



Implementation of Social Capital in Community Empowerment (Case Study in *Komunitas Ketimbang Ngemis Bandung*)

Afiatun Nur Falah¹, Neiny Ratmaningsih², Yeni Kurniawati Sumantri³

Social Studies Education Study Program, Faculty of Social Sciences
Universitas Pendidikan Indonesia
Bandung, Indonesia

Abstract — *This research focused on implementation in community empowerment efforts by social capital. Social capital developed in the community can be the sustainable and empowerment reinforcement of the community in the society. The purpose of this study is to describe the efforts to empower the KNB community, to describe the social capital implementation in empowering the KNB community, and to analyze the social capital in the KNB community that can be implemented in the social studies learning process. The approach used a qualitative approach and case studies with data collection methods using observation, interviews, and documentary studies. The findings indicated that empowerment has done by the KNB community includes the awareness stage, the capacity building stage, the empowerment stage, and the evaluation stage. Meanwhile, social capital has implemented in norms, beliefs, and networks. There are two norms in the KNB community, which are written and verbal forms. Trust in the KNB community can be seen internally through the division of work and management, and externally through the value of honesty application in building cooperation with donors. The network formed from social relations that exist with the company or the community. In the field of education, social capital can be implemented in the social studies learning process through the internalization of social capital studies in social studies material and strengthening social capital for the character of students.*

Keywords — *Social Capital, Norms, Trust, Networks, Community, Empowerment, Social Studies.*

Correspondence . afiatun_nurf@student.upi.edu

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A. INTRODUCTION

As the times are increasingly complex, it has implications for the emergence of various social problems that are increasingly developing. One of the social problems that is often encountered, especially in big cities in Indonesia, is the existence of street beggars. Social problems like this are not only the responsibility of the government but also the joint responsibility of the government and society, which requires participation from the community to help overcome these problems.

Participation is shown by being involved in a social group to take part in the activities in society (Makhmudi, 2018: 108). One part of this social group is the community. The emergence of communities is triggered by effective forms of participation in the social world. One of them is a community formed with a background of awareness or interest in carrying out social movements and activities and having the same goal of overcoming problems regarding street beggars, namely Ketimbang Ngemis Bandung (KNB).

The Community Ketimbang Ngemis Bandung is a community engaged in the

The Implementation of Social Capital in Community Empowerment (Case Study in *Komunitas Ketimbang Ngemis Bandung*)

non-profit social sector. The establishment of the KNB has a focus on the purpose of appreciating figures who choose not to beg in addition to their limitations and build a sense of community empathy to be able to participate in helping others in need. So individuals who have the same interests and goals as KNB involve themselves to join the KNB voluntarily.

The benchmarks for researchers to raise the Ketimbang Ngemis Bandung community in this study are that KNB has a very broad social network as evidenced by the presence of other Ketimbang Ngemis Communities spread across 50 cities in Indonesia. In addition, several program activities carried out by the KNB community have always received a positive response from the community. This positive response is proof that the KNB community has won the trust of the community. So that due to the breadth of social networks and the trust that the community has, it is interesting to examine in this study, to find out the non-material elements that play a role in community empowerment efforts.

Basically, in the life of a social community, there are relationships that exist between its members and these relationships are increasingly attached based on trust. The success in implementing work programs and developing the community cannot be separated from the breadth of the social networks they have, as well as the norms adhered to by its members as a reference and barrier in their behavior. These aspects of trust, networks and norms are important elements of social capital.

As expressed by Putnam in Yustika (2012: 140) that social capital is a picture of social organization, such as social networks, norms and beliefs, which facilitate mutually beneficial coordination and cooperation. The existence of these three elements of social capital has an important influence and role on community empowerment Ketimbang Ngemis Bandung, such as increased community trust manifested in honest, disciplined and cooperative behavior based on shared norms.

According to Portes in Wijaya (2019: 13) social capital has an important role in empowering a community, this is due to several things: (1) providing easy access to information for community members; (2) become a power distribution medium in the community; (3) developing solidarity; (4) enables the mobilization of community resources; (5) enables mutual achievement; and (6) forming collective behavior and community organization.

Social capital developed in a community can strengthen the sustainability and empowerment of the community in the midst of society to achieve the collective goals of the community itself. In particular, this research focuses on the implementation of social capital in empowering the KNB community, not on human capital or financial capital. So that with the social capital approach, the 'strength' of the KNB community will be seen, not just research that examines 'physical' things that seem real as is still being done in many other studies.

In the context of education, students who are individuals who are part of society are interesting to study the KNB social community. The study of the implementation of social capital in empowering the KNB community can be organized especially through social studies learning, because IPS has its own characteristics, namely a combination of social sciences whose material is adapted to the developmental psychology of students. As stated by Mutiyani and Subiyakto (2015: 96) that social science as a field of study means examining and reviewing human life systems in a social context. This is in line with the concept of social capital, that social capital arises from interactions between people in the community.

On the other hand, social studies aims to prepare students to become citizens who master the knowledge, skills, attitudes and values that can be used to solve social problems and be able to participate in social life (Sapriya, 2009: 12). In line with this, Khairunisa (2017: 1) reveals that social studies education is closely related to character education and educational values,

to make students become good citizens. Social science is needed to prepare a generation of nations with national character and spirit.

The importance of social capital to be developed in the social studies learning process is one of them triggered by the moral degradation of students both to peers and to teachers. This shows that the need to create a learning environment that is oriented towards affective development, namely learning that leads to the development of the personality or character of students. As stated by Fertilia (2019: 15) that character is something that sticks to every individual which can be shown from attitudes and behavior in everyday life.

If social capital can be developed properly and correctly, it will improve the quality of the character of students, who are not only intellectually intelligent, but emotionally and socially intelligent. The process of implementing social capital can be done through a process of discussion, presentation, and rules that discipline students. So through social studies learning, students are expected to gain experience, knowledge, and insight into science and be able to practice it in everyday life.

So on the basis of the above assumptions, it is interesting to do research on "Implementation of Social Capital in Community Empowerment Ketimbang Ngemis Bandung". This research was conducted to determine the empowerment efforts carried out by the KNB community, to find out the implementation of social capital in the KNB community empowerment efforts and to analyze social capital in the Ketimbang Ngemis Bandung (KNB) community which can be implemented in the social studies learning process.

B. METHOD

Based on the considerations obtained from the research objectives, namely describing community empowerment efforts and describing the implementation of social capital in community empowerment, which involves

an activity and a process, this research uses a qualitative approach with the case study method.

The reason for using a qualitative approach and case study method is that researchers get a more complete and in-depth picture of the implementation of social capital in community empowerment instead of begging Bandung. So that the general public or parties involved in this study get a more complete, in-depth and easy to understand picture.

This research was conducted in the KNB community by involving several participants who came from members and administrators of the KNB. Participants in this study were selected through purposive sampling technique by determining several more specific criteria to be used as research samples, namely: 1) The length of active membership, 2) Participation in community activities, 3) Activeness in community empowerment, and 4) Roles and positions in community. And the number of samples used in this study depends on the level of saturation of the data obtained, possibly more or vice versa.

Sources of data obtained for this research are divided into primary data and secondary data. Primary data is data obtained by the researcher's own efforts by recording and observing directly from the data source without using intermediaries to obtain it. Meanwhile, secondary data is data obtained through intermediary media, either the first, second, third parties, and so on. Secondary data used in this research are community archives, photo documentation, and documentary videos.

Data collection techniques are carried out by observation, interviews and documentary studies. Observations made are participatory observations where the researcher is also involved and participates with the object being studied. Interviews were conducted using a structured interview technique, in which the researcher has prepared a research instrument in the form of written questions that will be asked of each source. Documentary studies are carried out by collecting data from archives, reports, photos and videos.

The Implementation of Social Capital in Community Empowerment (Case Study in *Komunitas Ketimbang Ngemis Bandung*)

Data analysis in this study consisted of four elements, namely data collection from observations, interviews and documentary studies. Then reduce the data by simplifying the data obtained from the field notes into a simpler form so that it is easy to understand. Furthermore, the presentation of data in the form of a systematic report, and finally verification or conclusion.

Test the validity of the data in this study using the triangulation technique membercheck and expert opinion. This study used technical triangulation, namely by checking data from the same source with different techniques. While the member check is done to reveal the suitability of the information obtained by the researcher with that provided by the speakers during the research process, and finally the expert opinion is carried out by consulting the data that has been obtained from the field to the experts in their field or in this case to the supervisor.

C. RESULTS AND DISCUSSION

1. KNB Community Empowerment Efforts

The meaning of empowerment basically discusses how individuals, groups or communities try to prepare for the future to match what they want (Rukminto, 2002: 162). Empowerment of individuals is a process to increase knowledge, skills, and ways of thinking in order to have independence so that they can be competitive. Meanwhile, community empowerment is defined as a process to increase the ability of a community to be able to organize and empower its community independently.

In the empowerment process of Ketimbang Ngemis Bandung (KNB) community, it goes through several stages of empowerment including the awareness stage, the capacitating stage, the empowerment stage, and the monitoring and evaluation stage.

First, the awareness stage is simply an 'enlightenment' in providing awareness to members and administrators that the Ketimbang Ngemis Bandung (KNB) community has potential and advantages that can be developed into a large and quality community in campaigning for anti-begging social movements.

This stage is always carried out for the first time when admitting new members, where the board will share experiences and stories about the life story of an elderly trader who continues to sell in the midst of his old and physically unfit condition. Stories of grief and sadness are always tucked away in every donation distribution activity carried out, the concern and persistence of a noble figure are the main reasons for members to continue to contribute to raising KNB.

Through storytelling and sharing of experiences, it is hoped that it can increase members' social sensitivity to the existence of a noble figure who can survive by selling and not begging. When members have a high sense of social sensitivity, it is not impossible to raise their enthusiasm and awareness to actively participate in developing the community, because when the KNB community develops, there will be more and more noble figures whose lives can be helped.

Second, the capacitance stage. The capacitating stage or capacity building which means enabling. In the process of becoming empowered, something must be able first. So in this research it means that a community needs first to be provided with knowledge in managing it. This stage consists of three types of capacities, namely human capacities, organizations, and value systems.

The human capacities carried out by the KNB community vary depending on each division field. Each division is given the freedom to explore its knowledge and skills, by sharing knowledge and skills from someone who is experienced, so that the capacitating efforts are carried out more relaxed, unstructured but still directed to

empower the abilities and potentials of each member.

Next is organizational capacitance, which is carried out in the form of organizational restructuring that will receive power or capacity. The KNB community takes the form of organizational capacitance by rearranging its structure according to needs. Like at the beginning of the community formation in 2015 which did not involve different divisions, but over time the KNB community grew, the community continued to update the structure and community system as needed.

The next capacitance is related to the value system. Capacitating this value is done by making a rule for the empowered target. Instead of Ngemis Bandung as a community-based social movement, it does not impose a rigid value system such as the Bylaws (AD / ART) which is usually owned by an organization. KNB is a community where the relationship between its members is kinship so that the 'rules of the game' in the community are not binding but must be considered.

Third, the empowerment stage. The empowerment stage is the stage in giving the power itself or giving power. The empowerment carried out by the KNB community is that each coordinator and member of each division independently, freely and in a structured manner has the right to determine activities and work programs according to their knowledge, skills and abilities for community development needs.

The goal is that individuals involved in it are able to manage programs that have been designed independently, so that they can develop skills in organizational skills, leadership, and skills specifically related to their divisions. On the other hand, the goal for the community is that the community is able to develop independently with the contribution of its members and administrators. The chairperson and coach have a role in supervising and ensuring that the work program that is designed remains in accordance with procedures, is useful and does not violate the vision and mission of the community

Fourth, the monitoring and evaluation stage. This stage is carried out by evaluating the work program which is held at least once a month in a routine meeting which is commonly referred to as the big meeting. Every obstacle, problem, and deviation that occurs is evaluated and discussed together.

2. Implementation of Social Capital in the KNB Community Empowerment Efforts

Social capital will be seen when a group of individuals work together to achieve certain goals. According to Balady (2018: 44) that the existence of a pattern of social relations between individuals can become the basis for society to deal with problems collectively. When the community has an awareness of the importance of social capital, a harmonious relationship will be created.

In relation to this research, social capital can be implemented in community empowerment rather than begging Bandung. Based on the social capital theory expressed by Putnam, social capital consists of several elements, including norms, beliefs, and networks.

First, norms in community empowerment efforts have an important role as guidelines in regulating the behavior of the individuals involved in it. Norms in an effort to empower the KNB community are implemented in certain rules that must be obeyed by every member and board. Members and administrators have the same position in obeying the norms, no group gets the privilege of the prevailing norms.

Norms in the KNB community are unwritten and efforts to socialize norms are carried out orally, especially those carried out by the management to members. Norms in the KNB are not binding and more flexible, this is because the background of the KNB community is a non-formal group. So that the KNB community management in particular do not feel the need to enforce rules that are rigid and binding on members and administrators.

The norms that apply at KNB are those related to the rules for attendance and participation of members or administrators

The Implementation of Social Capital in Community Empowerment (Case Study in *Komunitas Ketimbang Ngemis Bandung*)

in activities. The sanctions imposed are only in the form of warnings. However, if the warning is not heeded, then sanctions will be imposed by being expelled from the KNB community membership.

Second, trust. Trust is a hope that grows in a society which is shown by honest, orderly behavior and cooperation based on shared norms for the benefit of the community. In an effort to empower the KNB community, honest, orderly behavior and cooperation are implemented internally in the community between the board and members and externally with parties involved with the KNB community.

The trust that grows internally in the KNB community is a trust that arises and grows among members and administrators, trust in the internal KNB is in fact visible in the process of division of labor and management. The division of work carried out in an effort to empower the community makes it possible to achieve community goals more effectively and efficiently, because there is a sense of dependence between members and administrators. The division of labor in the KNB community is carried out starting from the top level such as in the division of labor for the management to the lower level for members in the division. In addition, the form of trust in the division of labor in the KNB community is reflected in the selection of individuals involved in managing work programs. A person who gets responsibility in the form of part of the work is a member who has been trusted by the management. The trust that a member gets is the result of what he does.

In addition to the trust between management and members, trust also arises between the community and external parties, namely the public and private and public companies. With honest capital and trust that the community has, the community is able to build cooperation with external parties. The collaboration that exists in the community is related to the distribution of donations, which are given by external parties to noble figures through the KNB community intermediaries. This collaboration is

important as a means of supporting the sustainability of the main work program of the KNB community, namely the activity of channeling donations or what is called execution to people who have been selected in accordance with standard operating procedures.

Third, network. Based on the findings, the social network implemented in the efforts to empower the KNB community is a network with government agencies and the private sector as well as with civil society. This network emerged because of the open social relationships with parties outside the KNB community.

The form of cooperation that is indirectly formed between the KNB community and the community includes two things, namely; 1) regarding the provision of information from followers regarding the existence of elderly traders that are in alarming condition and need help; and 2) the community as donors in providing donations for elderly traders. The social benefits obtained by the KNB with the expansion of the community network are that the more donations collected, the more people who know KNB and the more people believe in KNB activities.

On the other hand, the KNB community social network is formed with government agencies and private parties. The KNB community as a community that carries a social movement to help elderly traders invite attention and empathy from various parties. The KNB community openly collaborates with various parties who are interested in contributing to developing the KNB community.

There are various forms of cooperation, such as in the distribution of donations, social services, talk shows, and community promotion activities. Companies that collaborate with KNB are not limited by certain fields, it's just that KNB applies the criteria that in establishing cooperation not based on political interests, but the intention of cooperation is purely in line with the vision, mission and goals of the community.

3. Implementation of Social Capital in Social Studies Learning

Social capital is a resource that arises from the interaction between individuals in a community. Social capital is not capital in the physical sense or wealth but has a meaning as an important asset in carrying out social life. Social capital is very important in the current era of globalization, where there are social changes among the people. The emergence of social problems in society such as crime, crisis of trust, crisis of exemplary, and others. The social values of the Indonesian nation, such as the spirit of unity, mutual cooperation, hospitality and so on, slowly fade away and even show contradicting social characters.

Therefore, strengthening social capital has an important role in creating a harmonious and peaceful social life. Strengthening social capital needs to be done in every area of life, including in the field of education by instilling social capital strengthening in students. Students as the next generation of young people should have social capital as provisions in carrying out social life. True education does not only make students intelligent and insightful individuals, but also makes students as individuals with noble, tolerant, and honest personalities. These values can be realized through strengthening social capital which is internalized into subjects in schools.

Social Sciences as a subject in school that is integrated from other social science fields, can be a channel for the development of students' intellectual, emotional, personal, and social intelligence. In accordance with the objectives of social sciences itself, according to Gross in (Solihatin, 2009: 14) states that the purpose of social sciences is to prepare students to become good citizens in their life in society. Gross opinion is in line with that expressed by Saidiahrdjo in Febrianti (2016: 2) that learning social science or social science aims so that students are able to develop their knowledge, attitudes, and social skills, which are useful for their progress as individuals and as members of society.

The objectives of social studies stated above can be achieved if social studies learning can be organized meaningfully (meaningful learning) and not only focuses

on cognitive aspects but also on affective and psychomotor aspects. One way to make learning meaningful is by connecting learning material in the classroom with contextual issues that are outside the classroom, such as from the natural environment and the social environment in people's lives. Through this method, it is hoped that students will find it easier to understand the material they are learning and be able to practice the knowledge learned in everyday life.

Social studies learning essentially has three dimensions, namely the affective dimension concerning attitudes and values, the cognitive dimension concerning knowledge and the psychomotor dimension concerning the application of students' understanding of attitudes and knowledge in life. The three dimensions of IPS are implied in the core competencies (KI) of IPS.

In knowledge and skills competencies, social capital that is implemented in an effort to empower the KNB community can be internalized into the social studies learning process, especially in the material on "Changes in the Social and Cultural Life of the Indonesian Nation in Facing Globalization" (Social Sciences learning materials grade 9th), especially in the sub-chapter explained "The Negative Impact of Globalization and Efforts to Face Globalization to Strengthen National Life".

Strengthening social capital for students, through the social studies learning process can be applied by designing and implementing cooperative learning based learning strategies. Learning activities can be planned through the following stages:

- 1) Identifying socio-cultural changes as a result of globalization.
- 2) Raise the problem of the impact of globalization on national life.
- 3) Gather information about efforts to face globalization.
- 4) Presenting the results of an analysis of changes in socio-cultural life in the flow of globalization to strengthen nationality.

On the other hand, on the competence of social attitudes, strengthening social

The Implementation of Social Capital in Community Empowerment (Case Study in *Komunitas Ketimbang Ngemis Bandung*)

capital in the social studies learning process is considered important to shape the character of students. As stated by Coleman in Syahra (2003) that social capital is a set of resources that are characteristic of family relationships and community social organizations that are useful for cognitive development or the social life of children. Social capital developed in the learning process can be useful, among others, to generate trust values, build social networks, and enforce norms in social studies learning. This can be done through a process of discussion, presentation, and rules that discipline students. So through social studies learning it is expected that students can gain experience, knowledge,

Not only through social studies learning, that as a whole to form the character of students who have social capital can be implemented through habituation which is summarized in school programs (Mustoip, 2018: 56). The school program certainly needs to involve the role of all school members including teachers, school principals and students in order to achieve the goals and success of the program.

D. CONCLUSION

The empowerment efforts carried out by the KNB community include empowerment that is both individual and group. Individual empowerment is carried out for members and administrators so that they have organizational abilities and social skills. Meanwhile, group empowerment is carried out by empowering the community with the hope of becoming an independent community and capable of regulating the direction of community sustainability without outside intervention.

The empowerment efforts carried out by the KNB community go through four stages, including; 1) The awareness stage is carried out by enlightening members and administrators that the KNB community has potential and advantages that can be developed into a large and quality community in carrying out social movements to help and appreciate elderly traders who are in need; 2) The capacitating

stage is carried out by sharing the knowledge and skills of each member related to the divisional background, restructuring positions and roles, and implementing rules; 3) The empowerment stage is carried out by freeing the coordinator and members of each division to determine activities and work programs in accordance with the divisional fields and to carry out an effective and efficient division of labor;

Social capital implemented in community empowerment efforts includes several aspects, among others; 1) Norms, which are oral and written. Verbal norms relate to attendance rules. Meanwhile, written norms relate to standard operating procedures (SOPs) and guidelines for main tasks that must be obeyed by every member and management; 2) Trust, which is implemented internally and externally by the parties involved with the KNB community. Internally, the real form is seen in the process of division of labor and management. Meanwhile externally with the public and private and public companies, which is implemented to build cooperation in channeling donations entrusted by external parties to the KNB community; and 3) Network, which is implemented to expand social relations with the general public as well as private or public companies. The network that is formed produces social benefits that are useful for the sustainability and success of community empowerment efforts.

The study of social capital implemented in an effort to empower the KNB community can be internalized into the social studies learning process. Especially on the material "Changes in the Social and Cultural Life of the Indonesian Nation in Facing the Flow of Globalization" (Social Sciences learning materials grade 9th), especially in the sub-chapter which explains "The Negative Impact of Globalization and Efforts to Face Globalization to Strengthen National Life". In terms of cognitive and psychomotor competence, social capital can be a teaching material developed by teachers in providing an understanding of solutions or efforts that can be made to prevent or

overcome the negative effects of globalization. Whereas in the social attitude competency, social capital can be developed in the social studies learning process which is useful for enhancing the character of students through the application of norms, belief values, and social networks. This can be done through a process of discussion, presentation, and rules that discipline students.

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The Implementation of Social Capital in Community Empowerment (Case Study in *Komunitas Ketimbang Ngemis Bandung*)

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