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对学生能力的社会资本的影响个案研究在 UHAMKA 大学

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华中师范大学

博 士 学 位 论 文

对学生能力的社会资本的影响
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SOCIAL CAPITAL IMPACT ON STUDENT'S EMPOWERMENT:

A CASE STUDY AT UHAMKA UNIVERSITY

A Dissertation by

PURNAMA SYAE PUROHMAN

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ABSTRACT

Reason behind my study is because social capital in higher education research still rare. Teacher plays important role in schooling system as told by Ministry of Education and Culture of Indonesia. Teacher has capability to touch the edge of future as he/she interacts with next generation. Teacher professional life preparation must be arranged from teacher education program as a whole program integrating curriculum and environmental community. Teacher candidate must supported by surrounded empowering communities that develop their skills, talents, interests, attitudes, behaviour, and values and so on. Main idea of this research is that social capital in the community of teacher candidates will impact on their self-empowerment, so it will affect their personalities and their pedagogy perspectives, at at last they can be good teacher for their students. Research conducted in a private university, Universitas Muhammadiyah Prof. Dr. Hamka (UHAMKA University), in Indonesia.

The purpose of this research is to investigate the students' experiences with social capital in the community of Elementary School Teacher Education Department. Beside it research purposed to know the students' experiences with self-empowerment in the community and how the social capital impact on students' self-empowerment.

Qualitative method used as research method with case study approach as research object is a community of students. 81 students from similar community selected as participants and three teaching staffs. Researcher assisted with two senior students as gatekeepers between researcher and participants. Questionnaire of a survey given to them and three lecturers interviewed to complement data resources. The survey consists of social capital dimensions, self-empowerment dimensions, and social capital impact on their empowerment during involvement in the community. Observation and interviews conducted to enrich research data.

Research validity checked by audit trail, thick description, and data triangulation. Audit trail is a detailed explanation of the data collection and analysis methods and how decisions were made throughout the study; rich description is providing enough rich, thick description to contextualize the study, such that the readers will be able to determine the extent to which their situation matches the research context, and; data triangulation by use multiple sources of data to confirm emerging findings.

Field research resulted that social capital developed in the community, indicated from trust and social networks among members and between members and outsider. Student's horizontal trust was quite high. Social networks of students happened assisted with their academic requirements and dense associations inside the campus. Dense trusts and social networks in the community develop students' self-efficacy and self-control which can create their human capital. With their self-efficacy students encouraged to develop their talents and interests. Social

‖capital impacted students secure and comfortable community life. This condition supported by homogenous feature of the community: they have same ages, academic end orientation; unite in one group for a long time, and a similar value system.

From the research, researcher recommend to higher education of the teacher education program to integrate core curriculum with social capital structures in the community of students, as support to academic curriculum. Trust and Social Networks must be developed in the community of academic environment of the department. Teacher education department also must consider students' self-empowerment by support their self-efficacy and self-control inside and outside the classrooms. Then to encourage teaching staffs and staffs to positively interact with students until the students trust them and strengthen students' social network. From that condition, the student's self-empowerment will develop better than before. Researcher also recommends other researchers to investigate social capital impact on students' empowerment use quantitative or mixed methods in the community of educational institutions or in other situation. `Other recommendation is` to study social capital impact on other variables. Study also resulted that the cyber networks and cyber interaction being new habits for students now. Researching about relation between cyber networks and / or cyber interaction with social capital or empowerment can be a new interesting research area.

Study concluded that community level of social capital impacted on students' self-empowerment. Contextual social capital with educational purposes must be available in teacher education program. Empowering social capital will stimulates students' self-empowerment. They develop their talents and interests to their personality as teacher candidates. It enriches their personality to their next professional life.

Research revealed the social capital impact on students' self-empowerment. Trust dimension of social capital highly impacted to self-efficacy and self-control of students. With it they felt secure, comfortable and supported to develop their potencies in the community. Social network dimension of social capital highly impacted their self-efficacy and self-control as students facilitated with various activities which correlated with their interests and talents.

　　本研究的起因是目前关于高等教育中社会资本的研究非常稀少。印度尼西亚的教育文化部表示，在教育体系中，教师扮演着重要角色。由于教师能与下一代互动交流，因此，教师能够率先接触到未来的世界。教师的专业准备是必须选择一个整合环境的整体课程方案。教师候选人必须有能够发展他们自身能力、天赋、兴趣、态度、习惯和价值观等的社区做支持后盾。本研究的主要观点是，在教师候选人的社区，社会资本会对他们的自主性产生影响，由此影响他们的人格和教学方法，最后，他们才可能成为优秀的老师。调查在印度尼西亚的私立大学哈姆卡大学进行。

　　研究的目的是，调查在小学教师教育署中，学生有关社区社会资本的经验。此外，调查还想了解学生有关在社区自主性的经验，以及社会资本是如何作用于学生自主性的。

　　由于个案研究的对象是一个社区的学生，因此将采用定性研究作为研究方法。挑选 81 个来自相似社区的学生作为参与者以及三个教学人员。由两个高中学生作为研究者和参与者之间的把关人。笔者将给他们提供一个调查的问卷，三个讲述者负责采访以完善数据资源。这项调查包括社会资本的维度、自主性维度和社会资本对他们社区参与度的影响。观察和访谈用以丰富研究数据。

　　调查的有效性由审计跟踪、深描法和资料的三角验证法检验。审计跟踪是数据手机、分析方法和决策如何作出的详细解释；深描法由足够丰富充分的描述将研究置于有关背景和材料中一并考虑，以让读者能够将研究的情境扩展联系起来；资料的三角检验法通过使用多个来源的数据来证实新兴的发现。

　　实证研究通过社区内和社区外间的信任和社会网络，证实了社会资本在社区中发展。学生的平均信任度是很高的。学生的社交网络通过他们的学术要求和校内密集的联系帮助实现。社区中高度的信任和社交网络能提高学生的自信心和自控能力，这对他们创造人力资本有益处。自信心鼓励学生发挥天赋和兴趣。社会资本保障学生的社区生活安全舒适。这种情况可有社区同

Ⅳ质化证实：他们拥有一样的年龄、学术取向，长时间处于同一团体，有着相似的价值体系。

通过调查，调查者建议教师教育项目的高等教育部分将核心课程与学生的社区社会资本结构整合起来，作为学术课程的支撑部分。信任和深交网络必须在社区的学术环境中发展。教师教育部门也必须考虑通过提高他们课堂内外的自信心和自控能力来提高学生的自主性，然后鼓励教职工积极与学生交流以获取学生的信任，同时加强学生的社交网络。由此，学生的自主性将会得到很大提高。调查者还建议其他调查者，运用定量研究和其他混合方法，调查在教育机构社区或其他情形下，社会资本对于学生自主性的影响。此外，还建议研究社会资本对其他方面的影响。研究还表明，计算机网络和计算机交互正在促成学生新习惯的形成。关于计算机网络关系和计算机交互中的社会资本和自主性的研究可能成为一个新的研究领域。

研究总结得出，社会资本的社区水平会影响学生的自主性。将社会资本与教育进行关联在很大程度上是可行的。增强社会资本将激发学生的自主性。它们可以使学生依据教师候选人来发展自己的天赋和兴趣。这将为他们接下来的学习生活完善自身的品性。

调查揭示了社会资本对学生自主性的影响。社会资本信任度在很大程度上作用于学生的自信心和自控能力，这让学生感到安心、舒适，并更好地发挥他们的社会影响力。社会资本的社交网络规模，在很大程度上影响他们处理各类事务的自信心和自控能力，这与他们的兴趣和天赋息息相关。

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CHAPTER 1: INTRODUCTION

Vice Minister of Education and Culture of Indonesia, Muhammad Nuh (2011) said that teacher has capability to touch the edge of the future, because he/she interacts with students as future generation. The teacher's duty and responsibility is heavy and noble, because they have the capability and opportunity that did not possess by other professions. On their shoulders are the duty and responsibility to prepare better future, its function as the bridge for learner to walk into their future.

Teacher professionalism existence will be felt its benefit in the future, if the walk to wrong way, no possibility to go back to correct it, because education is an irreversible process. The efforts to maintain and develop teacher's professionalism have to be done continuously and carefully, don't trap in just any practical interest. So, the role of teachers and lecturers politically must be enhanced, as by arrangement of The Teacher and The Lecturer Act of Indonesia. The teacher as a profession now more respected and acknowledged as a professional job. Education budget in State Budget Revenue and Expenditure periodically added. So, the national educational target will be successful.

Teacher Education Program at Higher Education Institution is an important element for resulting good teachers and school's achievement. The teacher is a main resource of education process beside student, school, curriculum, and other resources. Indonesian teacher, mostly produced by higher education especially faculty of education and similar faculties. Quality of Teacher Education Department plays an important role in enhancing educational progress at school

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2level. Teacher quality will be correlated with quality of teacher education institution. Learning processes of this kind of higher education specifically to create professional teacher which requires professional arrangement involving various stakeholders related with professional teacher duties. Teacher of Elementary School in Indonesia will be produced by the Elementary School Teacher Education Department because in Indonesia special teacher educated from special department.

Faculty of Education of Teacher Education Department in Indonesia provided by public and private higher education which required government's qualification and supervised periodically. This institution should have some networks with individuals or groups that related to learning at school level. There are many aspects related to program achievement like curriculum, management, peers, learning environment, teaching quality, lecturers' quality, school experiences, laboratory facilities, and etcetera. Teacher Education must be related to stakeholders of education in real society.

Previous research gave evidence that social capital positively contributed to school achievement, school attainment, and psycho-social factors that affect educational development such as engagement, motivation, and self-concept. Social Capital also affects learning's attributes like school environment, family environment, extra curriculum, teaching methods, or school years. Social capital closed to education concern, as one of modern social capital experts is from educational field, James Coleman. Social capital and education closely related as proved by researchers.

Another research described about social capital and school transformation.

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Caldwell (1999), as cited by Harris (2008) stated that the school transformation3 achievement caused by using and alignment of four capitals; they are intellectual capital, financial capital, spiritual capital, and social capital. This transformation occurred at school level. The research will investigate social capital at higher education level, specifically Elementary School Teacher Education Program. The researcher assumed that transformation at higher education level will affect learning processes at school level. Research assumed that good education system started with good teacher education and social capital at the institutional level is a main contributor to create professional teacher at a teacher education institution.

Social Capital exists at micro, macro and *meso* level. From micro level perspectives revealed that empowerment is one of social capital dimension at the individual level. Further, the research also will explore student empowerment after they experienced with community social capital. Research assumed that higher social capital in the community will impact on individual student empowerment.

The teachers and staffs of schools have proponent duty and responsibility to manage best educational institution for all students. The school role is not only just like bank system as stated by Freire. School must be a place for human capital creation and empowerment places for all people in it. As empowerment plays important role to create positive climate of the school community. Teacher with higher score of general and self-efficacy have greater commitment to teaching (Coladarci, 1992). Self-efficacy is one main dimension of empowerment in this study. Woolfolk and Hoy (1990) also stated that "Researcher have found few consistent relationship between characteristics of teachers and the behaviour of learning of students. Teachers' sense of efficacy ….. is an exception to this general

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4rule" (p. 81).

So, it is important to enhance empowerment aspect of teacher candidate. While they taught lessons about teaching from curriculum, they also learn many things outside the classes. Transformative institution and empowering teacher will be the best capital for educating the next generation.

1.1 Statement of Problem

Research is important and needed for several reasons. *First,* social capital as part of educational processes in Teacher Education Department still under research, most educational social capital research related to school achievement, school attainment, family social capital, social capital transmission, teaching methods, and extracurricular program. Much previous research on social capital uses a quantitative research method, this research conducted qualitatively. Thus, the second goal of this study is to focus on qualitative findings in order to gain in-depth understanding of how social capital is experienced by higher education students.

Third, the social capital impact toward student empowerment in educational institutional research is quite new in Indonesia, this study will add new knowledge to this area, and it also provides information to social scientist, educators, teacher education program providers, and policy makers to better understand the need of social capital for the successful educational institution. Finally, this study will provide information for future researchers who wish to study the social capital impact at higher education other than Elementary School Teacher Education Department.

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One main value of case studies in social capital research is that they can be5 used to study manifestations of social capital in specific situations or contexts, by combining various methodologies (Franke, 2005). Case study can be particularly useful for studies of collective social capital where it tends to be difficult to collect information using traditional surveys.

The purpose of qualitative research is to understand and explain the participant meaning. More specifically Creswell (2009) defines qualitative research as:

An inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The research builds a complex, holistic picture, analyse words, reports detailed views of informants, and conduct the study in a natural setting (Creswell, 2009).

Thus, using qualitative methodology allowed the researcher to study the phenomenon of social capital in a naturalistic setting. Qualitative research has been an ideal tool in social capital research. Research will be conducted in a community of students to investigate their social capital development and the impact of social capital on their empowerment process. This study explores the ways social capital exists in the community of students and how is the social capital impact on the student's empowerment process.

1.2 Purpose

The social capital of the teacher as the main element of an educational institution is important. As they always involved with students for educational

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6purposes. Elementary School Teacher Education Department is a community arranged to produce teachers. Community level social capital from the teacher will affect all students living in the community. In the community setting, student's human capital must be improved by entering the empowerment zone strengthened by social capital. This research uses a qualitative case study method to answer questions that frame this study. The purpose of this qualitative case study is to know deeply how student experiences with social capital and empowerment and how the social capital impact on student empowerment.

1.3 Research Questions

The central research question that this study aimed to answer how social capital impact on student empowerment at teacher education program, especially in the community of Elementary School Teacher Education Program at Universitas Muhammadiyah Prof. Dr. Hamka. This study will also address the following research sub-questions:

1. What are the students' experiences with empowerment process in the community?

2. How does students experiencing with dimensions of social capital?

3. How does social capital impact on student empowerment?

1.4 Significance of the Study

The intent of this study is to contribute to the overall knowledge base about best practices in Elementary School Teacher Education Department setting regarding students with empowerment and social capital implementation.

Specifically, this study focuses on social capital implementation and its impact7 toward students' empowerment.

As a result of educational policy reform in Indonesia, Teacher Education now more specialized and under tight supervision from government as quality control stakeholders. Private and public university has equal chances to open Teacher Education Department Program, but they must follow the requirement determined by the Ministry of Education and Culture. Understanding initial data about the student social capital and empowerment of teacher candidate at department level will be a milestone to enhance ways to increase supportive and responsive environment to guarantee all students have successful empowerment available at Teacher Education College.

1.5 Theoretical Perspectives

Prasad (2005) asserted that the "interpretative tradition" emerged from a scholarly position that takes *human interpretation* as the starting point for developing knowledge about the social world. Another common feature Prasad assigned to the interpretive tradition is the emphasis placed on the *social* dimensions of reality construction.

The qualitative research case study for this dissertation is grounded in the interpretive theoretical perspective, which guides and anchors the data collection and analysis. Jones, Torres, and Arminio (2006) argued that having a theoretical perspective in qualitative case study research, "adds philosophical richness and depth to a case study [,] and provides direction for the design of the case study research project". Crotty (1998) clarified, however, that such depth and design

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8work together, rather than simply being discrete components, and called the theoretical perspective "the philosophical stance lying behind a methodology". While interpretivism seeks to develop an understanding of an action, positivism focuses on explaining the action (Crotty, 1998; Schwandt, 2000). Furthermore, as Schwandt noted, "to find meaning in action, or to say one understands what a particular action means, requires that one interpret in a particular way what the actors are doing". Miles and Huberman (1994) reiterated that researchers following the interpretive perspective "have their own understandings, their own convictions, their own conceptual orientations; they, too, are members of a particular culture specific historical moment".

1.6 Conceptual and Operational Definitions

The following definitions are used during the course of this dissertation research study:

Social Capital   defined as social connection and networks that are embedded in interaction among people and fostered by trust and shared understandings, values and behaviors that enable cooperative action. The dimensions used to indicate social capital in this research are: trust, and social networks.

Trust: a situation characterized by the following aspects: One party is willing to rely on the actions of another party; the situation is directed to the future (Walter, 2010). Trust to another member of communities and trust to other people outside the communities is division of trust in this research.

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Social networks: a social structure made up of a set of social actors (such as individuals or organizations) and a set of the dyadic ties between these actors.

Empowerment   defined as a process by which people gain control over their lives and their community and gain a critical understanding of their environment (Rappaport, 1987). Empowerment in community of student will be indicated with self-efficacy and self-control of students.

Self-efficacy: is the measure of the belief in one's own ability to complete tasks and reach goals.

Self-control: The ability to control one's emotions, behavior, and desires in order to obtain some reward, or avoid some punishment. Presumably, some (smaller) reward or punishment is operating in the short term which precludes, or reduces, the later reward or punishment.

Elementary School Teacher Education Program   A four-year program leading to bachelor of education degree.

Elementary School Teacher   A student enrolled in senior level of Elementary School Teacher Education Department Program.

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Education

Student:

Community   A social unit of any size that shares common values

1.7 Dissertation Overview

This dissertation will be divided into five chapters and an appendix section. The first chapter will provide a brief introduction about the area of social capital and empowerment, the rationale for the study, the rationale for using qualitative research methods, statement of the problem, and the research questions. Chapter two will present a comprehensive review of literature. The third chapter will describe the research methods including how cases will be selected, the forms of data collection, how data will be analyzed, the validation strategies use to increase the validity and reliability of the study, potential ethical issues, and the role and background of the researcher.

Chapter four will present and highlight the results of the case-by-case analysis. In this chapter, each case will be described in great detail along with the themes that emerged from each of the cases. Themes will be presented accompanied with quotes. The results of the cross-analysis will be presented accompanied with thick and rich quotes representing different perspectives. Then last chapter will be discuss the results of the study, the implications for theory development, practice, policy, future research, the strengths and limitations of the study, a conclusion, a section on lessons learned, as well as the references used in

all chapters of this dissertation.   11

     There will also be an appendix section that includes copies of the internal review board approval from Central China Normal University, the informed consent forms in English and Indonesian language, the demographic questionnaire in English and Indonesia language, the observation protocol, and the documents that participants provided and were used in the non-participant observation.

Because this study focuses on the impact of social capital on student empowerment, a review of literature addresses a number of important concepts. First, social capital is discussed in relation with educational research. Social capital counted as a successful export from sociology to social sciences. Second, because this study investigates the impact of social capital on student empowerment, the literature reviews encompassed studies relating to empowerment. The last review is about the research site and Teacher Education perspectives in Indonesia.

2.1 Theoretical Framework of Social Capital

2.1.1 Definition of Social Capital

Social capital is a popular concept of sociology. Sandra Franke (2005) wrote several fields that had employed the social capital concept: families and youth, school and education, community life, work and organizations, democracy and governance, problems related to collective action, economic development, physical and mental health, immigration and public protection. Social capital widely used in social sciences as cited above.

Known as a young progressive educator and social reformer, Lyda J. Hanifan (1919) is the first scholar used social capital word in her article about local support for school at rural areas is the first time social capital rise, refer to social cohesion and individual investment in the community. To define the concept, Hanifan contrasted social capital with material goods by defining:

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*' I do not refer to real estate, or to personal property or to cold cash, but rather*13 *to that in life which tends to make these tangible substances count for most in the daily lives of people, namely, goodwill, fellowship, mutual sympathy and social intercourse among a group of individuals and families who make up a social unit if he may come into contact with his neighbour, and they with other neighbours, there will be an accumulation of social capital, which may immediately satisfy his social needs and which may bear a social potentiality sufficient to the substantial improvement of living conditions in the whole community. The community as a whole will benefit by the cooperation of all its parts, while the individual will find in his associations the advantages of the help, the sympathy, and the fellowship of his neighbours (pp. 130-131).'*

Tjipto Atmoko et al, (2008) who studied about social capital and poverty in Indonesia resumed the root of the social capital from previous ideas of experts in philosophy and social sciences as below:

The root of social capital theory can be found in philosophy and economics in enlightenment era, from the work of Hume, Burke, and Adam Smith at the 18 century which not only see basic main institutions of society, social contract, but also characteristics of reciprocal networks. This concept then developed by Marx and Engels from the concept of bounded solidarity to explain the relation which developed and rise cooperation when a group get stressed or find hard ways. Simmels explain reciprocity transaction which will inherit the concept of mutual counteraction that will be developed to be more directed to strong ties between community members. Durkheim and Parson developed value interjection, where values, morality, and commitment come before contractual relation. Weber developed enforceable trust.

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Social capital has no common agreed and clear meaning because of ideological and substantive reasons (Dolfma and Dannreuther, 2003; Folley and Edward, 1997). Because this reason, there is no one agreeable definition and special definition used in a study depend on study subject and level of investigation (Robinson, 2000). Social capital widely utilized in research in social sciences, mostly related with economics and community development.

Social capital as concepts then revealed again in the late 1980s from Bourdieu writings. This taught being discussed and investigated among social scientists such as Robert D. Putnam, an American Political Scientist. Bourdieu started his review about the role of economic for social position, then he pioneered to search investigative frameworks and terminologies as cultural capital, social capital, symbolic capital, and concepts about *habitus*, field and symbolic violent to explain about power relation dynamics in social life.

According to Bourdieu, social capital is:

The aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition – or in other words, to membership in a group – which provides each of its members with the backing of the collectively-owned capital, a 'credential' which entitles them to credit, in the various senses of the word. These relationships may exist only in the practical state, in material and/or symbolic exchanges which help to maintain them.

Bourdieu stated that depending on the field in which it functions, and at the

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cost of the more or less expensive transformations which are the precondition[15] for its efficacy in the field in question, capital can present itself in three fundamental guises: as *economic capital*, which is immediately and directly convertible into money and may be institutionalized in the forms of property rights; as *cultural capital*, which is convertible, on certain conditions, into economic capital and may be institutionalized in the forms of educational qualifications; and as *social capital*, made up of social obligations ("connections"), which is convertible, in certain conditions, into economic capital and may be institutionalized in the forms of a title of nobility.

For Bourdieu each individual occupies a position in a multidimensional *social space*; he or she is not defined only by the social class membership, but by every single kind of capital he or she can articulate through social relations. That capital includes the value of social networks, which Bourdieu showed, could be used to produce or reproduce inequality.

James Coleman (1926 – 1995) widely known as pioneer who bring social capital to the educational field. Like Bourdieu, Coleman also highlights the importance of social networks. Particularly, he emphasizes intergenerational closure—parents know the parents of their children's friends—as a social structure that facilitates the emergence of effective norms. Coleman's later work (e.g., 1992) continues to focus on the role of parental involvement in developing social capital, and, consequently, his work is usually cited in support of a particular kind of community—one characterized by strict, traditional values, rigorous discipline, and hierarchical order and control.

Coleman definition of social capital influenced by structural theory, he said

16that:

'Social capital is defined by its function. It is not a single entity, but a variety of different entities having two characteristics in common: They all consist of some aspect of social structure, and they facilitate certain actions of individuals who are within the structure' (Coleman 1990, p. 302).

Two major differences are evident between the contemporaneous definitions of social capital by Bourdieu and Coleman. First, as noted by Portes (1998), the distinction of resources from the ability to obtain them in the social structure is explicit in Bourdieu (1986) but obscured in Coleman: "Defining social capital as equivalent with the resources thus obtained is tantamount to saying that the successful succeed" (1988, p. 5). The second difference stems from the authors' differing orientations. Bourdieu sees social capital as a tool of reproduction for the dominant class, whereas Coleman sees social capital as (positive) social control, where trust, information channels, and norms are characteristics of the community. Thus, Coleman's work supports the idea that it is the family's responsibility to adopt certain norms to advance children's life chances, whereas Bourdieu's work emphasizes structural constraints and unequal access to institutional resources based on class, gender, and race (Lareau, 2001).

Robert Putnam (1993), a political scientist, proposes that social capital can be viewed as an attribute of community, a property of cities or nations. This usage of the term has become extremely popular in public discourse and has been used to support the idea of loss of community or social decline in America. He defined social capital as: 'features of social organization such as networks, norms, and

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social trust that facilitate coordination and cooperation for mutual benefit'17 (Putnam 1995, p. 67). Indonesian sociology expert, Robert Lawang (2005), stated that social capital definition from Putnam is more explicit and clear, constructed from wider references from experts as Coleman, Glenn Loury, P.A. Wallace, A. Le Mund and others.

Putnam's indicators of social capital in the United States (2000) measure community or organizational life, engagement in public affairs, community voluntarism, informal sociability, and social trust. Putnam saw social capital as collective asset. Investment in social relations with expected returns is the general definition of social capital from Lin Nan (1999, 2003) that rather simple and straightforward. This definition is consistent with previous experts' definitions of social capital like Bourdieu, Putnam and Coleman.

Generally, three explanations can be offered as to why embedded resources in social networks will enhance the outcomes of actions. For one, it facilitates the *flow of information*. Second, these social ties may *exert influence* on the agents who plays critical roles in decisions involving the actors. Third, social tie resources, and their acknowledged relationships to the individual, may be conceived by the organization or its agents as certifications of the individual's *social credentials*, some of which reflect the individual's accessibility to resources through social networks and relations -- his/her social capital .

Durlauf and Fafchamps (2004) underlying three main ideas about social capital:

1. Social capital generates positive externalities for member of a group;

2. These externalities are achieved through shared trust, norms, and values and

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18   their consequent effects on expectations and behavior;

3. Shared trust, norms, and values arise from informal forms of organizations based on social networks and associations.

A website hosted by Tristan Claridge described a lot of social capital (http://www.socialcapitalresearch.com/literature/definition.html.   ) the writer divide the definitions based on internal and external relations. The definitions continued to develop until now, based on disciplines. Based on previous research, my research will define social capital as social networks and norms available in the community. Indonesian sociology expert, Robert Lawang stated that network in social capital mainly refers to all relations with people or groups to make activities run efficient and effective. (Mudiarta, 2009).

My research use definition of social capital concluded from Nan Lin and Putnam argumentations that social capital dimensions are social networks and trust.

2.1.2 Measuring Social Capital Based on Disciplines

Social capital is multi-dimensional with each dimension contributing to the meaning of social capital although each alone is not able to capture fully the concept in it's entirely. Ii used in many disciplines. The main dimensions are commonly seen as:

• Trust (Coleman 1988; Collier 1998; Cox 1997; Kawachi et al., 1999a; Kilpatrick 2000; Leana & Van Buren III, 1999; Lemmel 2001; Putnam 1993; Putnam et al., 1993; Snijders, 1999; Welsh & Pringle 2001).

• Rules and norms governing social action (Coleman 1988; Collier 1998;

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Fukuyama, 2001; Portes and Sensenbrenner 1993).

- Participation in network, reciprocity, trust, social norms, the commons, and social agency (Onyx & Bullen, 2000).

- Types of social interaction (Collier 1998; Snijders 1999).

- Network resources (ABS 2002; Kilpatrick 2000; Snijders 1999).

- Other network characteristics (Burt, 1997; Hawe & Shielle 2000; Kilpatrick 2000; Putnam, 1995 adapted from (Hean et al., 2003: 1062).

- Social participation, social support, social networks, and civic participation (the Siena Group for Social Statistic. 2005).

- Informal ties, formal social ties, trust, and norms of collective action (Liu and Besser, 2003).

Meanwhile, analysis by Onyx and Bullen (2000) to asses social capital at the community level suggested eight distinct dimensions of social capital were:

1. participating in local community,

2. pro activity in social context,

3. feelings of trust and safety,

4. neighbourhood connections,

5. family and friend connections,

6. tolerance of diversity,

7. value of life, and

8. Work connections.

Narayan and Cassidy (2001) defined five dimensions of social capital for

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20implementation in World Bank Projects in Asian and African countries:

1. Group characteristic (number of memberships, contribution of money, frequency of participation, participation in decision making, membership heterogeneity, and source of group funding)

2. Generalized norms (helpfulness of the people, trustworthiness of people and fairness of people)

3. Togetherness (how well people get along, and togetherness of people)

4. Everyday sociability (everyday sociability)

5. Neighborhood connections (asking the neighborhood to care for a sick child, and asking for help for yourself if you sick).

6. Volunteerism (has you volunteered, expectations of volunteering, criticism for not volunteering, fair contribution to neighborhood, have you help someone).

7. Trust (Trust of family, trust of people in neighborhoods, trust of people in another tribe/castes, trust of business owner, trust of government officials, trust of judge/court/police, trust of government service provider, trust of local government).

Measuring social capital used by Australia used social capital dimensions quite similar to what have done by England. Social capital key dimensions in Australia are trust, civic engagement, and community involvement. Meanwhile Office of National Statistics on United Kingdom use: Participation, social engagement, and commitment; Control, and self-efficacy; Perception of community; Social interaction, social networks, social support; and Trust, reciprocity, and social cohesion (Kearns & Kearns, 2005; Franke, 2005).

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Coleman stated that social capital is not an attribute of individuals but a 21 context-dependent aspect of social structure (Hogan and Owen 2000; Robinson 2000). Glaeser *et al* (2002) identified that post-Coleman literature has almost universally viewed social capital as a community-level attribute (Newton 2001). The key empirical difference between human and social capital is that social capital inherent in relations between individuals and groups, not in individuals per se (Edwards and Foley, 1998). The general consensus in the literature is that social capital is identifiable from the individual level to the level of the nation however it is clear that social capital is evident at any level where there is identification and belonging. The classification into micro (individual), mezzo (group) and macro (societal) is useful in analysis of social capital.

2.1.3 Bonding, Linking, and Bridging of Social Capital

There are three types of social capital identified in social networks:

1. Bonding capital refers to relationships within homogenous groups that strengthen bonds and provide individuals with support and a sense of common identity.

2. Bridging capital refers to ties between groups that provide individuals with the support and a sense of common identity.

3. Linking capital refers to the networks developed between individuals and groups at different levels of power, status and wealth that provide access to new and increased resources across different social strata.

Attempts to more thoroughly conceptualize social capital have resulted in

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22many authors identifying different types and characteristics, the most common being the distinction of structural and cognitive, and bonding and bridging. Although not always called the same thing, the distinction between bridging and bonding (and often linking as well) is common in the literature. Aldridge *et al* (2002) identified these main types of social capital. Bonding is horizontal, among equals within a community whereas bridging is vertical between communities (Dolfsma and Dannreuther 2003; Narayan 2002; Narayan and Pritchett 1999). Wallis (1998) and Wallis *et al* (1998) referred to bonding capital as localized which he defined as being found among people who live in the same or adjacent communities, and bridging capital, which extends to individuals and organizations that are more removed. Bridging social capital is closely related to thin trust, as opposed to the bonding (splitting) social capital of thick trust (Anheier and Kendall, 2002).

2.1.4 Structure and Cognitive of Social Capital

The other important distinction of social capital, developed by Norman Uphoff and Wijayaratna (2000) spans the range of structural manifestations of social capital to cognitive ones (Grootaert and Van Bastelaer 2002a). Structural social capital facilitates mutually beneficial collective action through established roles and social networks supplemented by rules, procedures and precedents (Hitt et al. 2002). The cognitive social capital, which includes shared norms, values, attitudes, and beliefs, predisposes people towards mutually beneficial collective action (Krishna and Uphoff 2002; Uphoff 1999).

Cognitive and structural forms of social capital are commonly connected

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and mutually reinforcing (Uphoff and Wijayaratna 2000). There are numerous 23 other examples in the literature; for example, whether its ties are strong (intensive and repeated) or weak (temporary and contingent); vertical (operating through formal hierarchical structures) or horizontal (in which authority is more decentralized); open (civically engaged and exercising open membership) or closed (protective and exercising closed membership); geographically dispersed or circumscribed; and instrumental (membership as social collateral for individual wants) or principled (membership as bounded solidarity) (Heffron 2000). These varieties of types of social capital require further exploration to establish a widely agreed upon framework, vital for empirical analysis (Van Deth 2003).

Fukuyama (2001) posited that many of the characteristics of social capital are epiphenomenal, arising as a result of social capital but not constituting social capital itself. Edwards and Foley (1998) added to the complexity identifying that norms and values held by individuals become social capital only insofar as they facilitate action by others and in this respect, they are context specific; outside that situation they may be of little or no value. Another important factor is the distinction between two mechanisms through which actors pursue social capital, reciprocity transactions and enforceable trust, which are sustained by different norms and patterns of social ties among actors (Frank and Yasumoto, 1998; Portes and Sensenbrenner 1993). Not only is it context specific and operates under different mechanisms, but each element bears different functional relationships to the causal factors (Johnston and Soroka 2001).

Cornwell and Cornwell (2008) summarize at least three benefits of social capital at the individual level identified in previous researches, which is: (1)

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24access to information, (2) social control, and (3) social support and solidarity (Coleman 1988; Sandefur and Laumann 1998). From this statement we can conclude that at the individual level social capital assumed will support self-empowerment.

2.1.5 Social Capital Research in Indonesia

Social Capital in Indonesia known from some researchers as described below. Parwitaningsih and Sri Damayanti (2010) stated that social capital is important because it (1) make possible to community to solve problems easily; (2) push community efforts for shared progress; (3) it grows solidarity; and (4) social capital makes possible to gain shared goals. Atmoko et al. (2008) use social capital approach as a tool to reduce poverty in West Java Province of Indonesia. They found that bonding social capital exist in the community of poor people, but no bridging social capital. Social capital capacity did not utilized to reduce poverty. Along with social change in the society, social capital hypotetized declined by experts.

Hotibin (2012) stated that social capital in Indonesia is declined because togetherness in the community and group's energy fade away. In contrary Edi Suharto viewed that in Indonesian society sociologically, big social religious organizations like Nahdhatul Ulama (NU) and Muhammadiyah can be viewed as practical medium and the development of social capital. Although they are not plural institution, since the members not included non-Muslim, but these organizations basic act and practical act did not hate Christian, Hindus, Buddhist or other believers (Edi Suharto, 2008). Islamic society possessed enough social

capital for growing democracy. As political culture, Islam has democratic25

supports values. Democracy deficits in Islamic countries not related to Islam

religion itself, but with non-religious factors as social, economic, Geo-politic, and

international affairs factors (Mujani, 2007).

This study will use two dimensions of social capital: social networks and

trust. Based from previous research and review like Putnam (1993, 1995, 2000)

and Lin Nan (1999). Research of Munasib (2005) used two dimensions in his

dissertation to measure social capital accumulation using econometric models.

Meanwhile Nielson (2006) used trust and association to measure social capital

and political consumerism.

2.2 Previous Research of Social Capital in Educational Field

Social capitals have a close relation in the educational field, especially the

sociology of education. Firstly noted by Lyda Judson Hanifan in 1919 when she

talks about schooling. Meanwhile, this concept developed mostly by Pierre

Bourdieu, Robert D. Putnam and James Coleman at 1980s. Coleman is the central

figure on social capital at educational field. Most of social capital educational

research used Coleman's perspectives.

Comprehensive research of Dika and Singh (2002) from multiple years data

of social capital research on the field of education at the United States of America

described that social capital is positively linked to (a) educational achievement

(grades, test scores); (b) educational attainment (graduation, college enrollment),

(c) psychosocial factors that affect educational development (engagement,

motivation, self-concept). Overall social capital is an important variable that

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26affected variables of education as described belows.

Coleman (1988; 1999) as cited by Burt (2005) presents three bits of evidence to show that children living within closed networks of adult are less likely to drop out of high school: *First*, children in families with two parents and little children are less likely to drop out of high school. Two parents living together can more effectively than two parents living apart collaborate in the supervision of a child. *Second,* children who have lived in the same neighborhood all their lives are less likely to drop out of high school. Parents, teachers, and other people in the neighborhood are more likely to know one another and collaborate in the supervision of a child than can parents new to the neighborhood. *Third,* children in Catholic and other religious private schools are likely to drop out. Parents, teachers, and parents of the child's friends at the private schools are more likely, relative to adults in the same roles in a public school, to know one another and collaborate in the supervision of a child. The result of the research stated that children embedded in supporting the social network environment have higher scores on school attainment (Coleman and Hoffer 1988; De Graaf, De Graaf and Kraykamp 2000).

Israel *et al*. (2001) using longitudinal data found that both process and structural attributes of family social capital are key factors affecting high school students educational achievement. School environment (as measured by a positive school climate, high quality teachers and effective discipline increases the level of student engagement (Fullarton, 2002). Sandefur and Hernandez (1999) reported that the forms of social capital affect educational attainment in part through the measurable quality of social relationships and assistance associate with different

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forms of social capital. A greater quantity of schooling leads to higher social 27 capital (Milligan et al., 2004, Helliwell and Putnam, 2007, Gleaser et al., 2007 as cited by Alghan (2011). A greater quantity of schooling also has other desirable non-pecuniary benefits among students (Oreopoulos and Salvanes, 2011). Cueto et al. longitudinal research (2005) also found positive association between social capital and educational achievement.

Menahem (2011:1101) study about social capital and educational performance showed much evidence regarding the positive relationship between a family's social capital, operationalized as supportive relationships within families, and various aspects of educational achievement. Aghion *et al* (2010) and Guiso *et al* (2010) as cited by Algan *et. al.* (2011), noted that schools rather than families might contribute to social capital transmission. Catts and Ozga (2005) discovered some indicators of social capital in schools derived from family, the neighborhood, the community organizations and the schools. Leana (2010) stated that trusting climate - part of social capital - is more important than the teacher level of education, teacher certification or other human capital measures in predicting student achievement scores. Helliwell and Putnam study (1999) showed data that increases in average education levels improve trust and do not reduce participation levels.

Horizontal teaching practices, such as working in groups, seem to promote the function of social capital, while vertical teaching practices such as teacher lecturing, seem to discourage it (Algan et al., 2011). There are positive relationships between participation in extra-curricular activities and educational outcomes (OECD, 2001; Fullarton; 2002; Halpern, 2005).

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28   Coleman (OECD, 2001) stated that there is a great role of strong communities and ties among parents, educators and pupils in fostering learning. Sun (as cited by Menahem, 2001) claims that community level social capital is significant because although familial networks may impact on the learning performance of individual students, community level social capital may affect the performance of all students living in the community.

Social capital has been researched for adult learning and lifelong learning. The relationship between social capital and lifelong learning is mutually beneficial (Field 2005 cited by Harris and Dalley, 2008: 51). Suellen (2008) suggested teachers for adult learners to actively develop social capital outcomes by respecting students and using classroom activities that encourage students to interact and work collaboratively. Another research describes about play and social capital. Play contribute to social capital by enriching adult learner's engagement, cooperation and sense of connectedness with one another as well as with people, resources and information beyond their group (Harris and Dalley. 2008).

Some researches relate social capital with school transformation. Harris (2008) from four country social capital data stated that social capital as an essential resource that, when aligned with other forms of capital (intellectual capital, financial capital, and spiritual capital), can support successful school transformation.

Sun (1999) claims that community-level social capital is significant because although familial networks may impact on the learning performance of individual students, community level social capital may affect the performance of all

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students living in the community. As Goddard (2003) suggest, this kind of 29 contextual effect stems from the fact that community-level social capital operates like a public good, with resources contributing to educational performance created by individuals yet dispersed throughout the community. The researcher assumed that community-level social capital from teacher candidate will affect the performance of all students living in the community, moreover, affect their self-empowerment to be better human capital development.

Social capital research previously more conducted using a quantitative method of longitudinal data and mostly at school level. Social capital also often investigated from reviews of secondary resources. This research intended to enrich social capital research data by using qualitative methods of higher education.

2.3 Theoretical Framework of Empowerment

2.3.1 Definition of Empowerment

Empowerment is a construct shared by many disciplines and areas: community development, psychology, education, economics, studies of social movements and organizations. Recent literature reviews of articles indicating a focus on empowerment, across several scholarly and practical disciplines, have demonstrated that there is no clear definition of the concept. Zimmerman (1984) has stated that asserting a single definition of empowerment may make attempts to achieve it formulaic or prescription-like, contradicting the very concept of empowerment.

Empowerment concept in education often related to Paulo Freire, an

30educational reformist from Brazil (1972), he told that education is designed to do one of the two things. The first approach is to maintain the existing situation, in example the status quo, and the values and culture of the dominant class, known as 'banking' approach (Gadotti, 1994). The second method is to liberate people, helping them to become critical, free, active and responsible members of society- in example 'the problem posing' approach (Hogan, 2000). Freire ideas use education as a tool to empower and reform society.

The empowerment concept gains popularity among experts of social sciences. Lord and Hutchinson (1993) stated that empowerment can begin to be understood by examining the concepts of power and powerlessness (Moscovitch and Drover, 1981). Power is defined by the Cornell Empowerment Group as the "capacity of some persons and organizations to produce intended, foreseen and unforeseen effects on others" (Cornell Empowerment Group, 1989, p. 2). There are many sources of power. Personality, property/wealth, and influential organizations have been identified by Galbraith (1983) as critical sources of power in the last part of this century. Others have pointed out that the class-dominated nature of our society means that a small number of people have vast economic or political power, while the majority have little or none (Moscovitch & Drover, 1981). Power in the sociological context influenced with the political term because we can use sociological perspectives to learn about power in the society or community.

At the individual level, powerlessness can be seen as the expectation of the person that his/her own actions will be ineffective in influencing the outcome of events (Keiffer, 1984). Lerner (1986) makes a distinction between real and surplus

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powerlessness. Real powerlessness results from economic inequities and 31 oppressive control exercised by systems and other people. Surplus powerlessness, on the other hand, is an internalized belief that change cannot occur, a belief which results in apathy and an unwillingness of the person to struggle for more control and influence. Powerlessness has, over the years, come to be viewed as an objective phenomenon, where people with little or no political and economic power lack the means to gain greater control and resources in their lives (Albee, 1981).

Generally speaking, empowerment can be defined as expansion freedom of choice and action to shape one's life (Narayan, 2005) or the ability of people to gain understanding and control over personal, social, economic and political forces in order to take action to improve their life situations (Israel *et al.*, 1994). Both described empowerment in society context, that also used by the World Bank. World Bank (Alsop et al. 2006) defined empowerment as the process of enhancing an individuals or groups' capacity to make purposive choices and to transform those choices into desired actions and outcomes.

Here researcher will describe some definitions of empowerment from various experts. Empowerment often related with self-help, control ability, life process, decision making, power or acces to other power.

1. The *Dictionary of Social Work* links empowerment to self-help:

   Empowerment can refer to user participation in services and to the self-help movement generally, in which groups take action on their own behalf, either in cooperation with, or independently of, the statutory services (Thomas and Pierson, 1995).

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2. Adams, (2003) defined as the ways to gain the ability to control and maximizing quality of life:

The means by which individuals, groups and/or communities become able to take control of their circumstances and achieve their own goals, thereby being able to work towards helping themselves and others to maximize the quality of their lives.

3. Hopson and Scally define self-empowerment as:

A process by which one increasingly takes greater charge of oneself and one's life. By our definition it is not an end-state. One cannot become a 'self-empowered person'. It is a process of becoming in which one behaves in a more or less empowered way (1981: 57).

4. Hamelink takes the empowerment theme more widely:

A process in which people achieve the capacity to control decisions affecting their lives. Empowerment enables people to define themselves and to construct their own identities. Empowerment can be the outcome of an intentional strategy which is either initiated externally by empowering agents or solicited by disempowered people (1994).

5. Empowerment related to awareness of power and domination and challenging the structures that cause unjust use of power. Kreisberg (1992) writes:

'Empowerment involves individuals gaining control of their lives and fulfilling their needs, in part, as a result of developing competencies, skills and abilities necessary to effectively participate in their social and political worlds'.

6. Perkins and Zimmerman (1995) defined empowerment as:

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An intentional ongoing process centered in the local community, involving33 mutual respect, critical reflection, caring, and group participation, through which people lacking an equal share of valuable resources gain greater access to and control over those resources; or a process by which people gain control over their lives, democratic participation in the life of their community, and a critical understanding of their environment.

It is the process by which individuals and communities are enabled to take power and act effectively in gaining greater control, efficacy, and social justice in changing their lives and their environment (Solomon, 1976; Rappaport, 1981, 1985; Minkler, 1992; Fawcett et al., 1994; Israel et al., 1994). Central to empowerment process are actions which both builds individual and collective assets, and improve the efficiency and fairness of the organizational and institutional context which govern the use of these assets. Empowerment has been defined as a process by which people gain control over their lives and their community (Rappaport, 1987) and gain a critical understanding of their environment (Zimmerman et al., 1992).

These definitions represent a new approach to social capital by focusing on the cognitive attributions and motivations that lead community members to engage professionals as collaborator rather than as authoritative experts. It also points to the benefit such an approach has, not only at the individual level, but also in creating empowering and empowered organizations and communities.

According to Rappaport empowerment is a construct that links individual strengths and competencies, natural helping systems, and proactive behaviors to social policy and social change (Rappaport, 1981, 1984). He has noted that it is

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34easier to define empowerment by its absence but difficult to define it in action as it takes on different forms in different people and contexts.

Empowerment used as a term for social sciences and humanity. Educational processes can be described as empowerment because it educates students to transform to be better persons. Education environment happened inside and outside of classrooms also related to power, competencies, control, efficacy, and enhancing quality of life. Measuring empowerment depend on the context of the object, as stated by Malhotra et, al. that one of the major difficulties in measuring empowerment is that the behaviors and attitudes that signify empowerment in one context often have different meaning elsewhere.

For the purpose of this study, empowerment was defined as *an ongoing process of individuals to gain control and fulfilling their needs in the community*.

2.3.2 Empowerment Dimensions

Czuba (1999) suggest that three components of empowerment definition are basic to any understanding of the concept: empowerment is multi-dimensional, social, and a process. It is multi-dimensional in that it occurs within sociological, psychological, economic, and other dimensions. Empowerment also occurs at various levels, such as individual, group, and community. Empowerment is a social process, since it occurs in relationship to others, and it is a process along the continuum. Other aspects of empowerment may vary according to the specific context and people involved, but these three remain constant. How empowerment is understood also varies among perspectives and context.

Israel et al., (1994) makes the distinction between psychological,

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organizational and community empowerment. Whereas psychological35 empowerment is concerned with individuals gaining mastery over their lives, the organizational empowerment focuses to collective capacities and community empowerment on the social contexts where empowerment takes place (Wallerstein and Bernstein, 1994).

One group of qualitative researchers, Chou, Tang, Teng, and Yen (2003), did not specifically study empowerment but when examining faculty members' perceptions of humanistic teaching, found empowerment to be an essential component. Those factors found to be essential in a humanistic teaching environment were: availability, caring, authenticity, empowerment, and a transformative curriculum. A transformative curriculum involved liberation rather than domination of the nursing student and a change from "teacher as "evaluator" to "teacher as co-explorer" in learning.

The research will investigate social capital and empowerment. Social capital investigated from community level and individual level. Actually empowerment also one component of social capital at the individual level, as stated by Perkin and Long (2000):

Collective efficacy/empowerment, or trust in the effectiveness of organized community action. Empowerment has been defined as a process by which people gain control over their lives and their community (Rappaport, 1987) and gain a critical understanding of their environment (Zimmerman et al., 1992).

This is a new approach to social capital by focusing on the cognitive attributions and motivations that lead community members to engage

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36professionals as collaborator rather than as authoritative experts. It also points to the benefit such an approach has, not only at the individual level, but also in creating empowering and empowered organizations and communities.

Personal empowerment is important as cited from Nelson and Prilleltensky (2010: 38) personal empowerment is the process of reclaiming power in one's life (Lord & Hutchinson, 1993). An important component of empowerment is active participation in the life of the community (Zimmerman, 2000).

Perkins and Zimmerman research (1995) found that social capital improves the quality of inner-city, low-income housing (Saegert & Winkel, 1998), resident participation led to physical improvements, and those improvements, in turn, predicted empowerment and even voting behavior at the group level (Saegert & Winkel, 1996). At the individual level, empowerment predicts participation, thus creating a mutually reinforcing change process.

At the individual level, empowerment includes participatory behavior, motivations to exert control, and feelings of efficacy and control. Organizational empowerment includes shared leadership, opportunities to develop skills, expansion, and effective community influence. Empowered communities comprise empowered organizations, include opportunities for citizen participation in community decision making, and allow for fair consideration of multiple perspectives during times of conflict (Zimmerman, 1990).

Many research of empowerment centres on psychological empowerment (Zimmerman, 2000), measured by collective efficacy (the believe that people together can make difference) (Sampson et al, 1997), outcome efficacy (the belief that one's action can produce results (Bandura, 1997), political efficacy (the belief

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that one can influence the political process, organizations and communities)37 (Yeich & Levine, 1994; Israel et al.; Becker, 2002), critical thinking ability (Wallerstein, 1992) and participatory behavior.

From previous literature, this research concluded that empowerment in this study will be described with two dimensions as self-efficacy and self-control. Lord and Hutchinson (1993) added ecological terms to describe about empowerment. In my research empowerment will be viewed from social capital concept.

2.4 Relation between Social Capital and Empowerment

Diane (2012) cited that Empowerment can be achieved through a process of building self-esteem that can come from skills attainment and learning, increasing a sense of worth and in so doing helping to enhance social capital (Bourdieu, 1990). Empowerment affected by internal and external factors, viewed from individual persons. When someone has more self-esteem, he/she will gain social capital from the social environment around him/her.

This research will investigate social capital impact on empowerment. Social capital investigated from community level and individual level. Actually empowerment also one component of social capital at the individual level, as stated by Perkin and Long (2000):

Table 2.1 Four Dimension of Social Capital at individual level

	Cognitive/trust	Social behavior
Informal	Sense of community	Neighboring

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Formally organized	Collective Efficacy/ Empowerment	Citizen Participation

Source: Perkins and Long (2000)

Collective efficacy/empowerment, or trust in the effectiveness of organized community action. Empowerment has been defined as a process by which people gain control over their lives and their community (Rappaport, 1987) and gain a critical understanding of their environment (Zimmerman et al., 1992). This definition represents a new approach to social capital by focusing on the cognitive attributions and motivations that lead community members to engage professionals as collaborator rather than as authoritative experts. It also points to the benefit such an approach has, not only at the individual level, but also in creating empowering and empowered organizations and communities. My research will be conducted in the community by Elementary School Teacher Education Department. This community will be an important factor for students' success in the study.

Empowerment has two interrelated dimensions: resources and agency. Resources cover both tangible and intangible assets. Tangible resources include material and financial assets, while intangible resources are comprised of skills, knowledge and expertise, as well as membership and participation in organized social and/or political networks (social capital) (Kapitsa, 2008). Kapitsa viewed political networks as social capital, but in reality political networks just one side of social capital. Community environment of elementary school teacher education department is supervised by faculty staffs, as faculty also supervised by university

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staffs.

Empowerment can be done in formal organization as stated by Esman (2006) argues that social capital is an expression of social organization that enables collective action and thereby citizen empowerment. Community of elementary school teacher education department is an informal organization with all of students in this department as the members. The length of their stay in the community will enrich their social capital experiences.

From Indonesian case, especially from economic disciplines, Yuliarmi studied about the effect of social capital on handicraft industry empowerment. The population in her research is all SMEs (Small and Medium size Entrepreneurs) actor at district/county in Bali Province. Social capital is not proven able to affect handicraft industry empowerment directly. The custom traditional institutions could become mediating variable (full mediation) between social capital and the role of government towards the SMEs empowerment in Bali Province (Yuliarmi, 2011). Social capital role as mediated by customary traditional institutions. It showed that traditional cultures still exist and obeyed by Bali's society.

2.5 Community of Elementary School Teacher Education Department

Educational system in every country have different goals depend on the country philosophy and culture. In Indonesian government term, education defined as conscious and planned effort intended for educatee to create learning atmosphere and learning processes, actively developed their self-potencies purposed to possess religious spiritual power, self-control, good personality, intelligences, honorable character, and required skills for the sake of their selves,

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40society, nation and country (2003 Indonesian Act of National Education System No. 20 Chapter 1; article 1).

All of educational system integrated in a national educational system with general function and goal. In the Indonesian case, the national education function is to develop skills and to create national character and national civilization, directed to develop educatee potencies in order to create a human with trust and devotion in the sole God, honorable character, healthy, knowledgeable, skilled, creative, self-dependence, being a democratic and responsible citizen. (2003 Indonesian Act of National Education System No. 20 Chapter II; article 3).

As recommended by Act No. 20 of Republic of Indonesia about National Education System published at 2003 and Act No. 14 of Republic of Indonesia about Teacher and Lecturer, supported by Government Regulations, teachers in Indonesia must be professionally graduated from special higher education called as *Lembaga Pendidikan Tenaga Kependidikan* (LPTK) or Higher Education for Teacher Education.

This kind of higher education divided into two kinds, state owned higher education and private higher education. Along with the history of the educational system in Indonesia, private educational system plays an important role in Indonesian schooling and education at large. Higher Education for Educational Program is higher education mandated by government to arrange a program for teacher education for the formal level of early childhood education, basic education, and/or intermediate education; and also develop pedagogy and non-pedagogy (Chapter I; article 14 of 2005 Republic of Indonesia Act of Teacher and Lecturer).

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Teacher in Indonesia must be required minimum qualification and 41 certified in accordance with authority level of teaching, physically and mentally healthy, and have capabilities to form a national education system goal. They also must be graduated from accredited higher education (Chapter XI, article 42 of 2004 Indonesia National Education System Act No. 20). Universitas Muhammadiyah Prof. Dr. Hamka, a private university owned by of Muhammadiyah Organization, a societal organization based on the Islamic religion, is one of higher education mandated to arrange any teacher education program which one is Elementary School Teacher Education Program that held by Elementary School Teacher Education Department. As cited from government official site, http://pdpt.dikti.go.id, this university legally authorized to operate Elementary School Teacher Education Department among 42 similar Departments at Higher Education Institutions all over Indonesia.

The teacher is a professional educator which his/her main task is to educate, to teach, to guidance, to direct, to train, to value, and to evaluate educational object of education in the early childhood education, formal education, elementary education, and intermediate education (as cited from the 2005 Indonesian Act of Teacher and Lecture Chapter I, article 1). As a professional they must possess four competencies: pedagogical competence, personality competence, social competence and professional competence (2005 Indonesian Act of Teacher and Lecturer Chapter IV; article 10). Professional competence achieved by attending Professional Education and Training held by certified Higher Education. Its mean that after they are graduated from bachelor degree of education or Diploma IV Program, they have to enroll in Professional Education and Training Program to

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42gain a Professional Certificate as registered and qualified professional teacher in Indonesia.

Elementary School Teacher Education Department at Universitas Muhammadiyah Prof. Dr. Hamka goal is to educate students to fulfill basic requirements as an Elementary School Teacher. Social and personality competencies developed inside and outside the classroom. Social capital theory will be used to observe how they use social capital to develop their social and personality competencies.

2.6 Summary

Educational processes conducted inside and outside of classrooms. As part of andragogy education, the roles of teachers in higher educational less than the roles of teachers at lower school level. School curriculum will be correlated with hidden curriculum. Hidden curriculum defined as a side effect of an education, "(lesson) which is learned but not openly intended" such as the transmission of norms, values, and beliefs conveyed in the classroom and the social environment. Adult education must consider the previous experiences of students as based for instructional methods.

To educate is to empower, it is not merely a knowledge banking system. Refer to Freire, education should be a tool to humanize human being, make them more conscience about their real human being characters. Educational process must be included with it the process of empowering. Educational institution, not just an institution for making homogenous certified people with homogenous capabilities.

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A community of students is one of internal factors in educational43 processes in higher education. It is not merely a crowd without intention, but a place for stimulating norms, and values of its members. There is a social capital in the community that will be beneficial or harmful to its members.

National Education System in Indonesia moves on better management than before. Indonesian Government supports it by Acts and Financial Budgets. Now teacher as professional working more respected and many parents endorse their sons/daughters to enter Teacher Colleges. Teacher payment now is better than the previous regime, especially at state owned schools. Teacher Education College as resources for professional teacher gain favorable interest.

Social capital is relatively known and used in educational science. In Indonesian perspectives, social capital mostly related with sociology, development theory and economics. From previous research, social capital related to students' attainment, students' achievement, and psycho-social factors related to the educational process. Institutionally, social capital enhance for transformative educational institutions, when aligned with spiritual capital, financial capital and intellectual capital.

School not merely a place for enhancing academic competency, but also a place for enhancing student's potencies. Teacher Education Program aimed to produce teachers, but also a place for enhancing students' capacities. Research about perception of teachers about humanistic instruction revealed that empowerment is one of the essential factors for the humanistic educational environment.

44   A factor that motivating from literatures is there is no literatures explicitly investigate the impact of social capital on student empowerment, even at higher education level. By knowing social capital and its impact on students' empowerment, so higher education management can arrange specific social capital supported environment for students' empowerment. Knowing student's social capital at community level will be the first step to enhance the institutional level improvement of educational institution.

Yin (2009) stated that novices mistakenly think that the purpose of a literature review is to determine the answers about what is known on a topic; experienced investigators, however, review previous research to develop sharper and more insightful questions about the topic. As a fledgling researcher myself, I have paid particular attention to this sage advice, and have leveraged this literature review to help me establish the questions that will guide this research.

Our current understanding of emotional and behavioral problems in schools leads towards the understanding that there are strategies that work in the educational system that can improve outcomes for students.

3.1 Research Paradigm

A paradigm is "a basic set of beliefs that guide action" (Denzin & Lincoln, 2005). Among the four major paradigms widely acknowledged by researchers - postpositivism, constructivism, advocacy/participatory and pragmatism (Creswell, 2007; Guba & Lincoln, 2008) – constructivism was the one that guided this research. This paradigm has three major ideas: (a) we make subjective meanings of our experiences, (b) our meanings are diverse and multiple, and (c) our meanings are formed by interaction with others and are shaped by historical, social, and cultural contexts.

The goals of the present research correspond with these ideas in that it explores how community of student make sense of their social capital experiences (subjective meanings) in various ways (multiple meanings) by framing the empowerment processes as part of their self-development to be a future professional teacher involving in various communities (interaction and social-cultural contexts). In other words, the present research is in nature an exploration of the research participants' meanings, my (the researcher's) meanings, and the interaction of these meanings.

Overall, the essences of constructivism exist in the present research: being dialectical (interaction between researchers and participants) and being hermeneutical (the researcher's interpretation) (Creswell, 2007).

46 **3.2 Qualitative Approach**

This research aims to answer three questions: (a) what is students' experiences with social capital dimensions in the community? (b) What are the students' experiences with dimensions of empowerment? : and (c) How do social capital impact on student empowerment? In other words, the purpose of the research is to explore the experiences of Elementary School Teacher candidates in their community especially viewed from social capital and empowerment contexts, and how the social capital impact on their empowerment, and also how they interpret their experiences, and how I, the researcher, interpret their experiences.

The qualitative research approach is appropriate to achieve this purpose because its inquiries into the meanings that individuals make of their lives (the participants' meanings and the researcher's meanings) (Creswell, 2007; Denzin & Lincoln, 2008). Packer (2011) pointed out that the essence of the qualitative inquiry is "plural realism". Studying humans as objects – albeit complex and sophisticated objects – is not the same as studying humans as beings who live in particular cultural and historical forms of life and who are made and make themselves as specific kinds of subjects.

What we need is a human science that is able to grasp this "constitution". Such a science would not abandon objectivity in favor of relativism, either epistemological or cultural. Rather, it would adopt a moral and epistemological pluralism resting on what has been called a "plural realism". Such a science, I suggest, is exactly what qualitative inquiry is, properly understood.

This research was set up to some variations of research data from observation, questionnaire, documents, and focus group discussion as the meanings of their

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3.3 A Case-study Design

The study will utilize a case study design. The Case - study method focuses more directly on individuals. The individuals, may be people, programs or institutions, anything that can be treated as a single unit (Merriman as cited by Springer, 2010). Liamputtong (2009) contended that case study approach has many advantages by citing David (2006):

Case study research opens up a series of contentious issues that go to the heart of what it means to carry out social research. The contextual focus of case study research operates ironically along the shifting boundary between the micro – and the macro – social level of action, explanation and understanding.

Stake (1995) described case study methodology as a strategy of inquiry in which the researcher explores in-depth a program, event, activity, process or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time. For this study, the phenomenon under investigation was student social capital that impacted empowerment. The *case* for the current study were students from Elementary School Teacher Education Department in Universitas Muhammadiyah Prof. Dr. Hamka Jakarta. Case study researchers collect detailed information using a variety of data collection procedures over a sustained period of time. For this study, I collected data through questionnaires, focus group discussion, observations and additionally reviewed documents provided to me by the faculty of education where the study was conducted.

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48Specifically, data were coded for emergent themes and documents reviewed. Another component of case studies is the unit of analysis, defined as the area of focus of the study (Yin, 2009). For this study, this unit of analysis was the community of students participating in the study.

Yin (2009) named five components of effective case study research design: (1) research questions; (2) propositions or purpose of the study; (3) unit analysis; (4) logic that links data to propositions; and (5) criteria for interpreting findings. The more appropriate questions about this type of qualitative case study research were "how" and "why" forms of questions. Specifically, I asked about the ways social capital dimensions implemented in the community. Additionally, I inquired as to the ways student used social capital to improve their self-empowerment in university and in society.

The second component of case study research design is to define the study purpose clearly. This component is most commonly recognized as the purpose statement. My purpose of this case study was to understand the experiences of the students with social capital and how its impact on a student's self-empowerment process.

The third component of the case study research design is the unit of analysis. Yin (2009) described the unit of analysis as the area of focus that a case study analysis. Yin wrote that an appropriate unit of analysis occurs when primary research is accurately specified. The unit of analysis is directly tied to the research questions developed by the researcher. This study unit of analysis, per Merriam (1988), is the community of students (cases to be studied) in a private university, Universitas Muhammadiyah Prof. Dr. Hamka, in Jakarta capital.

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The fourth component of case study research design is to connect the data 49 to propositions. This connection is made following the data collection phase, as themes emerge. As data is analyzed, the researcher attempts to match patterns that appear in the data to the theoretical propositions of the case study. The themes that emerged in this study thus served as answers to the research questions posed in Chapter 1.

The fifth component of case study design is the criteria for interpreting findings. Commonly, the case study researcher codes the data prior to developing themes (Yin, 2009). Following the theme development stage, I carefully extracted meaning of the findings to determine recommendations for practice and future research.

In order to gain multiple perspectives in the area of social capital, this study will use the maximum variation sampling strategy (Creswell, 1998). To achieve this, two students from this program will be recruited to participate as gatekeeper. They will assist the researcher during research especially in data collection processes.

3.4 The Research Site

A research participant in this research are students of Undergraduate Degree of Elementary School Teacher Education Department at Faculty of Education and Pedagogy of Universitas Muhammadiyah Prof. Dr. Hamka, one of selected private higher education institution which select and certified to arrange four years' Elementary School Teacher Education Program.

Participant selected based on purposive sampling method because case

50study research aimed to develop a case, not to make a conclusion (Sankhala, 2007). Research participants likely taken from senior students in their third and fourth years, as they are more experienced with social capital and mostly from female students, because they are the majority population. There are 6 (ten) classes of Elementary School Teacher Education Program for each grade year period with about 40 (forty) students within a class, total sum about 2.132 students enrolled in this program. The researcher not involved in instruction processes, but request permission from the lecturers, Head of Department and Dean to observe their instruction processes.

3.5 Data Collection

Two students will be identified with the assistance of gatekeeper. In qualitative research, gatekeeper used to assist the researcher in gaining access and developing trust with the community of the study (Hatch, 2002). The gatekeeper and the researcher have several conversations about the necessary of this study. The gatekeeper to get in contact with other students in class, and ask them if they would be interested in participating in the study. If they agree, the gatekeeper will schedule a visit with the class where I will explain to them the purpose of the study and what participating in this study entails. The gatekeeper will also be present during this meeting. For this study, data will be collected in the forms of semi-structured interviews, a non-participant observation, collective of documents and reflective journal. The gatekeeper will not present during the data collection phases of the study.

Interviews. Students, management staff, lecturers, elementary school

teachers and headmasters will be interviewed separately. The interviews with 51 students will last one or two hours and will conduct at their comfortable places. The interview with management staff, lecturers, and elementary school teachers and headmasters will last forty-five minutes to one hour and will be conducted in his/her preference place and time. All interviews will be audio-recorded. Also, during the interview, the researcher will take notes. Participants will be reminded that breaks are allowed if they felt the need to do so. They will also be informed that to protect their identity, they need to provide a pseudonym.

The interview protocol was developed for this study. The first is student version, the second is management staff and lecturers, and the third is a teacher and headmaster. The student version interview protocol asks students about their experience with the social capital concept during the study. The protocol consists of six questions. These six questions are divided into six sections. The sections include questions about the social capital experience of bonding, bridging, and linking; questions about feelings about social capital, question about social life at the community, questions about the qualities and characteristics of social capital; questions about suggestions and/or advice to make the best social capital environment. The demographic sheet inquiries about gender, age, hobby, formal and informal groups associated with; questions about situations where social capital features present; and questions where social capital doesn't exist.

The management staffs and lecturers version protocol consists of nine questions. This interview protocol asked about their knowledge about social capital and empowerment and how they do and don't improve the social capital of the students. The demographic data from the respondents will portray their gender,

52age, last high school, their formal and informal groups, and how they initially collaborate with other students.

Non-Participatory Observation. The purpose of the observation is to gain additional information about the process of social capital and empowerment that engage in their activities. The observation will also allow documenting the community dynamics that take place. The observation will be conducted by a non-participant observer (i.e. Researcher) and takes place two days after the interviews. It will be carried out inside and outside the class at university and school and probably last twenty or twenty five minutes. This observation will be audio-visual recorded and the researcher will take notes during and after the observation.

Documents. The documents collected for this study wills includes any type of papers that related to social capital processes. Management staff, lecturers, teachers, headmasters, and students will be asked to provide a document required. For the purpose of data analysis, the document will be xeroxed and any identifiable information will be erased. The original documents will be returned to them.

Data collected and analyzed in this case study research continuously from beginning of the research which will contribute to the final analysis and synthesis process used to answer the research questions. Data which gathered from some difference resources will be coded, classified, and interpreted based on social capital perspectives. Triangulation used to minimize the data biases.

Before the data is analyzed, the researcher will transcribe all interviews, observations, documents, journal entries, and field notes. The process of transcribing allows the researcher to become acquainted with the data (Reisman,

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1993). The researcher will create Microsoft Word files for the interviews, observations, documents and journal entries. All files will be protected by setting a password. All files will be saved in the researcher's portable computer for which he only has access to. The researcher will use the meaning of analysis context as the unit of analysis for coding and also looked for a description. This means that the data is not coded sentence by sentence or paragraph to paragraph, but coded for meaning.

Themes salient across all cases were kept as well as those that were extremely different. For the thematic analysis, the researcher will follow Braun and Clarke (2006) step-by-step guidelines. The authors used the word guidelines to highlight the flexibility of this qualitative analytic method. These guidelines are (1) familiarizing yourself with your data, (2) generating initial codes, (3) The researcher reads throughout each transcript to immerse in the data, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report.

3.6 Handling Ethics

All of the participants will be treated to the ethical guidelines of Central China Normal University Institutional Review Board (IRB). Although there are no identifiable risks of participating in this study, a couple of considerations will be kept in mind when dealing with university students. First, all of the students will be interviewed and talked about social capital experiences. Similarly all the management staff, lecturers, elementary school teacher and headmaster will talk about their social capital experiences.

Secondly, there is possibility that respondents may feel uncomfortable

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54discussing their experiences or talk about personal information. Thirdly, given that this study will deal with social capital in one institution, there is the potential that participants may feel the pressure to answer all the questions designed for the interview given that the researcher holds a position of power.

All these considerations will be incorporated during the research design stage. Every caution will be taken to ensure that the all participants felt safe, comfortable, and had the freedom to withdraw from the study if they felt the need to.

3.7 Data Analysis

Qualitative research studies involve a continuous interplay between data collection and data analysis (Strauss & Corbin, 1994). For this reason, I began analyzing data following the first interview to begin identifying patterns, and to facilitate subsequent data collection (Strauss & Corbin, 1998). Qualitative analysis is a form of intellectual craftsmanship. There is no single way to accomplish qualitative research, since data analysis is a process of making meaning. It is a creative process, not a mechanical one (Denzin & Lincoln, 2000). Similarly, a qualitative study capitalizes on ordinary ways of making sense (Stake, 1995). Stake reminds qualitative researchers that, "there is no particular moment when data analysis begins. Analysis, "he explains, "essentially means taking something apart", which in this case, not only means understanding the experiences of community members and make sense of building data, but also identifying and defining the patterns that emerged from that meaning making process. Qualitative data analysis, then, gives meaning to first impressions and

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final compilations. It is an analysis that tells the story about what happens to the 55 community of students during their gathering in a group with the same aim, viewed from social capital and empowerment concepts.

Methodologically, Esterberg (2002) suggests, "getting intimate with data", and describes the main objective of immersing oneself in the interview transcripts to "load up your memory" with the collected data. This dissertation research followed the data analysis and coding procedures suggested by Creswell (2009) and Esterberg (2002). Specifically, Esterberg (2002) suggested that open coding is a process where "you work intensively with your data, line by line, identifying themes and categories that seem of interest? (p. 158). Additionally, Creswell (2009) mandated the traditional approach in the social sciences that allows the codes to emerge during the data analysis. Once the data from this research were examined thoroughly through the open coding process, I reviewed the codes for emerging themes in the data.

Research Steps

The research conducted for this study followed a uniform protocol to ensure that the questionnaires yielded data consistent with the study's goals:

1. Participants were invited to the study by the researcher, and were informed of the risks involved.

2. Questionnaires were handed to participants in their respective communities.

3. Interviews were audio-recorded and transcribed within a day of the interviews.

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56   4. Follow up informal contact was initiated, and each participant was given

his or her respective transcript for member-checking, and to verify

transcript content.

5. Faculty -level data were reviewed by the researcher.

6. The researcher coded the data for emergent themes.

3.8 Ensuring Trustworthiness

As the area of qualitative research increases, social and behavioral scientist critique on the validity of studies that use such methodology. Thus, qualitative researchers utilize various validation strategies to make their studies credible and rigorous (Creswell & Miller, 2000). Credibility for this study was achieved using the validation strategies of triangulation, researcher reflexivity, thick rich description, and peer debriefing.

The data will be triangulated with the various forms of data that were collected in this study (i.e., interviews, observations, documents, reflective journal entries and field notes). The researcher, as a lecture on this program, provides a section at the end of this chapter where he describes his social capital experiences and his stand on the issue as well as potential bias. Thick rich description will be achieved by presenting the participants' voices under each theme and providing a detailed description of each of the cases. Finally, the researcher will inquire the assistance of two peer debriefs. Both of these individuals are familiar with qualitative data analysis. The two individuals have agreed to serve this role for the time this study took place.

Using Stake's critique checklist, the researcher will rely on it to assess the

quality of the report (1995). This twenty criteria checklist is used to assess the57

quality of case study reports and they are:

4. Is the report easy to read?

5. Does it fit together, each sentence contributing to the whole?

6. Does the report have a conceptual structure (for example, themes or issues?)

7. Is it issued developed into a serious and scholarly way?

8. Is the case adequately defined?

9. Is there a sense of story to the presentation?

10. Is the reader provided with some vicarious experience?

11. Have quotations been effected?

12. Are headings, figures, artefacts, appendixes, and indexes used effectively?

13. Was it edited well, then again with a last minute polish?

14. Has the writer made sound assertions, neither over-nor under-interpreting?

15. Has adequate attention been paid to various contexts?

16. Were sufficient raw data presented?

17. Were the data resources well-chosen and in sufficient number?

18. Do observations and interpretations appear to have been triangulated?

19. Are the role and point of view of the researcher nicely apparent?

20. Is the nature of the intended audience apparent?

21. Is emphatic shown from all sides?

22. Are personal intentions examined?

23. Does it appear that individuals were put at risk?

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58   To increase the trustworthiness of the study's findings, I employed strategies recommended by renowned qualitative researchers. To decrease threats to credibility (Lincoln & Guba, 1985), I (a) *triangulated* data; i.e., I used multiple sources of data to confirm emerging findings (Merriam, 2002; Prasad, 2005; Stake, 1995; Yin, 2009); (b) performed *member checks* (Merriam, 2002) by sending participants a copy of their interview transcript and asking them to verify the accuracy of the content; and (c) requested *peer* (or *colleague*) *review* (Merriam, 2002) of my findings as they emerged. To increase dependability (Lincoln & Guba, 1985) of study findings, I provided an *audit trail* (Merriam, 2002) —that is, a detailed explanation of the data collection and analysis methods and how decisions were made throughout the study (see Appendix E). Finally, to enable other researchers to make decisions about transferability (Lincoln & Guba, 1985) of results, I used *rich, thick description* (Merriam, 2002)

All researchers attempt to design and implement good/ethical and trustworthy studies. Indeed, qualitative researchers believe that if a study is credible, it has to be good in the ethical sense and be trustworthy. A sound case study is significant and complete, utilizes alternative perspectives and sufficient evidence and is reported in an engaging manner (Yin, 2009). However, there are additional strategies, according to Merriam (2002) that researchers need to follow to be ethical and trustworthy:

Triangulation..............   Using multiple investigators, sources of data or data

collection methods to confirm emerging findings.

Member checks.......... Taking data and interpretations back to the people from whom the data were derived, and verifying its plausibility.

Peer review................. Discussing the process of the study and the congruence of emerging findings with data and the tentative interpretations with colleagues.

In addition to triangulation, member checks, and peer review, Merriam (2002) recommends that credible and trustworthy researchers follow these additional guidelines.

Reflexivity.................. Engaging critical self-reflection by the researcher regarding assumptions, biases, and the relationship to the study, which may affect the investigation.

Engagement................ Allowing for adequate time to collect data, such that it becomes saturated.

Maximum variation.... Purposefully seeking variation or diversity in sample selection to allow for greater range of application of the findings by consumers of the research

Audit trail................... Providing a detailed account of the methods, procedures, and decision points in carrying out the

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study.

Rich description.........   Providing enough rich, thick description to

                                     contextualize the study, such that readers will be able

                                     to determine the extent to which their situation

                                     matches the research context.

Merriam (2002) further described the strategy of ensuring rich description

as:

"Providing enough description to contextualize the study such that readers will be able to determine the extent to which their situation matches the research context". Thus, the prominence of Merriam's strategies in this study's methodology ensures the goodness/ethical practices and trustworthiness of this research.

One strategy, maximum variation, seeks broad experimentation of the sample size to allow for a greater range of application of the findings, which would naturally happen within this study, since all sites' principals were included in the interview process. For this study, the researcher purposely and intentionally calculated the sample to include representation from administrators across the district. This strategy, as defined by Merriam (2002), uses multiple sources of data collection methods to confirm findings. Therefore, the goodness/ reliability/ethical nature of the research is ensured, and the validity and reliability of this qualitative study are strengthened.

Furthermore, maximum variation demands the purposeful recruitment of diverse participants, "to allow for a greater range of application of the findings by

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consumers of the research" (Merriam, 2002). Thus, recruiting all participants61 from the study site's single department allows for diversity, the most notable of which is represented most experienced students with social capital in the community.

An audit trail appears in Appendix E: Audit Trail, which tracks the progress and verifies the steps taken throughout the research process.

3.9 Positioning of the Researcher

One important distinction between qualitative and quantitative research is the role the researcher plays in the process. It is clear that the primary instrument for data collection and analysis in case study research is the researcher himself. As a researcher progresses through the research process, the researcher must acknowledge he or she is a human instrument and the primary research tool. As such, it is imperative for researchers to consider their own biases, limitations, and views—throughout data collection, analysis, interpretation, and the reporting phases of the process. Qualitative research assumes that the researcher's biases and values impact the outcome of any study (Merriam, 1998). However, Peshkin (1998) submitted that, "one's subjectivities could be seen as virtuous, for bias is the basis from which researchers make a distinctive contribution, one that results from the unique configuration of their personal qualities, and joined to the data they have collected" (p. 18). To enable any audience of qualitative studies to evaluate the validity of conclusions extrapolated from data, researchers should, as part of the study, neutralize or bracket their biases by stating them explicitly to the full extent possible (Altheide & Johnson, 1994). For this study, in the interest of

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62implication of social capital dimensions in the community of students and how its impact on students' self-empowerment, the following discussion outlines my personal experiences germane to this study.

As I was preparing for my dissertation, I reflected on my role as a lecturer that provides social capital experiences for my students. I have realized the importance of conducting research in this understudied topic. The reasons for writing a dissertation in this area are both personal and professional. As a lecturer, I believe that I can share my personal experiences playing this role and understand more holistically how this phenomenon is manifested in community of students. As a future researcher, I am aware that this is a controversial topic in various research circles. I believe that in order to address the concern/issues that researchers have about this topic we need to conduct well rigorous research on this area of research.

To the eyes of other researchers I may stand on a particular side of this topic. The reality is that I am aware of my own biases and/or preconceived notions about social capital. I am well-informed about both sides of the issue. For example, I have published a literature review where I compiled all available research on the topic of social capital and critiqued it. Thus, I felt comfortable studying this topic for my dissertation. I am aware that social capital has its positives as an increase in social skill and educational success. On the other side, I am aware how social capital is interpreted by others as common sense. Consequently, I am also aware of my feeling as a lecturer and how these may play a role when the data is analyzed and interpreted. To avoid this, I heavily relied on peer reviewers and

other validation strategies. Consequently, I am also aware of my feeling as a 63 lecturer and how these may play a role when the data is analyzed and interpreted.

3.10. Limitation and Delimitation

There are limitations and delimitations of this study. Although the study was conducted in the faculty of the education community by Elementary School Teacher Education Department, the study focused on data collected from students of year three and year four, as opposed to gaining insight from other categories of school personnel, such as lecturers, dean, vice dean, or senior staffs. The scope of the study is limited to research at only one department and, therefore, results should not be applied to similar contexts.

Students participating in this dissertation research asked about their perceptions, experiences and feelings about the social capital impact on students' empowerment. The focus not widely included with lecturer – student interactions in classrooms. In other words the result would have been different if the study focused only on lecture – students' class interaction as resources of social capital and empowerment. Those categories were not specified within this study.

Since the respondent pool and participants were limited to students in year four and year three, a larger sample including lecturers, staffs, stakeholders, and/or parents could have given additional insight into social capital and empowerment profile, or process, by adding information according to their respective understanding.

An additional limitation to the study proved to be the data collection process. For information obtained during the interview was largely depended on the interviewee and what he or she was willing to share, the nature of their

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64information was limited to his or her own perspective and lived experiences. However, this study's triangulation of data helped to verify results, and help to support the accuracy of the themes mined out of the interview transcripts.

There are delimitations—that is, how the study was narrowed in scope (Creswell, 2003). Having conducted case study research in only one department of higher education could be viewed as delimitation. Although a complete faculty perspective could be gained by collecting data from each individual department within a singular faculty, it is important to remember that one Faculty of Education's Department may vary greatly from another Department, whether of the same size, larger, or smaller. For this reason, speculation that this study's results would be similar to another department should be discouraged. Another possible delimitation is the fact that the study focused solely on how social capital impact on a student's self-empowerment. A broader scope of the questions may have given more insight into other complex problems when dealing with students' social capital. Additionally, the sample in this study consisted of 81 students who agreed to fill in questionnaires. Data sources, which included semi structured face-to-face interviews, and then relevant document review, added to the narrow scope of the study.

3.11 Summary

Chapter 3 outlined the epistemological and theoretical grounding, the methodology and methods of this study, and the ways in which these decisions anchored the research design and process of analysis. The constructivist paradigm was described along with rationale for qualitative research methodologies. This

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chapter also provided the rationale for the methodological decisions for this 65 study. The theoretical perspectives, methodology, and methods helped to illuminate the various complexities and experiences of the schools included in this case study research: schools' data collection process, analysis, and problem solving with respect to building-level student conduct and discipline data. The chapter concluded with a discussion of the strategies that were used to enhance the trustworthiness of the findings.

Chapter 4 presents the results of the study. Chapter 5 discusses the findings, draws conclusions based on examination of study results and review of the literature in the field, discusses the implications of the study for practice, and makes recommendations for further research.

Chapter four describes the findings as revealed through the analysis of the data collected. Data were collected through questionnaire, observation, and focus group discussion. The data were first analyzed using open coding. Open coding is "a process of breaking down, examining, comparing, conceptualizing, and categorizing data" (Strauss and Corbin, 1990). The researcher then used axial coding to reconstruct the data in new ways by making connections between the dimensions. The dimensions of the research on social capital impact on students' empowerment are trusts, and social networks as dimensions of social capital; self-control and self-efficacy as dimensions of empowerment.

The results of this research are presented from the viewpoint of how the social capital exists. The approach adopted in this research required to investigate some indicators of social capital and then to observe how the social capital impact of empowerment processes inside community of the students. Data collected from observation, questionnaire, interviews, and focus group discussion. Researcher assisted with a lecturer and two students (from the primary school teacher department and mathematics education department) during data collection. Real name of student did not use in this research and they presented with a small gift from researcher after data collection taken.

4.1. Demographic Data

Demographic data needed to describe student's background. Quaestionnaire about demographic data delivered to students. Demograpic background will

sketch participant's background. Some questions delivered to students for the 67 first time. Before it they sign the research consent form.

1. Name, telephone number, electronic mail address, and gender.

2. Student ID.

3. Ages.

4. Where they spent their high school

5. Where their homes are stays now? Inside Jakarta Province or outside?

6. Their ethnicity.

7. Organization affiliation of the family

8. Total siblings in the family?

9. Are they having side job, full job or just student?

10. Initial question about cooperation. Question about their experiences when they help others in the community.

11. Initial question about examples of when they helped by friends in same community

Researcher keeps the documents securely. Researcher collects the data from the participants, and then writes it in spreadsheet application in a personal computer. After writing it, researcher coded the data. No real name showed in this research.

4.1.1 Research Site

Research site was at Universitas Muhammadiyah Prof. Dr. Hamka (abbreviated as UHAMKA), previously IKIP Muhammadiyah Jakarta, is a private university owned by Persyarikatan Muhammadiyah, a second largest Muslim

68	No.	Faculty
	1	Education and Teacher Training
	2	Economics and Business
	3	Islamic Religion Studies
	4	Social and Political Science
	5	Psychology
	6	Pharmacy and Natural Science
	7	Engineering
	8	Health Sciences
	9	Postgraduate School
	Total students 15.239	

organization in Indonesia. Located at outskirt of East Jakarta. This university initially an Institute of Pedagogy and Teacher Training of Muhammadiyah Jakarta (IKIP Muhammadiyah Jakarta) built since 1957. Rector of the University stated that from 2012 inauguration data showed, that total alumni of UHAMKA recorded as 47.775 graduates..

UHAMKA University has eight faculties and one school of postgraduate study with about 15.239 students, 517 lecturers, and 587 staffs. Faculty of Education has 2.132 students of Elementary School Teacher Education Department. UHAMKA located spread in South Jakarta of Kebayoran Baru; East Jakarta of Pasar Rebo, and Klender.

Table 4.1 UHAMKA University Faculties (2011-2012)

Faculty of Education and Pedagogy is the place where the most of 69 students enrolled. At this faculty, most of the students are from the Department of Elementary School Teacher Education because this program – undergraduate program (4 years study time) for the Elementary School Teacher Education includes to a few similar programs opened in Indonesia. As National Education System Act required elementary school teachers to be graduated from certain elementary school teacher program with an undergraduate degree, so there will be many jobs available for elementary school teachers at the next time. Universitas Muhammadiyah Prof. Dr. has recently opened this program at 2006 by Decision Letter from Directorate General of Higher Education Ministry of Education and Culture No. 3342/DIT/2006. At that moment, there were only about twenty universities permitted to open alike program all over Indonesia. Previously since 1989, Universitas Muhammadiyah Prof. Dr. Hamka accredited to open diploma II program for educating elementary school teacher candidates.

Table 4. 2 Faculty of Education Departments of UHAMKA

No.	Departments
1	Biology Teacher Education
2	Early Childhood Teacher Education
3	Economics Teacher Education
4	Elementary School Teacher Education
5	English Teacher Education
6	Geography Teacher Education
7	Guidance and Counselling Teacher Education

8	History Teacher Education	
9	Indonesian Language Teacher Education	
10	Japanese Teacher Education	
11	Mathematics Teacher Education	
12	Physics Teacher Education	

This department lead by a Head of Department assisted with a Secretary of Department. Both responsible and report their duty to Dean of Faculty and the three Vice Deans. Because Elementary School Teacher works as a full time teacher, called as 'Guru Kelas' which responsible for many disciplines of the sciences taught there, so the students of Elementary School Teacher Education Department received lectures from many disciplines like pedagogy and development psychology, natural sciences, Social sciences and humanity, Mathematics, Sport and Health, Art and Crafting, "Bahasa Indonesia", and also English.

Table 4.3. Quantity of Students of Elementary School Teacher Education Department based on entry year.

No.	Entry Year	Quantity
1	2007	1
2	2008	8
3	2009	15
4	2010	360
5	2011	550
6	2012	604

7	2013	594
Total student		2.132

Source: Academic staff of Faculty of Education

Learning processes conducted in classrooms, laboratories, and also schools. They got opportunities to become a student teacher at elementary schools around Jakarta. Year four is their time to go to school and make a research paper as one of the prerequisites to be Undergraduate alumnus. Some co-curriculum activities for community of Elementary School Teacher Education Department is scouting 'Hizbul Wathan', Muhammadiyah Student's Association, Student's Executive Council, Student's Association at Department level, Student's Choir, Acting Club, Music and Keterampilan, the Martial Art of "Tapak Suci", and others.

Students and staffs of this university, and also guests are prohibited from smoking in public area of the university. Security will warn people smoking in this area. This rule is a follow up from The Resolution from Persyarikatan Muhammadiyah Organization that make a 'Decision' to recommend smoking as 'harm' or prohibited in the public area of this university. This university owned by this organization, so lecturers and staffs must obey the organizations. Here often conducted cadres' orientation of the workers of this university especially for the Ramadhan month of the Islamic calendar. The university also opens the doors for students with different religion, different faith, and different the ways to understandings Islamic thought.

University guide the students to use clothes neatly and kindly because they will be next teachers. Students and staff prohibited from using blue jean trousers or similar to it, tight trousers, hot pant, or trousers with many torn, and short skirt.

[Type text]

72Female students and lecturers suggested using hijab as the way to dress. Using hijab is not obligatory, but only a suggestion; depend on their consciousness. A senior lecturer, SW, said that, generally Female Muslim students begin to use hijab at their year three or year four because they openly interact with society, communities, and they more comfortable while using hijab at that time. The frontage of the university there is a mosque, Masjid Darul Ulum, where five times a day of praying conducted there.

Beside canteen, classrooms, library, and park halls, university also has a small field that can be used as a place for Flag Ceremony every Sunday morning. Because community students are candidates of Elementary School teachers which they did that activity, so staffs do it also as exercises before being a teacher. This small field also used as a place for gymnastics and scouting training. Other facilities are workshop of mathematics rooms, natural science laboratory, computer laboratory, micro teaching rooms, art rooms, and experimental garden.

Student dormitory also available here, enough rooms here for living maximum of 500 students. They selected to be staying here because there are a lot of students who wants to stay here, but the places were limited. Around the university, there are wireless fidelity networks for internet access. At the corner of the site there is a building of Information and Communication Technology (ICT) Centre of Universitas Muhammmadiyah Prof. Dr. Hamka. This building is a center for ICT learning and ICT databases and also a place for e-learning application resources.

4.1.2 Organization of Elementary School Teacher Education Department 73

Elementary School Teacher Education Program is a model of effective private university management. The organization composed by effective bureaucracy. Head of Department assisted by a Secretary of Department. Every class group of students advised by a lecturer called as an Academic Adviser Lecturer. His/her job is to ensure the students do their activities in accordance with the faculty regulation such as give them a guidance how many credits of learning objects can be followed at current semester term. Every class of students has chosen a Head of Class group, his/her task is to help head of department or lecturers during learning activities.
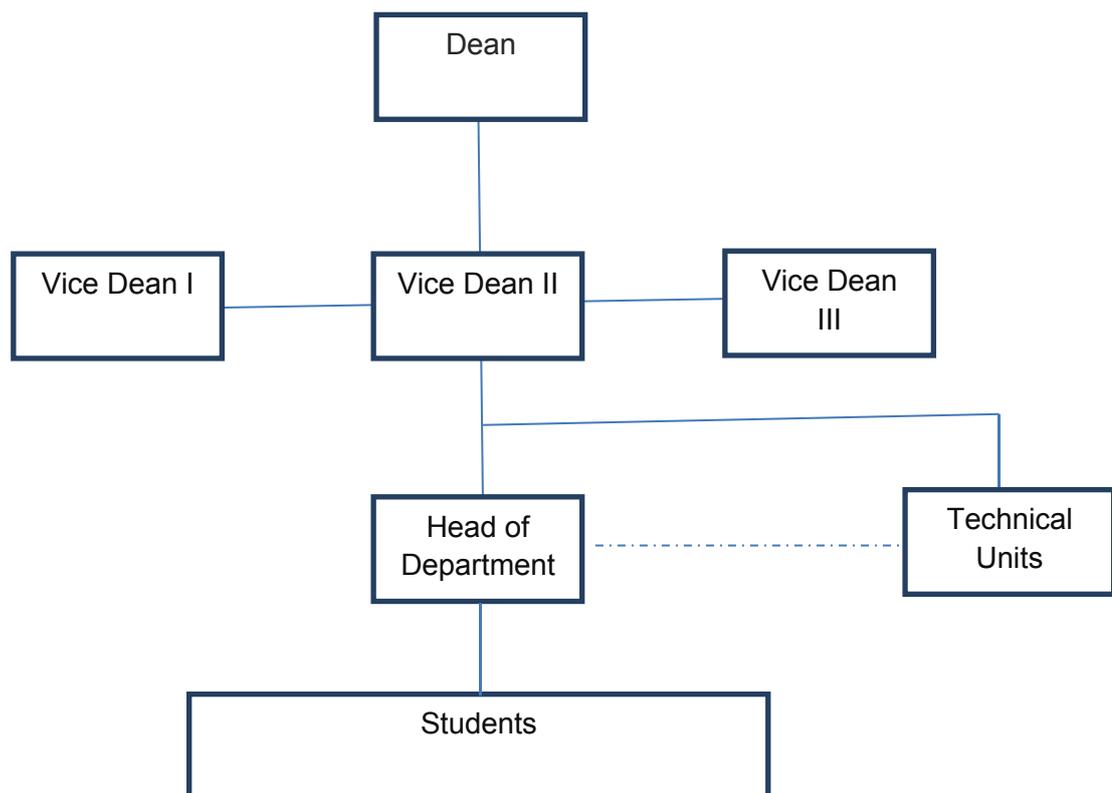
Figure 4.1 Organization Structure of Faculty of Education

74   Head of Department responsible for Dean of Faculty. During his activities, Dean assisted by three Vices Dean. Vice Dean I manage academic affairs, Vice Dean II managed financial affairs, and Vice Dean III managed student affairs. Laboratories Chief and other organizational staffs assisted the Head of Department when they give the best services for students. UPT (Unit Pelaksana Teknis/Technical Managerial Units) are supporting units for faculty activities. Commonly lead by lecturer hired as special administration staff. Except teaching they manage the technical unit of faculty. Some technical units in faculty of education are Computer Laboratory, Mathematic Workshop Site, Microteaching Laboratory, Natural Sciences Laboratory, Dance and Music Workshop site, and Teaching Apprentice Manager Unit.

Organizational structure above is simplified; one thing missed there is Academic Advisory Lecturers. Their tasks are to assist students (class group basis) during their study, from the first semester until graduate.

Most of the lecturers are Master of Education degree holders; just a few of them hold an undergraduate degree and doctoral degree or also professors. According to National Education System Act, lecturers' academic degree must be Master Degree at least. So, now many lecturers also study at postgraduate degrees to pursue a Master or Doctoral degree at many universities.

Permanent Lecturers can be divided into two parts, a part is inaugurated as foundation based permanent lecturer and the other is inaugurated by the government or by other words called as civil servant staff assisted at this private university. Most of unfixed lecturers are lecturers hired from public or private universities or from professional careers.

[Type text]

Financial and academic affairs of students conducted at different building75 with the Dean and Head of Department building. Students pay their tuition fee to related banks and give the recite to financial affairs staff for administration and record. Academic management used Academic Online System uses LAN networks. Academic Adviser Lecturer assisted students and give their authorities to sign semester based study planning paper. Cumulative Academic Value Index used as standard of total learning subject permitted to be learned in one semester term.

Computerization of academic system has been started since four years ago. Students have to get an authorization signature from their Academic Adviser and Head of Department before they upload their learning plan for a semester. Academic online management of the university in accordance with the guidance from the highest authority of higher education in Indonesia, General Directorate of Higher Education of Ministry of Education and Culture of Republic of Indonesia. This institution has a responsibility to control, and rule higher education application in Indonesia which implemented by private and public university. Every department and every university must make a monthly report about their activities by online system to the Jakarta-based office.

Educating staff of Elementary School Teacher Education Program teaches the class in accordance with their disciplinary interests. Doctoral staffs and professors allowed to have teaching assistance during the courses.

Study time for the Elementary School Teacher Education Department divided into two terms. A first term for morning classes started at 08.00 pm and finished at 11.30 pm. Afternoon classes begin at 14.00 and finished at 17.30 in

[Type text]

76general. This situation conducted to handle the problem of classroom availability. For recent years, classes more comfortable than previous years, because now every class have Air Conditioning tools, White and Black Board, LCD Projector and also movable chairs.

Generally one hour of lecturing time spends 45 minutes of time. Generally every subject spends 90 minutes time, called as 2 point (*satuan kredit semester*/semester term learning credit unit). Students taught with various lecturers, even some of them fixed lecturers from other universities. Lecturers' activities besides teaching are doing research and make public services. It could be done by seminars nationally or internationally. Some lecturers also have students' activities as they registered as students at postgraduate program for Master and Doctoral Degree.

4.1.3 Research Participants

Research participants are students of Faculty of Education. Of 81 participants, 75 participants from Department of Elementary School Teacher Education, 3 participants from Mathematics Teacher Department and 3 participants from Biology Teacher Department. Most of participants from elementary school teacher education department, as they are the majority parts in faculty of education.

Table 4.4 Research Participants

Grade	Student's gender		Quantity
	Male	Female	
Third Grade	8	31	39
Fourth Grade	12	30	40
Fifth grade	2		2
Total respondents			81

Research participants are students of Faculty of Education. Of 81 participants, 75 participants from Department of Elementary School Teacher Education, 3 participants from Mathematics Teacher Department and 3 participants from Biology Teacher Department. Most of participants from elementary school teacher education department, as they are the majority parts in faculty of education.

Usually undergraduate students learning time is four years. There is a tolerance to study until seven years for students postpone their graduation time for any reasons. All participants coded based on alphabetical order. Researcher coded earlier participants submit data until last person by AA. AB, AC, AD, AE …. AZ, BA, BB, BC, BD, ……BZ, CA, CB, CD, ….CZ, DA, DB and the last one DCas the 81th students coded as participants. Lecturers interviewed coded as 1A, 1B, 1C, 1D, and 1E. They are lecturers always teach at this department every academic year terms.

78   All instruments used Bahasa Indonesia, coded also by Bahasa Indonesia. Researcher begins to write the research using English and Bahasa Indonesia. Sometimes ideas come and best described by Bahasa Indonesia, so I write it use Bahasa Indonesia, and then translate it into English.

During my research time, a lot of students of the fourth year from this department involved in PPL (*Praktek Pengalaman Lapangan*) Program/ Student Teaching Apprentices Program. This program required students to practice their capabilities to teach in real classes for three months or less. They supervised by a university lecturer and a school teacher. Before they go to school, they have a perquisite class with 'micro-teaching' subject. This subject is a preparation class before they go to the real world of education. Because they still have classes to follow, they attend the class in the afternoon or night; or arrange new schedules with their lecturers for this term.

4.1.4 Community Background

The students from Elementary School Teacher Education Department are the main respondents because they are dominant quantity of the college. They taught with lecturers from various disciplines like mathematics education, natural sciences education, social sciences education, language education, physical and health education, arts education, pedagogy, psychology and some related subjects. They also required to follow scout organization 'Hizhbul Wathan' as co-curricular activities and do Flag's Ceremony once a week. Their activities are more diverse than the other teacher candidate students from other departments.

[Type text]

Table 4.5 Previous High school of students' location

No.	School type	Location	Quantity
1	Public School	Greater Jakarta	28.4%
		Outside Jakarta	27.2%
2	Private School	Greater Jakarta	16%
		Outside Jakarta	28.4%

High school position showed student's migration model. Table showed that more than half of participants (55,6%) came from outside Jakarta. Table also showed that more than half of students came from government school. Generally assumed that government school was standardized and better than private university, so more input of UHAMKA University is quite good.

Demographic data also showed that 50 % of respondents in their 20 years old. Their ages are between 19 – 25 years old. Mostly female students as they are the majority population in teacher education programs in general in UHAMKA University.

Home stay or houses of students as participants, counted as below: 63 % participants stay with their families, 33 % rent houses/rooms around the university sites and 4 % stay at the student's dormitory available at this university. Most schools in Indonesia are private schools, because government budget to finance school management is still limited. Some private schools exist before Indonesian independence and play important roles for educating Indonesian generation. As the campus located in a capital of Indonesia, Jakarta, many students of this university come from satellite areas of Jakarta like Tangerang, Bekasi, Depok, Bogor, and Karawang.

[Type text]

80   Table 4.6 Participants' ethnicity

No.	Ethnicity	Quantity
1	Javanese	29
2	Sundanese	16
3	Betawi	9
4	Minangkabau	4
5	Malaya	3
6	Lampung	2
7	Bima	1
8	Bone	1
9	Mixed ethnicities	16
Total		81

Racial differential of students, 36 % of them came from Java ethnic, 20 % from Sunda ethnic and the rest came from various ethnicities in Indonesia. Even though the university belongs to Muhammadiyah Organization, only 7, 4 % of respondents' family affiliated with this civil society organization, mostly, 51, 8 % they did not affiliated with any organization. Jakarta is a home for Betawi ethnic, but now the native lesser in quantity than new comer like from Jawa and Sunda ethnics.

Ethnically more students from Java and Sumatera islands, the two islands in Indonesia which are more developed than others economically, socially, or culturally. UHAMKA University is typically a private university in Jakarta capital, where the access to human capital and other capital is better than in other places. In accordance with inter racial married as the effect from inter racial interaction, more and more mixed ethnicities person exist.

[Type text]

Pie chart 1 describerd that even though the university belongs to 81 Muhammadiyah Organization, only 8, 44 % of respondents' family affiliated with this civil society organization, mostly, 67, 9 % they did not affiliated with any organization. 18, 5% student berafiliasi dengan Nahdhatul Ulama organization, organization built to preserve ulama's taught that have different perspectives and world view with Muhammadiyah Organization. It mean that the university open for different students although it is founded by Islamic reformist organization.

Figure 4.2 Pie Chart of Composition of organizations affiliated with students' family
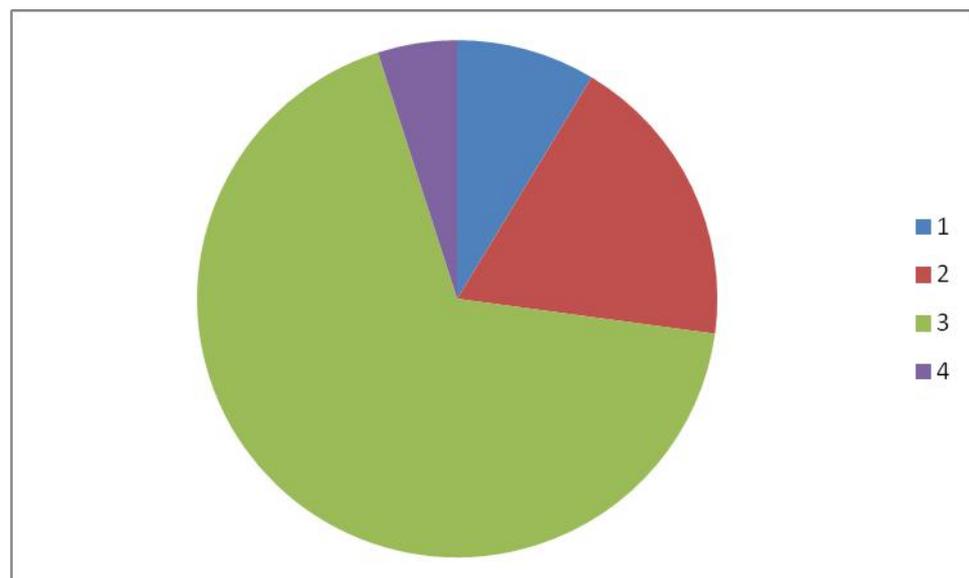
Notes:

    1 = Affiliated with Muhammadiyah Organization

    2 = Affiliated with Nahdhatul Ulama Organization

    3 = Didn't affiliated with any mass organisation

[Type text]

824 = Afiliated with other organizations.

Jakarta is home for Betawi ethnic, but now the native lesser in quantity than new comer like from Jawa and Sunda ethnics.

Student's family mostly have 2 or 3 children, in general ranging from 1 child until 7 children in their families. Motorcycle known as popular transportation tools of middle class and lower classes in Jakarta, my research uses the possession of motorbike as a way to describe their family wealth. Data result showed that only four persons did not have a motorcycle in their home, 12 people have car with or without motorcycle, and 65 persons (the majority) have and use a motorcycle as their activities transportation. Generally middle class in Jakarta and nearer area symbolized with the possession of a motorcycle or a car (middle – up class). Public transportation in Jakarta still not good and people use motorcycle to go and back from workplace with more efficient cost. School fee is higher than at public universities, but quit reachable with a middle class of Jakarta. Some private universities in Jakarta have expensive tuition fee, because they have a better quality and better social networks internationally with professional experts.

The initial demographic questionnaire asked about how they spend their spare time/free time. This can portray their initial self-empowerment as a young adult. They use this time mainly to leisure, doing their hobby, help parents, or work (with fewer respondents). Some activities they did such as: help their parent activities, take a nap, googling for searching something, take a stroll, send and take little brother/sister from schools, watching television, listening to music, browsing internet, give addition lesson for Primary schools kids, do trading, doing home works, fitness, playing badminton, being private teachers, reading books,

being a kindergarten teacher, being English course teacher, doing a kind of83

sport, reading novel, open social media sites, meeting with another activists of

local campus organization, playing internet based games, housekeeping, playing

basket, be scout trainers, watching movies from DVD or in cinema, listening to

radio broadcast, travelling, and so on.

Table 4.7 Students' geographic location

No.	Location	Quantity
1	Student dormitory	3
2	East Jakarta	22
3	West Jakarta	2
4	South Jakarta	3
5	North Jakarta	11
6	Central Jakarta	3
7	Bekasi	22
8	Tangerang	6
9	Depok	7
10	Other places	4
	Total	81

The university is located in East Jakarta district, so more students stay in

this area and Bekasi (city and district), each with the same score 27,2 % of

respondents. The rest students stay at various locations like West Jakarta, North

Jakarta, South Jakarta, Central Jakarta, Depok, Tangerang and so on. Universitas

Muhammadiyah Prof. Dr. Hamka or Muhammadiyah University of Prof. Dr.

Hamka (generally abbreviated as UHAMKA University) is a private university

located in some areas at Jakarta City, and Faculty of Education located in East

Jakarta District, Especially at Kampung Rambutan, Kecamatan Ciracas, Tanah

[Type text]

84Merdeka Street. This place easily reached from Bekasi because there is a public toll highway. UHAMKA assumed as second choices for teacher's college education after State University of Jakarta because some of the department's accreditation is better than other similar colleges in the Greater Jakarta Area.

Table 4.8 Closure to family

No.	Staying places	Quantity
1	UHAMKA Dormitory	3
2	Homestay	27
3	Stay with family	51

From initial demographic data revealed that they help other students for various reasons as doing teacher's assignment together, help sick students, make donations, buy other friends who tried something as his/her side job, make wall's magazine together, service android phones, make a travelling, and make learning media instruments. Mutually they also helped with another friend in the community with the same activities and also helped by assistance to meet with lecturers, searching paper references, academic online task, school's observations, and submit the lecture's task to lecturers. This community academically helps each other to gain their study end. Demographic data also revealed that students are a homogenous group.

4.2. Social Capital Experiences of Students in the Community

Measuring students' experiences with social capital dimension at the community, researcher asks them to answer questions as below :

[Type text]

1. Did you feel that your classmates or your colleagues can be trusted?85 Explain it based on your opinion and your experiences?

2. Did you feel that teaching staffs and staffs can be trusted? Explain your answer based on your experiences?

3. Did you trust your classmates or colleagues in the community at emergency situation? Explain your answer based on your experiences.

4. Are you activist/previous activist in association (formal or informal) inside and or outside the university? If you are activist in association, write your answer in detail with your position in the organization.

5. Describe activities has been organized collaboratively with your community?

6. Did you have network resources that can be used to fulfil your need? Describe your answer with some proves?

7. Did you feel strong ties with other students in the same community?

8. Describe your opinion about characteristics of your community?

9. Did you feel direct benefit to being students' member of the community?

10. Did you use internet connection for daily activities? What were you doing with it? Explain your answer?

11. Generally how long did you spend your time to connect with internet world every day?

12. What is your opinion about web based social networks?

From the questions, researcher analyses and summarized about the impact of social capital on students' empowerment.

This research measures social capital from mutual trust, trust to other members of community, trust in the community at the emergency situation, their

86social activities in formal or informal organizations outside and inside the university, kinds of cooperation between peers, networks, community affiliation, recognizing community characteristics, and direct benefit of the community. As they lived in digital area, study also asked about their activities affiliated with internet wires. After deeply reviewed social capital in the community of educational institution, the researcher decided to use two dimensions of social capital in this research, social networks and trust. Social networks dimension included formal networks, informal networks, and network resources. Trusts scope were horizontal trust, vertical trust, trust in emergency situation, perceptions about the community memberships, and community values/characteristics, and also cyber networks activities.

4.2.1 Trusts

Trusts measured in this study are vertical trust, horizontal trust, emergency trust, norms of reciprocity, and also values of the community.

Trust stated as the main dimension of Social Capital from some references like Coleman (1988), Putnam (1993), Putnam et al. (1993), Snijder (1999) and Welsh & Pringle (2001). From the questionnaire and focus group discussion revealed that 55.5 % of respondents have strong mutual trust with other students. The respondents described some reasons that make them have strong mutual trust, some of it described as below:

Number	Strong trust causes by…	Mentioned by
1	Unity in same class from year one in the university.	AP, AD, AS
2	All students respect each other, so can solve any problem between them.	CO
3	Together in happiness and sadness	AJ, CX, CR, BR
4	My friends never told my secret when I told them, and give me how to solve it.	AN, AY, DA
5	Found that my friends all be honest to me and have high solidarity among friends.	BE
6	Found that most of my friends have good characters.	CA, CN
7	My friend help me when I did lecture's assignment	AN

Table 4.9 Strong trust in the community

Horizontal trust between community members was strong. They usually work together to do class assignment for group tasks. Close relationship during long time classes together make every one grow up together academically and individually. They develop their own character and create an environment for studying majors at UHAMKA University.

Table 4.10 Mutual Trust Degree in the community

No	The degree of trust in the community	Quantity (%)
1	Strongly trust	55.5
2	Middle trust to low trust	28.4
3	Didn't trust	11.11
4	No answer	4.94

[Type text]

88   28.4 % of the population rather trust the others or just trust some of them for some reasons like their pathetic experiences with the others in an occasion. They are not quite sure to trust the other students. One of the respondents, AH, told the researcher:

As time passed we know each other and do many things together for my last three years. I can trust all of my friends, so I often tell them my personal problems. They also trusted when our interaction involving money. AH

Another respondent reacts negatively when discuss about trust. She (AP) said that:

Just a little of my friend can be trusted, maybe because they study in this department without his/her own ambition. I am not sure if talk about trust with them. And when we did lecture's tasks collaboratively, they just copy the answer and behave passively in the group discussion session. May be they enter the Elementary School Teacher Education Department with the pressure from their parent, so they did not take it seriously. So they did not study hard, and not so sincerely gain experience from the people. AP.

11.1% of them did not trust their friend at all caused by some reasons. One of them did not trust her friends because they didn't keep the secret or the promise. The other said that their friends have different characteristics, childish, and egoism. Just a little number of students felt like this. To present an example of keep balancing is what talk, by AK was:

*I still didn't trust many friends, because one day I have experiences with trust.*89 *One reason is when I am near to fainted in the Trans Jakarta bus way, I know there was a classmates there. But he pretends to don't see me. I thing he is not a real friend who help each other. Friend always helps each other and support every one. AK.*

[Type text]

90   Table 4.11 Vertical Trust Degree in the community

No	Degree of trust to teaching staffs and staffs in the community	Quantity (%)
1	Strongly trust	43.2
2	Middle trust to low trust	28.4
3	Didn't trust	14.8
4	No answer	12.35

Staffs and Teaching staffs fully trusted by 43.2 % of participants and not fully trusted by 28.4% respondents. They openly tell the researcher that their experiences about trusting staff and teaching staffs quite limited. Other respondents did not trust their lecturers and staff based on their teaching and learning experiences also from their experiences to handle academic affair, their amount is 14,8% of the population. Here the trust was not with the members of the group, but with people around them.

Students give more trust of their group than to the others. It could happen because their group relatively homogenous. They are coming from the same ages, same culture, same aim, and same task.

Strong trust for staffs and teaching staffs come from BJ,

I trust staffs and teaching staffs in my department. I am sure that they are selected to work with students.BJ.

Middle trust can be stated from DB

Some I trust and some no trust. Some teaching staffs often came late to class and no present. They choose to do another job than their duty like in-service teacher training projects. They don't do their duty, I don't trust. If they do their duty, I trust them.

[Type text]

Lower trust can be showed from BY and AQ

Staffs often told us unclear information and their services unfriendly, BY and AQ

Table 4. 12 Trust in emergency situation in the community

No	Emergency situation Degree of trust	Quantity (%)
1	Highly trust	71.6
2	Low trust	12.35
3	Didn't trust	13.58
4	No answer	2.47

When faced emergency situations, most respondents fully trust their community colleagues with 71.6 %, lower trust perceived by 12.3 % of students, and 13.6% of them did not trust the others even in emergency situations. This could happen because of their past experience and their self-concept. When they trust community members at emergency situation, actually showed that they really trust and comfortable in the environment. It strengthens social capital existence.

Interpretation

Trust is an essential element of social capital. It can be horizontal and vertical direction. The level of trust between students in the community of Elementary School Teacher Education Department is relatively high. It showed that the social capital is a main element of community construction, they trust each other. The researcher observed that they are a homogenous group in

92accordance with ages, mostly females, same religion, and stay in the metropolitan city of Jakarta and surrounded areas.

According to Franke, trust is a main element of social capital. So, when community trust is high, the community social capital will be high. High social capital in the community tends to improve their capabilities and social change activities also their self-empowerment.

Trust distributed inside the classroom's members, because they gather as classmates since first semester of study period. Classroom activities are one of very important interaction facilities. More trusted student generally is selected as Chief of Classroom who responsible to the Head of Department and other class members. Sometimes there are some students cannot be trusted in the community. This existence make the trust not fully covered the classroom's climate. Trust also distributed at activities like: Department activities, New Student's Inauguration, Flag Ceremony, Scout Exercise, Sport Activities, Sport Competition, Gardening Activities, and Laboratory Activities.

Vertical trust of students in the community, which is distributed to lecturers, staff and management of the Department (Head and Secretary of Department) is not too high. Not more than 50% of respondents trusted their staff and lecturers. This happens because their interaction not so intense. Student's interaction with lecturers mostly happened in the class. Once a week interaction generally happens or less than it. When they (students) at year four, they have many experiences with lecturers and can summarize about the vertical trust with them. They can consider good lecturer and bad lecturer based on their self-perception.

[Type text]

Students rarely interacted with faculty staff. Faculty staffs manage student 93 affairs from all departments available. Students come to the office when they need something related to their study affair. It happens once a week, once in two weeks, or just twice in a semester when register for the new semester and takes examination result paper at the end of the semester.

Trust is main part of social capital that impacted students' empowerment as to support comfort zone of students and existing supportive friendship environment for individual development of each person. Generalized trust of the community is explaining social capital implementation.

4.2.2 Social Network

There are three types of social capital identified in a social network: bonding, bridging and linking. Lin (2001) argues, in line with Wellmans' work, that social networks rely on and develop through electronic medium.

Social capital can be distinguished into three major approaches. The micro-approach emphasizes the nature and forms of co-operative behavior; the macro approach focuses on the conditions for co-operation; and the mezzo-approach highlights structures that enables co-operation to take place (Franke, 2005). The meso-approach is geared toward the more instrumental value of social capital. It links the concept to the *potential of social networks* to produce resources such as information and support (Burt, 1984; Lin, 2001; Portes, 1998). This approach refers by World Bank as "structural social capital" (Grootaert and Van Bastelaer, 2001) because it looks at the structures that may be enable co-operation. Social Networks, the position of members within these networks, the type of interactions,

94and conditions in which they occur are all factors that determine the nature of resources and the way in which they are circulated.

Table 4.13 Participants association with organizations

No	Association with organizations	Quantity (%)
1	Actively associated	43
2	Did not associated	48

Research on social networks revealed that students have less attention to involve in organizations. Beside teaching and learning, the university also a place for human development programs by availability of organizations for students' activities based on their interest. When a researcher wants to know students social networks, one of the indicators is to observe about their activities within formal and informal organizations. 34 persons from 81 respondents were activist of formal/informal organizations and 37 persons of them did not do the same things or can be said that 42 % of respondents of this research have been involved in formal and informal organizations inside and outside the university, but more of them (58%) did not engage in the organization's activities at all.

Table 4.14 Students formal associations in the university

No	Association
1	Commissariat of Muhammadiyah Students Association of Faculty of Education (Ikatan Mahasiswa Muhammadiyah Komisariat FKIP)
2	Association of Elementary School Teacher Education Student (Himpunan Mahasiswa Pendidikan Guru Sekolah Dasar)
3	Student Executive Body (Badan Eksekutif Mahasiswa)

[Type text]

4	Student Consultative Assembly (Majelis Permusyawaratan Mahasiswa)
5	Martial Art Club of "Tapak Suci"
6	Scouting Club of "Hizbul Wathan"
7	UHAMKA Choir
8	Nature Explorers Students Association (Ikatan Mahasiswa Pecinta Alam)
9	English Club
10	Photography Club
11	Metronome Club (Music Activities Club)
12	Marching Band Club
13	Acting Club (Teater Hijrah)

Student organization activities are a place to train leadership and developing their communication and interaction capacities. Most of them did not actively engage with organizations for several reasons like:

Table 4.15 Why did not associate reasons

No	Reasons to do not associate with associations	Mentioned by
1	Their home far away from the university;	AB, AD, AP, BD, BE,
2	They want to focus on academic purposes;	AE, AI, AM, AV, BC, BM, BW, BZ
3	Unhealthy body/physically weak	AP. AS, BA
4	Uninterested with organized activities;	AV, BI, BJ, BL, BT
5	Free from association make them free to choice activities as he/she like	CR, CQ, CP, BT

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ICT based Social Networks

The researcher found from the field that students closely related to the cyber world. They often access the internet every day for some intentions. They open it to connect with internet based social network sites, open or read blogs or online news sites, searching for learning resources, or doing some business. It is quite popular among them to buy or sell something through internet facilities.

Development of information and Communication Technology make the students' social networks more wide especially by availability of internet wires. It aided by the competitive market of smart phones and telephone service providers. In Indonesia people familiar with popular Smartphone with open source based system. So, they can access internet by phone and do activities by internet information assistance. Now they have virtual friends and real friends. As they are can be classified as middle class members, they often use cellular phones for telecommunication purposes and another purpose. With the networks from a website based social networks, they can sell and buy goods and services, searching data for lecture's assignment, and interact with his/her virtual and or real friend through web based social networks. Now, they also can use chat application like kakao talk, line, bbm messenger, whatsapp, or wechat to interact with others.

This research also asked about how students take benefit from internet wires. They spend time daily to open websites. They do three kinds of activities: open web based social networks, searching for literatures for learning, and sale or buy something through online market networks.

[Type text]

Table 4.16 Time spent for browsing internet

No.	Time spent in a day generally	Quantity	Quantity (%)
1	1 – 3 hours	50	61.73
2	3 – 6 hours	16	19.75
3	6 – 12 hours	6	7.41
4	Uncertain	9	11.11

My respondents spend various times to open websites, most people open websites daily, range from one hour and half until four hours. They open websites by using their cell phones or laptops/tablets. Utilize the wireless network around the university. When they need urgent data, they also can go to" warung internet" (internet connection rental providers) to rent computers to download or collects any data or documents for their learning activities.

Table 4.17 Positive benefits from internet.

No	Benefit	Mentioned by
1	Communication tools with families/friends in remote areas, as complement for face to face interaction	AA, AD, AG, AH, AJ, AM, AN, AP, BF, BI, BL, BP, CA, CC, CP, CR, CY, and DB.
2	Make social interaction wider	AB, AR, AS, and AT,
3	To know about recent information, issues, technology, of elementary level of education system	AB, AC, and AT
4	Learn about recent invention of	CW

	learning media;	
5	As an easy link to send lecture's assignment	AR
6	Media for widening communication and connection	CL. CX
7	Open broad opportunities for profit oriented business;	AQ, BD, BK, BQ, BZ, CA, CH, CI, CO, CS.
8	Resources for learning to adapt with strangers	AQ
9	Learning resources, because we can find many resources about the sciences, almost unlimited data	AA, AE, AF, AI, AK, AL, AN, AO, AR, AV, AW, AZ, BA, BB, BD, BE, BF, BI, BJ, BL, BM, BO, BP,BQ, BU, BV, CA, CC, CD, CE, CH, CN, CR, CY, CZ.

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From above table I conclude that most of students familiar with internet. They used it mostly for social interaction and for learning resources. From the internet they can browse some papers for their lecture's assignments. Read some resources from Wikipedia, blogs, or other sites to enrich their understanding about lecture's subject.

Collaborative action in the community

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Social networking can be a base for students' cooperation. For academic 99 purposes, students often cooperate to gain the best academic assessment results. This is the condition where social network occurs generally. Most students praised academic concern during their time of study.

Students' cooperation can be described by activities as describe by Table 18

Table 4.18 Collaborative actions in the community

No	Cooperation activities	Mentioned by
1	Doing group assignment together by dividing tasks to all members	AA, AB, AC, AD, AE, AF, AG, AJ, AK, AY, BD, BJ, and BH.
2	Discussion about subject matters and general terms;	AI, AM, AN, AO, AV, AZ, AX, BF, CB, and CF
3	Cooperation to arrange the group's rules;	AL
4	Solving problems inside and outside the classes;	AH
5	Cooperate to make learning media;	AR, CD
6	Arrange collective activities outside the campus like have a lunch together or watch movie together or arrange hang out activities;	BI, BJ
7	Share job vacancy information;	BZ
8	Share instruction strategies;	BC, BG
9	Do social activities with the society;	BD, CL

10	Mutual enforcement by motivating each other;	BE
11	Mutual help in accordance with financial, academic, learning and others;	AS, AV
12	To cooperate by learning together for academic purposes, spiritual purposes or organizational purposes.	AN, AO, AP, AQ, AT, BK

Interpretation

Social networks are a second important dimension of social capital researched by experts of social capital. Availability of social networks often related with informal and formal organization or association. Institutional view of social capital from Woolcock and Narayan (2000) stated that: the vitality of community networks and civil society is largely a product of the politic, legal, and institutional environment. Social networks in the community of Elementary School Teacher Education Department are part of a larger community at faculty level, university level, and general society of the Jakarta metropolitan city.

Beside it, social networks at the community of Elementary School Teacher Education Department also influenced by the values from families, neighborhoods, religious understanding, traditional cultures, global popular cultures, or ethnicities.

Popular culture impacted the life of students by internet, television and other101 media as the medium of its culture.

Network Resources

From 81 respondents only 36 % of them felt that they have network resources. More of them did not realize the resources among them by 43 % and 21 % of them did not answer the question. The researcher assumed that some students did not understand the concept of network resources. Even 42% of them affiliated with organizations inside and out of the department.

Table 4.19 Perception about network resources

No	Network resources perception	Quantity (%)
1	Have many network resources	36
2	Have medium network resources	43
3	Less network resources	21

Traditionally students have network resources from their families, neighborhoods, classmates, friends from the same schools, or same universities, classmates, and others. Now we can add web based social networks as one of network resources. Many students use it to interact with close and far friends. As the community, students of Elementary School Teacher Education will always interact with their colleague students from Early Childhood Teacher Education Department, Guidance and Counselling Teacher Education Department, and so on.

Wider perspectives from World Bank list key resources of social capital as: families, civil society, communities, public sector, firms, ethnicity, and gender (Kearns and Kearns, 2004). Network resources affiliated with the concept of

102bonding, bridging, and linking. From the field researcher can conclude that "bonding" type of social capital among students is strong. Bonding is horizontal ties, among equals within a community as stated by Halpern et al (2002). They sit in the same classes for three or four years, and face same lecturers and same learning strategies. They also share same experiences during learning time in the community. The classmate members' mostly female students, so the female characteristics tie the members as a unitary group. Students live in the same or adjacent communities. Homogeneous grouping makes the bonding stronger than heterogeneous ones. Student bonding added their previous bonding with families and/or their ethnic groups.

Their network can be classified as closed networks because someone very difficult to enter the networks as a new member of this group which social relations exist between and among all parties. This closure is important for the existence of effective norms and the trustworthiness of social structures as stated by Coleman (1988).

Students' bridging is vertical between communities (Dolfsma and Danreuther, 2003; Narayan, 2002; Narayan and Pritchett, 1999). It's closely related to thin trust, as opposed to the bonding (splitting) social capital of thick trust (Anheir and Kendall, 2002). Community bridging always happen because they live together at the same places with students from different departments. Student Association of Elementary School Teacher Education Department is a part of the Student Association of Faculty of Education. Student Association of Faculty of Education is a part of the Student Association of Universitas Muhammadiyah Prof. Dr. Hamka. Structurally they organized as one structure of

[Type text]

formal organization, and informally they can make friends with many people103 from different department and outside the university.

Student in this community also can make bridging social capital with another people in relation with their learning subject. They make connections with schools, teachers, headmasters, private schools owners, and others. These connections are important to ease their learning activities and strengthen their self-identification as future teachers.

Student's linking is relations between students with different social strata where power, social stations, and wealth are accessed by different groups. When they have many "bridging" and "bonding" with others, their opportunities to make a 'linking' will be higher.

Interpretation

Students' network resources come from family, neighbors, friends, and what they watch, listen, do, and like. These days we know internet as new network resources which can open new windows for students. The windows used for the sciences, effective, cognitive, entertainment, interaction, learning, and so on. Their capability to as internet user can be categorized as good at it. But they didn't so aware about ethics for internet users. They use it just for individual purposes as to download songs, movies, and learning resources from blogs and other sites.

Inside network resources there are values and norms that will affect individual characteristics. Family still the main resources for shaping individual characteristics, after that they will be affected by others as teachers, peers, and communal values.

104   When communal values bad, it will affect the development of social norms and life values of students as community members. As cited from Erickson (2002): social capital in the sense that it produces desired outcomes, not also can be a liability in the sense that it produced unwanted results. Students possessed negative and negative attitudes toward community environment. These attitudes created from the inside or outside community.

Inside social networks there are values and norms that will influence students. It is necessary to provide positive norms and values in the network resources. So it doesn't influence them to be bad teachers as they educated from bad environments.

Self-identification as a Group Member

Student affiliation with community quite strong, counted more than half of them (67.9%). They can describe their community with unique characteristics. Some characterized their community with negative values and the other with positive one. Student activist view the community more positively than passive students who just attending classes and go home. Meanwhile, 11.11% of them just felt loose ties to the community and 20.99% of them didn't feel any connection with the community of Elementary School Teacher Education Department's community.

Table 4.20 Self-identification as community member

No	Self-identification degree as community member	Quantity (%)
1	Strong affiliation	67.9

[Type text]

| 2 | Middle affiliation | 11.11 | 105 |
| 3 | Less affiliation and did not feel any affiliation within the others as community members | 20.99 | |

Strong ties can be described by one of the students AY as below:

Yes I felt that I affiliated with a community of students of Elementary School Teacher Education Department. For the first time I want to study in this department. When I gather with the community of students, I felt a strong desire to share knowledge with the others. I felt happy as part of the community and can share my experiences with them. AY.

Weak ties can be described as stated by BM, one of the students below:

No, I didn't feel affiliation with the community, because they are selfish and didn't like togetherness". BM.

The student felt the direct benefit of the community by 76.54%, the community senses unite the student in one common goal for success academically in their program. Meanwhile 11.11% felt less direct benefit of the community and 12.35% of them didn't feel the direct benefit of the community.

Table 4.21 Self-benefit as a community member

No	Self-benefit as a community member	Quantity (%)
1	Direct benefit of the community	76.54
2	Little direct benefit	11.11
3	No feel direct benefit of the community	12.35

Strongest benefit stated by one of the participants, coded as AM :

[Type text]

106Of course I found benefit from the community. I surely believe that many communities inside and outside the campus are related each other's and give positive feedback for students as members of the community. AM.

The student felt the direct benefit of the community by 76.5%, the community senses unite the student in one common goal for success academically in their program. There is a strong affiliation of students with the community they belong to. The learning places for student here now are wider than before. Last time they often use the library as a place to do lectures' assignment. Now they do it everywhere, where ever there is a wireless fidelity access, they can sit together to search subject material from the internet and discuss it. The university provides a wireless area to cover many places.

Interpretation

Feeling as community members give students positive feedback. They feel and act mutual reciprocity in the community. They attend lectures together, take a lunch together and sometimes do lectures' assignment together. It makes them feel as one group. They connected with the same purposes and same cultures. Technology affects their interaction as Smartphones technology not too expensive for students as they categorized as part of the middle class of the population. Internet based social networks and Smartphones technology open new ways of interaction between students in the community.

Students as part of global society they connected and shared with people all over the world while they connect and shared their real life with closer

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community, a community of students engaged in the same Department. They107 engaged in the same community, but maybe they have many other activities through internet sites as new social networks. It can stimulate their empowerment practices. Within the internet they can follow clubs, organizations, and others that enhance their competencies.

4.3. Empowerment Experiences of Students in the Community

Empowerment experiences of students inquired by some questions proposed by the researcher:

1. Explain about your opinion about your self-efficacy?

2. Describe your skills or capabilities that you like or able to do?

3. How do you develop your skills/capabilities in your community?

4. Do you have a self-control concept? How do you control yourself in the community?

5. Do you often conscious about yourself? Is your self-consciousness driving your activities in the community?

6. Describe about your self-help concept, explain it by examples in your daily activities?

7. How do you feel about students' community life?

Student's empowerment related to their scores on social capital. From the questionnaire and focus group discussion revealed their self-efficacies. They can be categorized as early adulthood, some of them not so confident with their capabilities. They still need another hand to guide their way. Some of them believe on their competencies on learning capacities, they're struggling to study

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108hard, public speaking, writing, information processing, teaching, cooking, entrepreneurship, sports, managing self, the computer's hardware and software, and interpersonal communication.

4.3.1 Self-control

Empowerment can be defined as the ways to gain ability to control and maximizing quality of life (Adam, 2003). How the ways to control the life individually was varied between the participants. This can affect decision making processes and enable them to construct and to define themselves and to construct their identities.

Self-control is the ability to control one's emotions, behavior, and desires in order to obtain some reward, or avoid some punishment. Presumably, some (smaller) reward or punishment is operating in the short term which precludes, or reduces, the later reward or punishment. In psychology it is sometimes called self-regulation. When someone' self-control strong, so he/she can empower better. When the students' ability to control their selves high, so they assumed can be more empowered.

Table 4.22 Self-control capabilities of participants

No	Self-control degree	Quantity (%)
1	Strong	59
2	Medium	21
3	Weak	20

My research questionnaires asked about their capabilities about self-control. Their answers can be categorized into three parts: can strongly control her/his self

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(48 students/59%); milder capacities to self-control (18 students/21%), and 109 lack of self-control (17 person/20%). Data revealed that community member's self-control quite strong. They can control emotions, behavior, and desires in their social interaction.

Student's self-control described by:

- Their capability to select friends;

- Adaptation and understanding capabilities with new environment;

- Be patient at every condition;

- Self-control by self-talking (in the mind); and

- Self-control by good management of self-financial matters.

Capability of self-control is a part of empowerment. When someone can easily control his/her self, he/she will be easy to direct his/her development as he/she wishes. Self-control is contrary of powerlessness. Rappaport stated "by empowerment I mean our aim should be to enhance possibilities for people to control their own lives".

Rappaport's (1987) concept of empowerment as:, "conveys both a psychological sense of personal control or influence and a concern with actual social influence, political power and legal rights" (p.121). In this sense, empowerment can exist at three levels: at the personal level, where empowerment is the experience of gaining increasing control and influence in daily life and community participation (Keiffer, 1984); at the small group level, where empowerment involves the shared experience, analysis, and influence of groups on their own efforts (Presby, Wandersman, Florin, Rich, & Chavis, 1990); and at the community level, where empowerment revolves around the utilization of

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110resources and strategies to enhance community control (Labonte, 1989). As this research investigate at individual level. Research portrayed students' experiences to gain and enhance self-control and how it influences their daily life and participation level in the community.

Chavis and Wandersman (1990) also found that individuals may develop a sense of control even if they do not perceive group power to change over time. That means that an empowering organization cannot be really empowering organization. Empowerment can happen from un-empowering organization. Empowerment cannot be separated with ecological and cultural influences (Zimmerman, 1990). Individual empowerment will be related to the environment and culture around. When someone can control, he/she will able to make a decision.

4.3.2 Self-Efficacy

Students develop their competencies with activities like following a group for hobbies, make a blog online, teach it to students with lower grade, make contacts with foreigners on the web, discuss everything with friends, speak more in front of friends, practice and other similar activities intended to develop their capabilities.

Self-efficacy is the measure of the belief in one's own ability to complete tasks and reach goals (Ormrod, 2006). Self-efficacy as a dimension of empowerment asked to measure the internal side of students in the community. The researcher asked the students about how they can accomplish their tasks by asking: How is your opinion about your self-capability?

Table 4.23. Self-efficacy of empowerment degree

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No	Self-efficacy degree	Quantity
1	Strong self-efficacy	37
2	Middle self-efficacy	40
3	Not sure	4

Students respond to this question varied. Their answer can be classified as below: some students still not sure about their self-capacity (4 students); some confidently showed their capacities and described their related activities (40 students) ; and last group strongly stressed their capacities (37 students). When the students answer firmly about their belief about their capacities, according to Bandura, are more likely to view the difficult task as something to be mastered rather than something to be avoided.

Students doubtless about their capacity to accomplish the tasks, describe something that can be solved as below:

• Self-confidence for learning activities

• Academic capability

• Strong will to learn new things

• Capability of Public Speaking

• Writing Capability

• Information processing capability

• Teaching capability

• Cooking capability

• Entrepreneurship capability

[Type text]

112 • Rhetoric capability and social relation

• Sport capability

• Managing-self capability

• Computer and software application capability

• Interaction capability

Some students not so sure about their self-capabilities and feel that they must work hard to significantly improved their competencies. They felt about their weakness and the needs of assistance or guidance from third partite. This could be happen because they are at the phase of early adulthood. They still unconfident, unstable emotion, and hard to find self-identity. They still dig their real hidden potencies. So, there is the responsibility from staffs to encourage students to perform their self-identity, and to transform as teacher candidate. One of respondents with strong self-efficacy, AB, described:

I am very confidence. When examination time, I late for 30 minutes. But I can pass the exam on time because I believe with myself. AB.

Lack of self-efficacy when solving problem can be described by BJ:

Sometimes I am not confidence with myself and my self-capability. I prefer to write than to speak out my arguments. I express more about my minds by writings, but I feel that I stil lack in writing. BJ.

How they improve their capabilities? Students with higher113 empowerment do their best to improve their capabilities. Some can be described here as a result from my questionnaires.

Table 4.24 How students develop their interests, talents, skills, and capabilities

No	Talents & Interests	Mentioned by
1	Singing, improved by following student choirs group.	AA, and BS.
2	Writing, improved by arranging a web blog	AB, and BJ.
3	Cooking, improved by teaching kids how to cook and learn from Mam	BR, and CD.
4	Dancing, developed it by exercising, learning within a club, and searching new information and experiences about dance	BE, BX, CA, and CB.
5	Interacting with people, attempted to know different characters of people.	BT,
6	Rhetoric/public speaking, improved by exercising to speak in front of many audiences	BN, BP, BQ, BU, CJ, and CK.
7	Drawing, improved by continuously exercising	BI, BJ, and CR
	Art skills like playing music as flute, ukulele, "kentrung", guitar etc, improved by joining club and exercising every day	BK, BV, CI, CL, and CP

8	Foreign language, improved by making English conversation with my uncle, my brother, and some of my friends	CH, and CO
9	Writing poetry, improved by writes a lot of poetry and takes part in poetry contest also writes it in diaries	BF, and BL
10	Learning multimedia application. Developed by strengthening creativity in making learning media	CM, CO, and CY
11	Speaking skills, improved by always read books, magazines and involved in discussion	BH, CA, CN,CX, CZ, and DA.
12	Sport, Pencak silat and other martial art skills, improved by a lot of exercises.	BM, CA, CG, and DB
13	Recite the Holy Qur'an, improved by practices and practices	CT
14	Entrepreneurship, improved by make a business	DC

Interpretation

Self-efficacy is a self confidence to gain targeted aim. When self-efficacy at collective level, it could be element of social capital. So that, self-efficacy development related with social capital concept. When students stay at supportive environment for grooming their potencies, their self-efficacy will be high, as

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result they will be more empowered and achieve great achievement that115 related with their potencies. Many students confidently develop their interests and talents in the community to create their qualified human capital of teacher. Teacher with special talents and interests will be more accepted by students and schools because they can motivate students to empower their selves.

As teacher candidate, students must learn more about self-efficacy, because it is one of good characters of teacher as stated from Arif: Teacher self-efficacy is a powerful predictor of decision making, influencing school resources, developing disciplines in classrooms management, getting parents to become involved in school activities and helping their kids, making his community involved in working with schools, and creating positive school climate (Sarıçoban, 2013). Bandura also believes that: "students teachers who visualize success scenarios when confronted with challenging instances in their teaching, also project a greater sense of optimism in their belief that they can generate plausible and effective solutions. Low self-efficacious student teachers are more likely to visualize failure scenarios and their performance is impaired by their focus on what went wrong, or will go wrong.

Teacher self-efficacy is the belief that one is capable of exercising personal control over one's behaviour, thinking, and emotions. Effective teacher believe that they can make a difference in children's lives, and they teach in ways that demonstrate this belief. What teachers' believe about their capability is a strong predictor of teacher effectiveness (Gibb, 2003). Trentham, Silver, and Brogdon (1985) believe that people with strong self-efficacy are more satisfied with their job and demonstrate more commitment.

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116   Short (1994a) described self-efficacy refers to teachers' perception that they are equipped with the skills and ability to help student learn, and are competent to develop curricula for students.

Self-efficacy is people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes (Bandura, 1994:71).

4.3.3 Another indicators of empowerment: self-awareness and self-help
Self-awareness

Self-awareness is a part of self-empowerment. When someone has a power to influence the events or the others, they must consciously know the actions they did to get greater power and resources. Self-consciousness of the participants was good. Many of them realize about their self-concept and what they want to do. It indicates that they are mature students. BN, a student live at Parung, Bogor stated:

I have self-consciousness, even sometimes I feel lazy. I divide my time schedule for sleeping, assist the parent to clean the house, teach, pray, eat, attend lecturer's classes, eat, and student's association meeting. All orderly organized by myself consciously. Make me know what will I do at that day. BN.

Self-awareness provides the time for teacher candidate to have opportunities to think about his/her daily routines and the values intended in his/her condition.

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Self-awareness of participants manifest in different applications. Some117 students still didn't very aware about their aim.

Sometimes I make schedules of my activities, but often obey it. Just follow what I want to do, follow my heart. AV.

Self-awareness make student reflect and evaluate the potencies in his self. As stated from a student, CO, from Mathematic Teacher Education Program.

I prefer to be independence tutorial teacher, because I am aware that I tend to be free man, hard to be tied with professional duties and responsibilities. Even the salary in tutorial teacher club is better. I prefer this way because I like comfortable work, as a way to sincerity in teaching, CO.

Self-awareness of teacher is very important because students not only need to be taught, as told by Schon.

"Students cannot be taught what they need to know, but they can be coached: they have to see on their own behalf and in their own way the relations between means and methods employed and results achieved. Nobody else can see for them, and they can't see just by being 'told', although the right kind of telling may guide their seeing and thus help them see what they need to see"
(Schon 1987:17).

So, teacher candidate must aware what they do to instruct students. They must prepare to reflect their activities in accordance with educational goals. Most of participants were aware about their duty and responsibility as students and teacher candidates.

118Self-dependence

Self-dependence or self-help in the community was owned by participants by varied degree. Respondents stayed outside the family were dominant group (57 persons), just a few of them stay outside the parent's home or dormitory (27 and 3 persons). Facts from the field showed that self-dependence characteristics of students quite high. To take an examples researcher quoted two participants statements, BR and AV.

Previously I was a close in feeling girl in my family, but now I stay out from my parent and make effort to be self-dependence girl. With self-dependence I think I can always believe in my capabilities and skills. BR.

In my opinion, I have self-help character. For example I registered to the university by myself, although administration fees helped by my parent. In parent home I prepare my own needs, without asks help from others. AV.

Self-dependence as self-empowerment aspect previously cited by Hopson and Scally (1981) that it could be a process by which one takes greater charge of oneself and one's life. Empowered persons will rely on their selves to act and have great connections. When they did self-help, participants consider causes and effects of their behaviours and actions. Social life interaction in higher education was different with high schools' one.

4.3.4 Community Value Characteristics

Students live together for three years and more in same community, and then experienced same experiences as they have similar curriculum and knowing same staffs and teaching staffs. From the questionnaires answers, I summarized their assumptions about community life characteristics of Elementary School Teacher Education Department. It could be categorized to two sides, positive, neutral and negative characters.

Researcher asked the participants to describe their opinion about their community life as the ways to investigate the value system inherent inside the community. Then the answers summarized like at table

They labelled their community with positive, negative or neutral characteristics. Most of them see positive sides of their community life, friends, friendships and their togetherness.

Table 4.25 Characteristics of the community life

Positive Characters	Neutral and Negative characters
• high creativity	• always jokes/funny/childish
• share work	• little arrogant
• mutual assist	• sluggard/lazy person
• develop learning media innovatively	• noisy
• cheerful	• consumptive/hedonist
• humourist	• lack of discipline
• well-mannered speakers	• dependence to others
• actively involved in community	• divide into cliques
• powerful, motherhood, fatherhood	• unordered group
• diligent, industrious	• tend to dominate others
• responsible	• hyperbole
• be autonomous	• carping
• discipline in order	• flirtatious
• neat	• attention seeker

- high tolerant
- patient
- charitable
- can be trusted
- audacious
- honest
- kinship
- low profile
- persevering
- seriously study
- high self-convincing
- friendly and easy to smile
- teacher-minded
- open mind
- criticism mind
- firm
- gentle
- loyal person/faithful
- realistic
- respect the environment
- care about friends
- empathy
- religious

- metro sexual styles
- apathetic and pragmatic

4.3.5 Teaching staffs Interviews

Interview with TS1, a teaching staff at the university summarized as below:

Students' self-empowerment can be seen when they are at third year study or above. Many of them actively involved with student's association and followed trainings, seminars, and other scientific forums. There are good trusts among them, little conflict; they form learning groups with dynamics associational lives. Social networks are good. They can enter and actively involved in some social communities.

Their visible characteristics of elementary school teacher education121 department are they actively involved in 1) students' association; 2) scouts association, and; 3) associations for dancing, music, and fine arts.

This teaching staff, TS1, beside teach them, he also an academic advisory lecturer. So, he interacts intensely with students of elementary school teacher education, especially under his advisory authority. Structurally know about students' attitudes, norms, and values related with social capital and empowerment concepts. From his point of views there were positive characteristics of students of teacher education program.

Other interviews with TS2, a teaching staff that teach social studies for students, summarized as below:

Students' social capital quite good and they facilitate their social needs; some of them actively involved in formal students association, talents and interests clubs, and some interested in philanthropic associations like Korps Sukarelawan Remaja (Teens Volunteer Corps), Hijabers Community (community of students interested in new styles of hijab/veil), Indonesian Red Cross and so on.

Internet based social networks being their supporting facility for interaction needs wherever and whenever. Sometime I saw that they more often to communicate through social networks website than direct contact. They used to use grouping features of social networks website to coordinate about lecture's assignment, sharing facilities, and others.

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122*Their characteristics showed that they are appropriate to be future teachers. Academically they more interested with pedagogical sciences applications than soft sciences skills. Their characteristics set as teacher characters. One critical point generally appointed for elementary school teacher education students are they tend to express their selves as practitioners, not an expert (science developer). This could be seen from their minimal capability to cognitively rationale something. They have skills without enough rationale capacity. The impact was they were very transactional in their study and tend to select ready to use paradigm. They are lazy to develop and seek science development, and do it as for the sake of teacher/learning objectives.*

The second lecturer was a social studies and civic lecturer. He knows deeply about students' activity because he was graduated from this university and formerly activist of Muhammadiyah Student Association in this university. He often talked with students' movement activists and actively involved in student association agendas. He can described students capacities in organizational activities inside the campus and how their lower point to improve their self-empowerment. From his view many students just ready to be a teacher, just an ordinary teacher, they did not empowered their potencies, their skills and talents, and they did not comprehensively use their social capital. From here researcher viewed that TS2 saw social capital exist and backed by their web based social networks but their cognitive skills to develop sciences were limited. They practically more prepared to be user of theories of teaching and learning.

4.4. Social Capital Impact on Students' Empowerment

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4.4.1 Social Networks Impact on Self Efficacy   123

When students in the community have dense social networks, their self-efficacy will be high because they have a lot of resources for enhancing their potencies. Students' cognitive, affective, and psych motoric dense. From the case of elementary school teacher education students, they involved with formal associations inside the university (more than half of them), and actively use web based social networks application to make formal and informal connection with their recent and previous groups.

Social network dimension of social capital highly impacted their self-efficacy because in the community found many networks facilitated to support academic goals of being elementary school teacher. So, there are choices them to actively involved in various associations or activities, that can upgrade their capacities and also their self-efficacy.

Elementary School Teacher in Indonesia must teach almost all lessons in the class. So, Elementary School Teacher Education Department curriculum taught five main lessons in elementary school, and extra curriculum activities like art and crafting, scout, physical sport training, flag inauguration and locally based contents.

Faculty and department had institutional networks with schools around Greater Jakarta. They also provide with trainers for physical sports, art and crafting teachers, and scouting, to preparing students with complete competencies as professional teachers.

4.4.2 Social Network of Social Capital Impact on Self Control

When students in the community have dense social networks, their self-control will be enhanced because they can choose more interested activities that they can follow. And they will be interacting with various characters of persons

Social network dimension of social capital highly impacted self-control because they forced to be more mature, more prepared to be elementary school teachers. They now about their potencies and control their selves to choose activities based on their interests and talents.

Data revealed that many students stay far from the family, close to the university. They want to study hard and pass all of the examinations to be elementary school teachers. They learn about self-help and manage their limited financial resources to survive. When they interact with social networks in the community, they learn many lessons from the peers, and persons around them. When they choose good persons as friends, probably they entered a good community and improved their self-control.

4.4.3 Trusts Impact on Self -Efficacy

When social capital norms and trust available in the community, their self-efficacy will be high because they felt comfortable in the community and their activities will be supported. Positive norms and dense trust (many people can be trusted horizontally) can increase students' empowerment.

Trust dimension of social capital highly impacted to self-efficacy,125 because the students feel safe; feel at home with homogenous environment, so they can explore their interests and talents to create their human capital. When there were many people and institutions can be trusted, self-efficacy changed to be collective efficacy. Those will automatically push empowerment processes as told by Perkins and Long (2000). They stated that one main aspects of social capital at individual level was collective efficacy.

Students' trust in the community tends to be high. They also have strong self-confidence to solve study's problems and reach measured learning targets. Self-efficacy backed by their capabilities to cooperate and collaborate. For example they were together to do lectures' assignment, scout's exercising, dancing exercising, flag raising ceremony tasks, and others. Meanwhile there also fair competition to gain higher academic ranking, but cooperation model to help each other in campus' activities was prominent action of the community. Field data showed that 40 participants owned medium self-efficacy, and 37 of them owned higher self-efficacy. Supported aspect to this condition was the input selection. Elementary school teacher education program at that time still a rare program to product teachers of elementary schools. Students selected from hundreds candidate by written and oral tests.

4.4.4 Trust of Social Capital Impact on Self-Control

When social capital norm and trust is high in the community, possibility to trust will be high because the external factor will support their internal potencies. When students respect all the positive norms and values in the community, they

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126will Trust dimension of social capital highly impacted self-control because the environment supports them and make them comfortable.

From above description, researcher summarised some points:

Social capital tied in the community environment, that will be unseparated parts of teaching and learning processes, event at andragogy learning level. Empowerment is an important factor for transformative education process. Empowerment is important for recent and next education institution as the world changing fast.

Social capital impact on students' empowerment at the community of Elementary School Teacher Education Department summarised as below:

• Trust dimension of social capital highly impacted to self-efficacy and self-control of students. With it they felt secure, comfortable and supported to develop their potencies in the community.

• Social network dimension of social capital highly impacted their self-efficacy and self-control as students facilitated with various activities which correlated with their interests and talents.

4.5 Summary

In this chapter, I presented the findings of the study. These findings are based primarily on analysis of coded questionnaires answer transcripts, and are supported by reviewed documents and observations during the course of the study. Findings were discussed in three parts that correspond with the major themes that emerged from the data. Data in the first section focused on students' perceptions of and experiences with social capital in the community. In the area of data collection, participants described (a) how did trust experienced by students in the

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community, (b) how did social networks experienced by students. The last part127 is my conclusion about research findings.

The second section focused on empowerment in the community. Participants describe about (a) their self-control, and (b) self-efficacy. Last section described about the social capital impact on students' self-empowerment. To that end, Chapter 5 discusses the themes that emerged from this study, and recommends future practice and research.

128CHAPTER 5: DISCUSSION, RECOMMENDATIONS AND CONCLUSION

The purpose of this study is to investigate the social capital impact on students' empowerment. Research was conducted through observations, questionnaires, focus group discussion with 81 students of Teacher Education Program, and through interviews with one teaching staff in this program. This chapter reviews, analyses, and discusses (in light of relevant literatures) the findings of this study. This chapter also outlines the implications of the findings for program administrators, and illustrates potential empowerment for students of the teacher education program in the school setting. This chapter concludes with suggestions for further research.

5.1 Discussion

Three fundamental questions framed this research:

1) How do social capital experiences of students in the community?

2) How do empowerment experiences of students in the community?

3) How does social capital impact on students' self-empowerment in the community?

The research questions were answered by themes that emerged from questionnaire data, and were reported in chapter 4.

5.1.1 Theme 1: Social Capital Experiences of Students in the Community

Trust Experiences

Students experience with the trusting community in the community of

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Elementary School Teacher Education Department. They trust their classmates 129 and their same department's colleague. This trust is also strong when they need to help for emergency reasons. Just a few of them did not trust other community members at all.

The researcher observed that they are a homogenous group in accordance with ages, mostly females, same religion, and stay in the metropolitan city of Jakarta and surrounded areas.

Trust distributed inside the classroom's members, because they gather as classmates since first semester of study period. Classroom activities are one of very important interaction facilities. More trusted student generally is selected as Chief of Classroom who responsible to the Head of Department and other class members. Sometimes there are some students cannot be trusted in the community. This existence make the trust not fully covered the classroom's climate. Trust also distributed at activities like: Department activities, New Student's Inauguration, Flag Ceremony, Scout Exercise, Sport Activities, Sport Competition, Gardening Activities, and Laboratory Activities.

Vertical trust of students in the community, which is distributed to lecturers, staff and management of the Department (Head and Secretary of Department) is not too high. Not more than 50% of respondents trusted their staff and lecturers. This happens because their interaction not so intense. Student's interaction with lecturers mostly happened in the class. Once a week interaction generally happens or less than it. When they (students) at year four, they have many experiences with lecturers and can summarize about the vertical trust with them. They can consider good lecturer and bad lecturer based on their self-perception.

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130   Students rarely interacted with faculty staff. Faculty staffs manage student affairs from all departments available. Students come to the office when they need something related to their study affair. It happens once a week, once in two weeks, or just twice in a semester when register for the new semester and takes examination result paper at the end of the semester.

Trust is main part of social capital that impacted students' empowerment as to support comfort zone of students and existing supportive friendship environment for individual development of each person. Generalized trust of the community is explaining social capital implementation.

Social Networks Experiences

Social networks are a second important dimension of social capital researched by experts of social capital. Availability of social networks often related with informal and formal organization or association. Institutional view of social capital from Woolcock and Narayan (2000) stated that: the vitality of community networks and civil society is largely a product of the politic, legal, and institutional environment. Social networks in the community of Elementary School Teacher Education Department are part of a larger community at faculty level, university level, and general society of the Jakarta metropolitan city.

Beside it, social networks at the community of Elementary School Teacher Education Department also influenced by the values of families, neighborhoods, religious understanding, traditional cultures, global popular cultures, or ethnicities. Popular culture impacted the life of students by internet, television and other media as the medium of its culture.

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Elementary School Teacher Education Department has more various131 activities than other departments because an elementary school teacher in Indonesia must capable to teach at least five lessons: Mathematics, Indonesian Language, Natural Science, Social Science, and Civics. There are academic and non-academic activities that included in the curriculum that must be followed by students. They taught how to teach sports, arts and handicraft, flag ceremony, and scouting exercises.

Students' network resources come from family, neighbors, friends, and what they watch, listen, do, and like. These days we know internet as new network resources which can open new windows for students. The windows used in the sciences, effective, cognitive, entertainment, interaction, learning, and so on. Their capability to as internet user can be categorized as good at it. But they didn't so aware about ethics for internet users. They use it just for individual purposes as to download songs, movies, and learning resources from blogs and other sites.

Inside network resources there are values and norms that will affect individual characteristics. Family still the main resources for shaping individual characteristics, after that they will be affected by others as teachers, peers, and communal values.

When communal values bad, it will affect the development of social norms and life values of students as community members. As cited from Erickson (2002): social capital in the sense that it produces desired outcomes, not also can be a liability in the sense that it produced unwanted results. Students possessed negative and negative attitudes toward community environment. These attitudes created from the inside or outside community.

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132**5.1.2 Theme 2: Empowerment Experiences of students in the community**

A community of students can be a comfortable place for growing self-empowerment. Students live together in the community, about half of them experiences with empowerment dimensions like self-efficacy, self-control, self-awareness, and self-reliance. There are many sources of power, Galbraith (1983) detailed as personality, property/wealth, and influential organizations. Community of Elementary School Teacher Education Department provides a role as influential organization that encourages student empowerment.

A community of students academically competitive, as they very serious do their best to be as a teacher candidate. They also have strong effort to develop their capacities in some areas they like. Students do homework collaboratively as requested by lecturers since the first year of study. They help each other for academic and non-academic matters. Participants in this study had wide ranges of activities related to self-empowerment personally.

Self-control

Self-control is the ability to control one's emotions, behavior, and desires in order to obtain some reward, or avoid some punishment. Presumably, some (smaller) reward or punishment is operating in the short term which precludes, or reduces, the later reward or punishment. In psychology it is sometimes called self-regulation. When someone' self-control strong, so he/she can empower better. When the students' ability to control their selves high, so they assumed can be more empowered. Community members as participants, many of them have self-control as future teacher candidate. They educated to be teacher from academic

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curriculum resources and environmental activities.   133

Capability of self-control is a part of empowerment. When someone can easily hold his/her self, he/she will be easy to direct his/her development as he/she wishes. Self-control is contrary of powerlessness. Rappaport stated "by empowerment I mean our aim should be to enhance possibilities for people to control their own lives". Beside developing their academic competencies, they also develop their interests and talents.

Self-Efficacy

Students develop their competencies with activities like following a group for hobbies, make a blog online, teach it to students with lower grade, make contacts with foreigners on the web, discuss everything with friends, speak more in front of friends, practice and other similar activities intended to develop their capabilities.

As teacher candidate, students must learn more about self-efficacy, because it is one of the best characters of teacher as stated from Arif: Teacher self-efficacy is a powerful predictor of decision making, influencing school resources, developing discipline in classroom management, getting parents to become involved in school activities and helping their kids, making his community involved in working with schools, and creating a positive school climate (Arif, 2013). Bandura also believes that: "student teachers who visualize success scenarios when confronted with challenging instances in their teaching, also project a greater sense of optimism in their belief that they can generate plausible

134and effective solutions. Low self-efficacious student teachers are more likely to visualize failure scenarios and their performance is impaired by their focus on what went wrong, or will go wrong (Gibb, 2003).

Teacher self-efficacy is the belief that one is capable of exercising personal control over one's conduct, thinking, and emotions. The effective teacher thinks that they can make a difference in children's lives, and they teach in ways that demonstrate this belief. What teachers' believe about their capability is a strong predictor of teacher effectiveness (Gibb, 2003). Trentham, Silver, and Brogdon (1985) believe that people with strong self-efficacy are more satisfied with their jobs and demonstrate more commitment.

5.1.3 Theme 3: Social capital impact on students' empowerment

Table 5.1 Social Capital Impact on Students' Empowerment Indicators

No	Variables	Sub variables
1	Social Capital	Trust, and Social Networks
2	Empowerment	Self-efficacy, and Self-control

Social capital tied in the community environment, which will be unsupported parts of teaching and learning processes, even at andragogy learning level. Empowerment is an important factor in the transformative educational process. Empowerment is important for recent and next education institutions as the world changing faster.

Social capital impact on students' empowerment at the community of Elementary School Teacher Education Department summarized as below:

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1. Trust dimension of social capital highly impacted to self-efficacy,135 because the students feel secure; feel at home with homogenous environment, so they can explore their interests and talents to create their human capital.

2. Trust dimension of social capital highly impacted self-control because the environment supports them and make them comfortable.

3. Social network dimension of social capital highly impacted their self-efficacy because in the community found many networks facilitated to support the academic goals of being a primary school teacher. So, there are choices to actively engage in carious associations or activities, that can upgrade their self-efficacy

4. Social network dimension of social capital highly impacted self-control because they forced to be more mature, more prepared to be elementary school teachers. They now about their potencies and control their selves choose activities based on their interests and talents.

This case study confirms that the social capital is useful to enhance student's self-empowerment. Their benefits are derived from making the community as an easy environment for all members, by strengthening mutual trust and reciprocity norms inside the communities. Membership feeling as in one community will make them tightly affiliated with the group. They scored high in 'bonding social capital'? Close ties and high level of trust with others like themselves.

The population characterized as a homogenous group because they are dominantly come from middle class society and Moslem. Even the university

136open to all faiths; most students here is for Islam religion students.

Institutional climate and social and political structure are two building blocks to improve the empowerment beside individual assets and capabilities and collective assets and capabilities. Students with strong self-efficacies, self-awareness, self-reliance and self-help will make a great change to empower themselves as they like. University environment provides students with rich network resources to increase their potency. Student with this capabilities not so much, they are the social agent at the community that always concern about their future.

Students of Teacher's College have the same goal as the future teachers. They will prepare themselves with teacher's competence. How to be an expert teacher is how to be a good person socially and personally. To be a good teacher they must utilize their social capital to improve their self-empowerment. Research confirms that not so much student aware about improving their capacities during their time to study at university. They simply focused on academic skills and abandoned another skills required as next teacher.

Research supported previous research from schooling practice that children embedded in supporting social networks score higher on school attainment (Coleman and Hoffer 1988; De Graaf, De Graaf and Kraykamp 2000) but this applicable in the higher educational system. Also supported what claimed by Sun (as cited by Menahem, 2001) that community level social capital is significant because although familial networks may impact on the learning performance of individual students, community level social capital may affect the performance of all students living in the community.

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5.2 Recommendation

5.2.1 Teacher Education Department

The Teacher Education Department must develop the Teacher Education Department Program, by synergizing between core curriculum and community environment, especially in constructing social capital suitable with aim of the program. Constructing social capital must consider students' output and program end. A social capital implementation must consider social structures of the community by developing trust and social networks.

Empowerment must be one vital element in department program. All elements like lecturers, staffs, and students must introduced with empowerment ideas and practices inside and outside the classrooms.

5.2.2 Researcher

Researchers encouraged investigating similar research by using different methods like quantitative method and/or mixed method. Further investigation also recommended on how to and whether using the web based social media as tools for social capital of students and how to utilize it for their personal empowerment. Since we know that they are as the digital native generation that cannot be separated from their cell phones or other gadgets in their everyday lives.

5.3 Conclusion

Social capital and empowerment is a familiar concept to the students. The result of the research summarized as below:

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138   1) Social capital tied in the community environment, which will be supported parts of teaching and learning processes, even at andragogy learning level. Empowerment is an important factor in the transformative educational process. Empowerment is important for recent and future education institutions as the world changing faster.

2) Social capital impact on students' empowerment at the community of Elementary School Teacher Education Department summarized as below:

- Trust dimension of social capital highly impacted to self-efficacy, because the students feel secure; feel at home with homogenous environment, so they can explore their interests and talents to create their human capital.

- Trust dimension of social capital highly impacted self-control because the environment supports them and make them comfortable.

- Social network dimension of social capital highly impacted their self-efficacy because in the community found many networks facilitated to support the academic goals of being an elementary school teacher. So, there are choices to actively engage in carious associations or activities, that can upgrade their self-efficacy

- Social network dimension of social capital highly impacted self-control because they forced to be more mature, more prepared to be elementary school teachers. They now about their potencies and control their selves choose activities based on their interests and talents.

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APPENDICES

APPENDIX A

Student Assent Form

Social Capital Impact on Student's Empowerment: A Case Study at UHAMKA University

You are being invited to participate in this research study because you are student of Elementary School Teacher Education Program at UHAMKA University who experienced with social capital in this community, and I am interested in understanding your experiences playing this roles. This research will investigate the experiences of student's enganged in Teacher Education Program during their four years of study.

The research will take you about two hours of your time. First, you will be interviewed by the researcher for an hour to one hour and a half. The interview will be audio-recorded and will take place at your home. During this interview, you will be asked a series of questions. These questions are designed to allow you to share your experiences related by social capital concept. Also, you will be asked to fill out a demographic sheet with questions about your demographics and questions whereabout social capital experiences. You will also be asked to participate in an observation, where you will be translating a document for your parents. The observation will take about 25 minutes and will be audio-recorded. The observation will take place in your campus.

The interview is somewhat long and may be a little boring. Being in the study will help the researcher and other researchers to better understand how social capital happens and influences students like you.

You will be asked to use a pseudonym before the interview to achieve confidentiality. Your responses in the demographic sheets will be strictly confidential. I may publish a summary of everybody's responses or present a summary at a scientific meeting, but your identity and your responses would be totally confidential.

I will also ask your lecturer for their permission for you to participate in this study. Please talk this over with them before you decide whether or not to participate.

If you have any questions at any time, please ask the researcher.

If you check "yes," it means that you have decided to participate and have read everything that is on this form. You will be given a copy of this form to keep.

[Type text]

_____ Yes, I would like to participate in the study.

_____ No, I do not want to participate in the study.

Signature of Participant   Date

_____   _____

Signature of Investigator   Date

_____   _____

Purnama Syae Purohman, M.Ed.

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APPENDIX B

Profile of Student Particpants

No.	Participant Code	Age	Program	Gender
1	AA	20	Elementary School Teacher Education	Female
2	AB	20	Elementary School Teacher Education	Female
3	AC	21	Elementary School Teacher Education	Female
4	AD	20	Elementary School Teacher Education	Female
5	AE	20	Elementary School Teacher Education	Female
6	AF	20	Elementary School Teacher Education	Male
7	AG	20	Elementary School Teacher Education	Male
8	AH	19	Elementary School Teacher Education	Female
9	AI	20	Elementary School Teacher Education	Male
10	AJ	20	Elementary School Teacher Education	Male
11	AK	20	Elementary School Teacher Education	Female
12	AL	19	Elementary School Teacher Education	Female
13	AM	20	Elementary School Teacher Education	Female
14	AN	19	Elementary School Teacher Education	Female
15	AO	19	Elementary School Teacher Education	Female
16	AP	19	Elementary School Teacher Education	Female
17	AQ	20	Elementary School Teacher Education	Female
18	AR	21	Elementary School Teacher Education	Female
19	AS	20	Elementary School Teacher Education	Female
20	AT	19	Elementary School Teacher Education	Female
21	AU	20	Elementary School Teacher Education	Female
22	AV	20	Elementary School Teacher Education	Female
23	AW	19	Elementary School Teacher Education	Male
24	AX	21	Elementary School Teacher Education	Female
25	AY	20	Elementary School Teacher Education	Female
26	AZ	20	Elementary School Teacher Education	Male
27	BA	20	Elementary School Teacher Education	Female
28	BB	20	Elementary School Teacher Education	Male
29	BC	20	Elementary School Teacher Education	Female
30	BD	19	Elementary School Teacher Education	Female
31	BE	19	Elementary School Teacher Education	Female
32	BF	20	Elementary School Teacher Education	Female
33	BG	20	Elementary School Teacher Education	Female
34	BH	20	Elementary School Teacher Education	Male
35	BI	20	Elementary School Teacher Education	Female
36	BJ	20	Elementary School Teacher Education	Female
37	BK	19	Elementary School Teacher Education	Female
38	BL	20	Elementary School Teacher Education	Female
39	BM (ke atas th3)	20	Elementary School Teacher Education	Male
40	BN	20	Elementary School Teacher Education	Female
41	BO	20	Elementary School Teacher Education	Male
42	BP	20	Elementary School Teacher Education	Female

[Type text]

43	BQ	20	Elementary School Teacher Education	Female
44	BR	19	Elementary School Teacher Education	Female
45	BS	19	Elementary School Teacher Education	Female
46	BT	20	Elementary School Teacher Education	Female
47	BU	21	Elementary School Teacher Education	Male
48	BV	21	Biology Teacher Education	Male
49	BW	21	Elementary School Teacher Education	Male
50	BX	20	Elementary School Teacher Education	Female
51	BY	20	Elementary School Teacher Education	Female
52	BZ	20	Elementary School Teacher Education	Male
53	CA	21	Elementary School Teacher Education	Female
54	CB	20	Elementary School Teacher Education	Female
55	CC	22	Elementary School Teacher Education	Female
56	CD	21	Elementary School Teacher Education	Female
57	CE	21	Elementary School Teacher Education	Female
58	CF	20	Geography Teacher Education	Male
59	CG	23	Elementary School Teacher Education	Male
60	CH	22	Elementary School Teacher Education	Male
61	CI	22	Elementary School Teacher Education	Male
62	CJ	22	Elementary School Teacher Education	Female
63	CK	21	Elementary School Teacher Education	Female
64	CL	22	Elementary School Teacher Education	Male
65	CM	22	Elementary School Teacher Education	Male
66	CN	21	Counseling Teacher Education	Female
67	CO	25	Mathematics Teacher Education	Male
68	CP	20	Elementary School Teacher Education	Female
69	CQ	20	Elementary School Teacher Education	Female
70	CR	20	Elementary School Teacher Education	Female
71	CS	21	Elementary School Teacher Education	Male
72	CT	20	Elementary School Teacher Education	Male
73	CU	21	Elementary School Teacher Education	Female
74	CV	21	Mathematics Teacher Education	Female
75	CW	22	Elementary School Teacher Education	Male
76	CX	22	Counseling Teacher Education	Female
77	CY	24	Elementary School Teacher Education	Female
78	CZ	25	Elementary School Teacher Education	Male
79	DA	21	Counseling Teacher Education	Female
80	DB	23	Mathematics Teacher Education	Male
81	DC	20	Elementary School Teacher Education	Female

[Type text]

158   **APPENDIX C**

LISTS OF DEMOGRAPHIC BACKGROUND QUESTIONS

1. Name, telephone number, electronic mail address, and gender.

2. Student ID.

3. Ages.

4. Where they spent their high school

5. Where their homes are stays now? Inside Jakarta Province or outside?

6. Their ethnicity.

7. Organization affiliation of the family

8. Total siblings in the family?

9. Are they having side job, full job or just student?

10. Initial question about cooperation. Question about their experiences when they help others in the community.

11. Initial question about examples of when they helped by friends in same community

[Type text]

LISTS OF SOCIAL CAPITAL QUESTIONS

1. Did you feel that your classmates or your colleagues can be trusted? Explain it based on your opinion and your experiences?

2. Did you feel that teaching staffs and staffs can be trusted? Explain your answer based on your experiences?

3. Did you trust your classmates or colleagues in the community at emergency situation? Explain your answer based on your experiences.

4. Are you activist/previous activist in association (formal or informal) inside and or outside the university? If you are activist in association, write your answer in detail with your position in the organization.

5. Describe activities has been organized collaboratively with your community?

6. Did you have network resources that can be used to fulfil your need? Describe your answer with some proves?

7. Did you feel strong ties with other students in the same community?

8. Describe your opinion about characteristics of your community?

9. Did you feel direct benefit to being students' member of the community?

10. Did you use internet connection for daily activities? What were you doing with it? Explain your answer?

11. Generally how long did you spend your time to connect with internet world every day?

12. What is your opinion about web based social networks?

APPENDIX E

LISTS ABOUT EMPOWERMENT SURVEY

1. Explain about your opinion about your self-efficacy?

2. Describe your skills or capabilities that you like or able to do?

3. How do you develop your skills/capabilities in your community?

4. Do you have a self-control concept? How do you control yourself in the community?

5. Do you often conscious about yourself? Are your self-consciousness drive your activities in the community?

6. Describe about your self-help concept, explain it by examples in your daily activities?

7. How do you feel about the community of students' life?

AUDIT TRAIL OF THE RESEARCH

Research conducted in Community of Elementary School Teacher Education Department community at UHAMKA University campus. It is located at East Jakarta, an outskirt of Greater Jakarta Area which is near to highway toll, far distance bus terminal, and not so far to Bekasi District and Bogor District of West Java.

I did my research during August – October 2013, when I had summer holiday from CCNU.

First time I meet with the Head of Department, Drs. Kusmadjid Abdullah, M.Pd. to request a permit to do research in his authority. I enter the location as previous lecturer of this program, some senior students recognize me. I make a talk with some lecturers and staffs of the faculty to know deeply about the research field. I contact Dean of Faculty, Vice Deans, and also Secretary of Dean to socialize my research.

Previously I was administrator of ICT Center at this campus, my side job beside teaching social studies. So, I stay in the office to arrange my research. I contact two senior students as gatekeeper. I trained them how to socialize my research and how to get participants.

I am prepared with about 100 copies of survey sheets. For the first time I got 39 participants. I felt hard to find them because my target participants are busy senior students. Third year grade students in the middle of Teaching Practics Program at schools around Jakarta. Fourth year students not so hard to find, but they are very busy to prepare their final examination of their study.

Lastly I got 42 participants for second rounds. I coded their data using word processor software by computer and notes. I write their name in my notes and coded their name like this:

1. Student A name = coded as AA

[Type text]

162   2.   Student name B = coded as AB

………………………

Until last person, the 81th individual.

I invited some teaching staffs to involve in this study, unfortunately only to of them decided to participate. My participants from teaching staffs coded as T1 for First teaching staff and T2 for second teaching staff.

I did focus group discussion with some students, invited to the basecamp of my research to discuss about students community life. Discussion benefit is to know deeply about the data and know how they interpret the social world.

I make an interview with lecturer fellow to know their opinion about community of elementary school teacher education social capital and empowerment. It enrich my data for description and interpretation.

My data analysis continued from the beginning and I consult my writing style with my supervisor Prof. Wanpeng Lei, Ph. D.