



Direktorat Riset dan Pengabdian Masyarakat Direktorat Jenderal Riset dan Pengembangan
Kementerian Riset, Teknologi, dan Pendidikan Tinggi
Gedung BPPT II Lantai 19, Jl. MH. Thamrin No. 8 Jakarta Pusat
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PROTEKSI ISI LAPORAN AKHIR PENELITIAN

Dilarang menyalin, menyimpan, memperbanyak sebagian atau seluruh isi laporan ini dalam bentuk apapun kecuali oleh peneliti dan pengelola administrasi penelitian

LAPORAN AKHIR PENELITIAN MULTI TAHUN

ID Proposal: 5b72749f-9232-49d8-b882-a083e84cbac0
laporan akhir Penelitian: tahun ke-1 dari 2 tahun

1. IDENTITAS PENELITIAN

A. JUDUL PENELITIAN

Pengembangan Model Pembelajaran berbasis Social capital dan Cultural Capital Sebagai Strategi Menumbuhkan Ketrampilan Literasi Ketahanan Pangan Siswa SD

B. BIDANG, TEMA, TOPIK, DAN RUMPUN BIDANG ILMU

Bidang Fokus RIRN / Bidang Unggulan Perguruan Tinggi	Tema	Topik (jika ada)	Rumpun Bidang Ilmu
Sosial Humaniora, Seni Budaya, Pendidikan Penelitian Lapangan Dalam Negeri (Menengah)	-		Pgsd

C. KATEGORI, SKEMA, SBK, TARGET TKT DAN LAMA PENELITIAN

Kategori (Kompetitif Nasional/ Desentralisasi/ Penugasan)	Skema Penelitian	Strata (Dasar/ Terapan/ Pengembangan)	SBK (Dasar, Terapan, Pengembangan)	Target Akhir TKT	Lama Penelitian (Tahun)
Penelitian Kompetitif Nasional			SBK Riset Dasar	3	2

2. IDENTITAS PENGUSUL

Nama (Peran)	Perguruan Tinggi/ Institusi	Program Studi/ Bagian	Bidang Tugas	ID Sinta	H-Index
ARI WIBOWO - Anggota Pengusul	Universitas PGRI Yogyakarta	Pendidikan Guru Sekolah Dasar	Membantu pencarian data penelitian, analisis, membantu mencari referensi untuk	6036658	0

			penerbitan buku dan artikel ilmiah		
DHINIATY GULARSO - Ketua Pengusul	Universitas PGRI Yogyakarta	Pendidikan Dasar	Mempersiapkan kebutuhan penelitian, mengkoordinir anggota peneliti, mengumpulkan data penelitian, mempersiapkan laporan dan luaran wajib dan tambahan penelitian.	5995409	1
OKTI PURWANINGSIH - Anggota Pengusul	Universitas PGRI Yogyakarta	Agroteknologi	Membantu pencarian data penelitian, translate dan proofreading, membantu mencari referensi untuk penerbitan buku dan artikel ilmiah	6182462	1

3. MITRA KERJASAMA PENELITIAN (JIKA ADA)

Pelaksanaan penelitian dapat melibatkan mitra kerjasama, yaitu mitra kerjasama dalam melaksanakan penelitian, mitra sebagai calon pengguna hasil penelitian, atau mitra investor

Mitra	Nama Mitra
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4. LUARAN DAN TARGET CAPAIAN

Luaran Wajib

Tahun Luaran	Jenis Luaran	Status target capaian (accepted, published, terdaftar atau granted, atau status lainnya)	Keterangan (url dan nama jurnal, penerbit, url paten, keterangan sejenis lainnya)
1	Artikel di Jurnal Nasional terakreditasi peringkat 1-2	Accepted	https://journals.ums.ac.id/index.php/ppd
1	Artikel di Jurnal Nasional terakreditasi peringkat 1-2	Submitted	https://journals.ums.ac.id/index.php/ppd
2	Artikel di Jurnal Internasional Terindeks di Pengindeks Bereputasi		https://sajce.co.za/index.php/sajce/pages/view/journal-information

Luaran Tambahan

Tahun	Jenis	Status target capaian (accepted, published, terdaftar atau granted, atau status lainnya)	Keterangan (url dan nama jurnal, penerbit, url paten, keterangan sejenis lainnya)
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Luaran	Luaran	<i>published, terdaftar atau granted, atau status lainnya)</i>	<i>penerbit, url paten, keterangan sejenis lainnya)</i>
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5. ANGGARAN

Rencana anggaran biaya penelitian mengacu pada PMK yang berlaku dengan besaran minimum dan maksimum sebagaimana diatur pada buku Panduan Penelitian dan Pengabdian kepada Masyarakat

Total RAB 2 Tahun Rp. 0

Tahun 1 Total Rp. 0

Jenis Pembelanjaan	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total
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Tahun 2 Total Rp. 0

Jenis Pembelanjaan	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total
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Tahun 3 Total Rp. 0

Jenis Pembelanjaan	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total
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6. KEMAJUAN PENELITIAN

A. RINGKASAN

Krisis pangan global tidak hanya sekedar isu belaka, saat ini dunia diterpa tiga fenomena beruntun yang terjadi di kurun waktu dua tahun terakhir yaitu climate change atau perubahan iklim yang signifikan, pandemi Covid-19 dan konflik perang. Ketrampilan literasi pangan penting ditumbuhkan sejak dini untuk menghadapi persoalan tersebut. Upaya paling strategis meningkatkan literasi ketahanan pangan yaitu melalui pembelajaran. Pendekatan yang dapat digunakan dalam rangka menumbuhkan ketrampilan tersebut yaitu melalui pembelajaran berbasis modal budaya dan modal kapital. Melalui kedua pendekatan ini, penumbuhan keterampilan literasi ketahanan pangan akan lebih kontekstual karena dapat mengintegrasikan nilai-nilai kearifan lokal yang ada dilingkungan belajar mereka.

Penelitian ini bertujuan untuk mengembangkan model pembelajaran berbasis modal budaya dan modal sosial yang dapat digunakan guru untuk mengembangkan ketrampilan literasi ketahanan pangan siswa SD. Penelitian ini direncanakan selama dua tahun. Tahun pertama akan dilakukan studi pendahuluan, perumusan sintaks model, sistem sosial, prinsip reaksi, sistem pendukung, dampak instruksional, dan dampak pengiring sehingga dihasilkan model hipotetik beserta fitur pendukung (buku model, teknik penggunaan model, dan instrumen evaluasi). Pada tahun kedua akan dilakukan pengujian model hipotetik melalui FGD, uji validasi ahli untuk menganalisis kelayakan model, dan uji secara eksperimental untuk menganalisis dan membuktikan bahwa model dapat digunakan untuk menumbuhkan ketrampilan literasi ketahanan pangan siswa.

Luaran wajib penelitian dasar ini adalah publikasi pada pada nasional terakreditasi sinta 2 yaitu Journal Of Educational Research and Review. Luaran tambahan adalah prosiding seminar internasional, draft buku bahan ajar dan lembar kegiatan peserta didik yang bermuatan ketahanan pangan . Sesuai dengan tujuan

dan target luaran penelitian ini maka TKT akhir penelitian ini adalah 3

B. KATA KUNCI

Social Capital, Cultural Capital, Literasi Ketahanan Pangan

Pengisian poin C sampai dengan poin H mengikuti template berikut dan tidak dibatasi jumlah kata atau halaman namun disarankan ringkas mungkin. Dilarang menghapus/memodifikasi template ataupun menghapus penjelasan di setiap poin.

C. HASIL PELAKSANAAN PENELITIAN: Tuliskan secara ringkas hasil pelaksanaan penelitian yang telah dicapai sesuai tahun pelaksanaan penelitian. Penyajian meliputi data, hasil analisis, dan capaian luaran (wajib dan atau tambahan). Seluruh hasil atau capaian yang dilaporkan harus berkaitan dengan tahapan pelaksanaan penelitian sebagaimana direncanakan pada proposal. Penyajian data dapat berupa gambar, tabel, grafik, dan sejenisnya, serta analisis didukung dengan sumber pustaka primer yang relevan dan terkini.

Penelitian ini telah menghasilkan kerangka teori tentang model pembelajaran berbasis modal sosial dan modal budaya dalam mengembangkan ketrampilan literasi. Pengaruh modal sosial terhadap ketrampilan literasi anak adalah fenomena yang signifikan dalam konteks pendidikan dan perkembangan anak. Modal sosial merujuk pada jaringan hubungan sosial, norma, nilai, dan kepercayaan yang ada dalam masyarakat (Fadli, 2020). Keterlibatan anak dalam jaringan-jaringan ini dapat berdampak positif pada perkembangan kemampuan literasi mereka. Modal sosial memainkan peran penting dalam membentuk lingkungan yang mendukung pembelajaran dan penguasaan keterampilan membaca, menulis, dan berbicara. Modal sosial juga mengambil bentuk baru dengan adanya platform digital dan media sosial. Anak-anak yang tumbuh dengan pengaruh positif dari orang tua, guru, dan kelompok online yang mendorong literasi cenderung mengembangkan kemampuan kritis dalam memahami, menilai, dan menggunakan informasi dari berbagai sumber digital (Livingstone dan Sefton, 2016).

Sebuah penelitian oleh Senechal dan LeFevre (2002) menyoroti pentingnya modal sosial dalam meningkatkan keterampilan literasi anak. Hasil penelitian mereka menunjukkan bahwa anak-anak yang berpartisipasi dalam interaksi sosial yang kaya dan bervariasi memiliki peluang yang lebih baik untuk mengembangkan keterampilan literasi. Modal sosial seperti dukungan keluarga, interaksi dengan teman sebaya, dan akses kepada buku-buku berkualitas dapat memberikan stimulus yang diperlukan bagi perkembangan literasi anak. Anak-anak yang melihat orang-orang dalam lingkungan mereka membaca dan mengekspresikan minat terhadap literasi cenderung mengikuti contoh tersebut. Misalnya, ketika anak melihat orang tua atau anggota keluarga lainnya membaca secara rutin, mereka cenderung lebih termotivasi untuk melakukan hal yang sama (Clark & Rumbold, 2006). Selain itu, modal sosial juga dapat membantu mengatasi hambatan dalam pembelajaran literasi. Anak-anak yang merasa didukung oleh lingkungan sosial mereka cenderung lebih percaya diri dalam menjelajahi dunia literasi, mengatasi rasa takut akan kegagalan, dan membangun motivasi untuk terus belajar.

Modal sosial pada konteks komunitas juga memiliki peran terhadap ketrampilan literasi anak. Misalnya, program perpustakaan komunitas, kelompok baca, dan kegiatan sosial lainnya dapat memperluas wawasan anak dan mendorong minat mereka terhadap literasi. Penelitian oleh Heath (1983) menggarisbawahi betapa pentingnya lingkungan yang kaya akan materi tulis dalam membentuk literasi anak-anak di berbagai kelompok sosial. Ketika anak terpapar pada beragam jenis teks dan sudut pandang melalui interaksi dengan keluarga, teman, guru, dan komunitas, mereka mengembangkan fleksibilitas berpikir dan kemampuan untuk beradaptasi dengan berbagai konteks. Dalam konteks global, anak-anak yang terbiasa dengan bahasa, budaya, dan cerita-cerita dari berbagai belahan dunia cenderung memiliki wawasan yang lebih luas dan toleransi terhadap perbedaan. Dalam penelitian James S Coman, modal sosial terdiri dari dua perspektif yang berbeda antara modal sosial keluarga dengan modal sosial lingkungan (masyarakat dan sekolah). Dia menyebutkan bahwa modal sosial dalam keluarga dan Masyarakat memainkan peran penting dalam menciptakan sumber daya manusia pada generasi mendatang (Acar, 2011).

Dalam situasi di mana anak tumbuh dalam lingkungan multibahasa, modal sosial dapat membantu dalam memahami dan menghargai perbedaan budaya dan bahasa. Interaksi dengan anggota keluarga yang berbicara bahasa yang berbeda, atau teman dari latar belakang budaya yang beragam, dapat memperluas wawasan anak tentang kompleksitas dunia bahasa dan budaya. Modal sosial ini dapat menjadi jembatan untuk memahami perspektif yang berbeda, membantu anak membangun empati dan pemahaman lintas budaya. Selain itu, modal sosial juga memainkan peran penting dalam membangun keterampilan metakognitif dan regulasi diri yang mendukung pembelajaran literasi. Anak-anak yang didukung oleh lingkungan yang mendorong refleksi, pemecahan masalah, dan tujuan pencapaian

cenderung lebih mampu mengatasi hambatan literasi dan mengembangkan kemandirian dalam belajar. **Hasil dari kajian ini selanjutnya dipublikasikan dalam jurnal nasional terakreditasi sinta 2.**

Penelitian ini juga telah menghasilkan instrumen ketrampilan literasi ketahanan pangan pada siswa kelas 5. Hasil penelitian ini dipublikasikan melalui seminar Internasional **Development Of Elementary School Students To Measure Literacy Ability For Food Security**. Artikel tersebut akan dipublikasikan dalam seminar internasional THE 5th UPY International Convergence on Applied Science and Education pada tanggal 26-27 September 2023

D. STATUS LUARAN: Tuliskan jenis, identitas dan status ketercapaian setiap luaran wajib dan luaran tambahan (jika ada) yang dijanjikan. Jenis luaran dapat berupa publikasi, perolehan kekayaan intelektual, hasil pengujian atau luaran lainnya yang telah dijanjikan pada proposal. Uraian status luaran harus didukung dengan bukti kemajuan ketercapaian luaran sesuai dengan luaran yang dijanjikan. Lengkapi isian jenis luaran yang dijanjikan serta unggah bukti dokumen ketercapaian luaran wajib dan luaran tambahan melalui BIMA.

Luaran wajib dalam penelitian ini adalah publikasi sinta 2. Saat ini tim peneliti telah mensubmit artikel jurnal penelitian yang berjudul **Urgensi Modal Sosial dalam Mengembangkan Ketrampilan Literasi Siswa di Sekolah Dasar** pada jurnal Mimbar PGSD Unidiksha (<http://ejournal.undiksha.ac.id/index.php/JJPGSD>). Selain luaran publikasi sinta 2, penelitian ini juga menghasilkan luaran tambahan berupa artikel yang berjudul **Development Of Elementary School Students To Measure Literacy Ability For Food Security**. Artikel tersebut akan dipublikasikan dalam seminar internasional THE 5th UPY International Convergence on Applied Science and Education pada tanggal 26-27 September 2023.

E. PERAN MITRA: Tuliskan realisasi kerjasama dan kontribusi Mitra baik *in-kind* maupun *in-cash* (untuk Penelitian Terapan, Penelitian Pengembangan, PTUPT, PPUPT serta KRUP). Bukti pendukung realisasi kerjasama dan realisasi kontribusi mitra dilaporkan sesuai dengan kondisi yang sebenarnya. Bukti dokumen realisasi kerjasama dengan Mitra unggah melalui BIMA.

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F. KENDALA PELAKSANAAN PENELITIAN: Tuliskan kesulitan atau hambatan yang dihadapi selama melakukan penelitian dan mencapai luaran yang dijanjikan, termasuk penjelasan jika pelaksanaan penelitian dan luaran penelitian tidak sesuai dengan yang direncanakan atau dijanjikan.

Kendala dalam penelitian ini adalah minimnya literatur yang mengkaji tentang ketrampilan literasi ketahanan pangan.

G. RENCANA TAHAPAN SELANJUTNYA: Tuliskan dan uraikan rencana penelitian di tahun berikutnya berdasarkan indikator luaran yang telah dicapai, rencana realisasi luaran wajib yang dijanjikan dan tambahan (jika ada) di tahun berikutnya serta *roadmap* penelitian keseluruhan. Pada bagian ini diperbolehkan untuk melengkapi penjelasan dari setiap tahapan dalam metoda yang akan direncanakan termasuk jadwal berkaitan dengan strategi untuk mencapai luaran seperti yang telah dijanjikan dalam proposal. Jika diperlukan, penjelasan dapat juga dilengkapi dengan gambar, tabel, diagram, serta pustaka yang relevan. Jika laporan kemajuan merupakan laporan pelaksanaan tahun terakhir, pada bagian ini dapat dituliskan rencana penyelesaian target yang belum tercapai.

Tahap selanjutnya dalam penelitian ini adalah mengembangkan model pembelajaran project berbasis modal sosial dan modal budaya. Pada saat ini pengembangan model sudah pada tahap draft prototipe model yang selanjutnya akan dilaksanakan FGD untuk mendapatkan masukan-masukan dari ahli. Selain itu, proses penelitian selanjutnya adalah menyusun bahan ajar yang berwawasan ketahanan pangan.

Tabel 1 Tahapan Penelitian Yang Telah Dilaksanakan

No	Nama Kegiatan	Bulan		
		Juli	Agustus	Sept
1	Studi Pendahuluan			
2	Studi Literatur			
3	Perumusan desain pembelajaran berbasis social and cultural capital			
4	Penyusunan Instrumen Keterampilan Literasi ketahanan Pangan Pada siswa SD			
5	Penyusunan artikel jurnal Sinta 2			
6	Penyusunan artikel seminar internasional			
7	Submit jurnal sinta 2			
8	Pendaftaran peserta Pemakalah Seminar internasional			

Tabel 2 Tahapan penelitian selanjutnya

No	Nama	Bulan			
		Sept	Okt	Nov	Des
1	Perumusan FGD model pembelajaran berbasis social and cultural capital				
2	Perumusan sistem social, prinsip reaksi, system pendukung dampak instruksional dan dampak pengiring model pembelajran				
3	Penyusunan Bahan Ajar Bermuatan Modal Sosial				
4	Finalisasi Model hipotetik dan fitur pendukungnya untuk uji pembuktian model				
5	Penyusunan Artikel jurnal Internasional bereputasi Q3				

No	Nama	Bulan			
		Sept	Okt	Nov	Des
6	Submit jurnal Internasional Bereputasi Q3				
7	Pendaftaran HaKI				
8	Laporan Penelitian Tahun Ke-1				

H. DAFTAR PUSTAKA: Penyusunan Daftar Pustaka berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada laporan kemajuan yang dicantumkan dalam Daftar Pustaka.

1. Acar, E. (2011). Effects of social capital on academic success: A narrative synthesis. *Educational Research and Reviews* Vol. 6 (6), 456-461. DOI : <http://www.academicjournals.org/ERR>
2. Clark, C., & Rumbold, K. (2006). Reading for Pleasure: A Research Overview. National Literacy Trust.
3. Clay, M. M. (2001). Change Over Time in Children's Literacy Development. Portsmouth: Heinemann.
4. Coleman, J. S. (1988). Social Capital in the Creation of Human Capital. *American Journal of Sociology*, 94(Supplement), S95-S120.
5. Colen, D and Prusak, (2001) Harvard Business School Publishing Corporation . How to Invest Social Capital.(86-93). DOI : <https://doi.org/10.37329/cetta.v3i1.415>
6. Fadli, MR. (2020). Peran Modal Sekolah dalam Pendidikan Sekolah. *Jurnal Equilibrium*. Vol.8 DOI : <http://dx.doi.org/10.26618/equilibrium.v8i2.3363>
7. Grenfell, M. (2009). Applying Bourdieu's Field Theory: The Case of Social Capital and Education. *Education, Knowledge & Economy* 3, (1), 17–34 DOI: 10.1080/17496890902786812
8. Helth, S. B. (1983). Ways with words: Language, life, and work in communities and classrooms. Cambridge University Press.
9. Kembdikbud. (2016). Desain Induk Gerakan Literasi Sekolah. Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan
10. Livingstone, S., & Sefton-Green, J. (2016). The class: Living and learning in the digital age. NYU Press.
11. Livingstone, S., & Sefton-Green, J. (Eds.). (2016). The Routledge companion to media and education. Routledge.
12. Plagens, G.K.(2011). Social Capital and Education: Implications for Student and School Performance. *Education & Culture*, 27 (1), 40-64. DOI : <https://www.jstor.org/stable/10.5703/educationculture.27.1.40>
13. Putnam, R. D. (2000). Bowling Alone: The Collapse and Revival of American Community. Simon & Schuster.
14. Salma, A., Mudzanatun. (2019). Analisis Gerakan Literasi Sekolah Terhadap Minat Baca Siswa Siswa Sekolah Dasar. *Mimbar PGSD Undiksha* 7 (2). DOI: <https://doi.org/10.23887/jjpsd.v7i2.17555>
15. Senechal, M. (2006). Testing the home literacy model: Parent involvement in kindergarten is differentially related to grade 4 reading comprehension, fluency, spelling, and reading for pleasure. *Scientific Studies of Reading*, 10(1), 59-87. DOI : https://doi.org/10.1207/s1532799xssr1001_4

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Sebuah penelitian oleh Senechal dan LeFevre (2002) menyoroti pentingnya modal sosial dalam meningkatkan keterampilan literasi anak. Hasil penelitian mereka menunjukkan bahwa anak-anak yang berpartisipasi dalam interaksi sosial yang kaya dan bervariasi memiliki peluang yang lebih baik untuk mengembangkan keterampilan literasi. Modal sosial seperti dukungan keluarga, interaksi dengan teman sebaya, dan akses kepada buku-buku berkualitas dapat memberikan stimulus yang diperlukan bagi perkembangan literasi anak. Anak-anak yang melihat orang-orang dalam lingkungan mereka membaca dan mengekspresikan minat terhadap literasi cenderung mengikuti contoh tersebut. Misalnya, ketika anak melihat orang tua atau anggota keluarga lainnya membaca secara rutin, mereka cenderung lebih termotivasi untuk melakukan hal yang sama (Clark & Rumbold, 2006). Selain itu, modal sosial juga dapat membantu mengatasi hambatan dalam pembelajaran literasi. Anak-anak yang merasa didukung oleh lingkungan sosial mereka cenderung lebih percaya diri dalam menjelajahi dunia literasi, mengatasi rasa takut akan kegagalan, dan membangun motivasi untuk terus belajar.

Modal sosial pada konteks komunitas juga memiliki peran terhadap ketrampilan literasi anak. Misalnya, program perpustakaan komunitas, kelompok baca, dan kegiatan sosial lainnya dapat memperluas wawasan anak dan mendorong minat mereka terhadap literasi. Penelitian oleh Heath (1983) menggarisbawahi betapa pentingnya lingkungan yang kaya akan materi tulis dalam membentuk literasi anak-anak di berbagai kelompok sosial. Ketika anak terpapar pada beragam jenis teks dan sudut pandang melalui interaksi dengan keluarga, teman, guru, dan komunitas, mereka mengembangkan fleksibilitas berpikir dan kemampuan untuk beradaptasi dengan berbagai konteks. Dalam konteks global, anak-anak yang terbiasa dengan bahasa, budaya, dan cerita-cerita dari berbagai belahan dunia cenderung memiliki wawasan yang lebih luas dan toleransi terhadap perbedaan. Dalam penelitian James S Coman, modal sosial terdiri dari dua perspektif yang berbeda antara modal sosial keluarga dengan modal sosial lingkungan (masyarakat dan sekolah). Dia menyebutkan bahwa modal sosial dalam keluarga dan Masyarakat memainkan peran penting dalam menciptakan sumber daya manusia pada generasi mendatang (Acar, 2011).

Dalam situasi di mana anak tumbuh dalam lingkungan multibahasa, modal sosial dapat membantu dalam memahami dan menghargai perbedaan budaya dan bahasa. Interaksi dengan anggota keluarga yang berbicara bahasa yang berbeda, atau teman dari latar belakang budaya yang beragam, dapat memperluas wawasan anak tentang kompleksitas dunia bahasa dan budaya. Modal sosial ini dapat menjadi jembatan untuk memahami perspektif yang berbeda, membantu anak membangun empati dan pemahaman lintas budaya. Selain itu, modal sosial juga memainkan peran penting dalam membangun keterampilan metakognitif dan regulasi diri yang mendukung pembelajaran literasi. Anak-anak yang didukung oleh lingkungan yang mendorong refleksi, pemecahan masalah, dan tujuan pencapaian

cenderung lebih mampu mengatasi hambatan literasi dan mengembangkan kemandirian dalam belajar. **Hasil dari kajian ini selanjutnya dipublikasikan dalam jurnal nasional terakreditasi sinta 2.**

Penelitian ini juga telah menghasilkan instrumen ketrampilan literasi ketahanan pangan pada siswa kelas 5. Hasil penelitian ini dipublikasikan melalui seminar Internasional **Development Of Elementary School Students To Measure Literacy Ability For Food Security**. Artikel tersebut akan dipublikasikan dalam seminar internasional THE 5th UPY International Convergence on Applied Science and Education pada tanggal 26-27 September 2023

D. STATUS LUARAN: Tuliskan jenis, identitas dan status ketercapaian setiap luaran wajib dan luaran tambahan (jika ada) yang dijanjikan. Jenis luaran dapat berupa publikasi, perolehan kekayaan intelektual, hasil pengujian atau luaran lainnya yang telah dijanjikan pada proposal. Uraian status luaran harus didukung dengan bukti kemajuan ketercapaian luaran sesuai dengan luaran yang dijanjikan. Lengkapi isian jenis luaran yang dijanjikan serta unggah bukti dokumen ketercapaian luaran wajib dan luaran tambahan melalui BIMA.

Luaran wajib dalam penelitian ini adalah publikasi sinta 2. Saat ini tim peneliti telah mensubmit artikel jurnal penelitian yang berjudul **Urgensi Modal Sosial dalam Mengembangkan Ketrampilan Literasi Siswa di Sekolah Dasar** pada jurnal Mimbar PGSD Unidiksha (<http://ejournal.undiksha.ac.id/index.php/JJPGSD>). Selain luaran publikasi sinta 2, penelitian ini juga menghasilkan luaran tambahan berupa artikel yang berjudul **Development Of Elementary School Students To Measure Literacy Ability For Food Security**. Artikel tersebut akan dipublikasikan dalam seminar internasional THE 5th UPY International Convergence on Applied Science and Education pada tanggal 26-27 September 2023.

E. PERAN MITRA: Tuliskan realisasi kerjasama dan kontribusi Mitra baik *in-kind* maupun *in-cash* (untuk Penelitian Terapan, Penelitian Pengembangan, PTUPT, PPUPT serta KRUP). Bukti pendukung realisasi kerjasama dan realisasi kontribusi mitra dilaporkan sesuai dengan kondisi yang sebenarnya. Bukti dokumen realisasi kerjasama dengan Mitra unggah melalui BIMA.

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F. KENDALA PELAKSANAAN PENELITIAN: Tuliskan kesulitan atau hambatan yang dihadapi selama melakukan penelitian dan mencapai luaran yang dijanjikan, termasuk penjelasan jika pelaksanaan penelitian dan luaran penelitian tidak sesuai dengan yang direncanakan atau dijanjikan.

Kendala dalam penelitian ini adalah minimnya literatur yang mengkaji tentang ketrampilan literasi ketahanan pangan.

G. RENCANA TAHAPAN SELANJUTNYA: Tuliskan dan uraikan rencana penelitian di tahun berikutnya berdasarkan indikator luaran yang telah dicapai, rencana realisasi luaran wajib yang dijanjikan dan tambahan (jika ada) di tahun berikutnya serta *roadmap* penelitian keseluruhan. Pada bagian ini diperbolehkan untuk melengkapi penjelasan dari setiap tahapan dalam metoda yang akan direncanakan termasuk jadwal berkaitan dengan strategi untuk mencapai luaran seperti yang telah dijanjikan dalam proposal. Jika diperlukan, penjelasan dapat juga dilengkapi dengan gambar, tabel, diagram, serta pustaka yang relevan. Jika laporan kemajuan merupakan laporan pelaksanaan tahun terakhir, pada bagian ini dapat dituliskan rencana penyelesaian target yang belum tercapai.

Tahap selanjutnya dalam penelitian ini adalah mengembangkan model pembelajaran project berbasis modal sosial dan modal budaya. Pada saat ini pengembangan model sudah pada tahap draft prototipe model yang selanjutnya akan dilaksanakan FGD untuk mendapatkan masukan-masukan dari ahli. Selain itu, proses penelitian selanjutnya adalah menyusun bahan ajar yang berwawasan ketahanan pangan.

Tabel 1 Tahapan Penelitian Yang Telah Dilaksanakan

No	Nama Kegiatan	Bulan		
		Juli	Agustus	Sept
1	Studi Pendahuluan			
2	Studi Literatur			
3	Perumusan desain pembelajaran berbasis social and cultural capital			
4	Penyusunan Instrumen Keterampilan Literasi ketahanan Pangan Pada siswa SD			
5	Penyusunan artikel jurnal Sinta 2			
6	Penyusunan artikel seminar internasional			
7	Submit jurnal sinta 2			
8	Pendaftaran peserta Pemakalah Seminar internasional			

Tabel 2 Tahapan penelitian selanjutnya

No	Nama	Bulan			
		Sept	Okt	Nov	Des
1	Perumusan FGD model pembelajaran berbasis social and cultural capital				
2	Perumusan sistem social, prinsip reaksi, system pendukung dampak instruksional dan dampak pengiring model pembelajran				
3	Penyusunan Bahan Ajar Bermuatan Modal Sosial				
4	Finalisasi Model hipotetik dan fitur pendukungnya untuk uji pembuktian model				
5	Penyusunan Artikel jurnal Internasional bereputasi Q3				

No	Nama	Bulan			
		Sept	Okt	Nov	Des
6	Submit jurnal Internasional Bereputasi Q3				
7	Pendaftaran HaKI				
8	Laporan Penelitian Tahun Ke-1				

H. DAFTAR PUSTAKA: Penyusunan Daftar Pustaka berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada laporan kemajuan yang dicantumkan dalam Daftar Pustaka.

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The Importance of Social Capital in Developing Students' Literacy Skills in Elementary Schools

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Abstrak

Penanaman ketrampilan literasi sejak dini memiliki dampak yang signifikan dalam membentuk dasar perkembangan anak dan mengarah pada kemampuan literasi yang kuat di masa depan. Penelitian ini bertujuan untuk menginvestigasi peran modal sosial dalam menumbuhkan literasi siswa di sekolah dasar. Pengakuan terhadap peran penting modal sosial dalam menumbuhkan ketrampilan literasi sejak dini dibangku sekolah dasar menjadi kunci untuk memastikan bahwa generasi yang akan datang memiliki fondasi literasi yang kuat yang akan membantu mereka sukses dalam pendidikan dan kehidupan sehari-hari mereka. Artikel ini menjelaskan pentingnya modal sosial dalam menumbuhkan ketrampilan literasi sejak dini melalui peran keluarga, sekolah dan masyarakat. Hasil penelitian ini mendukung bahwa investasi dalam modal sosial untuk pendidikan literasi siswa memiliki dampak jangka panjang dalam meningkatkan ketrampilan literasi mereka di masa depan

Kata Kunci : Modal Sosial, Ketrampilan Literasi, Sekolah Dasar

Abstract

Instilling literacy skills from an early age has a significant impact in forming the basis of a child's development and leads to strong literacy skills in the future. This research aims to investigate the role of social capital in growing student literacy in elementary schools. Recognition of the important role of social capital in fostering literacy skills from an early age in elementary school is key to ensuring that future generations have a strong literacy foundation that will help them succeed in their education and everyday life. This article explains the importance of social capital in fostering literacy skills from an early age through the role of family, school and community. The results of this research support that investing in social capital for students' literacy education has a long-term impact in improving their literacy skills in the future

Keywords: Social Capital, Literacy Skills, Elementary School

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1. INTRODUCTION

In the current era of information and digitalization, literacy skills have become a fundamental need for individuals to access, understand and manage abundant information. Literacy skills are no longer limited to the ability to read and write, but also include the ability to understand complex content, evaluate information, and think critically (Jatnika, 2019). These capabilities are not only important for personal life, but also for active participation in an increasingly complex and globally connected society. Based on data from the 2019 Progress International Reading Literacy Study test results report regarding the reading ability of students aged 9-10 years, Indonesia is ranked 44th out of 45 countries. Survey data conducted by the Program for International Student

Assessment (PISA) released by the Organization for Economic Co-operation and Development (OECD) in 2019 is also not much different. Based on this data, the literacy level Indonesia at number 62 out of 70 countries surveyed.

One factor known to have a significant influence on the development of literacy skills is social capital. Talking about social capital cannot be separated from Pierre Bourdieu who first used the term social capital. Bourdieu emphasized that social capital also includes cultural understanding, knowledge and skills possessed by individuals through education, experience and the environment. Social capital is a form of capital related to the ownership or control of cultural capital, symbolic capital and scientific capital which includes knowledge, information, networks and relationships. (Haerussaleh & Huda, 2021). This understanding highlights the importance of education, socialization, and access to cultural resources in shaping opportunities and individual social mobility in society. Referring to the network of relationships, social norms, and beliefs that exist in a society. In contrast to Bourdieu, Putnam places greater emphasis on the important role of participation in social organizations in forming society's social capital. According to Putnam, social capital refers to various elements in society, including social organizations and their membership that enable individuals to interact, collaborate, and build strong relationships. His views highlight how membership in a club, voluntary group, or social network can improve social cohesion and support the development of society as a whole. Social capital is not a static phenomenon but is dynamic and organic. Their approach also emphasizes the role and function of social capital, rather than social capital itself. Cohen and Prusak (2001) focus on three principles, namely (1) how social capital works in an organization; (2) how social capital invests, and (3) how this investment brings benefits to organizations and individuals. In this context, social capital is defined as active connection capital between communities in the form of trust, mutual understanding, and shared values and behavior that bind and shape members of human networks and communities. (Polatcan, M. & Balci, 2019) Furthermore, Coleman believes that social capital is not only about aspects of social relationships, but also about the system of values and norms that influence individual behavior in society.

Nowadays, social capital has become increasingly popular in recent years among researchers, especially in the field of education. These various studies can be categorized into three groups. Firstly, the themes raised in social capital research are related to character education (Aeni, K., Zamroni, 2016; Jamali, 2021; Sumarni et al., 2015), school culture (Nurohmah et al., 2021; Parlar Hanifi, Polatcan Mahmut, 2020; Walidaini, 2020) and entrepreneurship (Silviana, 2021). Second, the subject of culture-based education research studies focuses on the younger generation (students) (Alemdar & Anilan, 2022; Silviana, 2021)

In the context of literacy skills, social capital can also act as a resource that supports and facilitates learning, sharing information, and developing literacy skills. Several studies have shown that social capital can influence literacy skills through several mechanisms. First, a strong network of relationships in social capital can provide better access to various sources of information, such as through discussions with friends, family, or the community. Such discussions allow individuals to develop a deeper understanding of various topics and broaden their horizons (Carroll M. et al., 2018). Second, social norms that encourage literacy values, such as appreciation for reading books or producing writing, can shape individual motivation to improve their literacy skills. Such norms can also create an environment that supports sustainable learning among the community (Tabroni et al., 2021). Third, high trust in social capital networks can encourage individuals to take risks in developing literacy skills without fear of negative judgment. This is especially true in learning contexts that involve trial and error, where individuals feel comfortable sharing their views and obtaining feedback from their peers. In this case, social capital acts as a support network that encourages children's intellectual exploration (Mishra, 2020; Riki et al., 2019).

These social-based educational studies have at least several shortcomings. The first concerns the themes raised in the research which are still focused on character education and entrepreneurship. Second, in terms of the subject studied, it has not yet reached basic education. Third, there has been no research that examines the role of social capital in developing students' literacy skills. This study tries to describe the role of social capital in developing elementary school students' literacy skills. This study aims to provide richer insight into the factors that influence literacy development in the context of today's increasingly connected and complex society. It is hoped that the results of this research can become a basis for designing more effective and sustainable literacy learning strategies.

2. METHODS

The method used in this research is library research, which is a research model based on literature study using data processing methods and library collection by looking for references from previous research which of course relate to the focus discussed and the topic in the research. (Mendes; et al., 2019). The procedures for researching this literature are (a) formulating the problem, (b) collecting data, (c) evaluating the suitability of the data, (d) analyzing and interpreting relevant data, and (e) organizing and presenting the results.

Formulate the problem. The problem to be studied in this research is the importance of social capital in improving elementary school students' learning skills. To help solve the problem, the following questions guide this review: 1) how does social capital relate to students' literacy skills?; 2) what is the role of family social capital in improving elementary school students' literacy skills?; 3) what is the role of schools in improving elementary school students' literacy skills? 4) what is the role of the community in improving the literacy skills of elementary school students?

Data collection. The purpose of data collection was to find empirical studies including: quantitative, qualitative, mixed methods, and literature reviews published in peer-reviewed journals to identify the role of social capital in improving elementary school students' literacy skills. The articles used in this literature review are articles obtained using Google Scholar and Science Direct by entering the keywords "social capital", "literacy skills".

Data evaluation and analysis. After searching the literature using the procedures, keywords and databases described above. Next, researchers limited the literature search to specified keywords and databases. Therefore, this literature may not include sources that are not available through the criteria and databases searched. Based on the procedures described, 20 articles were obtained which were used as data in this research.

3. RESULTS AND DISCUSSION

Results

The influence of social capital on children's literacy skills is a significant phenomenon in the context of children's education and development. Social capital refers to the network of social relationships, norms, values, and beliefs that exist in society (Fadli, 2020). Children's involvement in these networks can have a positive impact on the development of their literacy skills. Social capital plays an important role in forming an environment that supports learning and mastery of reading, writing and speaking skills. Social capital has also taken new forms with the advent of digital platforms and social media. Children who grow up with positive influences from parents, teachers, and online groups that encourage literacy are likely to develop critical skills in understanding, evaluating, and using information from a variety of digital sources. (Fatmawati, 2019).

A study highlighting the importance of social capital in improving children's literacy skills shows that children who participate in rich and varied social interactions have a better chance of developing literacy skills (Mardiyah et al., 2020). Social capital such as family support, interaction with peers, and access to quality books can provide the necessary stimulus for children's literacy development. Children who see people in their environment reading and expressing an interest in literacy are more likely to follow that example. For example, when children see their parents or other family members reading regularly, they tend to be more motivated to do the same (Liu & Chung, 2022). Apart from that, social capital can also help overcome obstacles in literacy learning. Children who feel supported by their social environment tend to be more confident in exploring the world of literacy, overcome fears of failure, and build motivation to continue learning.

Social capital in a community context also plays a role in children's literacy skills. For example, community library programs, reading groups, and other social activities can broaden children's horizons and encourage their interest in literacy. Another study underscores the importance of an environment rich in written materials in shaping the literacy of children in various social groups (Putri, M.S., & ., C., 2021). When children are exposed to diverse types of texts and points of view through interactions with family, friends, teachers, and communities, they develop flexibility of thinking and the ability to adapt to various contexts. In a global context, children who are familiar with language, culture and stories from various parts of the world tend to have broader insight and

tolerance for differences. In James S Coman's research, social capital consists of two different perspectives, namely family social capital and environmental social capital (community and school). He stated that social capital in the family and community plays an important role in creating human capital in future generations(Acar, 2011).

In situations where children grow up in a multilingual environment, social capital can help in understanding and appreciating cultural and linguistic differences. Interactions with family members who speak a different language, or friends from diverse cultural backgrounds, can broaden a child's insight into the complexities of the linguistic and cultural world. This social capital can be a bridge to understanding different perspectives, helping children build empathy and cross-cultural understanding. Apart from that, social capital also plays an important role in building metacognitive and self-regulation skills that support literacy learning. Children who are supported by an environment that encourages reflection, problem solving, and achieving goals are more likely to be able to overcome literacy barriers and develop independence in learning.

Table 1 Parties who play an active role in implementing the literacy component

No	Literacy Components	Parties who play an active role
1	Early childhood literacy	Parents, family, teachers
2	Basic literacy	formal education
3	Library literacy	formal education
4	Technological literacy	Formal education and family
5	Media literacy	Formal education, family and community environment
6	Visual literacy	Formal education, family and community environment

Source: School Literacy Movement Master Design Book

Discussion

A. The Role of Family Social Capital in Improving Literacy Skills

It cannot be denied that social capital in the family is the starting point that embeds positive habits in children. A study by Coleman (1968) entitled "equality of educational opportunity" found that parents and the home environment are much bigger determining factors in a child's future than school. According to this research, the role and background of parents is more important in contributing to school performance. Further research results(Anggraini et al., 2019)also concluded that children born to highly educated parents tend to have good academic achievements. These families create an environment where educational achievement is valued and expected. Additionally, when children are provided with a nurturing environment that provides behavioral guidance, the impact on their educational success will be powerful and positive. The family is a vehicle for educating, nurturing and socializing children, developing the abilities of all its members so that they can carry out their functions well in society.(Suryawati et al., 2020). Within the family, social capital can include relationships between family members that encourage open discussions, share stories, and provide appreciation for children's literacy efforts. This not only strengthens technical skills, but also creates a positive atmosphere towards learning. In this context, Senechal(2006)observed that children's opportunities for learning are not limited to time at school, but involve everyday life experiences at home.

The findings of this research identify the role of social capital in the family which enables participating parents to grow literacy skills through three strategies, namely modeling, mentoring and teaching. Parents can utilize social capital abilities to develop children's first literacy skills through modeling. Parents have a very strong influence on their children's role models. Whether positive or negative, parents are the first and foremost role models for children. Parents become the pattern for forming a child's "Way of Life" or lifestyle. The way children think and act is shaped by the way their parents think and act. In this way, parents inherit their actions and thought patterns for their children. Research shows that children who

have parents who read stories, encourage reading, and provide access to reading materials tend to have better literacy skills.(Inten, 2017). Parental education through various means (e.g. workshops or seminars, parents' days and school visits) is very important so that parents can experience playing and build a knowledge base to guide their children in playing at home.

The second role of family social capital is mentoring. Social capital in the family can be a bridge between literacy in formal language and literacy in the child's mother tongue or everyday language. Children who are able to use the language they use in everyday life for literacy purposes tend to be more engaged and have a deeper understanding of literacy material. Social capital in the form of support for using the mother tongue in literacy contexts can help children relate learning to their personal experiences. Apart from that, the influence of social capital can also influence children's literacy choices, including the type of reading they choose. When they engage in positive interactions with family members, friends, or teachers who recommend certain books or reading materials, they are more likely to explore those materials with enthusiasm. This is consistent with previous research showing that various types of parental involvement are conducive to child development(Siu & Keung, 2021). Bridging social capital can be fostered by bringing parents together to participate in joint activities with children(McLean et al., 2018)(Tabroni et al., 2021). The findings of this research are also in line with the views of Bourdieu (1986), who views social capital not only as actual but also potential resources obtained from membership. In Bourdieu's view, the existence of relationships with both actual and potential resources provides each member with the support of collectively owned social capital(Bianchi & Vieta, 2020).

Third, Teaching, parents as teachers in the family environment. Parents teach their children about the basic laws or principles of life. In the family environment, social capital not only influences daily interactions related to literacy, but also creates norms and expectations about the importance of reading, writing and speaking well. Parents who show enthusiasm for literacy tend to encourage children to value and associate literacy with fun and benefits. This is where parents are tested for their competence to create conscious abilities in children, namely that children are very aware of what they are doing and understand the reasons why they are doing it. This social capital not only improves technical reading skills, but also builds a love and interest in literacy. These kinds of interactions also help children connect literacy to their personal experiences, motivating them to learn more.

In other words, this research concludes that children's literacy can be developed if parents make literacy activities a habit in the family. Literacy habits given by parents can predict children's reading abilities and the quality of children's literacy competencies in the future. Literacy habits at home can be formed if parents are able to implement each activity program contained therein properly and regularly. Shared book reading is probably the most studied aspect of literacy at home.

B. The Role of School Social Capital in Improving Student Literacy Skills

In fact, schools already have the social and cultural capital to become a tool to improve the quality of education in schools. Literacy is more than just reading and writing, but includes thinking skills using sources of knowledge in print, visual, digital and auditory forms. In the current digital era, this ability is called information literacy. Clay (2001) explains that the components of information literacy consist of early literacy, basic literacy, library literacy, media literacy, technology literacy and visual literacy.(Wandasari et al., 2019). In the Indonesian context, early literacy is needed as a basis for acquiring literacy at the next stage. However, the social reality is that there is a tendency that in the world of education the role of social capital is still not assessed as the most important aspect in the process of improving the quality of education, especially with regard to students' literacy skills. In fact, according to several studies of social capital in various forms, community involvement in education has been accepted as a source of social capital, which greatly influences success Education(Fadli, 2020; Mishra, 2020). There is a tendency that schools do not realize and consider it important that social capital is very strategic to be developed in the patterns of social relationships that occur in the learning process in the family and school.(Amini et al., 2023). Developing school social capital in growing students' literacy skills can be done in at least five ways, namely (1) building a network of relationships that encourages literacy; (2) enforcing strong literacy norms among members of

the entire school; (3) rewarding students' literacy achievements (4) providing students with access to literacy resources; and (5) teachers and staff become role models for students.

First, building a network of relationships that encourages literacy. A school environment that facilitates interaction between students, teachers and school staff, and encourages collaboration between individuals, plays an important role in improving students' literacy skills. Discussions, forums, and group-based activities help students broaden their literacy horizons. In fact, schools and peers have a significant influence in developing children's literacy skills (Rohandini et al., 2022; Shabrina, 2022). Children who participate in reading groups or literacy projects with their peers tend to have higher motivation for reading and public speaking. The findings of this study are in line with other research findings which conclude that social capital in the form of support from teachers and classmates can stimulate in-depth discussions and text analysis, improve content understanding and speaking skills (Fathurrohman, 2019; Yin et al., 2022). Social capital in the form of good relationships between teachers and students can create an environment that supports sustainable literacy development (Tai-Kuei Yu et al., 2017). On the other hand, collaboration and exchanging ideas with classmates also develops speaking, listening and critical thinking skills.

Second, enforcing strong literacy norms for members of all schools. Schools with a strong literacy culture encourage students to read and explore a wide variety of texts. This norm is manifested in literacy programs launched by schools, including periodic reading activities, literary performances and writing competitions (Salma, 2019). The results of this research are in line with other research findings which conclude that by providing learning opportunities for individuals and groups as a whole, by developing relational trust and shared norms through interaction (McLean et al., 2018). Some researchers have also investigated how norms can build relational trust in schools through their interactions, and how trust functions as a resource for school improvement (Fadli, 2020; Yin et al., 2022).

Third, giving awards to students' literacy achievements. School social capital is also reflected in teacher concern through appreciation and recognition of student literacy achievements. Positive support from teachers and classmates motivates students to continue developing their literacy skills. A study concluded that teachers giving positive words to students can arouse their interest in reading (Safitri & Dafit, 2021). Apart from using words, motivating students can also be in the form of giving gifts or rewards. The teacher gives a reward as a sign that the student has succeeded in that day's lesson material. Giving prizes or rewards can be done in the middle of learning or at the end of learning as a form of evaluating student learning (Rofiah, 2019; Hidayat Basuki, 2018). In this way, every student has the opportunity to receive school awards.

Fourth, provide access to literacy resources to students. Schools with strong social capital have better access to various literacy resources, such as well-stocked libraries, interactive learning software, and access to digital literacy content. Reading material that is attractive to students will motivate students to read the reading text seriously. In line with this, the Ministry of Education and Culture (2016:10-22) explains that choosing reading material from various sources is intended so that students have broad insight and make reading an activity that is not boring. The reading materials given to lower classes and higher classes are different. The lower class prefers reading materials that contain simple information, are illustrated, are inspirational and imaginative, have a fantasy fable genre, and contain messages that are appropriate to the developmental stage of low class students. This is different from high class students who prefer reading with complex information, inspirational and imaginative, folklore genre, and containing moral messages according to the development stage of high class students. The findings of this study are consistent with current literature, which understands that teachers' professional roles influence the classroom environment and the opportunities available for children to engage in play lessons simultaneously. In other words, teachers share their experiences in trying play activities as they engage in professional sharing and collaboration to increase their understanding of how to build social capital-based learning and how to help children build their own learning (Keung & Fung, 2021; Yin, Keung & Tam, 2022).

The five teachers and staff become role models for students. Teachers and school staff who act as literacy role models inspire students to develop literacy interests and skills (Abidin et al., 2018). Teachers

who are actively involved in guiding students in understanding complex texts have a major influence on students' literacy abilities. Teacher attitudes also have a strong influence on children's perceptions and interest in literacy. This is supported by other research which reveals that by direct modeling, children are able to differentiate the sounds in the pronunciation of a word before it is done. (Maratussholihah & Wibowo, 2022; Sukmawati, 2021). Teachers who show dedication to teaching literacy using interesting and interactive methods can shape children's positive views about learning to read and write.

However, the impact of social capital should not be considered static or uniform. Social capital can have different effects on children with diverse backgrounds. Children from families with different economic or cultural limitations may experience challenges in accessing the same literacy resources (Anjani et al., 2019; Hijjayati et al., 2022). In this case, it is important to identify and overcome these barriers through appropriate support and intervention. In addition, every child has different needs, interests and learning. In an effective educational approach, respect for diversity in children's social capital needs to be taken into account. An inclusive approach understands individual differences and encourages children to develop literacy that matches their potential and interests. In other words, teachers must respect diversity at school and in the classroom, while seeking to reap the benefits of social capital. This requires respect for student choices and the elimination of overt and covert pressure on students to mold them into a uniform identity and/or goals.

C. The Role of Community Social Capital in Improving Literacy Skills

The main idea of social capital is that social networks have value which places emphasis on the benefits of social networks, such as information, trust and reciprocity. The collective value of all social networks and the benefits resulting from these networks help people solve individual and collective problems more easily (Putnam, 2000). Pierre Bourdieu (2000) in his research entitled Social Capital: Prospects for a New Concept states that social capital is the result of continuous interaction between individuals and society which has an impact on the distribution of power and resources. This highlights the importance of social capital in understanding broader social dynamics. In relation to developing children's literacy skills, society can use its social networks, for example, community and state involvement helps improve the relevance and quality of education. This involvement occurs in various ways, including increasing ownership, building consensus, reaching remote and disadvantaged groups, strengthening institutional capacity, and so on (Erkan Acar, 2011).

Community as an effort to maintain activities that can be used as the parent of the literacy movement is group learning of students in the community. This activity is an alternative to tutoring. At the same time, through self-funding with encouragement from community leaders, the community is actually willing to be involved in cultivating literacy through study groups in each TBM in the community.

First, build a learning community that supports student literacy development. Research conducted by Sukmana (2021) illustrates how community social capital can encourage the development of literacy skills through a process of social interaction that exists throughout the era. The results of this research state that in communities that promote a culture of literacy, positive norms related to literacy become an inseparable part of everyday life. It inspires individuals to actively participate in literacy activities, such as reading, writing, and sharing information with others. The findings of this research are in line with the results of other research concluding that social capital can provide an important impetus in empowering individuals to act as leaders and drivers of change in efforts to increase literacy. (Sukmana, 2021). Thus, the results of this research confirm that community social capital not only facilitates physical access to literacy resources, but also plays a central role in forming collective values, norms, and commitments that encourage the sustainable growth of literacy skills. A study conducted by also provides in-depth insight into the role of community social capital in developing literacy skills. Their research results show that communities with strong social capital tend to have more literacy initiatives, such as community reading groups, book clubs, and training programs (Herwina & Qomariah, 2021). Social interaction in this context provides an opportunity for community members to support each other in efforts to improve their literacy skills. Through a network of contacts in the community, students can get recommendations for reading material that suits their interests and literacy level. Social capital plays a key role in facilitating the exchange of books and literacy materials

between community members. Through these exchanges, literacy resources can be distributed more equitably, providing greater access to individuals who may have limited access (Hidayah et al., 2019; Solikha, 2021). Additionally, this research underscores the role of mentors and authority figures in society in influencing an individual's motivation and determination to become more literate.

The second encourages social interaction that focuses on the exchange of information and ideas. The role of society in building discussion and literacy groups is an important foundation for developing knowledgeable and critical thinking individuals. Research has confirmed that participation in community literacy groups can improve reading and writing skills, which in turn strengthens an individual's comprehension and communication (Fahri & Qusyairi, 2019). In this context, the community acts as a prime mover in the formation of groups such as book discussion groups or reading clubs, which create an environment that stimulates the exchange of ideas, improves communication skills, and develops a strong literacy culture. Through interactions in this literacy group, community members not only hone language skills, but also build a sense of cultural identity and increase their sense of ownership of the learning process. Thus, the role of the community in facilitating discussion and literacy groups not only impacts individual development, but also makes a sustainable contribution to the cultural and social richness of the community as a whole.

Overall, the research findings confirm that the social capital of the family, community and school has an important role in creating an environment that supports students' literacy development. Families who are active in providing support, reading with their children, and providing access to reading materials tend to have children who are more skilled in literacy. On the other hand, communities that encourage literacy by providing easily accessible public libraries, community literacy programs, and social norms that promote reading habits, also play a role in improving students' literacy skills. Schools also have a big impact, with well-trained teachers, effective literacy programs, and a school culture that supports literacy as important factors in the formation of students' literacy skills. Collaborative efforts between these three elements can improve the quality of literacy education and help students become more competent and skilled readers.

4. CONCLUSION

Social capital in the family, school and community forms an important foundation in growing the literacy skills of elementary school students. Family involvement in literacy, support from the school environment, and collaboration with local communities have a significant impact on children's literacy development. In this context, several main findings can be identified, namely first, family support in reading with children, providing access to books, and providing encouragement to participate in literacy activities, such as reading at home, forms a strong basis in developing interest and literacy skills. Good social capital in the family creates an environment that stimulates literacy development from an early age. Second, schools have a big responsibility in creating an educational environment that supports literacy. This includes not only the provision of quality books and literacy materials, but also efforts to promote literacy social interactions, such as reading groups and book clubs. Support from teachers and school staff in identifying students' literacy needs and providing individual guidance is also a key component. Third, the community has an important role in providing literacy resources outside of school. Community libraries, literacy programs, and collaborations between schools and local organizations can expand students' access to a variety of literacy resources. Interaction with the community can also provide opportunities for students to apply their literacy skills in a broader and more relevant context.

Overall, social capital in the family, school and community are interrelated and mutually reinforcing elements in efforts to improve the literacy skills of elementary school students. By understanding the importance of social capital in literacy, we can design more effective educational strategies to improve students' literacy skills broadly. By understanding and utilizing this social capital, a more holistic educational approach is designed to broadly improve students' literacy skills, helping them become more competent and skilled readers in the future.

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The Importance of Social Capital in Developing Students' Literacy Skills in Elementary Schools

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Abstrak

Penanaman ketrampilan literasi sejak dini memiliki dampak yang signifikan dalam membentuk dasar perkembangan anak dan mengarah pada kemampuan literasi yang kuat di masa depan. Penelitian ini bertujuan untuk menginvestigasi peran modal sosial dalam menumbuhkan literasi siswa di sekolah dasar. Pengakuan terhadap peran penting modal sosial dalam menumbuhkan ketrampilan literasi sejak dini dibangku sekolah dasar menjadi kunci untuk memastikan bahwa generasi yang akan datang memiliki fondasi literasi yang kuat yang akan membantu mereka sukses dalam pendidikan dan kehidupan sehari-hari mereka. Artikel ini menjelaskan pentingnya modal sosial dalam menumbuhkan ketrampilan literasi sejak dini melalui peran keluarga, sekolah dan masyarakat. Hasil penelitian ini mendukung bahwa investasi dalam modal sosial untuk pendidikan literasi siswa memiliki dampak jangka panjang dalam meningkatkan ketrampilan literasi mereka di masa depan

Kata Kunci : Modal Sosial, Ketrampilan Literasi, Sekolah Dasar

Abstract

Instilling literacy skills from an early age has a significant impact in forming the basis of a child's development and leads to strong literacy skills in the future. This research aims to investigate the role of social capital in growing student literacy in elementary schools. Recognition of the important role of social capital in fostering literacy skills from an early age in elementary school is key to ensuring that future generations have a strong literacy foundation that will help them succeed in their education and everyday life. This article explains the importance of social capital in fostering literacy skills from an early age through the role of family, school and community. The results of this research support that investing in social capital for students' literacy education has a long-term impact in improving their literacy skills in the future

Keywords: Social Capital, Literacy Skills, Elementary School

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1. INTRODUCTION

In the current era of information and digitalization, literacy skills have become a fundamental need for individuals to access, understand and manage abundant information. Literacy skills are no longer limited to the ability to read and write, but also include the ability to understand complex content, evaluate information, and think critically (Jatnika, 2019). These capabilities are not only important for personal life, but also for active participation in an increasingly complex and globally connected society. Based on data from the 2019 Progress International Reading Literacy Study test results report regarding the reading ability of students aged 9-10 years, Indonesia is ranked 44th out of 45 countries. Survey data conducted by the Program for International Student

Assessment (PISA) released by the Organization for Economic Co-operation and Development (OECD) in 2019 is also not much different. Based on this data, the literacy level Indonesia at number 62 out of 70 countries surveyed.

One factor known to have a significant influence on the development of literacy skills is social capital. Talking about social capital cannot be separated from Pierre Bourdieu who first used the term social capital. Bourdieu emphasized that social capital also includes cultural understanding, knowledge and skills possessed by individuals through education, experience and the environment. Social capital is a form of capital related to the ownership or control of cultural capital, symbolic capital and scientific capital which includes knowledge, information, networks and relationships. (Haerussaleh & Huda, 2021). This understanding highlights the importance of education, socialization, and access to cultural resources in shaping opportunities and individual social mobility in society. Referring to the network of relationships, social norms, and beliefs that exist in a society. In contrast to Bourdieu, Putnam places greater emphasis on the important role of participation in social organizations in forming society's social capital. According to Putnam, social capital refers to various elements in society, including social organizations and their membership that enable individuals to interact, collaborate, and build strong relationships. His views highlight how membership in a club, voluntary group, or social network can improve social cohesion and support the development of society as a whole. Social capital is not a static phenomenon but is dynamic and organic. Their approach also emphasizes the role and function of social capital, rather than social capital itself. Cohen and Prusak (2001) focus on three principles, namely (1) how social capital works in an organization; (2) how social capital invests, and (3) how this investment brings benefits to organizations and individuals. In this context, social capital is defined as active connection capital between communities in the form of trust, mutual understanding, and shared values and behavior that bind and shape members of human networks and communities. (Polatcan, M. & Balci, 2019) Furthermore, Coleman believes that social capital is not only about aspects of social relationships, but also about the system of values and norms that influence individual behavior in society.

Nowadays, social capital has become increasingly popular in recent years among researchers, especially in the field of education. These various studies can be categorized into three groups. Firstly, the themes raised in social capital research are related to character education (Aeni, K., Zamroni, 2016; Jamali, 2021; Sumarni et al., 2015), school culture (Nurohmah et al., 2021; Parlar Hanifi, Polatcan Mahmut, 2020; Walidaini, 2020) and entrepreneurship (Silviana, 2021). Second, the subject of culture-based education research studies focuses on the younger generation (students) (Alemdar & Anilan, 2022; Silviana, 2021)

In the context of literacy skills, social capital can also act as a resource that supports and facilitates learning, sharing information, and developing literacy skills. Several studies have shown that social capital can influence literacy skills through several mechanisms. First, a strong network of relationships in social capital can provide better access to various sources of information, such as through discussions with friends, family, or the community. Such discussions allow individuals to develop a deeper understanding of various topics and broaden their horizons (Carroll M. et al., 2018). Second, social norms that encourage literacy values, such as appreciation for reading books or producing writing, can shape individual motivation to improve their literacy skills. Such norms can also create an environment that supports sustainable learning among the community (Tabroni et al., 2021). Third, high trust in social capital networks can encourage individuals to take risks in developing literacy skills without fear of negative judgment. This is especially true in learning contexts that involve trial and error, where individuals feel comfortable sharing their views and obtaining feedback from their peers. In this case, social capital acts as a support network that encourages children's intellectual exploration (Mishra, 2020; Riki et al., 2019).

These social-based educational studies have at least several shortcomings. The first concerns the themes raised in the research which are still focused on character education and entrepreneurship. Second, in terms of the subject studied, it has not yet reached basic education. Third, there has been no research that examines the role of social capital in developing students' literacy skills. This study tries to describe the role of social capital in developing elementary school students' literacy skills. This study aims to provide richer insight into the factors that influence literacy development in the context of today's increasingly connected and complex society. It is hoped that the results of this research can become a basis for designing more effective and sustainable literacy learning strategies.

2. METHODS

The method used in this research is library research, which is a research model based on literature study using data processing methods and library collection by looking for references from previous research which of course relate to the focus discussed and the topic in the research. (Mendes; et al., 2019). The procedures for researching this literature are (a) formulating the problem, (b) collecting data, (c) evaluating the suitability of the data, (d) analyzing and interpreting relevant data, and (e) organizing and presenting the results.

Formulate the problem. The problem to be studied in this research is the importance of social capital in improving elementary school students' learning skills. To help solve the problem, the following questions guide this review: 1) how does social capital relate to students' literacy skills?; 2) what is the role of family social capital in improving elementary school students' literacy skills?; 3) what is the role of schools in improving elementary school students' literacy skills? 4) what is the role of the community in improving the literacy skills of elementary school students?

Data collection. The purpose of data collection was to find empirical studies including: quantitative, qualitative, mixed methods, and literature reviews published in peer-reviewed journals to identify the role of social capital in improving elementary school students' literacy skills. The articles used in this literature review are articles obtained using Google Scholar and Science Direct by entering the keywords "social capital", "literacy skills".

Data evaluation and analysis. After searching the literature using the procedures, keywords and databases described above. Next, researchers limited the literature search to specified keywords and databases. Therefore, this literature may not include sources that are not available through the criteria and databases searched. Based on the procedures described, 20 articles were obtained which were used as data in this research.

3. RESULTS AND DISCUSSION

Results

The influence of social capital on children's literacy skills is a significant phenomenon in the context of children's education and development. Social capital refers to the network of social relationships, norms, values, and beliefs that exist in society (Fadli, 2020). Children's involvement in these networks can have a positive impact on the development of their literacy skills. Social capital plays an important role in forming an environment that supports learning and mastery of reading, writing and speaking skills. Social capital has also taken new forms with the advent of digital platforms and social media. Children who grow up with positive influences from parents, teachers, and online groups that encourage literacy are likely to develop critical skills in understanding, evaluating, and using information from a variety of digital sources. (Fatmawati, 2019).

A study highlighting the importance of social capital in improving children's literacy skills shows that children who participate in rich and varied social interactions have a better chance of developing literacy skills (Mardiyah et al., 2020). Social capital such as family support, interaction with peers, and access to quality books can provide the necessary stimulus for children's literacy development. Children who see people in their environment reading and expressing an interest in literacy are more likely to follow that example. For example, when children see their parents or other family members reading regularly, they tend to be more motivated to do the same (Liu & Chung, 2022). Apart from that, social capital can also help overcome obstacles in literacy learning. Children who feel supported by their social environment tend to be more confident in exploring the world of literacy, overcome fears of failure, and build motivation to continue learning.

Social capital in a community context also plays a role in children's literacy skills. For example, community library programs, reading groups, and other social activities can broaden children's horizons and encourage their interest in literacy. Another study underscores the importance of an environment rich in written materials in shaping the literacy of children in various social groups (Putri, M.S., & ., C., 2021). When children are exposed to diverse types of texts and points of view through interactions with family, friends, teachers, and communities, they develop flexibility of thinking and the ability to adapt to various contexts. In a global context, children who are familiar with language, culture and stories from various parts of the world tend to have broader insight and

tolerance for differences. In James S Coman's research, social capital consists of two different perspectives, namely family social capital and environmental social capital (community and school). He stated that social capital in the family and community plays an important role in creating human capital in future generations(Acar, 2011).

In situations where children grow up in a multilingual environment, social capital can help in understanding and appreciating cultural and linguistic differences. Interactions with family members who speak a different language, or friends from diverse cultural backgrounds, can broaden a child's insight into the complexities of the linguistic and cultural world. This social capital can be a bridge to understanding different perspectives, helping children build empathy and cross-cultural understanding. Apart from that, social capital also plays an important role in building metacognitive and self-regulation skills that support literacy learning. Children who are supported by an environment that encourages reflection, problem solving, and achieving goals are more likely to be able to overcome literacy barriers and develop independence in learning.

Table 1 Parties who play an active role in implementing the literacy component

No	Literacy Components	Parties who play an active role
1	Early childhood literacy	Parents, family, teachers
2	Basic literacy	formal education
3	Library literacy	formal education
4	Technological literacy	Formal education and family
5	Media literacy	Formal education, family and community environment
6	Visual literacy	Formal education, family and community environment

Source: School Literacy Movement Master Design Book

Discussion

A. The Role of Family Social Capital in Improving Literacy Skills

It cannot be denied that social capital in the family is the starting point that embeds positive habits in children. A study by Coleman (1968) entitled "equality of educational opportunity" found that parents and the home environment are much bigger determining factors in a child's future than school. According to this research, the role and background of parents is more important in contributing to school performance. Further research results(Anggraini et al., 2019)also concluded that children born to highly educated parents tend to have good academic achievements. These families create an environment where educational achievement is valued and expected. Additionally, when children are provided with a nurturing environment that provides behavioral guidance, the impact on their educational success will be powerful and positive. The family is a vehicle for educating, nurturing and socializing children, developing the abilities of all its members so that they can carry out their functions well in society.(Suryawati et al., 2020). Within the family, social capital can include relationships between family members that encourage open discussions, share stories, and provide appreciation for children's literacy efforts. This not only strengthens technical skills, but also creates a positive atmosphere towards learning. In this context, Senechal(2006)observed that children's opportunities for learning are not limited to time at school, but involve everyday life experiences at home.

The findings of this research identify the role of social capital in the family which enables participating parents to grow literacy skills through three strategies, namely modeling, mentoring and teaching. Parents can utilize social capital abilities to develop children's first literacy skills through modeling. Parents have a very strong influence on their children's role models. Whether positive or negative, parents are the first and foremost role models for children. Parents become the pattern for forming a child's "Way of Life" or lifestyle. The way children think and act is shaped by the way their parents think and act. In this way, parents inherit their actions and thought patterns for their children. Research shows that children who

have parents who read stories, encourage reading, and provide access to reading materials tend to have better literacy skills.(Inten, 2017). Parental education through various means (e.g. workshops or seminars, parents' days and school visits) is very important so that parents can experience playing and build a knowledge base to guide their children in playing at home.

The second role of family social capital is mentoring. Social capital in the family can be a bridge between literacy in formal language and literacy in the child's mother tongue or everyday language. Children who are able to use the language they use in everyday life for literacy purposes tend to be more engaged and have a deeper understanding of literacy material. Social capital in the form of support for using the mother tongue in literacy contexts can help children relate learning to their personal experiences. Apart from that, the influence of social capital can also influence children's literacy choices, including the type of reading they choose. When they engage in positive interactions with family members, friends, or teachers who recommend certain books or reading materials, they are more likely to explore those materials with enthusiasm. This is consistent with previous research showing that various types of parental involvement are conducive to child development(Siu & Keung, 2021). Bridging social capital can be fostered by bringing parents together to participate in joint activities with children(McLean et al., 2018)(Tabroni et al., 2021). The findings of this research are also in line with the views of Bourdieu (1986), who views social capital not only as actual but also potential resources obtained from membership. In Bourdieu's view, the existence of relationships with both actual and potential resources provides each member with the support of collectively owned social capital(Bianchi & Vieta, 2020).

Third, Teaching, parents as teachers in the family environment. Parents teach their children about the basic laws or principles of life. In the family environment, social capital not only influences daily interactions related to literacy, but also creates norms and expectations about the importance of reading, writing and speaking well. Parents who show enthusiasm for literacy tend to encourage children to value and associate literacy with fun and benefits. This is where parents are tested for their competence to create conscious abilities in children, namely that children are very aware of what they are doing and understand the reasons why they are doing it. This social capital not only improves technical reading skills, but also builds a love and interest in literacy. These kinds of interactions also help children connect literacy to their personal experiences, motivating them to learn more.

In other words, this research concludes that children's literacy can be developed if parents make literacy activities a habit in the family. Literacy habits given by parents can predict children's reading abilities and the quality of children's literacy competencies in the future. Literacy habits at home can be formed if parents are able to implement each activity program contained therein properly and regularly. Shared book reading is probably the most studied aspect of literacy at home.

B. The Role of School Social Capital in Improving Student Literacy Skills

In fact, schools already have the social and cultural capital to become a tool to improve the quality of education in schools. Literacy is more than just reading and writing, but includes thinking skills using sources of knowledge in print, visual, digital and auditory forms. In the current digital era, this ability is called information literacy. Clay (2001) explains that the components of information literacy consist of early literacy, basic literacy, library literacy, media literacy, technology literacy and visual literacy.(Wandasari et al., 2019). In the Indonesian context, early literacy is needed as a basis for acquiring literacy at the next stage. However, the social reality is that there is a tendency that in the world of education the role of social capital is still not assessed as the most important aspect in the process of improving the quality of education, especially with regard to students' literacy skills. In fact, according to several studies of social capital in various forms, community involvement in education has been accepted as a source of social capital, which greatly influences success Education(Fadli, 2020; Mishra, 2020). There is a tendency that schools do not realize and consider it important that social capital is very strategic to be developed in the patterns of social relationships that occur in the learning process in the family and school.(Amini et al., 2023). Developing school social capital in growing students' literacy skills can be done in at least five ways, namely (1) building a network of relationships that encourages literacy; (2) enforcing strong literacy norms among members of

the entire school; (3) rewarding students' literacy achievements (4) providing students with access to literacy resources; and (5) teachers and staff become role models for students.

First, building a network of relationships that encourages literacy. A school environment that facilitates interaction between students, teachers and school staff, and encourages collaboration between individuals, plays an important role in improving students' literacy skills. Discussions, forums, and group-based activities help students broaden their literacy horizons. In fact, schools and peers have a significant influence in developing children's literacy skills (Rohandini et al., 2022; Shabrina, 2022). Children who participate in reading groups or literacy projects with their peers tend to have higher motivation for reading and public speaking. The findings of this study are in line with other research findings which conclude that social capital in the form of support from teachers and classmates can stimulate in-depth discussions and text analysis, improve content understanding and speaking skills (Fathurrohman, 2019; Yin et al., 2022). Social capital in the form of good relationships between teachers and students can create an environment that supports sustainable literacy development (Tai-Kuei Yu et al., 2017). On the other hand, collaboration and exchanging ideas with classmates also develops speaking, listening and critical thinking skills.

Second, enforcing strong literacy norms for members of all schools. Schools with a strong literacy culture encourage students to read and explore a wide variety of texts. This norm is manifested in literacy programs launched by schools, including periodic reading activities, literary performances and writing competitions (Salma, 2019). The results of this research are in line with other research findings which conclude that by providing learning opportunities for individuals and groups as a whole, by developing relational trust and shared norms through interaction (McLean et al., 2018). Some researchers have also investigated how norms can build relational trust in schools through their interactions, and how trust functions as a resource for school improvement (Fadli, 2020; Yin et al., 2022).

Third, giving awards to students' literacy achievements. School social capital is also reflected in teacher concern through appreciation and recognition of student literacy achievements. Positive support from teachers and classmates motivates students to continue developing their literacy skills. A study concluded that teachers giving positive words to students can arouse their interest in reading (Safitri & Dafit, 2021). Apart from using words, motivating students can also be in the form of giving gifts or rewards. The teacher gives a reward as a sign that the student has succeeded in that day's lesson material. Giving prizes or rewards can be done in the middle of learning or at the end of learning as a form of evaluating student learning (Rofiah, 2019; Hidayat Basuki, 2018). In this way, every student has the opportunity to receive school awards.

Fourth, provide access to literacy resources to students. Schools with strong social capital have better access to various literacy resources, such as well-stocked libraries, interactive learning software, and access to digital literacy content. Reading material that is attractive to students will motivate students to read the reading text seriously. In line with this, the Ministry of Education and Culture (2016:10-22) explains that choosing reading material from various sources is intended so that students have broad insight and make reading an activity that is not boring. The reading materials given to lower classes and higher classes are different. The lower class prefers reading materials that contain simple information, are illustrated, are inspirational and imaginative, have a fantasy fable genre, and contain messages that are appropriate to the developmental stage of low class students. This is different from high class students who prefer reading with complex information, inspirational and imaginative, folklore genre, and containing moral messages according to the development stage of high class students. The findings of this study are consistent with current literature, which understands that teachers' professional roles influence the classroom environment and the opportunities available for children to engage in play lessons simultaneously. In other words, teachers share their experiences in trying play activities as they engage in professional sharing and collaboration to increase their understanding of how to build social capital-based learning and how to help children build their own learning (Keung & Fung, 2021; Yin, Keung & Tam, 2022).

The five teachers and staff become role models for students. Teachers and school staff who act as literacy role models inspire students to develop literacy interests and skills (Abidin et al., 2018). Teachers

who are actively involved in guiding students in understanding complex texts have a major influence on students' literacy abilities. Teacher attitudes also have a strong influence on children's perceptions and interest in literacy. This is supported by other research which reveals that by direct modeling, children are able to differentiate the sounds in the pronunciation of a word before it is done. (Maratussholihah & Wibowo, 2022; Sukmawati, 2021). Teachers who show dedication to teaching literacy using interesting and interactive methods can shape children's positive views about learning to read and write.

However, the impact of social capital should not be considered static or uniform. Social capital can have different effects on children with diverse backgrounds. Children from families with different economic or cultural limitations may experience challenges in accessing the same literacy resources (Anjani et al., 2019; Hijjayati et al., 2022). In this case, it is important to identify and overcome these barriers through appropriate support and intervention. In addition, every child has different needs, interests and learning. In an effective educational approach, respect for diversity in children's social capital needs to be taken into account. An inclusive approach understands individual differences and encourages children to develop literacy that matches their potential and interests. In other words, teachers must respect diversity at school and in the classroom, while seeking to reap the benefits of social capital. This requires respect for student choices and the elimination of overt and covert pressure on students to mold them into a uniform identity and/or goals.

C. The Role of Community Social Capital in Improving Literacy Skills

The main idea of social capital is that social networks have value which places emphasis on the benefits of social networks, such as information, trust and reciprocity. The collective value of all social networks and the benefits resulting from these networks help people solve individual and collective problems more easily (Putnam, 2000). Pierre Bourdieu (2000) in his research entitled Social Capital: Prospects for a New Concept states that social capital is the result of continuous interaction between individuals and society which has an impact on the distribution of power and resources. This highlights the importance of social capital in understanding broader social dynamics. In relation to developing children's literacy skills, society can use its social networks, for example, community and state involvement helps improve the relevance and quality of education. This involvement occurs in various ways, including increasing ownership, building consensus, reaching remote and disadvantaged groups, strengthening institutional capacity, and so on (Erkan Acar, 2011).

Community as an effort to maintain activities that can be used as the parent of the literacy movement is group learning of students in the community. This activity is an alternative to tutoring. At the same time, through self-funding with encouragement from community leaders, the community is actually willing to be involved in cultivating literacy through study groups in each TBM in the community.

First, build a learning community that supports student literacy development. Research conducted by Sukmana (2021) illustrates how community social capital can encourage the development of literacy skills through a process of social interaction that exists throughout the era. The results of this research state that in communities that promote a culture of literacy, positive norms related to literacy become an inseparable part of everyday life. It inspires individuals to actively participate in literacy activities, such as reading, writing, and sharing information with others. The findings of this research are in line with the results of other research concluding that social capital can provide an important impetus in empowering individuals to act as leaders and drivers of change in efforts to increase literacy. (Sukmana, 2021). Thus, the results of this research confirm that community social capital not only facilitates physical access to literacy resources, but also plays a central role in forming collective values, norms, and commitments that encourage the sustainable growth of literacy skills. A study conducted by also provides in-depth insight into the role of community social capital in developing literacy skills. Their research results show that communities with strong social capital tend to have more literacy initiatives, such as community reading groups, book clubs, and training programs (Herwina & Qomariah, 2021). Social interaction in this context provides an opportunity for community members to support each other in efforts to improve their literacy skills. Through a network of contacts in the community, students can get recommendations for reading material that suits their interests and literacy level. Social capital plays a key role in facilitating the exchange of books and literacy materials

between community members. Through these exchanges, literacy resources can be distributed more equitably, providing greater access to individuals who may have limited access (Hidayah et al., 2019; Solikha, 2021). Additionally, this research underscores the role of mentors and authority figures in society in influencing an individual's motivation and determination to become more literate.

The second encourages social interaction that focuses on the exchange of information and ideas. The role of society in building discussion and literacy groups is an important foundation for developing knowledgeable and critical thinking individuals. Research has confirmed that participation in community literacy groups can improve reading and writing skills, which in turn strengthens an individual's comprehension and communication (Fahri & Qusyairi, 2019). In this context, the community acts as a prime mover in the formation of groups such as book discussion groups or reading clubs, which create an environment that stimulates the exchange of ideas, improves communication skills, and develops a strong literacy culture. Through interactions in this literacy group, community members not only hone language skills, but also build a sense of cultural identity and increase their sense of ownership of the learning process. Thus, the role of the community in facilitating discussion and literacy groups not only impacts individual development, but also makes a sustainable contribution to the cultural and social richness of the community as a whole.

Overall, the research findings confirm that the social capital of the family, community and school has an important role in creating an environment that supports students' literacy development. Families who are active in providing support, reading with their children, and providing access to reading materials tend to have children who are more skilled in literacy. On the other hand, communities that encourage literacy by providing easily accessible public libraries, community literacy programs, and social norms that promote reading habits, also play a role in improving students' literacy skills. Schools also have a big impact, with well-trained teachers, effective literacy programs, and a school culture that supports literacy as important factors in the formation of students' literacy skills. Collaborative efforts between these three elements can improve the quality of literacy education and help students become more competent and skilled readers.

4. CONCLUSION

Social capital in the family, school and community forms an important foundation in growing the literacy skills of elementary school students. Family involvement in literacy, support from the school environment, and collaboration with local communities have a significant impact on children's literacy development. In this context, several main findings can be identified, namely first, family support in reading with children, providing access to books, and providing encouragement to participate in literacy activities, such as reading at home, forms a strong basis in developing interest and literacy skills. Good social capital in the family creates an environment that stimulates literacy development from an early age. Second, schools have a big responsibility in creating an educational environment that supports literacy. This includes not only the provision of quality books and literacy materials, but also efforts to promote literacy social interactions, such as reading groups and book clubs. Support from teachers and school staff in identifying students' literacy needs and providing individual guidance is also a key component. Third, the community has an important role in providing literacy resources outside of school. Community libraries, literacy programs, and collaborations between schools and local organizations can expand students' access to a variety of literacy resources. Interaction with the community can also provide opportunities for students to apply their literacy skills in a broader and more relevant context.

Overall, social capital in the family, school and community are interrelated and mutually reinforcing elements in efforts to improve the literacy skills of elementary school students. By understanding the importance of social capital in literacy, we can design more effective educational strategies to improve students' literacy skills broadly. By understanding and utilizing this social capital, a more holistic educational approach is designed to broadly improve students' literacy skills, helping them become more competent and skilled readers in the future.

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Pengembangan Model Pembelajaran berbasis *Social capital* dan *Cultural Capital* Sebagai Strategi Menumbuhkan Ketrampilan Literasi Ketahanan Pangan Siswa SD



Lokasi Kegiatan : Universitas PGRI Yogyakarta

Tim Peneliti : 1. Dr. Dhiniaty Gularso, S.Si M.Pd / 050 (Ketua)
2. Dr. Okti Purwaningsih, M.P / (Anggota)
3. Dr. Ari Wibowo, M.Pd / 0505118601 (Anggota)

Tahun Pelaksanaan Penelitian : 2023

Perguruan Tinggi : Universitas PGRI Yogyakarta

Terimakasih Tim Peneliti sampaikan kepada Direktorat Riset & Pengabdian Masyarakat karena telah mendanai penelitian ini melalui skim penelitian fundamental pada tahun anggaran 2023





LATAR BELAKANG, TUJUAN DAN KEBAHARUAN PENELITIAN



Latar Belakang

MASALAH

- Ketahanan pangan Indonesia masih rendah
- Kemampuan literasi siswa rendah
- Siswa kurang antusias dalam pembelajaran IPAS

AKAR MASALAH

- Teacher center learning
- Pembelajaran yang tekstual
- Belum mengintegrasikan literasi ketahanan pangan dalam pembelajaran

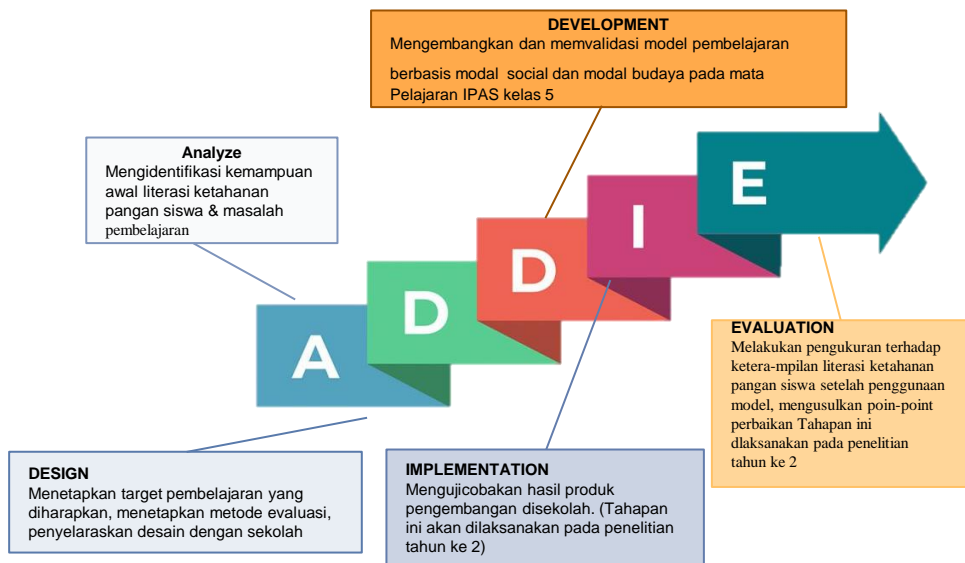
Tujuan

menghasilkan model pembelajaran berbasis social capital dan culture capital yang dapat digunakan guru dalam mengembangkan ketrampilan literasi ketahanan pangan siswa pada jenjang SD

Kebaharuan

penelitian ini mencoba mengangkat tentang model pembelajaran berbasis budaya dan modal sosial dengan **global issue** yaitu terkait ketahanan pangan

Metode Penelitian



Hasil Penelitian

Indikator Penilaian	validator 1	Validator 2	Rata-Rata
<u>Teori Pendukung model pembelajaran</u>	3	4	3,5
<u>Latar Belakang pengembangan model pembelajaran</u>	4	4	4
<u>Tujuan pengembangan model pembelajaran</u>	4	4	4
<u>Deskripsi model pembelajaran</u>	4	4	4
<u>Sintakmatik model pembelajaran</u>	4	4	4
<u>Sistem social model pembelajaran</u>	3	4	3,5
<u>Sistem pendukung model pembelajaran</u>	4	3	3,5
<u>Penggunaan pendekatan pembelajaran</u>	3	4	3,5
<u>Langkah-langkah pembelajaran</u>	4	4	4
<u>Evaluasi dan penilaian</u>	3	3	3
<u>Jumlah</u>	36	38	37
<u>Rata-rata</u>	3,6	3,8	3,7
<u>Kategori Validitas</u>	Valid	Valid	Valid



LUARAN PENELITIAN



LUARAN WAJIB

Nama Jurnal : Journal Of Educational
Research and Review

URL Jurnal : <https://ejournal.undiksha.ac.id/index.php/IJER/index>

Lembaga : Universitas Negeri
Pengindeks : Ganesha

Status Artikel : Inreview Revisi

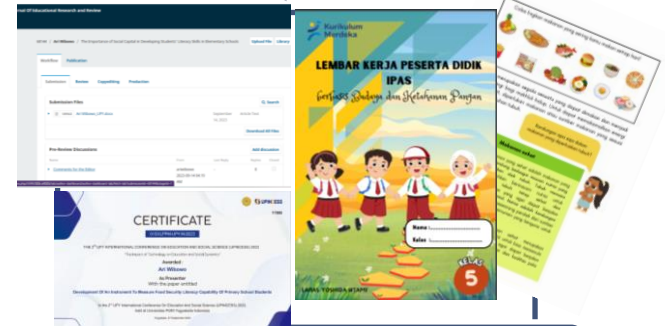
LUARAN TAMBAHAN

- ✓ Prosiding Seminar Internasional
- ✓ Draft HaKI Model Pembelajaran Berbasis Social Capital dan Cultur Capital
- ✓ Draft Buku ber ISBN : Buku Ajar matapelajaran IPAS Kelas V berbasis budaya dan ketahanan Pangan

Workshop & Uji coba instrument



Analisis Kebutuhan



Luaran Penelitian

SURAT PERNYATAAN TANGGUNG JAWAB BELANJA

Yang bertanda tangan di bawah ini :

Nama : Dr DHINIATY GULARSO S.Si, M.Pd

Alamat : Sidorejo DK XII RT 01 Ngestiharjo Kasihan Bantul 55182

berdasarkan Surat Keputusan Nomor 181/E5/PG.02.00.PL/2023 dan Perjanjian / Kontrak Nomor 0334/BAP-LPPM/VI/2023 mendapatkan Anggaran Penelitian Pengembangan Model Pembelajaran berbasis Social capital dan Cultural Capital Sebagai Strategi Menumbuhkan Ketrampilan Literasi Ketahanan Pangan Siswa SD Sebesar 82,600,000

Dengan ini menyatakan bahwa :

1. Biaya kegiatan Penelitian di bawah ini meliputi :

No	Uraian	Jumlah
01	Bahan Fotocopy, materai	85,000
02	Pengumpulan Data biaya konsumsi untuk penyusunan sintak model pembelajaran, penyusunan sistem sosial, perumusan prinsip reaksi model, perumusan dampak instrumental model, penyusunan bahan ajar, penyusunan lembar kegiatan peserta didik, honorarium narasumber FGD	16,796,500
03	Analisis Data(Termasuk Sewa Peralatan honorarium validator model pembelajaran, honorarium validator bahan ajar, honoarium validator LKP, sewa kamera,	6,500,000
04	Pelaporan, Luaran Wajib dan Luaran Tambahan konsumsi rapat revisi artikel jurnal, konsumsi penusunan laporan akhir,	948,500
05	Lain-lain pembuatan poster	450,000
	Jumlah	24,780,000

2. Jumlah uang tersebut pada angka 1, benar-benar dikeluarkan untuk pelaksanaan kegiatan Penelitian dimaksud.

Demikian surat pernyataan ini dibuat dengan sebenarnya.

, 08-12-2023

Ketua,



(Dr DHINIATY GULARSO S.Si, M.Pd)

NIP/NIK 3402165502800002