

## **The Influence of Social Capital on Skills Social Cooperation (Study on the Organization of Santri Darul Hijrah Putri Cindai Alus)**

**Rasyidah Olfah**

rasyidaholfah@gmail.com

Social Studies Education Department, FKIP Lambung Mangkurat University

**Syahrudin**

syahar@ulm.ac.id

Social Studies Education Department, FKIP Lambung Mangkurat University

**Mahmudah Hasanah**

mahmudahhasanah@ulm.ac.id

Economics Education Department, FKIP Lambung Mangkurat University

### **Abstrak**

Persaingan dalam lingkup global semakin ketat sehingga setiap orang dituntut untuk mempunyai keterampilan agar mampu terjun ke dunia pekerjaan. Keterampilan yang harus dimiliki yaitu keterampilan *hard skill* dan *soft skill* salah satunya adalah kerjasama. Kerjasama dapat dilakukan melalui sebuah organisasi, serta dianggap sebagai wadah untuk mendapat sumber daya yang baru. Penelitian kuantitatif dengan metode analisis deskriptif kuantitatif persentase digunakan dalam penelitian ini untuk menggambarkan pengaruh modal sosial terhadap kerjasama dalam organisasi Santri Darul Hijrah Putri Cindai Alus. Teknik pengumpulan data dilakukan dengan pembagian angket kepada sampel penelitian yaitu anggota pengurus OSDA sejumlah 156 orang, dokumentasi serta wawancara dan melihat secara langsung proses kerjasama pada OSDA. Selanjutnya dilakukan uji instrumen melalui uji validitas dan reliabilitas. Setelah itu pada tahap uji prasyarat analisis penelitian dilakukan uji normalitas dan uji linearitas. Teknis analisis data yang digunakan pada penelitian ini yaitu uji distribusi persentase dan uji regresi linear sederhana. Hasil penelitian menunjukkan bahwa Kriteria pengujian HO diterima apabila  $r \text{ hitung} < r \text{ tabel}$ , karena analisis  $r \text{ hitung} > r \text{ tabel} = 0,676 > 0,157$  sehingga hipotesis ditolak ( $H_0$ ) dan hipotesis diterima ( $H_a$ ). Adapun untuk signifikan  $0,000 < 0,005$  jadi dapat disimpulkan bahwa modal sosial berpengaruh secara signifikan terhadap kerjasama santriwati dalam organisasi santri Darul Hijrah putri Cindai Alus.

**Kata Kunci:** Modal Sosial, Keterampilan Sosial, dan Kerjasama Abad 21.

### **Abstract**

Competition in the global scope is getting tighter so that everyone is required to have skills so that they can enter the world of work. The skills that must be possessed are hard skills and soft skills, one of which is cooperation. Cooperation can be done through an organization and is considered as a place to get new resources. Quantitative research with a percentage quantitative descriptive analysis method is used in this study to describe the effect of social capital on cooperation in the Santri Darul Hijrah Putri Cindai Alus organization. The data collection technique was carried out by distributing questionnaires to the research sample, namely 156 members of the OSDA management, documentation and interviews, and seeing firsthand the collaboration process at OSDA. Furthermore, the instrument test was conducted through validity and reliability tests. After that, at the prerequisite test stage of the research analysis, the normality test and linearity test were carried out. The data analysis technique used in this study is the percentage distribution test and simple linear regression test. The results showed that the HO test criteria were accepted if  $r \text{ count} < r \text{ table}$ , because the analysis of  $r \text{ count} > r \text{ table} = 0.676 > 0.157$  so that the hypothesis is rejected ( $H_0$ ) and the hypothesis is accepted ( $H_a$ ). As for the significance of  $0.000 < 0.005$ , it can be concluded that social capital has a significant effect on the cooperation of students in the Darul Hijrah Putri Cindai Alus santri organization.

**Keywords:** Social Capital, Social Skills, and 21st Century Cooperation.

### **PRELIMINARY**

Social capital in an educational institution one of them is very much needed in an organization, to get resources in an organization can be done through the education that has

been planned. Darul Hijrah Putri Islamic boarding school is an Islamic religious education institution that studies religious knowledge by emphasizing the moral formation of santri. Related to the moral formation, Social Studies education has the principle that moral and character of Santri are more instilled in learning in Islamic boarding schools through moral education in the form of exemplary based on the Qur'an and the Hadith of the Prophet, do a vision is needed to carry out the learning (Abbas, 2014). The vision of the Islamic boarding school is the realization of people of faith, good deeds, pious, istiqomah, broad-minded, superior, and achievers. The principles of social studies learning used are regulated by the Ministry of Education and Culture No. 22 of 2016 regarding the standard process at point J, namely learning that applies values by exemplifying, the building will, and developing the creativity of students (Sundawa & Rahyasih, 2018; Abbas, 2020).

Social capital can be defined as a community's ability to work together, to achieve common goals in various groups (Mutiani, 2019; Mutiani et al., 2020). Social capital development can be done through the existence of an organization. The organization is a place for developing self-efficacy in an individual. Social capital is a set of relationships between individuals or groups in an organization that functions to develop, access, and utilize existing human resources. The social capital that can be utilized can be in the form of trust, norms, reciprocity, and networks that emerge from individuals or groups, so that the organization can develop into a better one (Abbas, 2013; Hamsah, 2016; Putra, 2019).

Social skills are a form of explaining an individual's ability to make contact with other people and can be applied to achieve learning goals through other people. In the 21st century, every individual is required to master several social skills, one of which is cooperation skills, cooperation is an action taken by a group to achieve common goals (Zubaidah, 2016). The attitude of the ability to work together is a strength to build competitiveness in the global era (Subiyakto et al., 2017). At the Darul Hijrah Putri Islamic boarding school, there is also learning about social skills, one of which is in the Darul Hijrah Putri santri organization. Through this organization, students can develop social skills, namely in the form of collaboration skills. Through cooperation, skills can accelerate learning goals. a study group is judged to get better results than someone who learns alone. Collaboration skills also play an important role in the learning process in the world of education, both within the school and outside (Hasanah, 2012).

Positive social activities are a form of cooperation skills. By having cooperation skills, students can provide positive energy in the organization to achieve common goals (Indrastoeti & Mahfud, 2015). Cooperation skills in the 21st century include the ability to work effectively

and respect within the organization, have the willingness and flexibility in discussions within the organization to achieve common goals, share responsibilities and demonstrate their contribution as individuals in the organization. Therefore, cooperation skills in 21st-century education emphasize the importance of cooperation, so that students can have a positive impact on the organization to achieve the goals that have been planned together (Trilling & Fadel, 2009).

Cooperation between organizational members can also be built through responsibility, mutual contribution, and mobilization of work abilities (Winardi, 2006). So that the skills of cooperation in the Darul Hijrah Putri Cindai Alus Islamic Boarding School can be seen in the Darul Hijrah Putri (OSDA) santri organization in the 2019/2020 period.

## **RESEARCH METHODS**

A quantitative research approach with a deductive method is used in this article to determine the relationship between the two variables. This method is used to analyze the effect of the students' social capital on cooperation in the Darul Hijrah Putri Cindai Alus santri organization. The independent variable (X) in this study is the social capital of the students while the dependent variable (Y) is cooperation within the organization. Before carrying out data collection techniques, researchers conducted field studies to determine population size. The population in this study were all management of the Darul Hijrah santri organization (OSDA) totaling 256 people. The accuracy in taking research samples through the calculation of the Slovin formula (Sugiyono, 2013). The data collection technique was carried out through the distribution of questionnaires, the distribution of these questionnaires was distributed to the research sample, namely the OSDA administrators totaling 156 people, as well as supported by the results of interviews with OSDA administrators directly related to the cooperation they do within the organization as well as some evidence to complement the data collection in the form of documentation, organizational management data and the results of filling out questionnaires (Sugiyono, 2013).

The data analysis technique was carried out in three ways, the first was the instrument test stage before the research questionnaire was divided among respondents. Instrument testing includes the Valid test bag and reliability test. The second stage is the normality test and linearity test. The third data analysis technique is the percentage distribution test and simple linear regression test. All stages of data analysis techniques were carried out through the results of calculations using the SPSS version 25 application.

## ANALYSIS AND DISCUSSION

Through the help of the SPSS program, the data analysis process is carried out with the results of the descriptive analysis of the percentage of social capital variables on cooperation, it will be presented as follows:

No.	Indicator	Percentage (%)	Criteria
	<b>Social Capital</b>	<b>75.55%</b>	<b>High</b>
1.	Trust	67.44%	High
2.	Norm	76.88%	High
3.	Reciprocity	78.12%	High
4.	Network	75.78%	High
No.	Indicator	Percentage (%)	Criteria
	<b>Cooperation</b>	<b>77.33%</b>	<b>High</b>
1.	Responsible	79%	High
2.	Contribute to One Another	78.91%	High
3.	Maximum Ability Mobilization	74.87%	High

Source: Processed from research results (2020)

Based on the table above, it can be seen that of the four indicators of social capital variables which have the highest percentage of 78.12%, namely reciprocity, which has the lowest percentage of 67.44, namely trust, while of the three indicators of cooperation variables which have the highest percentage the highest was 79%, namely responsibility, while the lowest score was 74.87%, namely the maximum mobilization of abilities.

Trust arises in a community called social capital so that in the community it occurs there is social interaction between members of the community. The communication that exists between these members is due to a common goal and mutual trust of fellow community members so that interaction occurs. They have the freedom to share opinions and information (Pratiwi, 2017).

Based on the social capital theory which says that to increase cooperation in an organization, each individual must be able to direct himself to the nature of cooperation through the existence of a trust, norms, and social networks so that there is order and increased performance in the organization to achieve goals in the organization (Field, 2010).

The function of character education is to develop the basic abilities of students so that they think smartly, behave in a moral, moral way (Adhit, 2020). Work in the organization will

be completed with a sense of responsibility, an attitude of contributing together (Syani, 2007). Through this responsibility, the OSDA students do it together. Culture or habits in the organization can also make it easier responsible the students so that not only concerned with one's work it is very important cooperation in the organization (Kadafi, 2010).

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	6,419	4,842		1,326	.187
	Social Capital	.594	.052	.676	11,394	.000

<sup>a</sup>. Dependent Variable: Cooperation

Source: Processed from research results (2020)

From the data equation where the constant is 6.419, it means that if the value of social capital (X) is 0, then the value of cooperation (Y) is 6.419. The social capital regression coefficient (X) of 0.594 states that every 1% addition of the value of social capital, the value of cooperation increases by 0.594. The regression coefficient is positive, so it can be said that the direction of social capital (X) towards cooperation (Y) is positive. This shows a very important role between social capital and cooperation in organizations.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.676a	.457	.454	4,91977

a. Predictors: (Constant), Social Capital

Source: Processed from research results (2020)

Based on the table above, the r count is 0.676, meaning that the social capital variable of students (X) has a positive effect on cooperation (Y) in the santri organization at the Darul Hijrah Putri Cindai Alus Islamic Boarding School. This means that the social capital of the santriwati has a positive effect on cooperation with the strong category so that the hypothesis that says the effect of the social capital of students on the cooperation of students in the Darul Hijrah Putri (Ha) santri organization is accepted.

**CONCLUSION**

The importance of cooperation skills in the 21st century can be seen in an organization within an educational institution, namely the Santri Darul Hijrah Putri Cindai Alus Organization. In this organization, the researchers found the results of the analysis calculations based on the SPSS Version 25 application, that there was a positive influence on the strong

category of cooperation so that the hypothesis which reads the effect of santriwati social capital on santriwati cooperation in the santri organization Darul Hijrah Putri Cindai Alus.

## BIBLIOGRAPHY

- Abbas, E. W. (2013). *Mewacanakan Pendidikan IPS* (Cetakan Kedua). WAHANA Jaya Abadi. <http://eprints.ulm.ac.id/5481/>
- Abbas, E. W. (2020). *Menulis Artikel Jurnal Internasional*. Program Studi Pendidikan IPS FKIP Universitas Lambung Mangkurat. <https://repositori.ulm.ac.id/handle/123456789/17528>
- Field, J. (2010). *Modal sosial*. Yogyakarta: *Kreasi Wacana*.
- Hamsah, -. (2016). *PENGEMBANGAN MODAL SOSIAL DALAM MEWUJUDKAN PROGRAM MAKASSAR TIDAK RANTASA* [Masters, Universitas Pendidikan Indonesia]. [https://doi.org/10/T\\_PS\\_1403032\\_Appendix.pdf](https://doi.org/10/T_PS_1403032_Appendix.pdf)
- Hasanah, M. (2012). *PENGARUH KOMPETENSI AKADEMIK DAN KOMPETENSI PERSONAL TERHADAP KETERAMPILAN SOSIAL MAHASISWA JURUSAN IPS FKIP UNIVERSITAS LAMBUNG MANGKURAT BANJARMASIN* [Thesis, Universitas pendidikan indonesia]. <http://repositori.upi.edu>
- Indrastoeti, J., & Mahfud, H. (2015). PEMBELAJARAN KOOPERATIF DENGAN PENDEKATAN EXPERIENTIAL LEARNING UNTUK MENINGKATKAN KETERAMPILAN SOSIAL. *Mimbar Sekolah Dasar*, 2(2), 140–151. <https://doi.org/10.17509/mimbar-sd.v2i2.1325>
- Kadafi, M. (2010). Pentingnya Kerjasama Tim dan Orientasi Hasil Terhadap Kinerja Karyawan. *Jurnal Eksis*, 6(2), 1440–1605.
- Mutiani, M. (2019). SOCIAL CAPITAL DAN TANTANGAN ABAD 21: Kontribusi Pendidikan IPS dan Eksplorasi Nilai Sosial melalui Biografi K.H. Zainal Imi. *SOSIO-DIDAKTIKA: Social Science Education Journal*, 6(1), Article 1. <https://doi.org/10.15408/sd.v6i1.12386>
- Mutiani, M., Abbas, E. W., Syaharuddin, S., & Susanto, H. (2020). Membangun Komunitas Belajar Melalui Lesson Study Model Transcript Based Learning Analysis (TBLA) dalam Pembelajaran Sejarah. *Historia: Jurnal Pendidik dan Peneliti Sejarah*, 3(2), 113–122. <https://doi.org/10.17509/historia.v3i2.23440>
- Pratiwi, D. A. (2017). *Hubungan Modal Sosial Terhadap Kinerja Pegawai di Kantor Kecamatan Tamalanrea Kota Makassar*.
- Putra, M. A. H. (2019). Building Character Education Through The Civilization Nations Children. *The Kalimantan Social Studies Journal*, 1(1), 12–17. <https://doi.org/10.20527/kss.v1i1.1252>
- Subiyakto, B., Syaharuddin, S., & Rahman, G. (2017). Nilai-Nilai Gotong Royong Pada Tradisi Bahaul Dalam Masyarakat Banjar Di Desa Andhika Sebagai Sumber Pembelajaran IPS. *Vidya Karya*, 31(2). <https://doi.org/10.20527/jvk.v31i2.3993>
- Sugiyono. (2013). *Memahami Penelitian Kualitatif* (Cetakan Ke 8). Alfabeta.
- Sundawa, D., & Rahyasih, Y. (2018). *Membangun guru IPS yang berkarakter melalui penerapan strategi pembelajaran abad ke 21*.
- Syani, A. (2007). *Sosiologi skematika, teori, dan terapan*. Jakarta: Bumi Aksara.
- Trilling, B., & Fadel, C. (2009). *21st Century Skills: Learning for Life in Our Times*. John Wiley & Sons.
- ABBAS, E. W. (2014, Mei 1). *Biografi Propetik Guru Sekumpul (Transformasi Nilai-Nilai Budaya Banjar dalam Pendidikan Karakter)*. Building Nation Character Through Education: Proceeding International Seminar on Character Education. <http://eprints.ulm.ac.id/8567/>

- Winardi, J. (2006). *Teori organisasi dan pengorganisasian*. Raja Grafindo Persada.  
[repository.unpar.ac.id/handle/123456789/1676](http://repository.unpar.ac.id/handle/123456789/1676)
- Zubaidah, S. (2016). *Keterampilan abad ke-21: Keterampilan yang diajarkan melalui pembelajaran*. 21(10).