Social capital tends to weaken in social life. Whereas social capital has an important role in building the quality of education. This study aims to 1) explore social capital owned by schools; 2) analyze the strategy of schools in developing social capital in order to build effective and creative schools. This research used qualitative approach as the method. Subjects are teachers and students in primary schools in Yogyakarta, Indonesia. Data were collected through questionnaires, active participation, observation, FGD, and documentation. Data analysis are done by reduction, categorization and interpretation. The results concluded that: 1) social capital owned by the school among others: cooperation, trust, social norm, commitment and reciprocity; 2) a school strategy with a structural and cultural approach in developing social capital to build an effective and creative school

Key word: social capital, stuctural, cultural, effective, creative

1. Introduction

The development of education in Indonesia still leans towards school effectiveness which emphasizes on the standardization of final product (academic oriented), for example by using national examination as the standard of success for students and schools. In this context, there is a tendency that schools always response to prevailing policies without considering their conditions and situations. As a consequence, policy objectives are not achieved by all schools most of the times. As criticized by Suyata that the “one size fits all” policies need to be re-evaluated, due to their inability to become a key to overcome the complexity of educational problems in Indonesia. Nevertheless, education policies in education in Indonesia should be re-examined to create a strong foundation for designing education improvement movements. This is important, due to the fact that social dynamics in Indonesia and generally in the world are changing very rapidly. Government and schools needs to respond this condition by proactively improving the quality of educational system in Indonesia to fit the needs and conditions of society. A policy which requires radical changes in the system oftenly does not produce optimal results and meet the final goals.
Such policies neglect the importance of the initial process on improving school quality (Dwiningrum, 2017).

The development of education in Indonesia is facing complex problem due to the diverse socio-cultural conditions. The problems occur in all level of education. Learning and the right to learn have yet to become the culture of society, so the “education for all program” has not realized in Indonesia (Dwiningrum, 2017). Meanwhile, the development of student creativity has yet to be given serious attention, although in fact creativity is critical for obtaining extraordinary ability to adapt to almost any situation and to do what is necessary to achieve goals (Csikszentmihalyi in Munandar, 2005: 51). Thus, school improvement movement is one of the alternative policies which should be considered and evaluated comprehensively by Indonesia government.). On the other hand, social capital which is important in improving school quality has not played important role yet. Although all schools have cultural and social capitals, but the stakeholders are more familiar with physical (buildings, land, and facilities), money (tuition fees), or human capital (human resources) as tools for school quality improvement. As the result, it is common that on the improvement of school quality, cultural and social capitals of the schools are not considered to be one of the important elements (Dwiningrum, 2016).

The importance of social capital on school quality improvement is not yet realized. There is a tendency to neglect the development of social capital during learning process in the family and school. In fact, social capital is getting weaker; moreover parents and educators consider it as less important factor in education process. This proves the paradox of social capital, which is important for improving the quality of education, but on the other hand is not valued as an important capital for the improvement of education quality (Dwiningrum, 2016).

The quality of education is determined by the effectiveness of the school. Currently, it is common that schools have not used social capital to build effective schools. Even, more creative schools have not used the power of social capital to accelerate the development yet. This is due to the fact that the importance of social capital as a collective energy which is able to move all the social elements in the development of an effective and creative school has yet to be realized and understood. In relation to that, in this paper will answer two main issues namely: to 1) explore the social capital owned by the school; 2) analyze schools’ strategy in developing social capital in order to build effective and creative schools.
2. Literature Review

The Concept of Social Capital

Social capital is a resource that can be viewed as an investment to acquire other resources. The dimension of social capital is quite broad and complex. Social capital is different from other popular terms, namely human capital. Human capital refers to the power and expertise possessed by an individual, while social capital emphasizes the potential of groups and patterns of interpersonal relationships within a group and between groups which focusing on social networks, norms, values, and intergenerational beliefs that are born of group members and become group norms. In addition to those main elements, there are also other forming elements of social capital which can be regarded as a sufficiency condition for the formation or establishment of the power of social capital in a society. Those elements are (Hasbullah, 2006): (a) participation in social networks (participation and social network), (b) mutual exchange of goodness (resiprocity), (c) social norms, (d) social values, and (e) proactive actions.

Pierre Bourdieu emphasizes on the different aspects of social capital, which according to him will provide useful supports, self esteem, and honor. Those aspects are necessary to attract clients, climb into socially important positions, and to be used as means of exchange, such as in a political career. Social capital is a number of resources, actual or virtual, gathered to an individual or group which has a long-lasting network of institutionalized reciprocal relationships. The connection value an individual depends on the number of connections that can be mobilized and the volume of capital owned by each connection. The bonds between social connections and cultural capital or financial capital can be observed in professions such as lawyers and doctors.

Likewise, the analysis of Francis Fukuyama (2003) emphasizes the broader dimension of social capital which he defines as everything that makes societies align to achieve a common goal on the basis of togetherness, and in it is bound by the values and norms that growing and being obeyed. Social capital will be a key recipe for successful development in all areas of life, and especially for the stability of economic development and democracy. In societies traditionally accustomed to working together in large groups or organizations tend to be more progressive and will be able, efficiently and effectively, to make an important contribution to the progress of the state and society. Social capital requirements are socio-cultural aspects such as reciprocal norms.
and common beliefs and collective assets (i.e. economics, technology and historical background), as well as individual characteristics of particular respondents (i.e. gender, ethnicity).

In the context of school development, social capital emphasizes the togetherness of the school community to achieve the goal of improving the quality of life and constantly making changes and adjustments continuously. In the process of change and efforts to achieve the goal, the school is always bound to the values and norms that guided the attitude to act, behave, and communicate to other parties. Some elements that constitute the spirit of social capital include participatory attitudes, mutual attitudes, mutual giving and receiving, and mutual trust, which are strengthened by the values and norms that support them. Another element that plays an important role is the willingness of the school community to be continuously and proactively, maintaining value, forming networks of cooperation, as well as creating new ideas. In this context, schools need to recognize the importance of understanding the extension of social capital in the dynamics of social life in schools, so that the power of social capital can be used more optimally for quality improvement.

Schools with the power of social capital can play a role and move as a medium for students to be motivated in developing their personal resources more optimally, and having the ability to interact in a stronger network. Furthermore, each school has an organization network, as social capital can extend to include resources embedded in other organizations. In the context of the school as a social organization it can develop students' social capital depending on how the school positions in relation to other schools. School can facilitate the role of students in developing the school's existence by providing various activities (Dwiningrum, 2016).

As Nan Lin described that each individual has their own motives on channelling resource for a specific goal. Those goals can be generalized as: to protect existing valuable resources and to gain additional ones (Lin, 2004: 41-55). In relation to the improvement of school quality, each individual in school has their own access to valuable resources. Optimization in the development of self potential of all components of the school will become the power of social capital for improving and developing school quality.
Effective School

School is a formal institution for learning. School is designed so that one's potential can develop optimally. In fact, school is a very important part for the socialization process. However, in its development, school no longer runs according to its social, education, and cultural functions. There is even a tendency that schools tend to be "dysfunctional" so that one can not learn optimally. One of the reasons for this phenomenon is the failure of the teachers to teach effectively.

Schools often neglect schooling craft as an educating process. Teachers are more focused on teaching craft / classroom craft. Schools need to build educational configurations. For example how to make children learn with pleasure in school environment and at home. The educational configuration should extend its network to other educational-related institutions such as the national broadcasting bureau and the communication and information ministry and other agencies. To avoid alliances, teachers must be active listening, willingness to hear not a willingness to be heard (Dwiningrum, 2017).

Effective schools are determined by effective teachers. Even though teaching effectiveness reflects the competence and professionalism of teachers, In fact, not all teachers can teach effectively. Effective teachers can be described with at least four attributes as follows:

a. Effective teachers own a personal quality which enables teachers to develop the development of authentic human relationships with the students, parents, and peers, and to develop socially and democratically responsible classes for students;

b. Effective teachers own a positive disposition toward knowledge. Teachers have at least three things, a broad knowledge base to handle subjects taught, human development and learning, and pedagogy. The teacher uses knowledge as a guide for the science and art of teaching practice;

c. Effective teachers master a pre-teaching repertoire that is known to stimulate student motivation, improve student basic skills, develop higher-order thinking skills, and produce self-regulated learners.

School effectiveness itself is one of the movements attempted to overcome educational problem besides school improvement movement (Gless, 1972, Haris, 2002). In general, the two movements can be distinguished as follows (Dwiningrum, 2017):
<table>
<thead>
<tr>
<th>School Effectiveness</th>
<th>School Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific Approach</td>
<td>Humanistic Approach</td>
</tr>
<tr>
<td>One size fits all</td>
<td>Depending on the school condition</td>
</tr>
<tr>
<td>“Wrench”</td>
<td>“Screwdriver”</td>
</tr>
<tr>
<td>Society</td>
<td>Community</td>
</tr>
<tr>
<td>One policy</td>
<td>Various policies</td>
</tr>
<tr>
<td>Quantitative approach</td>
<td>Qualitative approach</td>
</tr>
<tr>
<td>Product oriented</td>
<td>Process oriented</td>
</tr>
<tr>
<td>Emphasize on the importance of system development</td>
<td>Emphasize on the importance of human development</td>
</tr>
<tr>
<td>Bureaucratic</td>
<td>Culturalist organization</td>
</tr>
<tr>
<td>Formal relations</td>
<td>Informal relationships</td>
</tr>
<tr>
<td>Behavioristic</td>
<td>Constructive</td>
</tr>
<tr>
<td>The role of theory is static</td>
<td>The role of theory is dynamic</td>
</tr>
</tbody>
</table>

The development of education in Indonesia is still debating on what movement should be used. With the complexity of development problems and diverse socio-cultural conditions should the school improvement movement could be an alternative policy that must be considered comprehensively by the government.

**Creative School Concept**

Cultivating creativity operationally means building a society that has good attitude towards creativity, and makes creativity as a habit. The role of teachers is very strategic due to their ability to create a learning atmosphere that fosters creativity or otherwise kills creativity. One thing that the world of education needs to realize is that no creative culture without intelligent teachers fostering creativity of their students.

Schools with creative approaches can be defined as: a school community that develops novel approaches to foster achievement and close the achievement gap for all enrolled students. Schools with creative approaches can be defined using below aspects:

Creative schools can teach about life skills which are:

a) Self-awareness or personal skills (pesonal skills) include: 1) self-awareness as a servant of God, members of society and citizens, and 2) to realize and be grateful of oneself strength and weaknesses and strive for continuous self improvement.

b) Rational thinking skills include: 1) information searching, 2) information processing and decision making skills, and creative problem solving skills.
c) Social skills or interpersonal skills (social skills) include: 1) communication skills with empathy and collaboration skills.

d) Academic skills or scientific method, include: 1) identification of variables, 2) formulating hypotheses, and 3) conducting research.

e) Vocational skills, which are skills associated with certain occupations in society (MoNE, 2002).

3. Research methods

The research method used qualitative approach. Subjects of this research were teachers and students in primary schools in Yogyakarta and Surabaya, Indonesia. Data collection is done by observation, focus group discussion (FGD) and interview. Data validity is done by triangulation of source and subject data. Data analysis is done by reduction, categorization and interpretation. The process of data analysis is based on preliminary findings, so that the results of this research have not reached the final form of conceptualization, because it still needed some studies by conducting a critical dialogue with the theories of social capital. Data analysis was performed to organize, sort, classify and provide a unique code and categorization. The research data extracted from the selected schools based on the criteria that the schools come from various levels of capability in terms of academic achievement. The data were collected through focus group discussions, interviews and questionnaires containing open questions to school principals and teachers. Triangulation of data is done by repetition to the information obtained through various methods, sources of data, time, and settings. For cross checking, in this case, the checking is done between the method of collecting the data obtained, both from interviews and observations.

4. Finding and Discussion

Characteristics of an effective and creative school

Based on data analysis from two schools in Surabaya and Yogyakarta Indonesia, it can be concluded that to build an effective and creative school is not easy. Many factors must be met to make the school considered effective and creative by the community. Based on data analysis of two schools in Surabaya and Yogyakarta there are several elements that describe the characteristics of an effective and creative school as follows:
Table 1. Characteristics of an effective and creative school

<table>
<thead>
<tr>
<th>Effective School</th>
<th>Creative School</th>
</tr>
</thead>
<tbody>
<tr>
<td>A clear and focused mission in school</td>
<td>The design aspect of a creative approach by utilizing school</td>
</tr>
<tr>
<td>High expectations for success with standard excellent</td>
<td>Identify design plans to improve student achievement</td>
</tr>
<tr>
<td>Instructional leadership with humanis approach</td>
<td>Identify the program in detail by creating clear criteria for its achievement targets</td>
</tr>
<tr>
<td>Frequent monitoring of student progress</td>
<td>Make assessment of the effectiveness of the achievement of school goals.</td>
</tr>
<tr>
<td>Opportunity to learn and student time on task</td>
<td>Participation of family and community members in developing the design</td>
</tr>
<tr>
<td>Safe and orderly environment to fun study in school</td>
<td>Collaborating with staff to identify leadership</td>
</tr>
<tr>
<td>Home and school in good relationship</td>
<td>Community members will participate in program design and monitoring of its success</td>
</tr>
</tbody>
</table>

With the above characteristic, the school will be able to improve the quality of the school better. A quality school is a school that is able to fulfill aspects of effective schools and creative schools optimally. Therefore, school improve the quality of school must be supported by innovative school programs in achieving effective and creative school goals.

The dynamic nature of social capital comes from the power of the social potential owned by the school is very diverse. This is related to the power of school social capital, which tends to be different, because social capital is a resource that can be seen as an investment to acquire new resources.

Schools need to build a strong motivation on the dimensions of individual differences of students, by association in order to better appreciate individual differences by building social cohesion built on cooperation and trust strong in keeping the
improvement of a common goal to share with other students. The underlying social capital for the improvement of the quality of schools moving from social interaction processes that developing learning activity which can motivate all the basic needs of science for students in accordance with their needs.

Based on qualitative data analysis, interview, observation, and FGD, the elements of social capital owned by respondent schools can be described as follows:

**Table 2. Schools’ social capital**

<table>
<thead>
<tr>
<th>Social Capital Elements</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation</td>
<td>School has the ability to build cooperation between elements within the school and develop a “network” with various elements of society for the purpose of school quality improvement with collaborative principles.</td>
</tr>
<tr>
<td>Trust</td>
<td>School builds and maintains the quality of schools with various school programs supported by teachers, students and parents and the community.</td>
</tr>
<tr>
<td>Social Norms</td>
<td>School creates a fun and enjoyable learning situation for students in developing the potential for optimal talent and interest, as well as non-discrimination. Schools build a school culture that supports the learning process effectively and creatively.</td>
</tr>
<tr>
<td>Commitment</td>
<td>School instills the value of humanist discipline with a structural and personal approach in building a creative personality and character.</td>
</tr>
<tr>
<td>Reciprocity</td>
<td>Schools provide excellent service to students by providing learning facilities that optimize the learning process can be effective and non-discriminatory.</td>
</tr>
</tbody>
</table>

Based on the above data it can be concluded that the school already has the social capital needed to build an effective and creative school. However, schools are generally not aware that the process of establishing schools is effective and creative because the support of the existence of social capital that already exist and owned by the school. Therefore, with the results of this study the school seeks to further optimize the role of social capital in improving the quality of schools by building schools that are effective and creative.

Strengthening social capital can be done by all components of the school community that have mutual agreement that social capital is very important aspect and required to improve the quality of education. The deal that was built is based on common
awareness that social capital functions 1) as a source of social control, 2) as a source of family support, and 3) as a source of profits through a network of extra-family (Portes, 1998 quoted Dwiningrum 2015). What was delivered by Portes proves that the school social capital is needed to create an environment that can build school culture that is effective for the students' personal development resources. In this case, school has an important role in student personal and social development as well as cognition. School programs are designed based on a particular curriculum, while extracurricular programs require social capital in the process because students in general do not understand the effects of the learning process as well as the existence of a community or group that will have an impact on students' ability to build relationships and social networks in the future.

The school strategies with structural and cultural approaches in developing social capital to build an effective and creative school are as follows.

**Table 3. Structural and cultural approach in developing social capital**

<table>
<thead>
<tr>
<th>Approach</th>
<th>Description</th>
</tr>
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</table>
| Structural| **Structural approach emphasizes the analysis of school social organization by developing some important aspects of the school, among others:**  
  a. Schools have adaptations and mechanisms which are responsive to socio-cultural change. Schools can develop school performance on quality changes using social capital.  
  b. Schools have principals who have successful teams pushing for the process of change towards more progressive change demands as part of social capital and intellectual capital.  
  c. Schools develop personal skills and academic skills. The personal ability of principals, which determined by their capacity, achievement, responsibility, and participation status, will affect their leadership style.  
  d. Schools develop teachers’ capacity in a formal, personal, social, and professional manner. |
| Cultural  | **This emphasizes more on school culture analysis by developing several important aspects in school, among others:**  
  a. School culture as an important aspect for improving the quality of school as a human product is an externalization that produces the social order as the social capital of the school. |
b. School culture as the process of objectivization resulting from institutionalization process by reinforcing the role of school values and norms.
c. School culture which developed by building school discipline is the most important aspect for quality improvement to become an effective and creative school.
d. The culture of discipline as a process of internalization within the school environment as a capital to develop cooperation among social elements inside and outside school.
e. 5. School culture is strengthened by the purpose of discipline motives, such as: a set of clear rules; gradual socialization; clear sanctions for violators; consistent enforcement at school; personal approach for offenders; Include students as a companion of problematic students; teachers actively give appreciation to students as a basis for strengthening school social capital.

**Conclusion**

Effective and creative schools approaches are critical on improving school quality. To achieve the quality improvement, social capital is needed. Although currently the importance of social capital has not been fully realized, its role is critical to accelerate the quality improvement process by channeling collective energy of the school communities. The social capital owned by schools is varied when evaluated from each of its elements: cooperation, trust, social norms, commitment and reciprocity. Differences in the role of social capital in building an effective and creative school is determined by the dynamics of school structures and culture which is largely determined by the synergy between elements of social capital. The results of this study suggested that schools which own social capital and use the social capital optimally, successfully develop their effectiveness and creativity. Therefore, schools need to reorganize their structural and cultural aspects so that their social capital can be fully utilized to improve school quality.

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