



## THE EFFECT OF TRAINING PROGRAMS TO ESTABLISHING SOCIAL CAPITAL VALUES AMONG SENIOR HIGH SCHOOL STUDENTS

Firdaus Alamsyah<sup>1</sup>, Mulyana<sup>2</sup>, Yusuf Hidayat<sup>3</sup>

Faculty of Sport and Health Education, Universitas Pendidikan Indonesia, Indonesia

Correspondence: \*E-mail [falamsyah014@gmail.com](mailto:falamsyah014@gmail.com)

### ABSTRACT

*The background of the research is the phenomenon of the increase of pencak silat schools that have differences of opinion, and anarchic actions that are detrimental to society. The study aims to develop social capital among students who take part in pencak silat extracurricular activities. The approach used is an experiment using a pretest-posttest control group research design. The research participants were 80 high school students consisting of students from SMKN 1 Tambelang, SMAN 1 Sukatani. The research findings show that students who do not take part in pencak silat extracurricular activities have low social capital, students who take part in pencak silat extracurricular activities that are not integrated with social capital have an insignificant increase in social capital, while students who take part in pencak silat extracurricular activities that are integrated with social capital have the highest social capital value.*

### ARTICLE INFO

#### Article History:

Submitted/Received: 06 Jan 2025

First Revised: 19 Jan 2025

Accepted: 05 Feb 2025

First Available online: 1 Mar 2025

Publication Date: 1 Mar 2025

**Keyword:** Social Capital,  
Extracurricular Pencak silat

## 1. INTRODUCTION

Extracurricular activities are activities designed to improve students' self-potential and social capital at school. Social capital has an influence on individual positive values (Kay & Bradbury, 2011). *Pencak silat* extracurricular activities are one alternative choice for developing social capital. Social capital includes values such as trust, solidarity, and cooperation (Putnam, 2000). In line with the nature of *pencak silat* which teaches physical skills (Hadi, 2017), as well as teaching noble social values (Kriswanto, 2015).

*Pencak silat* extracurricular activities facilitate students to work together and interact in groups. Exercises carried out together make students understand the importance of cooperation and interaction to achieve common goals (Fukuyama, 2001). Activities carried out together build strong social bonds. Aspects of social capital include good acceptance, ethical norms, reciprocal trust, and governance (Forsell, Tower & Polman, 2020). Social capital helps develop solidarity, unites the mobilization of supported resources, and creates human relationships together in the community (Lesser, 2000). The values contained in social capital are in line with the values of *pencak silat*.

In developing character education, *pencak silat* integrates philosophical values, including; being devoted to God Almighty, having noble character, upholding brotherhood, and upholding honesty (Mulyana, 2013). The philosophical values of *pencak silat* have similarities with the values of social capital aspects. *Pencak silat* activities that are in accordance with the philosophical values of *pencak silat* and the values of social capital can strengthen social relations in groups, build a sense of responsibility and empathy. *Pencak silat* is an ideal extracurricular activity to instill social capital values.

Social capital gained through *pencak silat* training has a long-term impact on students. Values such as solidarity that are learned will continue to be carried over until students enter the world of society (Coleman, 1988). Social relationships in community life reflect the results of social interactions over a relatively long period of time. *Pencak silat* helps students build social bonds that can support them in the future. Communities that have high social capital have a high sense of mutual cooperation, feel safe, and are able to overcome various problems that occur in their environment.

The success of developing social capital in extracurricular *pencak silat* is influenced by the role of the coach, training program, and students in the group. The coach is responsible for instilling various positive values in students (Hastuti & Wibowo, 2020). As a coach, he plays

an important role in directing the training goals that will be received by students, and maintaining sportsmanship. In addition, the training program plays a role in designing the formation of student identity and the final goals agreed upon with the students. Students in the group play a role in supporting each other during and outside of training. Collaboration between coaches, training programs, and students in the group is very important in the success of the social capital program.

The challenges in developing social capital in extracurricular *pencak silat* also include the role of coaches, training programs, and students in the group. Coaches who are less competent will not be optimal in conveying social capital values (Hastuti & Wibowo, 2020). Training programs that do not suit students' needs will hinder the process of teaching the expected social values. Lack of interaction and support from each student in the group will interfere with the acceptance of social capital values.

Optimizing the development of social capital requires mutual involvement so that its goals can be achieved. Based on research, the influence of social capital is obtained from emotional closeness with coaches and relatives who have relationships in groups (Sujianti, 2021). In other studies, the development of social capital will be more embedded in students if carried out together (Rustiad, 2013). Therefore, the implementation of a training program that contains social capital values requires synergy between coaches, training programs, and students. Therefore, this study analyzes and develops social capital in the extracurricular *pencak silat* training program. In the long term, this research can become a reference for establishing social capital among high school students.

## 2. METHOD

The method used in the research, using the experimental method. The experimental method functions to find the effect of one independent variable on the related variable. The research participants were 80 high school students consisting of students from SMKN 1 Tambelang, SMAN 1 Sukatani.

The research instrument was designed in the form of a questionnaire to measure indicators related to students' social capital. The social capital instrument refers to the Forsell, Tower & Polman (2018) instrument, the indicators consist of 4 indicators. namely friendly acceptance, *norms of behavior*, *trusting reciprocity*, and *governance*. The instrument

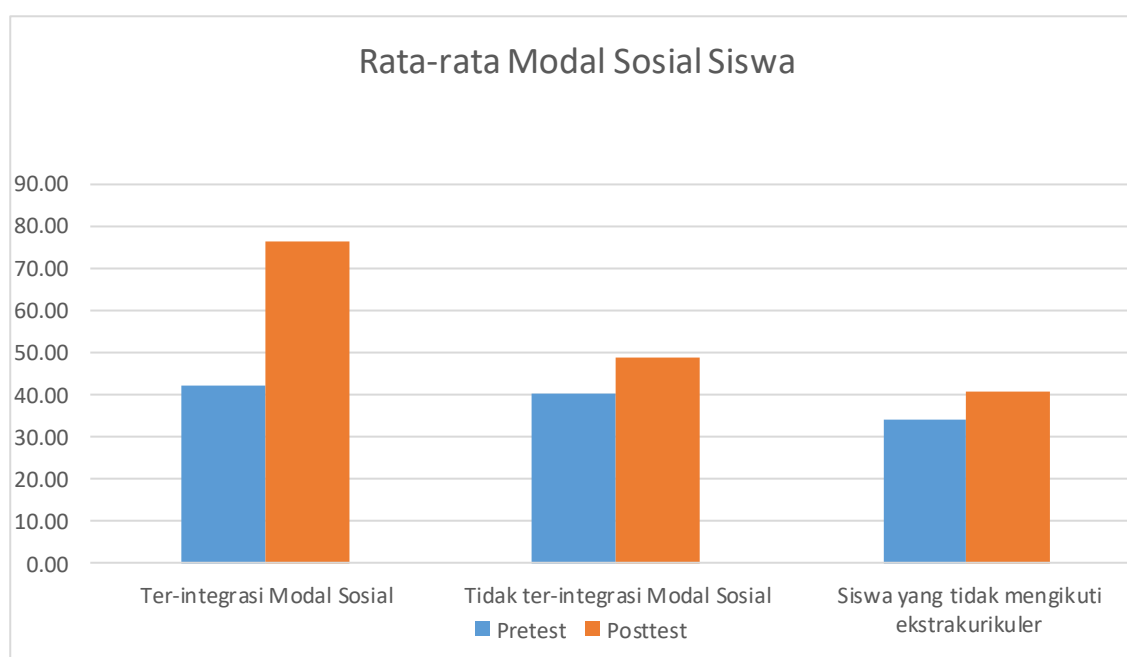
consists of 20 questions using a 5-point rating scale. The questionnaire was filled out twice, namely before *the treatment was given (Pretest)* and after *the treatment was given (Posttest)*.

### 3. RESULTS AND DISCUSSION

#### 3.1 Results

*Pearson* testing procedure. Based on the results of using SPSS, 20 valid items were obtained. The results of the reliability calculation using the *Cronbach alpha method* showed a figure of 0.87 so that it was in the high criteria. The social capital instrument has a high level of consistency and can be used to measure students' social capital in further research.

Based on the calculation results using SPSS, the average value of the extracurricular *pencak silat* group that is integrated with social capital, the extracurricular *pencak silat* group that is not integrated with social capital and school students who do not participate in



extracurricular *pencak silat* are as follows.

Based on table 1, it is known that the highest average social capital of students is the *pencak silat* extracurricular group that is integrated with social capital. These results indicate that the *pencak silat* extracurricular group that is integrated with social capital has high social capital based on a number of indicators such as the indicator of good acceptance (*friendly acceptance*) the majority of students are able to accept friends or other members of different ethnicities, skin colors or backgrounds. The next indicator is the indicator of behavioral ethics (*norms of behavior*) students are able to respect friends or other members of the school.

Another indicator is trust in reciprocity (*trusting reciprocity*) students are able to have a sense of trust in friends or other members. The last indicator is management (*governance*) students are able to manage the running of extracurricular activities when they become leaders.

In line with the research of Lilo, et al. (2024), students who take part in extracurricular activities of *pencak silat* have positive and better social behavior compared to students who do not take part in extracurricular activities of *pencak silat*. Research by Perks (2007), social capital as a feature in organizations seeks social trust that plays a role in common interests. Research by Lilo, et al. (2024), and Putnam (2000, in Perks, 2007) is in line with the results of the researcher's research. Providing social capital training programs can develop the social capital of students who take part in extracurricular activities of *pencak silat*.

Integrated *pencak silat* extracurricular activities can develop social capital. *Pencak silat* extracurricular activities have the potential to develop social capital values. In line with the researcher's research hypothesis, there is a significant difference in the development of social capital in students who participate in the *pencak silat* extracurricular program. In line with the aspects of *pencak silat* (Candra, 2021), one aspect of *pencak silat* is the mental spiritual aspect which includes abundant brotherhood, responsibility, and a high sense of solidarity through defending truth, honesty, and justice. Through joint training in *pencak silat*, students build mutual trust and cooperation. The interactions that occur in the *pencak silat* group build communication skills and strengthen social networks between students.

#### 4. CONCLUSION

Students who take part in extracurricular activities of *pencak silat* that integrate social capital view themselves as having good social capital compared to students who take part in extracurricular activities of *pencak silat* that do not integrate social capital and students in general. Based on each experimental group, the average is different.

In the extracurricular *pencak silat* group that is integrated with social capital has the highest average value. The extracurricular group that is integrated with social capital is divided into 3 groups, namely: 1) the experimental group of extracurricular *pencak silat* integrated with social capital, 2) the experimental group of extracurricular *pencak silat* not integrated with social capital, 3) the control group of school students who do not participate in extracurricular *pencak silat*. Based on the research instrument indicators, the highest indicator is the indicator of good acceptance (*friendly acceptance*) and the lowest indicator is

Silvia Amanda, Cik Suabuana, Edi Suresman: *The Effect of Training Programs to Establishing Social Capital Values Among Senior High School Students* | 42  
management (*governance*). In the indicator of good acceptance (*friendly acceptance*), the majority of students are able to accept friends or other members who are different tribes, skin colors or backgrounds.

In the extracurricular *pencak silat* group that is not integrated with social capital, the difference in average scores is not too significant. The indicator with the smallest difference between the pretest and posttest results is behavioral ethics (*norms of behavior*). Students view themselves as not yet able to have respect for friends or other members of the school. Another indicator with an insignificant difference is the indicator of reciprocal trust. Students view themselves as not yet able to have trust in friends or other members of the school.

In the group of school students who do not participate in extracurricular *pencak silat*, the difference in average scores is not too significant. School students need a social capital training program that can increase the social networks needed in society.

## 5. REFERENCE

- Candra, J. (2021). Pencak Silat. In *Pencak Silat*. CV Budi Utama.
- Coleman, J. (1998). *Foundations of Social Theory*. Belknap Press of Harvard University.
- Forsell, T., Tower, J., & Polman, R. (2020). Development of a Scale to Measure Social Capital in Recreation and Sport Clubs. *Leisure Sciences*, 42(1), 106–122.
- Fukuyama, F. (2001). Modal sosial, masyarakat sipil dan pembangunan. *Triwulan Dunia Ketiga*, 22(1), 7–20.
- Kay, T., Bradbury, S. (2009) *Youth sport volunteering: developing social capital*. Routledge Taylor & Francis Group. 14(1).121-140.
- Kriswanto, E.S. (2015). Pencak Silat. In *Pencak Silat*. Pustaka Baru Press.
- Hadi, S. (2017). Pencak Silat Sebagai Warisan Budaya Bangsa. *Jurnal Pendidikan Olahraga*. 6(2) 101-110.
- Hastuti, R., Wibowo, T. (2020). Peran Ekstrakurikuler dalam Pembentukan Karakter Siswa. *Jurnal Pendidikan Karakter*. 11(1). 25-33.
- Lesser, E (2000). *Knowledge and Social Capital*. London
- Liloi, D.K., Murtono, T., Purwanto, D., Sukrawan, N., Suhendra, T.A. (2024). Dampak Pembinaan Pencak Silat Terhadap Perilaku Sosial. *Jurnal Polkes*. 7(1). 58-70.
- Mulyana (2013) *Pencak Silat Membangun Jati Diri dan Karakter Bangsa* (M. N. Nur (ed.); Cetakan Pe). PT. Remaja Rosdakarya.

- Perks, T. (2007). *Does Sport Foster Social Capital? The Contribution of Sport to a Lifestyle of Community Participation. Sociology of Sport Journal*. 24. 378-401.
- Putnam, R. D. (2000). *the collapse and revival of American community*. Simon and Schuster.
- Rustiadi, T. (2013). Modal Sosial Masyarakat KONI: Kajian Pelaksanaan Pasal 40 Undang-Undang No. 3 Tahun 2005 Sistem Keolahragaan Nasional Jawa Tengah. *Media Ilmu Keolahragaan Indonesia*, 3(2), 95–101.
- Sujianti, N. (2021). Habitus Siswa Berprestasi Ektrakurikuler. *PARADIGMA*, 10(1).