for Improving the Quality of Education at Sulthoni Kindergarten, Ngaglik District, Sleman Regency, Special Region of Yogyakarta." *Spectrum of Education Policy Analysis* 6(4): 426-439. <https://journal.student.uny.ac.id/index.php/sakp/article/download/9286/8968>
- Edwards Jr, DB 2019. "Shifting the Perspective on Community-Based Management of Education: From Systems Theory to Social Capital and Community Empowerment." *International journal of educational development*, 64, 17-26. <https://www.sciencedirect.com/science/article/pii/S0738059318304255>
- Fadli, MR 2020. "The Role of Social Capital in School Education." *Equilibrium: Journal of Education* 8(2): 152-161. <https://journal.unismuh.ac.id/index.php/equilibrium/article/view/3363>
- Faridah. 2023. "The Role of School Committees in the Era of Independent Learning." *Indonesian Education Star Journal* 1(1): 66-75. <https://ejournal.stietrianandra.ac.id/index.php/JUBPI/article/view/936>
- Fathurrohman, F. 2019. "Utilization of Social Capital in Improving School Quality at SDIT Bina Insan Kamil Turi." *Spectrum of Education Policy Analysis* 8(3): 238-244. <https://journal.student.uny.ac.id/index.php/sakp/article/view/15865>
- Fitrah, H., & Muharramsyah, R. 2023. "The Role of Social Capital in Building School Quality at SD Negeri 11 Sawang, North Aceh Regency." *Journal on Teacher Education* 5(1): 57-63. <http://journal.universitaspahlawan.ac.id/index.php/jote/article/view/18477>
- Fukuyama, F. 2005. *The Great Shock: Human Nature and the New Social Order*. Jakarta: Gramedia Pustaka Utama.
- Futaqi, S. 2020. "Social-Multicultural Capital of Islamic Boarding Schools in Building Social Harmony of Religious Communities." *Al-Thariqah Journal of Islamic Religious Education*

- 5(2): 64-78.<https://journal.uir.ac.id/index.php/althariqah/article/view/5963>
- Huwaida, DI 2019. "The Role of Social Capital in Improving School Quality at SMP Muhammadiyah Plus Gunungpring." *Spectrum of Education Policy Analysis* 8(2): 164-173.<https://journal.student.uny.ac.id/index.php/sakp/article/view/15856>
- Kono, K. 2019. "The Role of Tman Penen Culture as Social Capital in Efforts to Increase Access to Education for Poor Families in Lanaus Village, (TTU)." *JKKP (Journal of Family Welfare and Education)* 6(01): 43-53.<http://journal.unj.ac.id/unj/index.php/jkkp/article/view/10457>
- Munif, F. 2020. "Madrasah Development through Social Capital." *Journal of Education* 8(1): 84-98.<https://ejournal.uinsaizu.ac.id/index.php/jurnalkependidikan/article/view/5133>
- Nurnina, I. 2021. "Social Capital Affirmation to Enhance the Role of Future Education (Post-Covid-19 Pandemic Implementation Projection)." *Nusantara Sociology Journal* 7(1): 149-172.<https://ejournal.unib.ac.id/index.php/jsn/article/view/14255>
- Nurohmah, M., Subiyantoro, H., & Suja'i, IS 2021. "The Role of Social Capital in Islamic Boarding School Education in the Era of Society 5.0." *Equilibrium: Scientific Journal of Economics and Its Learning* 9(2): 133-141.<http://ejournal.unipma.ac.id/index.php/equilibrium/article/view/10010>
- Rujiah and Maemunah Sa'diyah. 2021. "The Role of Educational Stakeholders as Guarantor of PAUD School Quality at TKQ Baitul Izzah." *Rayah Al-Islam* 5(02): 636-652.<https://ejournal.arraayah.ac.id/index.php/rais/article/view/490>
- Stepy, Y., & Firman, F. 2020. "Social Capital of Community Associations in Developing Educational Facilities in Elementary Schools". *Indonesian Teacher Research Journal* 5(1): 1-6.<https://jurnal.iicet.org/index.php/jpgi/article/view/503>
- Subhin, M. Abdillah and Saiful Anwar. 2022. "Social Capital for the Success of Madrasah Diniyah in Sowing Islamic and Javanese Ideology." *Nusantara Education Journal* 1(3): 157-165.<https://ejournal.tahtamedia.com/index.php/nusantara/article/view/32>
- Syafina, R., & Ahmad, M. 2022. "Improving School Quality During the Pandemic Through Social Capital in High Schools." *Educative: Journal of Educational Sciences* 4(1): 862-870.<https://www.edukatif.org/index.php/edukatif/article/view/1937>
- Wuryanti, U., Martono, N., & Mintarti, M. 2020. "The Relationship between Socioeconomic Status and Social Capital of High School Students in Purwokerto." *SosioGlobal: Journal of Sociological Thought and Research* 5(1): 1-22.[https://www.researchgate.net/profile/Nanang-Martono/publication/351229945\\_HUBUNGAN\\_STATUS\\_SOSIAL\\_EKONOMI\\_DENGAN\\_MODAL\\_SOSIAL\\_SISWA\\_SMA\\_DI\\_PURWOKERTO/links/608c1730458515d315e94a45/HUBUNGAN-STATUS-SOSIAL-EKONOMI-DENGAN-SOCIAL-CAPITAL-SMA-STUDENTS-IN-PURWOKERTO.pdf?sg%5B0%5D=started\\_experiment\\_milestone&origin=journalDetail](https://www.researchgate.net/profile/Nanang-Martono/publication/351229945_HUBUNGAN_STATUS_SOSIAL_EKONOMI_DENGAN_MODAL_SOSIAL_SISWA_SMA_DI_PURWOKERTO/links/608c1730458515d315e94a45/HUBUNGAN-STATUS-SOSIAL-EKONOMI-DENGAN-SOCIAL-CAPITAL-SMA-STUDENTS-IN-PURWOKERTO.pdf?sg%5B0%5D=started_experiment_milestone&origin=journalDetail)