



The Role of The Social Environment on Civic Education Learning in Growing Social Capital

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ABSTRACT

Indonesia as a multicultural country rich in culture, natural resources and diversity is very difficult to escape from social conflicts. The strong current of globalization has further complicated the problems of Indonesian nationality. One of the factors that cause social conflict in society is the difference in the social environment. The different of social environments make individuals or groups feel the most special from other individuals or groups. Social conflicts that occur due to the influence of differences in the social environment must be resolved in an appropriate manner and with extensive knowledge and sufficient capital such as social capital. Civic education is an important subject that can help grow social capital with the support provided by the social environment of students. This study discusses how the role of the social environment on Civics learning in growing social capital (case study at SMA Negeri 1 Singaparna). This research uses a qualitative approach with a case study method . Data collection techniques using interviews, observation and documentation . The results of this study suggest that; The social environment of students living in Islamic boarding schools, urban and rural areas has differences in the implementation of Civics learning outcomes and the growth and development of social capital.

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ARTICLE INFO

Article History:

Submitted/Received 05 Okt 2021
First Revised 20 Nov 2021
Accepted 10 Des 2021
First Available online 29 Des 2021
Publication Date 29 Des 2021

Keyword:

Civic Education
Social Capital
Social Environment.

1. INTRODUCTION

Indonesia as a multicultural country rich in culture, natural resources and diversity is very difficult to escape social conflict (Miftah, 2016). Many national problems are faced by the Indonesian people today. The strong currents of globalization have further complicated Indonesia's national issues. Currently Indonesia is experiencing decharacterization which is marked by national issues such as corruption, violence in the name of religion, riots between students. All the problems faced by the Indonesian nation boil down to the low quality of Indonesia's human resources (HR) and differences in social environment. Different social environments make individuals or groups feel more special than other individuals or groups (ethnocentrism) (Nugroho et al., 2012). In addition, the social environment can also trigger other social conflicts due to differences of opinion such as differences in the selection of candidates for state officials during elections.

The social environment consists of the human group itself. The social environment is all other people or humans who influence us, either directly or indirectly. (Casper, 2001) Human social environments encompass the immediate physical surroundings, social relationships, and cultural milieus within which defined groups of people function and interact.

Based on the above statements, it can be concluded that the social environment is a place for individuals or groups to interact and cooperate with each other which can affect both directly and indirectly. The social environment involves conditions, circumstances and interactions between humans with one another. In addition, the social environment also includes all individuals, groups, organizations and systems in which a person is related in it.

Social conflicts that occur due to the influence of differences in the social environment should be. It is important that conflicts are resolved in the right way, with extensive knowledge and sufficient capital. The wealth of natural resources, culture and diversity cannot solve the conflicts that occur, so other resources are needed, such as social capital to solve these problems. The concept of social capital arises from the idea that it is impossible for community members to individually overcome the various problems they face. There needs to be togetherness and good cooperation from all interested members of the community to overcome these problems (Syahra, 2003). Defines social capital as both actual and potential resources associated with the possession of a fixed network of institutional relationships based on mutual knowledge and recognition. The amount of social capital a member of a group possesses depends on the quantity and quality of the network of relationships he or she can create, as well as the amount of economic, cultural and social capital.

In principle, social capital is about social ties or cohesion. Social capital's central notion of social ties is that networks are a highly valuable asset fundamental to social cohesion because they foster a climate of cooperation for benefits. In fact, using relationships to cooperate helps people improve their lives. Thus, social conflicts that occur due to the influence of the social environment can be resolved with the three pillars of social capital by trusting each other, utilizing networks and complying with applicable norms to cooperate with each other in solving the problems that occur. The formation of social capital as a process is experienced continuously. The quality of social capital will improve if it is frequently utilized. One of the factors that influence the formation of social capital is education. Fukuyama's statement is emphasized by Wang and Morgan, that education is a source of social capital development that encourages and fosters and builds confidence, trust and participation (Wang et al., 2012). Education as a social reality whose existence is often expected as a place or renewal effort in people's lives must be supported by a good social environment. The success of students learning is strongly influenced by their social environment. The social environment as a place for the growth and development of individuals or groups greatly affects the character,

attitudes and behavior of individuals. One of the efforts to shape and foster individuals to become qualified citizens is to organize an educational program that provides various abilities as a citizen through civic education subjects.

The importance of civic education in general is to form a good citizen (to be good citizen). Essence of civic education is a learning program that is pragmatically procedural. Which attempt to humanize (humanizing) and civilizing (civilizing) and empowering (empowering) humans or students (themselves and their lives) to become good citizens as the demands or constitutional juridical imperatives of the nation or state. In line with the report made by AGC in Kisby which states that the fundamental purpose and goal of civic education is for students to acquire knowledge, skills and values relevant to the nature and practice of participatory democracy (Kisby, 2009).

Civic education that emphasizes learning social norms and values is closely related to the life of the social environment that affects the growth of social capital. Social values such as cooperation, mutual care and help are the result of the growth of social capital. Civic education that is oriented towards the formation of good citizens must be able to instill the noble values of the nation and the norms that apply in society. Through this orientation, various social conflicts will be minimized and/or resolved. The social environment must support learners in realizing their learning outcomes to help foster social capital. Social capital is a positive cooperation from all parties including school, family, and community, which outputs the values of mutual respect, togetherness, tolerance, and honesty.

However, in reality, social capital has not been able to be maximally utilized, and has not even been able to be developed by students. This is because the nation's noble values have begun to be displaced by technology and foreign cultures. Technology provides many benefits for life, but it cannot be denied that technology also provides many negative things. Nowadays, students cannot be separated from technology, all kinds of activities such as socializing, interacting, transacting can be done through technology without the need to meet face to face. Relationships between individuals are not intimate or only done through social networks. As a result, students are only focused on social networks without seeing the surrounding conditions. This is an important problem for educators, especially Civics teachers in instilling noble values to develop social capital. In addition, support from different social environments is also an important point in developing social capital.

There are differences in the social environment of students at SMAN 1 Singaparna, where differences in regional origin and residence and social environment support become an influence in the learning process and implementation of Civics learning outcomes to foster students' social capital. Armed with the explanation above, the researcher saw the influence of social environment as an important factor in the process of student success in learning to increase social capital.

2. METHODS

This research uses a qualitative approach that aims to discuss the phenomenon of the social environment that can affect Civics learning to foster social capital in depth, detail and without manipulation in accordance with the data obtained and the research objectives to be achieved.

The method used in this research is the case study method. Case studies are research conducted in depth by studying the background of the problem and focus on events that are ongoing when the research is carried out. A case study is an approach that aims to maintain the wholeness of the object, meaning that the data collected in the context of a case study as an integrated whole. The goal is to develop in-depth knowledge about the object in question,

which means that case studies must be characterized as exploratory research. So the purpose of researchers using the case study method is to be able to describe the situation in depth in accordance with the phenomena that occur without any engineering and data manipulation, so that researchers can present clear research results regarding the influence of the social environment on Civics learning to foster social capital.

The research location is SMA Negeri 1 Singaparna which is located in Singaparna District, Tasikmalaya Regency. The reason for choosing this location is because SMA Negeri 1 Singaparna has students who come from different regions in Tasikmalaya Regency so that it allows researchers to conduct research in this area. to conduct research on the matter referred to above . This research used several data collection techniques as follows:

(i) Observation

Observation is done to obtain information or data. Observation is the gathering open-ended process, firsthand information by observing people and places at a research site ([Hariyono, 2020](#)). Observations were conducted to get a clear picture of the school profile, the Civics learning process and student conditions. Observation is very helpful for researchers in obtaining information, data and facts in the field.

(ii) Interview

The researcher used the interview technique as a data collection technique. The interviews were conducted directly by the researcher to the interviewees using online and written interviews. the type of interview used was semi-structured. The researcher prepared interview guidelines for the interviewees and could develop questions from the interview guidelines.

(iii) Apparatus Study

Literature study is used as a data collection tool to get theories that are relevant to the problem under study. Literature studies relate to theoretical studies and other references related to values, culture and norms that develop in the social conditions studied, in addition this study is very important in conducting research, because this research cannot be expanded from scientific literature. By using this technique, researchers try to find data in the form of theories, definitions and descriptions put forward by experts as a theoretical basis. Literature studies are carried out by studying source books, journals, magazines and other sources in the form of manuscripts. The data analysis technique used in this research is first, data reduction, in this study it aims to process data.

Second, data presentation, in this research is arranged in the form of narratives and charts to form information in accordance with the research topic so that comprehensive data related to this research can be presented. Second, data presentation, in this research is organized in the form of narratives and charts to form information according to the research topic so that comprehensive data can be presented related to this research. Finally, conclusion drawing and verification, at this stage the researcher can provide answers to the problems studied by comparing, recording and grouping themes to draw conclusions about the above problems.

3. RESULTS AND DISCUSSION

Based on the results of research at SMA Negeri 1 Singaparna, researchers found several facts that the social environment affects Civics learning in fostering social capital. The social environment has various impacts on students. Researchers conducted research on students who live in pesantren, cities and villages. Learners who live in pesantren feel the different influences exerted by their social environment. Pesantren is defined as an Islamic educational institution with a dormitory or cottage system, where the Kyai is the central figure, the mosque as the center of activity that animates it, and the teaching of Islam under the guidance

of the Kyai followed by santri as the main activity. Students who live in the pesantren social environment are more active in applying Civics learning to foster their social capital with the system implemented by pesantren, children will more easily interact and socialize with their environment. Pesantren plays a role in fostering civic disposition.

From the objectives of the pesantren, it is understood that the development of civic disposition is needed by students, so that by. Thus, students will have more value when compared to students in schools in general. This can be seen from the regularity and discipline of the pesantren in conditioning their students. In addition, students will be maintained and can apply democratic values well in the pesantren environment and society. This is the difference between pesantren and formal schools.

The cultures present in the pesantren environment such as togetherness, mutual respect, independence and discipline provide more value to students in the process of developing their character and attitude. The attitude of mutual respect that has become the culture of the pesantren aims to maintain the harmony of the relationship between students, worshipers, and residents around the pesantren. Children's disciplinary attitude will be trained properly, the purpose of which is not to restrain but to instill a sense of responsibility and honest behavior. In addition, the democratic attitude of the santri is also trained and developed by conducting the election of the head of the santri class. In addition, pesantren life that upholds togetherness provides more learning motivation for students. Research that has been conducted proves that students who live in pesantren have better learning motivation due to a sense of togetherness. The existence of joint learning activities can affect children's learning motivation, when they see their friends learning, the motivation to learn increases.

Thus, based on the explanation above, pesantren life is closely related to the noble values of the Indonesian nation contained in Civics learning that can foster social capital. Civics learning cannot play a role alone in fostering a character that is in accordance with a good citizen. It takes various other elements to help foster the character of a good citizen, one of which is with non-formal education such as pesantren, civic education is not only obtained at school but includes experience in the field of civic education. Learning outside school or non-formal/informal education. The pesantren life described above proves that children are able to realize the results of Civics learning to foster social capital. The three pillars of social capital identified by [\(Coleman, 1988\)](#) are first, obligations and expectations arising from a sense of trust in the social environment. Second, the importance of a smooth flow of information within the social structure to encourage the development of activities in the community. The third pillar is norms that must be adhered to with clear and effective sanctions [\(Coleman & S., 1988\)](#) can be developed in pesantren life through its culture.

Furthermore, researchers conducted research on students who live in urban areas. Learners who live in the City have an ease in interacting and socializing with the surrounding environment, due to the densely populated living environment [\(Arifin, 2015\)](#). In addition, education can be easily accessed. In addition to the dense population, the many activities held make students have many spaces to meet and be more active in socializing. However, the socialization process often causes conflict. This makes students more motivated to learn, especially civic education, so that they can provide suggestions or solutions to these problems.

Learners who live in urban areas can easily realize civic education in their daily lives because they actively socialize with their social environment, that the social environment includes the surrounding physical environment, social and cultural relationships defined as a group of people with certain functions and interact with each other [\(Casper, 2001\)](#). A striking characteristic of urban society is that it is individualistic. This is due to the competitive environment and the high degree of heterogeneity within the community various aspects. In

this case, civic education plays a role in providing knowledge about the rights and obligations of citizens, learners will understand their rights and obligations as citizens' in their community (Magdalena et al., 2020). This is in line with the AGC report that civic education should emphasize pluralism, enabling learners to respond to events with a diversity of views.

A high level of heterogeneity requires attitudes and characters that are able to adapt and deal with differences and problems that occur. This, makes students who live in the city can easily realize civic education such as cooperation, tolerance, norms that must be obeyed, democracy and mutual respect through interaction and socialization with their social environment. In addition, facilities in urban areas such as green open spaces, sidewalks or facilities for walking allow learners and communities to interact in them. Thus, learners can foster and develop social capital such as gaining trust from their social environment, expanding relationships, and following applicable norms to stay in line with the rules and ethics that exist in the social environment. Learners who live in the city are more open to change, making it easy for them to adapt to the situation.

Learners who live in rural areas have differences from learners who live in boarding schools and in cities. From the results of the research that has been done, village life is still thick with culture and customs making students follow the culture, such as always instilling good manners, mutual respect and respect. Village communities tend to easily build or have family relationships with the surrounding community and with their neighbors. Where village communities usually emphasize the element of mutual respect depend on each other and the element of togetherness. The environmental conditions of students in rural areas are still far apart, but in one environment they still have family relationships so that students actively socialize and interact with their environment. But it does not rule out the possibility of learners becoming more individualistic and rarely interacting because of the distance between houses. The lives of students who are preoccupied with school activities make students rarely interact with their social environment.

In addition, the distance between houses is quite far apart, the lack of joint activities in community life makes students not have much space to meet and not many opportunities to socialize and interact with their social environment, thus hindering character building and the application of Civics learning outcomes to foster social capital. Because, one of the social environments that can affect individual life is the community environment. The social environment is a community environment where there is interaction between individuals with each other having a close relationship and knowing each other well individuals with groups, or groups with groups (Pebriana, 2017).

There are differences in the characteristics of students who live in rural areas, namely students who are active, and students who are less active in socializing and interacting with their social environment. Learners who actively socialize and interact are more able to apply the traits they learn at home and at school, such as mutual respect, respect, cooperation, and obedience to applicable rules or norms. Learners who tend to be quiet (introverted) rarely meet and interact with their social environment (Sakinah, 2018). The narrow space of encounter makes learners unaware of life in their social environment. This is certainly an obstacle in the learning process and implementation of civic education learning civics learning in fostering social capital.

The closest thing to learners is the family, especially parents must be able to provide an understanding to learners about the importance of interacting and socializing with the social environment, as stated by Santoso, that the family environment is the first educational environment, because it is in this environment that children first get education and guidance (Santoso, 2020). With various obstacles, the results of the study still show that students who

live in rural areas are still able to gradually implement Civics learning outcomes to foster social capital. The rural environment that is still thick with mutual cooperation, helping each other, obeying the prevailing norms and even the occurrence of conflict can have an influence on the learning process and the implementation of students' Civics learning outcomes. The attitude of the community like that makes students apply the same thing in order to blend in with the community.

4. CONCLUSION

Based on the results of the study, it can be concluded that in general, the social environment with its various characters and cultures can influence Civics learning in fostering social capital. The social environment, both positive and negative influences, will greatly affect Civics learning in growing social capital. This is evidenced by the results of research that shows the difference in the growth of social capital from each learner who has a different social environment. Social capital needed by students to face the future in order to compete in the era of globalization can be learned and developed through civic education subjects that contain a lot of material about the three important pillars of social capital. Optimal character education development cannot be handled by one party, but must be carried out as a whole. By all groups, starting in the family, community, school and government environment. Good cooperation between learners and the social environment will be able to foster social capital, especially the three important pillars of social capital, namely trust, relationships and norms, become provisions for learners to be able to coexist with their social environment.

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