



The Social Capital Exploration In Elementary School in The Selayar Islands In The Implementation of Learning from Home During Covid-19 Pandemic

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ABSTRACT

Learning activities in schools require adjustments so that they can be carried out during the Covid-19 pandemic. The Government of Republic of Indonesia has set the adjustment measures, one through the Learning from Home (BDR) policy to regulate distance learning. This policy became a reference for all schools in Indonesia, including the schools at the Selayar Islands. This research takes a public school that has the most teachers in Benteng City, Selayar Islands, and implemented the Learning from Home (BDR) policy. The analysis in this research uses the concept of social capital. Besides, this research wants to analyze the joint efforts that exist in elementary schools as a group in implementing the Learning from Home (BDR) policy. The research method used is qualitative with a case study approach. The data collection techniques were through literature review and interviews with school principal, teachers, students, and parents through the snowball sampling method. The result shows the existence of social capital at 'School A' in Benteng City during the pandemic while implementing the 'Learning from Home (BDR)' policy. Social capital helps groups to achieve their goals and maintain the compliance of their members. There were quite a lot of actors involved. This shows that the social capital found is not only in the scope of schools but also in a wider area of society. From the identified social capital, it gives an idea that learning is strived to be carried out even though with many limitations. On the other hand, the heavy burden rests on teachers implementing the Learning from Home (BDR) policy so that individual capital from teachers is visible during the provision of learning tools and facilities.

Keywords:

Learning from Home, Social Capital, Elementary School Education, Covid-19 Pandemic

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Introduction

In early 2020, the world was shocked by the emergence of the Covid-19 virus that later became a global health threat. The World Health

Organization (WHO) on March 9, 2020, officially announced the virus was categorized as a pandemic because it was spread rapidly to various countries (Satuan Tugas Penanganan COVID-19, 2020). To prevent transmission of the virus and suppress the growth rate curve of positive cases, governments in various countries have adopted several policies, such as social restriction. This policy was considered an effective way to reduce the spread of the virus. This policy has implications in various fields, including the decline in economic activity, limiting community mobility, the recommendation to Work from Home (WFH), Learning from Home (BDR) policy for school activities.

This unusual condition requires adjustment, including in education. Through 'Surat Edaran Nomor 4 Tahun 2020' concerning the Implementation of Education in the Emergency of Coronavirus Disease (Covid-19), the Ministry of Education and Culture of the Republic of Indonesia notifies that teaching and learning activities to be carried out online during the pandemic and also possible to carry out in offline with limited students under supervision. In its development, the regulation supported by other policies such as 'Surat Edaran Nomor 15 Tahun 2020' concerning Guidelines for Organizing Learning from Home in an Emergency for the Spread of Covid-19 and an emergency curriculum implemented during the pandemic (Kementerian Pendidikan dan Kebudayaan, 2020).

The implementation of Learning from Home (BDR) activities is indeed not easy. Transitioning from a previously face-to-face learning process to online takes a lot of effort. It takes the involvement of many parties to be able to organize good teaching and learning activities. Previously, in the condition before the Covid-19 pandemic, the teaching and learning process only involved teachers, students, and other parties in schools. However, during a pandemic, teaching and learning activities involve more parties and tools such as parents of students, internet networks, cellphones or laptops, and other supporting devices (TV, radio, and so on). Many facts show that there are still many limitations to implementing the

Learning from Home (BDR) policy, one of which happened in the Selayar Islands, South Sulawesi, Indonesia. In the case that we adopted in this paper has many limitations, such as difficulty in internet network making it difficult to implement an online class and the teacher's limited knowledge of the use of applications for learning. In addressing this issue, this research uses the concept of social capital to see the group's capital to achieve common goals and overcome problems in the implementation of learning.

Social capital is known as a set of values or informal norms that exist among members of a group or community that allows cooperation. Social capital is also assumed as actual or potential resources owned and collected from individuals or group members to achieve common goals. Sharing values or norms does not necessarily result in social capital because those values may be wrong. On the contrary, the value or the norms that generate social capital should aim for benevolence (Fukuyama, 1997). In implementing BDR policy at the elementary school during a pandemic, they need strong cooperation between actors directly involved. This is because neither party knows the best practice during this time of crisis. Therefore, cooperation between group members based on values or norms is needed to support a good learning process.

The purpose of this research is to analyze social capital at the elementary school that implements distance learning. The coming discussions involve a literature review on the concept of social capital from several scholars and how to identify social capital within the group. The research design and methodology of this paper are presented, followed by the empirical findings and analysis. We also explain how the data obtained is validated. In the final section, we provide conclusions from the research and explain the limitations.

This research is necessary to provide an overview regarding the implementation of policies in education and the situation in an area far from urban areas. Next, we provide an analysis from a different point of view by describing the challenges faced by teachers, students, and parents in implementing the

Learning from Home policy and the efforts they made. The results of this research could help policymakers with policy recommendations that target challenges in implementing the Learning from Home (BDR) policy during the Covid-19 pandemic, especially for the local government of the Selayar Islands if they want to duplicate or adapt research results as a basis for policymaking or action. Besides, this research also could help schools understand the situation and conditions of the pandemic that occurred and understand social capital that could optimize the implementation of the Learning from Home (BDR) policy so that schools can respond to the impact of the pandemic appropriately and more innovative.

Literature Review
Social Capital

Social capital is a conception that originates from thinking about members of society who individually cannot solve the problems at hand. In the literature written by Fathy (2019), it was explained about the concept of social capital from several scholars, starting from Pierre Bourdieu, Lyda Judson Hanifan, Robert D. Putnam, and Francis Fukuyama. Bourdieu raises the concept of social capital in the context of generating capital other than the economy that could convert into money. Bourdieu sees cultural capital also has economic value. Although there is still a debate about the nature of social capital similar to classical capital theory, this concept is still under the influence of classical capital theory that contributes to the debate. On the other hand, social capital also highlights social relations or relationships and other forms of capital attach to individuals.

Furthermore, Hanifan explained that social capital includes goodwill, friendship, mutual sympathy, social relations, and close cooperation between individuals and families who form a social group (Fathy, 2019: 3). Social capital is mainly rooted in the notion of beliefs, norms, and informal networks and also believes that social relations are a valuable resource (Bhandari and Yasinoubu in Fathy, 2019). Meanwhile, for Fukuyama, social capital is the

In a situation like this, the roles and cooperation among related actors are necessary for implementing the Learning from Home (BDR) policy. It is to maintain the quality of learning even though it is from home. Based on the explanation above, the researchers are interested in studying the values or norms in a group in an elementary school for implementing the Learning from Home (BDR) policy. We will identify the values or norms in the form of social capital within the school group. The formulation of the problem to be answered is as follows:

1. What social capital does 'School A' in the Selayar Islands have in implementing the Learning from Home (BDR) policy?
2. How can social capital support learn from home during the pandemic?

norm that forms a relationship between two or more individuals. This norm lives based on honesty, commitment, and attachment to one another. Thus, establish cooperation in the community. However, social cooperation does not suddenly appear. This can be established by creating a common identity, moral exchange, and repetition of interactions (Fathy, 2019).

Social capital is considered necessary, especially in development. That will encourage compliance and cooperation among community members. There are binding values and norms that the members of the community can move together. Social capital does not own by one member of a group. However, each individual gets the opportunity from the existence of social capital within the group. The various concepts regarding social capital by several scholars explain in the following table

Table 1. Social Capital Mapping

Concept	The Scholars and Their Analysis
Asset	<p>According to Bourdieu, Coleman, Putnam, social capital is an individual asset of an actor, which develops into a group asset.</p> <p>According to Fukuyama, social capital is a group asset used by individual actors.</p>

Proximity Relationship	According to Bourdieu, Coleman, and Putnam, close relationships are vital in identifying social capital. Proximity relationships institutionalize trust norms and mutually beneficial relationships. They focus on social capital bonding.
	According to Fukuyama, the closeness of a relationship is not too dominant because it can connect certain actors (as a bridge or a guide) and then institutionalizes the linking of social capital.
	According to Bourdieu, Coleman, and Putnam, social capital functions as an agent of social change and can support individual actors or groups to achieve various goals and fulfill interests.

Source: (Usman in Fathy, 2019)

Social capital could also describe the structure of a community (Sampson & Graif, 2009 in Greenberg et al., 2016) and linked to a variety of outcomes (Chilenski & Summers, 2016 in Greenberg et al., 2016).

Relationship between Social Capital and Children's Education

Several studies explain the relationship between social capital and its effects on children's education. According to Trigozzo et al. (2019) School has important role to encourage the participation of parents and increase the degree of social capital that can support the increase in academic success and closing children's achievement gap. This is done through school leadership even though it cannot change the level of education of parents but can increase the degree of social capital. Because of this, parents can better understand of their children's degree and monitor their academic progress (Bartee & George, 2019).

In addition, Coleman & Hoffer (1987) described that schools have a level of social

closure which can be seen from teachers, students, and families that can explain relationships between people as a pure social capita effect. Meanwhile, Bryk & Driscoll explained more about the school environment which is closely related to cultural norms and interactions that contribute to the concept of social capital (Price in Bartee & George, 2019). the concept of social capital to conceptualize social forms and processes that contribute to the ethnic diversity of student achievement. He argues that the educational expectations, norms, and obligations that exist in the family or society are essential social capital. It can affect the level of parental involvement that in turn affects the academic success.

The results show that individual academic achievement is related to various forms of capital that are own (or not own), such as social, economic, and cultural capital. Individuals who have more access to these forms of capital show better academic performance. The differences in educational success can attribute to the different levels of existing social capital, which generate in the networks and family relationships, provided by schools. The positive association between social capital and academic achievement then also affects student attitudes and development supported by changes in drop-outs, school completion, college enrollment, and test scores (Rogosc and Baranovic, 2016).

The existence of social capital in schools is also important for teachers. Based on a study conducted by Demir (2021), the existence of social capital among teachers is related to the following outcomes, such as (1) teacher professional development, (2) the implementation of change, (3) the introduction of new and beginning teachers, (4) teacher retention and job satisfaction, and (5) improved student achievement. The study also found that different structure in organization may foster different dimensions of social capital, such as bonding, bridging, and linking.

Some values and norms exist in the group that can become social capital for family members to move together to achieve a goal, one of which is the continuity of education. To accomplish these educational goals, the

limitations or inability of family members to overcome ethical dilemmas or problems that arise can become obstacles. Especially during the pandemic situation, the older generation has never experienced the current situation. Therefore, the absence of cooperation or collaboration can lead to new conditions of disruption.

Methods

This paper discusses the phenomenon of Learning from Home (BDR) during the pandemic which is implemented in elementary school as a group. The explanation of the research method used in this research is necessary to help the reader understand how the researcher approaches the problem. The research method used is qualitative with a case study approach to give a comprehensive explanation about the phenomenon and the area we observed. According to John W. Creswell (2014), qualitative research is a means for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. Meanwhile, case study research is a qualitative approach that aims to explore an issue through one or more cases within a bounded system (i.e., a setting, a context). Creswell further explained it in the following sentence:

Case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes.

(Creswell, 2007: 73)

In this research, we use a collective case study or multiple case study approach by describing several cases taken from school principal, teachers, students, and parents to explain the issue, which is the implementation of the Learning from Home (BDR) policy in elementary school. The data collection techniques were through literature review and interviews through the snowball sampling method. The collected data were then analyzed

using the concept of social capital to see the joint efforts made within the Elementary School group in carrying out the BDR. The selection of informants for this paper is using the snowball sampling method.

The data validation process was carried out based on the explanation by Creswell (2014). This research used three stages in the validation process. First, through a detailed and comprehensive case description by using a case study approach. Second, the peer examination is carried out to avoid researcher bias. Third, the use of concepts or theories in the analysis helps to reduce researcher bias or misinterpretation of data.

Data Collection

The subjects in this research were the school principal, teachers, students, and parents of 'School A' students. Each grade level at 'School A' consists of 3 classes, namely classes A, B, and C. Class C is known as the superior class, where students who enter rank 1-5 and/or rank 1-10 will be gathered in class C at the next level. The teachers in this school are divided into homeroom teachers, teacher of PJOK, religion, and local content. Based on the class level, there are those called low class teachers (grades 1,2, and 3) and some are called high class teachers (grades 4,5, and 6). Based on their employment status, there are ASN teachers, honorary teachers, and contract teachers. Based on the length of service, there are 2 teachers who will retire in 2021. Then there is 1 teacher who is called an outstanding teacher because she was chosen by the school principal and other teachers to represent the school in the outstanding teacher competition.

In detail, the high-class homeroom teachers who are the research subjects are Mrs. M, Mrs. N, and Mrs. K. Mrs. K are homeroom teachers of 4C classes as well as outstanding teachers who represent schools in outstanding teacher competitions and often accompany students in competitions and Olympics. On the other hand, Mrs. M will enter retirement period in July 2021, while Ms. N will retire in April 2021. Mrs. M and Ms. N are homeroom teachers of class 6B and class 6A.

The lower class homeroom teachers who are the research subjects are Mr. P and Mrs. B. Mr. P is the homeroom teacher for class 2C and Bu B is the homeroom teacher for class 2A. Apart from the homeroom teacher, there are also sports teachers for grades 3,4,5 and 6 who are the research subjects. Then, there are teachers with honorary status for marine local content subjects in grade 1 and there are teachers with regional contract status for marine local content subjects in grade 5.

In addition to the school principal and teacher, there are 3 students and 3 parents of students who are the research subjects. There is student L, who is a female student, who sits in class 4C along with her mother. There is student R, a male student, who sits in class 2A along with his mother. And there are AF students, male students who do not have devices, who sit in class 2A along with their mother. In addition, there was also an aunt from AF students who escorted and picked up AF to school and lent her device to be used by her child and AF in studying.

Here are the details of the research subjects in the table:

Table 2. The Explanation of The Research Subjects

No.	Research Subjects	Category	Detail
1	School Principal (SP)	-	-
2	Mrs. M	Homeroom teacher for class 6B	Retired in Juli 2021
3	Mrs. N	Homeroom teacher for class 6A	Retired in April 2021
4	Mrs. K	Homeroom teacher for class 4C	Outstanding teachers, teachers of students L

5	Mr. P	Homeroom teacher for class 2C	-
6	Mrs. B	Homeroom teacher for class 2A	Teacher of student AF and R
7	Mr. J	Teacher for class 3,4,5,6	Teacher of Sports and Health Physical Education
8	Mrs. A	Class 1	Teacher with honorary status in the subject of marine local content
9	Mrs. M	Class 5C	The teacher has the status of a regional contract in the subject of marine local content
10	Student L	Class 4C	Student of Mrs. K
11	Mother of Student L	-	Owner of a canteen at a health center in Benteng City
12	Student R	Class 2A	Student of Mrs. B
13	Mother of Student R	-	-
14	Student AF	Class 2A	Student of Mrs. B, student who does not have gadget
15	Mother of	-	-

	Student AF		
16	Aunt of Student AF	-	-

(Source: processed by researchers, 2021)

Results And Discussions

The Implementation of Learning from Home

At the start of the pandemic, from March to April 2020, all students were directed by the school to stay at home, face-to-face learning was eliminated. For several days, there was no learning process. The condition preserved until the government issued a warrant to conduct offline learning at a student's house or at the teacher's by keep implementing health protocol.

Learning from home activity or called BDR began to be implemented since March 2020. BDR implementation refers to official notification letter which issued every 10 days if changes are needed. The main consideration in implementing BDR is learning process that must be continue during pandemic. despite the pandemic, schools still hope they can still compete with other schools.

Learning from home has been implemented since March 2020. Since the beginning of the pandemic. Actually, at the beginning, there were plans to make tips for studying at school (SP, 2021)

Nothing. We were told to go home. So, we are confused about how. Anyway, that day we couldn't go to school, the rule said we couldn't. We can't be face-to-face, nothing we can do, we already got the letter anyway (Mrs. M, 2020)

...there is a circular. Students can study offline at home. Anyway, it can be at the student's house, at the teacher's house, (Mrs.K, 2020)

The school started offline learning process by distributing masks to students and face shield for teachers, sink, and learning facilities and infrastructure such as blackboards. In addition, the principal asked one of the teachers who often used learning applications to train other teachers.

So children are bought masks by the school. Masks for children and face shields for teachers (Mrs. K, 2020)

Regarding the curriculum, offline learning follows the 2013 curriculum with pre-arranged themes. However, there are adjustments related to the curriculum by reducing the time from 35 minutes per lesson hour to 30 minutes.

When there was a sharp increase in the number of covid cases in the Selayar Islands district, in July 2020, there was a ban on offline learning and instructions to do online. After a while, schools are allowed to carry out offline learning with a limited number of students. Students are divided into several groups with a maximum of 6 members. During this offline learning process, the school remains open to principal and teachers for attendance purposes or waiting for students to submit assignments.

In school there are lots of books, where I check student assignments. My room is at the second floor but i have to climb the stairs twice, so preferably on the first floor, in the prayer room. (Mrs. M, 2020)

During BDR, it's either the teacher visiting the student's house or the students visiting the teacher's house. The parents take and pick their kids up to the the place or accompany their children when studying online.

The first obstacle faced when learning online is an internet connection. One of the solutions is distribution of data cards and internet quotas from the government. However, the internet quota quickly runs out when students use it to study online. The second obstacle is that the devices used by most students for online schools are the property of the students' parents. This becomes a challenge when parents work or do activities outside the home at the same time as their child's taking online class. The third one is teachers who have not mastered the use of learning devices and applications. The problem with offline learning is the obligation of parents to pick up children when parents are in the office. Another obstacle is that the absence of extracurricular activities causes honorary teachers not to receive honoraria for these activities.

The cellphone is the parent's cellphone, it was brought to work. So later on, he said, after the work done, his child can submit his assignment. (Mrs. K, 2020)

On the other hand, the use of learning devices and applications supports the development of digital literacy by introducing technology to students and teachers. Digital literacy turns out to be useful in the teaching and learning process, as long as it is used for positive activities

We can also learn digital literacy, get to know technology. Like there is student who understands how to use YouTube. As long as it is positive. (Mrs. K, 2020)

During the learning process, monitoring is carried out by the principal and school supervisors. things that are monitored are the continuity of online and offline learning, the state of the school, the state of the offline place, learning activities through photos of activities sent to the WhatsApp group, and learning tools. At the beginning of the pandemic, school principal toured where teachers carried out offline learning. In addition to monitoring, the school holds regular meetings to discuss routine agendas such as class upgrades, midterm exams, and semester exams.

Usually he comes to school to see the situation at school, checks teacher administration. As for supervisors, he usually visits every six months... (Mrs. K, 2020)

The school had prepared to conduct face-to-face learning in early 2021. However, the plan was canceled due to an increase in positive cases of Covid-19 in the Selayar Island. Even though the school has provided health protocol equipment and the school has been disinfected, the school always complies with government decisions.

The last one, we actually want to open school in early January 4th. Because there has been an order from the minister of education and culture but the second wave of pandemic is too serious again. (SP, 2021)

Table 3. The Social Capital Analysis of The Implementation of Learning from Home

Problem	Solution/Adaptation	Values/Social Capital
Changes in the learning model from offline to online and back to offline.	Carry out the learning according to the instructions described in the government official letter.	Obey the government/government official regulations.
There are 18 learning places that need to be monitored on a daily basis	Switch to online monitoring via the WhatsApp group.	Coordination through WhatsApp groups between teachers and school principal.
Internet connection	Using applications with less data usage.	Agreement between teachers and parents.
Devices owned by parents	The child waits for the parents to come home, the parents accompany the child's learning activities, and/or the teacher understand	Cooperation between parents, teachers and students.

	ds the situation at the student's house.			and graduated.	
Some teachers cannot operate learning applications	Training by teachers who are accustomed to using learning applications	Obey the principal, coordination between teachers.	lazy students are becoming increasingly lazy	Coordinate with parents that assignments must be collected so that their children can get grades.	Teacher coordination with parents and cooperation between students and parents
Parents' complaints	Meetings with teachers to minimize parental complaints and ask for parental consent when implementing certain learning methods.	Coordination between teachers, parents and school principal			
Teacher assessment to students	Teachers try to understand more when giving assessments and grades. an agreement between all school principals and supervisors that all students are passed	Coordination between all school principal. Obey the government's instructions so that all students are passed, the important thing is that learning process continues.			

(Source: processed by researchers, 2021)

Provision of Learning Facilities

The provision of learning facilities varies among teachers in schools. There are several designations for teacher grouping in this school. Based on employee status, teachers consist of ASN, regional contract teachers, and honorary teachers. Based on the role, teachers consist of class teachers/homeroom teachers and subject teachers. Based on the length of teaching, there are young teachers and some are approaching retirement. Based on the division of class levels, there are low-class teachers (class 1,2,3) and there are high-class teachers (grade 4,5,6). Each class is further divided into classes A, B, and C. Finally, some teachers excel because they have represented schools in outstanding teacher competitions.

The homeroom teacher teaches all subjects, except Sports and Health Physical Education (PJOK), Religion, and Marine Local Content. Each teacher has a different way of preparing learning tools, depending on the needs of students and the conditions they face. All teachers are facilitated by internet quotas from the government and distributed face shields at the beginning of offline learning.

Since before the pandemic, schools have created WhatsApp groups consisting of teachers and school principal as well as school supervisors. During the pandemic, this group was used as a medium of communication and coordination between teachers, school principal and supervisors. This group also varies, groups

are consisting of all teachers, there is a group of ASN teachers, there is a hodgepodge group as a place to sell, there is a group with supervisors, there is a group of honorary teachers, and a group with parents/students when they have to carry out online learning or offline. However, some teachers already have WhatsApp groups with parents of students since before the pandemic.

There are many school groups, there are two groups. There are general, there are special. Like a mixed group (Mrs. N, 2020) Yes there is. Like there is a mixed group to sell things online (Mrs. N, 2020)

Apart from being a coordination medium, this group is used by low-grade teachers who choose online learning models in their teaching-learning process. The WhatsApp group is also a means for teachers to send assignments to students, a means of collecting assignments by students, a means for permission if students do not attend class. Some teachers explore the right learning application to use, to find the most appropriate application to use.

I mostly do online learning activities in the whatsapp application because I think that, the first is whatsapp is easier to convey to children, then the second whatsapp application is almost everyone has, I think. (Mr.P, 2021)

Offline learning also requires facilities that can be used by students and teachers for the learning-teaching process. From the school, health protocol equipment and blackboards are provided. As well as teachers can bring school facilities to a place offline. The provision of offline places depends on each teacher. Some teachers carry out offline at home, some teachers borrow places from relatives/acquaintances, some teachers discuss with parents regarding the provision of offline places, some also use the cooperative building where one of the teachers is the administrator.

Homeroom teacher for class one is a koperasi officer. The koperasi office was next to her house, so we studied there. the building is good because it functions as a koperasi office (Mrs.A, 2020)

The distance between students' homes and offline places is one of the complaints of parents. Even the short offline time makes parents have to drop off and pick up their children during work time. Some teachers discussed with the parents so that the offline duration was increased so that the parents could pick up the child during recess. Some teachers provide additional classes for mathematics subjects because the duration is not sufficient to make students understand the material being taught. There are also grade 1 student who is eager to come to study offline even though it is not their turn, on the other hand, there are students who do not come while studying offline.

we have to face to face for math lessons that's why Mrs K suggested there is an extra class because when it was explained online, it couldn't be understood (Mother of Student L, 2021)

therefore, Mrs. K said "who wants extra class?". I immediately commented "it's okay if there is an extra class" (Mother of Student L, 2021)

Teaching in first grade is fairly relaxed. In fact, some parents take their children every day so that their children can be smart (Mrs.A, 2020)

Some students are provided with folding study desks at the teacher's house, on the other hand, some students need to bring their folding tables to their offline places. Students complain that they are tired of sitting at the bottom, so they want to go back to studying at school. On the other hand, some students are allowed to use Wi-Fi in offline places during a 10-minute break. The break time is used to do assignments using the existing internet connection or to eat the lunch that the students have brought from their home.

There are also students who have been bullied by naughty children when they came home from an offline-learning place. The incident was reported to the parents and the parents notified the class teacher. After that, the teacher told the naughty boy so that his students are no longer disturbed on their way home. Parent also try to pick up their children on time to go home, so that their children don't have to walk to get home.

Table 4. The Social Capital Analysis of the Provision of Learning Facilities

Problems	Adaptations/Solutions	Values/Social Capital
Parents complain about the distance and time to pick up / drop off	The teacher offers an additional duration of offline learning	Coordination between teachers and parents
Students are tired of sitting under / not using chairs	The teacher provides 10 minutes break	Agreement between teacher and student
Students who came not on their schedule	allowed by the teacher, escorted by the parents	Mutual understanding between teachers and parents
Students who did not attend offline meetings	The teacher called the student / came to his house	Communication between teachers and parents
Students are bullied by naughty boy on their way home from offline	Students tell the parents, parents tell the teacher, the teacher warns the naughty boy	Coordination between students, parents and teachers

(Source: processed by researchers, 2021)

Students Who Don't Have a Device

Devices are important for online and offline learning because assignments and subject matter are sent to the WhatsApp group. However, there is a student, with the initials A, who does not have a device. Even the parents do not have adequate devices to accept assignments from the teacher. The homeroom teacher of student A suggested that his students study with their classmates and cousins who live nearby. When an assignment is sent to the WhatsApp group, student A will go to his cousin's house to do the assignment. When their aunt did not have internet credit, neither of them could do their assignments. Therefore, due to the problem of device ownership, the homeroom teacher runs the learning process offline.

Usually there is no internet quota. If they don't have internet quota, they usually don't get in. there are tasks that cannot be opened if there is no internet quota (Aunt of Student A, 2021)

Usually i buy the cheap internet quota, Indosat costs 8,000 or 16,000. I have never bought a monthly internet quota. (Aunt of Student, 2021)

Later it was discovered that student A was given a used device by his brother. However, he and his parents don't know how to download the WhatsApp application. The device does not have a SIM card. So that the device is only used to play online games when connected to a neighbour's wifi. The parents of student A, who just found out about this, also asked their cousins about how to get their children to join the WhatsApp group.

Apart from student A, student L also does not have a device. Student L takes turns with her younger sibling who is still in kindergarten to use her mother's device. Her mother works as a salesperson in the canteen of the puskesmas in Benteng City. When positive cases of Covid-19 in the Selayar Islands increased, the canteen belonging to the mother of student L was closed. Even in February 2021, her mother's canteen could not operate as usual because it was being renovated. Therefore, student L and her younger siblings can take turns using their mother's device.

Yes he uses a cellphone too. so i have to be smart in dividing the time as well now. (Mother of Student L, 2021)

Especially if the parents only have one cellphone, while the child is at home, for example there is information that "exam will be held tomorrow" (Mother of Student L, 2021)

Before the canteen was renovated, the mother of student L had been selling things while carrying her device. Because there are many needs that she need to communicate through this device. This caused student L's assignment, which was sent by her teacher through the WhatsApp group, to be done only when the mother of student L returned home. In February, student L was given a gadget by her aunt. This device is used because her aunt has already bought a new device. The mother of student L also enters student L's number into the class WhatsApp group so that student L does not miss information related to their learning. It's just that, in doing school work, student L still needs assistance from his mother so that she is focused, enthusiastic, and does not delay working on assignments. Besides, the memory of these used devices is not sufficient to upload new applications, so student L needs help from her aunt to open the application through her aunt's device.

Yes it is out of focus. Not focus. (Mother of Student L, 2021)

For example there is homework, she only reads it, if not reminded, she will not do those homework. Especially when finished, I have to send the photo of her homework. Some go through the classroom application or whatapp, (Mother of Student L, 2021)

According to the mother of student L, there was a decline in her child's rank because her child could not focus, was not enthusiastic, and always delayed doing school work. Student L's mother argued that the ranking system should be abolished in times of a pandemic. This is a wise way to factor pandemic conditions into a scoring system so that children are motivated to learn.

Table 5. The Social Capital Analysis of Students Who Don't Have a Device

Problem s	Adaptations/Solu tions	Values/So cial Capital
Students do not have gadgets	Studying with his cousin by borrowing his aunt's device	Cooperatio n between the student with his aunt and his cousin
Do not have internet connectio n	Come to neighbor's house that has Wi-Fi	Coordinati on with neighbors
Students take turns using their mother's devices with their younger siblings who are also studying online.	Arranging the time between doing the work of the sister and the younger sibling. In February 2021, student L was given a gadget by her aunt	Coordinati on between parents, younger siblings and older siblings Coordinati on between parents, aunts and siblings
Devices with little memory, and unable to downloa d new applicati ons that are also needed for learning	Student L is assisted by her aunt to open the required application through her aunt's device	Cooperatio n between student L and aunt
Student L is not enthusias tic and postpone	Reminded and accompanied by the mother while doing assignments	Cooperatio n between mother and child

s work on school work		
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(Source: processed by researchers, 2021)

Views Related to Learning

Learning for elementary school students is a process from not-knowing to knowing something. For example, students in grade 1 learn so they are used to writing, reading, and arithmetic. In addition to knowledge, elementary school students also gain experience that will be useful for learning at a later stage. If the basic knowledge and experience are good. Then this will carry over to the junior high school level and so on. There are teachers who hope that their students will continue to learn so that their knowledge will increase and will not be left behind because of this pandemic.

That is learning, learning from those who don't know to know. (Mrs. K, 2021)

Experience. Besides knowledge, children also seek experience. It's useless to go to school if you don't have experience. Obviously there is knowledge and experience, learning experience. That is what the children are also looking for. (Mrs.K, 2021)

Elementary education is very important because we teach students from not knowing to knowing. For example a student who has just entered grade 1, they do not know how to read and write, we have just taught how to write and read. So elementary education is a basic. So if the children are not good at their basic, it will be carried over to junior high school and so on. (Mrs.B, 2021)

My hope is that the children keep learning, so that their knowledge will increase, they will not be left behind because of the pandemic period. That's all. (Mrs.N, 2021)

No less important, learning for elementary school students is a character building process. For elementary school students, the learning process must be seen in the form of exemplary. Because of the

importance of learning so that the learning process at the elementary school level must be carried out even though it is not as smooth as it was before the pandemic.

Because the child's character development starts from elementary school (Mother of Student L, 2021)

Elementary school, all (lesson) must be seen in reality. (SP, 2021)

Yes, the teaching and learning process must continue even though it is not as usual (before pandemic), it must be carried out. (SP, 2021)

Keep studying. Keep studying. (Mother of Student AF, 2021)

For a teacher, the continuity of student learning is a dedication task to educate and teach students. A teacher needs to pass on his knowledge to students, showing exemplary. Especially for teachers of low grade students in elementary schools who need to teach their students how to write, read and count. These three things are the basic capital for the next level. Also teachers for high-grade students who do not want to let their students not learn, because this is related to the future of students. If students fail, then that failure is a reflection of the failure of the teacher.

Because we, as teachers, must be devoted, channeling talents to the children, for the future the children. Because it is the responsibility of a teacher to educate and teach children, (Mrs. B, 2021)

Teachers must set an example. The points is, because elementary school's students, are not the same as junior high school or high school. (SP, 2021)

Basically, our responsibility as teachers is that the students are good at least three things: reading, writing, and arithmetic. These three things are used as capital for them to learn at the next level like grade three. (Mr. P, 2021)

That is our job, our job as a teacher, our responsibility for the future of our children. I do not want to leave the

children, I want to continue teaching (Mrs.N, 2021)

Yes. for me, if the children do not know, it will be returned to us means failing to teach the children, not feeling successful (Mrs. K, 2021)

Another consideration for the teacher, so that the learning process needs to take place is a direction from the minister of education to guarantee children to continue studying at home even during the pandemic. Therefore, the teacher must ensure the continuity of the learning process no matter what.

Yes, first of course i will go to the ministerial regulation by the minister, Nadiem Makarim, that there is a ministerial regulation, it guarantees that children continue to study at home even during a pandemic. (Mr. P, 2021)

Because of this, i, we are teachers, we are ordered to ensure that these children continue to study at home despite the pandemic in any way. (Mr. P, 2021)

Awareness of their duties as State Civil Servants (ASN) encourages teachers and school principals to continue carrying out their duties because they are paid by the government. The government will suffer huge losses because it has spent large amounts of money to provide salaries for civil servants. Therefore, an ASN must carry out their duties. An ASN does not need to wait for an order from the head of the department to carry out the tasks that have become their responsibility.

That's the job of the school principal. Don't wait for an order from the head of the department, then we will do it (SP, 2021)

The point is that it is not good if we don't do our duties because we are paid the government. (SP, 2021)

The government is very disadvantaged because they have wasted funds to pay us, teachers, ASN. Although not doing the task, we are paid a monthly fee. The government is the one who loses. (SP, 2021)

Table 6. The Social Capital Analysis of Views Related to Learning

Problems	Adaptations/Solutions	Values/Social Capital
Barriers for school principals, teachers, and students to attend lessons at school	Principals and teachers try to keep learning even if it is minimal and not like it was before the pandemic. Principals and teachers are trying to continue to carry out learning in various ways amidst limitations due to the Covid-19 pandemic	Principals, teachers, and parents care for the future of student education Principals, teachers and parents care about the importance of basic education Principals and teachers still want students to learn even though learning achievement is not optimal Compliance to carry out duties and responsibilities according to the profession

Validation

The data validity procedure was carried out by interviewing 16 research subjects consisting of various specifications at school to get different points of view related to the research topic. Furthermore, the research results are described in detail and sequentially based on a case study approach. The research

team also discussed the findings and analysis process with fellow researchers (peer examination) to discuss other possible interpretations (Creswell, 2014). Besides, this research used a conceptual framework based on social capital theory for the analysis.

Conclusion

The research question addressed in this paper concerns the existence of social capital in 'School A' in the Selayar Islands while implementing the Learning from Home (BDR) policy and how that social capital supports the learning process. To find social capital in the group, researchers took data from various sources and involved various actors to get a comprehensive understanding. The concept of social capital is used as a frame of mind and is used in the analysis process. School A in Selayar Islands is taken as a case study because it has the largest number of teachers in Benteng City with the basic assumption that teachers play an important role during the implementation of learning from home.

The result shows the existence of social capital at 'School A' in Benteng City during the pandemic while implementing the 'Learning from Home (BDR)' policy. Social capital helps groups to achieve their goals and maintain the compliance of their members. In this research, we found that there were quite a lot of actors involved in maintaining the implementation of learning from home. Not only those who have direct contact with school activities, but also family members and friends who are not directly involved also help. This shows that the social capital found is not only in the scope of schools but also in a wider area of society. The social capital form cooperation and understanding between teachers, school principal, students, parents, and family of students and teachers to do the adaptation to implement Learning from Home (BDR) policy.

Furthermore, the social capitals identified in the case of 'School A' in the Selayar Islands are Communication, Coordination, Cooperation, Care, and Mutual Understanding which is explained in more detail in the discussion chapter. From the identified social capital, it gives an idea that learning is strived to

be carried out even though with many limitations. The actors ensure that learning activities are carried out for the future of basic education for students. Social capital helps the implementation of learning from home in the form of cooperation to provide learning facilities, to overcome BDR problems, increase motivation to provide more facilities and make adjustments to BDR conditions.

On the other hand, a heavy burden lies on teachers who implement the Learning from Home (BDR) policy so that individual capital from the teacher can be seen during the provision of learning tools and facilities. Besides, offline learning activities that take place at the teacher's house or other locations are quite far from the students' location. Policymakers should consider the implementation of offline learning activities in schools to minimize the problems such as limited facilities, the difficulty of internet access, and distance so that they could remain following the existing regulations (e.g. zoning system).

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