

# The Utilization of Social Capital Organizations to Increase the Competitiveness of Schools: A Case Study at Nahdlatul Ulama and Muhammadiyah Elementary Schools in Kudus

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## Abstract

*The purpose of this study is to describe the use of social capital in the management of Elementary schools. This research uses a qualitative approach. The research was conducted at Muslimat NU Elementary School and Birull Walidain Elementary in Kudus regency. Data collection is done through observation, interviews, and documentation. The analysis process is carried out simultaneously with data collection. The analysis is carried out by data collection, data reduction, data presentation, verification, and conclusion. The results showed that the utilization of social capital that was managed adequately was able to build superior institutions in a faster time.*

**Keywords:** utilization, social capital, competitiveness, elementary school

## 1. Introduction

The core of social capital is trust. It is a crucial dimension of life in the direction of successful economic development [1]. This statement is in stark contrast to material capital or economic capital. Social capital increases if it is better managed and used. The use of social capital increases the efficiency of managing development activities in general [2]. Trust arises if, in society, it shares values as the basis of life to create public hope and honesty. In [3] stated that social capital includes norms, networks, and sanctions. Social capital between one community and another has differences. Social capital can be applied in all fields such as education, economics, and to prevent crime [4].

Competitive advantage is an absolute prerequisite that must be fulfilled in order to survive in the global era. In that framework, the formation of human qualities is a significant concern, and this is done through education [5], [6]. However, as long as this is the condition of education in Indonesia still cannot guarantee it. Various improvement and development efforts are continued, but the results are still not in line with expectations. Until the implementers of education, principals and teachers are often confused in solving problems of educational development that still cause for concern [7]. The school still has a very high dependence on the structure.

Private educational institutions are community-based institutions. Private educational institutions are a concrete form of community-based education. The management of educational institutions in Indonesia that is managed by the private sector has many very complex problems. Problems that occur mainly the limitations of providing facilities so that private schools are less competitive with public schools. Private schools are aware of managing the social capital they have to demonstrate their existence in the community. Awareness of the potential for social capital is a driving factor for private education institutions to be able to attend and dare to compete with existing public schools. The progress of education is not only determined by financial capital and the availability of appropriate human resources. However, this is determined by the social capital owned by the school [8]. Excellent human resources do not mean anything without the support of

other factors [9]. Many aspects are included to improve the quality of strong education [10]–[12]. Private schools stand and survive not because of the number of donations flowing to the school, but there is a side of social capital in the institution. The school still stands strong and produces quality graduates who are beneficial to the community or independent and do not burden the community.

With the proper social capital management of education institutions will be produced many advantages, including 1) social capital utilization can help in preparing students for a praiseworthy character with professional skills. 2) social capital utilization can assist in providing essential skills and precise understanding ability. 3) Social capital utilization can assist in accelerating the development of institutions, and 4) the utilization of social capital can help in transmitting culture [2]. Essential support in developing modern educational institutions by the demands of the times is to strengthen structural reforms cooperatively and comprehensively [13]. Disclosure of information about school management is part of a performance that is considered positive by the general public [14], [15]. For this reason, each school must ensure that school management is conducted in an open, accountable and transparent manner so that each stakeholder can easily access information about the contributions they have made and will make to the school [16]. This management includes retesting things that are considered appropriate to be part of the education system in schools [3]. This value is part of the school's efforts to gain the trust of the community whose contribution is expected in school development [17].

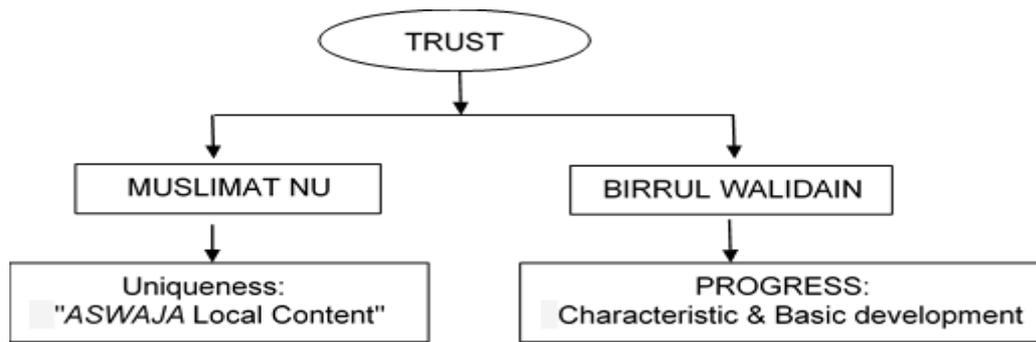
Social capital is an essential element of developing civil society [18]. Social capital such as trust, norms, and networks increase efficiency in society through facilitating coordinated action [2]. The importance of social capital in the development of an institution. This study wanted to find out how to manage social capital in two excellent private Elementary schools in Kudus, namely Muslimat Nahdlatul Ulama (NU) and Birrul Walidain Elementary Schools.

## **2. Methodology**

This research uses a qualitative approach. Qualitative research methods are used to examine the condition of natural objects, where the researcher is a vital instrument. This research involves principals, teachers, employees, students, school committees, and the community around the school. This research was conducted at Muslimat NU Elementary School and Birrul Walidain Elementary School. Data obtained by observation of participation, in-depth interviews, and documentation. Data analysis starts with data collection, data reduction, data presentation, and drawing conclusions or verification. The four-step relationship is interactive.

## **3. Results and Discussion**

The background of the two Elementary schools has similarities that develop early childhood education, which has both institutions. The development of both schools has experienced rapid progress in all aspects, such as the favourite school in the long-standing Kudus city. Superior is higher, better, and more reliable. School excellence means conditions, skills, kindness, better than others. The contribution of social capital is managed in three ways, namely, trust, networks, and shared values [19]. Student guardians' trust in the school is built based on the role models of managers, and school dwellers. Exemplary attitude is part of building community trust. NU Muslimat Elementary School develops uniqueness with Aswaja values that are not found in other schools. Birrul Walidain Elementary School is aware of schools with forward-thinking. Personal development of NU Muslimat Elementary School and Birrul Walidain Elementary School can be seen in Figure 1.



**Figure 1. Baseline Trust Grades Chart from Two Elementary Schools**

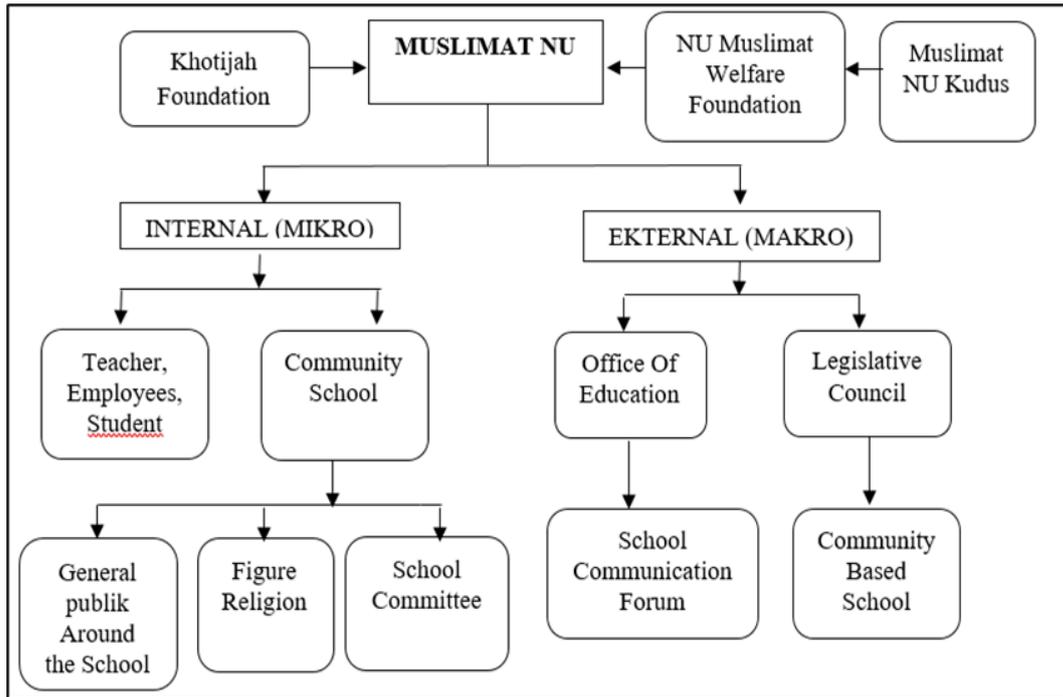
The learning process uses sincere concepts thoroughly and structured based on edutainment learning. The elementary contribution of schools by attending competition events at the local, national, and international levels is material to demonstrate the existence of an institution to the public. The development of Media Trust in NU Walidin Elementary School and can be seen in Table 1.

**Table 1. Media Development of Trust in Two Elementary Schools**

Muslimat NU	Birrul Walidain
Building Trust with Stakeholders with <i>Aswaja</i> -based religious values	Building Trust with Stakeholders with religious values is sourced from <i>birrul walidain</i> values
Learning: Developing attitudes, knowledge, skills, religious knowledge is given to the maximum	Edutainment Learning
Local content: <i>ASWAJA</i> practice	Participating in Local, National, International events
Foreign language skills (Arabic, English, and Mandarin) and IT	Plenary Services with parents

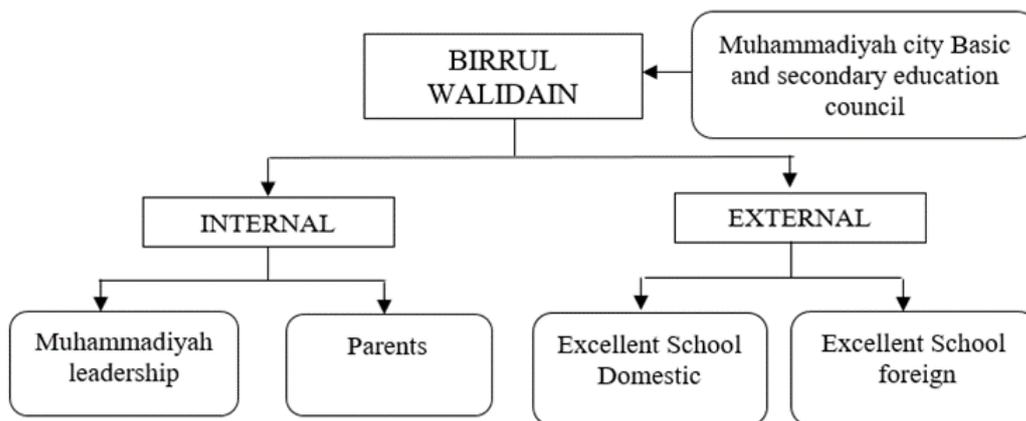
Both institutions use religious values as a means to build trust from the community. Muslim NU Elementary School with *Aswaja* values so that it attracts the Nahdatul ‘Ulama community. *Birrul Walidain* Elementary School is based on the value of progress that draws the general public and society from the religious values of the Muhammadiyah Organization. Family social classes will influence different insight capital in the community and support initiatives and innovations in the development of educational institutions [16].

The network concept that is managed in Kudus NU Elementary School is a micro and macro concept. The concept developed is based on Total Quality Management (TQM) as a method and philosophy. The concept of TQM is a management activity that seeks to improve or develop the quality of products and services [20]. At the micro-level, the school shows that administrators, principals, teachers, employees have a high commitment to advancing the school. Discipline is the key to providing the best educational services to students. All are committed to displaying the ideal place. My school is my home. These values at the macro level, social networks built by schools, much help accelerate school development, such as networking with the education office, district, and provincial governments, Parliament, ministries. NU Muslimat Elementary school network can be seen in Figure 2.



**Figure 2. NU Muslimat Networking**

The Elementary school NU Muslimat is under the Khotijah foundation, founded by the NU Muslimat Welfare Foundation, which is one of the NU Muslimat Foundations. This Elementary school does not have a direct relationship with NU Kudus but still has a coordinating relationship with Muslimat NU Kudus. The network concept managed at Elementary school Birrul Walidain Kudus includes the parent organization, Muhammadiyah, in Kudus Regency. While externally with Networking always collaborating with related parties, such as leading schools in various regions with trade teachers, with foreign countries, such as Singapore, Malaysia, Japan, and last month with Finland. The network processes in the two institutions have different patterns. The network patterns of two Elementary schools can be seen in Figure 3.



**Figure 3. Birrul Walidain Elementary School Networking**

The values developed by the two elementary schools can be seen in Table 2.

**Table 2. Developed Values**

Elementary School Muslimat NU	Elementary School Birrul Walidain
Main Value: Aswaja	Main Value: Progress
Tolerance and Taaruf	The character of Birrul Walidain
Honest and sincere	Honesty
Balance	Life skill

Social capital varies, sometimes hard but one day weakening. It all depends on how the business manages it. Social capital is divided into two, namely bridging social capital and social bond capital [18]. The first pattern is more towards the organization, while the second pattern refers to the pattern of the outward appearance of the organization. Both institutions apply bridging patterns so that they become excellent schools. Both schools are aware that there is a lot of scattered social capital that needs to be managed. This social capital consists of scholars, community leaders, school officials, educational institutions, school committees, education councils, students, and all who have the potential to be well managed. This diversity of social capital positively influences the perspective of parents to participate in developing schools [21]. For this, further exploration is needed about who and how the structure of the social environment is around the school [22].

#### 4. Conclusion

The social capital found at Elementary school Muslimat NU and Elementary school Birrul Walidain is trusted, network, and shared values. Trusted is built with exemplary and unique Featured NU Kudus Elementary School. The concept of 'Uniqueness' is built on everything that is taught in favourite schools and is featured in Elementary school Muslimat NU Kudus. Elementary school Burrul Walidain bases on the value of progress as a fundamental value by building networks with stakeholders and completing services with parents. The results showed that the utilization of social capital that was managed adequately was able to build superior institutions in a faster time.

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