



Influence of Online Learning on The Development of Social Capital Students of Class X SMA Negeri 13 Bandung

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ABSTRACT	ARTICLE INFO
<p>Online learning is an intermediary that bridges the delivery of teacher information to students through the network. Utilization of network through interaction during the implementation of online learning can be used as an opportunity to develop students' social capital. This study aims to determine the effect of online learning in the process of developing students' social capital in civic education. This study uses a quantitative approach with a descriptive method. The data collection technique was carried out by distributing questionnaires using a Likert scale, which had been tested for validity and reliability, as well as correlation tests and simple linear regression tests to test the effect of online learning on the development of students' social capital, and partial t-tests to test hypotheses. The results showed that online learning had a positive and significant effect on the development of students' social capital with a level of influence of 27.9%. The development of social capital in online learning forms students into good citizens, critical citizens, and can participate actively in solving all challenges and problems that exist within the scope of citizenship.</p> <p>© 2021 Jurnal Civicus</p>	<p>Article History: <i>Submitted/Received 20 Sep 2021</i> <i>First Revised 18 Oct 2021</i> <i>Accepted 09 Nov 2021</i> <i>Publication Date 29 Dec 2021</i></p> <hr/> <p>Keyword: <i>Civics Learning,</i> <i>Online Learning,</i> <i>Social Capital</i></p>

1. INTRODUCTION

The cultural consequences and processes of world homogeneity that occur indirectly can lead to intolerance towards existing diversity ([Kusuma, 2019](#)), narrow the space for social movement and blur cultural identity which threatens national identity. Thus, in the context of nationality to protect national diversity, social ethical values need to be protected. The values that live in society are closely related to the development of social capital. In this case, social capital can reinforce the formation of social ethical values that have lived in society ([Priambodo & Mahatmaharti, 2017](#)).

The appearance of the social capital concept started from the awareness that as a social creature, society as Individuals may not be able to overcome social problems without help from others. Putnam ([Syahra, 2003](#)) states that in realizing social capital, social networks are needed to make an effective information delivery in an interaction that can build social trust in each individual. This trust also forms a network that strengthens existing norms so that cooperation is established in society.

Implementation of learning in the network (online) is a new challenge for teachers in efforts to develop students' social capital in learning ([Setiawan et al., 2020](#)). On the other hand, online learning is learning that utilizes the internet network to gain connectivity, accessibility, and flexibility during the interaction process in which learning takes place ([Firdaus, 2020](#)). Based on this explanation, this research was carried out to measure the influence of online learning on the development of students' social capital.

2. METHODS

The quantitative approach was used in research. The aim is for researchers to obtain comprehensive data so as to be able to provide an overview in the form of measurable and accurate data. The method used is descriptive statistics with the aim that the research data is more meaningful, easy to read, and easy to understand so that it can provide an overview of the object under study. Questionnaires and literature were chosen as techniques for research data collection.

The research was conducted at SMA Negeri 13 Bandung because online learning is based on constructivist learning and its location allows research to be carried out during the co-19 pandemic. The study population was 10 (ten) grade students at SMA Negeri 13 Bandung, with a representative sample of each class using the Slovin formula ([Wulandari & Kurniasih, 2019](#)) as follows:

$$n = \frac{N}{1 + Nd^2}$$

Information:

n : sample

N : population

d : precision value of 10% or equal to 0.1

$$n = \frac{307}{(1 + 307(0,1)^2)}$$

$$n = \frac{307}{(1 + 3.07)}$$

$$n = \frac{307}{4.07}$$

$$n = 75.42 \text{ or } 75$$

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. Correlation Analysis

The following is the result of processing the correlation test data using the Pearson product-moment correlation formula.

Table 1. Correlation Test

		Online Learning	Social Capital
Online Learning	Pearson Correlation	1	.528 **
	Sig. (2-tailed)		.000
	N	75	75
Social Capital	Pearson Correlation	.528 **	1
	Sig. (2-tailed)	.000	
	N	75	75

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Processed by researchers, 2021

The results of the data test show that the significance value between online learning variables and social capital variables is 0.000 < 0.05. This means that there is a relationship between variable X and variable Y. Meanwhile, the value of the Pearson correlation between online learning variables and social capital variables is 0.528, r_{table} namely 0.227.

3.1.2. Simple Linear Regression Analysis

The following is the result of a simple linear regression test calculation using SPSS 25.0 for Windows.

Table 2 . R Square results

Summary models				
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.528 ^a	.279	.269	9.23012

a. Predictors: (Constant), Online Learning

Source: Processed by researchers, 2021

The results of testing the data show a correlation/relationship (R) value of 0.528. This means that there is a correlation between online learning variables and social capital

variables. Meanwhile, the coefficient of determination (R Square) is 0.279, which means that the effect of online learning on social capital is 27.9%.

Table 3. F Count Result

ANOVA ^a					
Model	Sum of Squares	df	MeanSquare	F	Sig.
1 Regression	2409.102	1	2409.102	28,277	.000 ^b
residual	6219245	73	85,195		
Total	8628347	74			

a. Dependent Variable: Social Capital

b. Predictors: (Constant), Online Learning

Source: Processed by researchers, 2021

The results of testing the data show that the calculated F value is 28.2777 with a significance level of 0.000 < 0.05. That is, the research results can predict social capital variables because of the influence of variables online learning on social capital variables.

3.1.3. Hypothesis Testing

The following is the result of calculating the partial t-test using SPSS 25.0 for Windows.

Table 4 . Coefficient Result

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	std. Error	Betas		
1 (Constant)	84,414	12.175		6,934	.000
Online Learning	.447	084	.528	5.318	.000

a. Dependent Variable: Social Capital

Source: Processed by researchers, 2021

Another basis for decision-making is to compare the values of t_{hit} and t_{tab} . The results of testing the data above show that the values t_{hitung} are 5.318 and t_{tabel} 1.996, which means $t_{hitung} 5.318 > t_{tabel} 1.996$. So it can be said that hypothesis First accepted and there is an influence between online learning (X) on the development of social capital (Y) students.

3.2. Discussion

In promoting higher-level thinking, online learning based on constructivist learning during the implementation of online learning has been shown to be effective in increasing student activity in being active during learning, connecting new information with old information, gaining meaningful knowledge, and increasing metacognitive abilities (Rahman, 2018). In relation to the development of social capital, through the construction of knowledge in constructivist-based learning, students' metacognitive abilities have a role to build students' thinking in thinking of strategies to solve the problems they face through social interaction. It can be said that social interaction has an important role in the online learning process (Kamila, 2020). These findings are reinforced by the research hypothesis of (Kent et al., 2019) which shows that there is a positive relationship between virtual social interaction in online learning with student social capital that focuses on bridging social capital or bridging social capital.

The establishment of social interaction and two-way communication in online learning is proven to generate trust during online learning (Casmudi & Prasetya, 2021). Referring to the theory of social capital and individual motivation, (Chang & Chuang, 2011) assert that social interaction and trust have a positive effect on the quality of shared knowledge in virtual communities. In the context of online learning, this opinion is reinforced by Krackhardt (Lu et al., 2013) that compared to anonymous online community users, students in class can form more meaningful networks.

The trust that is formed during the implementation of online learning is the impact of implementing collaborative learning. Collaborative learning in constructivist learning during online learning provides a social space for diverse students to develop the social capital that occurs when they learn together to build relationships and trust (Oztok et al., 2015). Through collaborative learning, trust is built through group assignments and group discussions. In addition to building trust, responsibility, sharing knowledge, and mutual respect for diversity through accepting differences of opinion between students, it is also built in collaborative learning. The findings of this study are reinforced by a study by (Wiertz & De Ruyter, 2007) which states that through the development of social capital in online learning, each student is able to be responsible for virtual communities. and voluntarily share their knowledge. It shows that every member of the virtual community both teachers and students form a bond of mutuality and trust within the virtual community (Mathwick et al., 2008).

In the context of Pancasila and Civics education (PPKn) learning, developing social capital in implementing online learning is in line with developing student character in accordance with national education goals. It can be said in Civics subjects, developing students' social capital is the same as growing student character. Character is a person's character which is obtained from the internalization process with their environment based on the moral values, norms and ethics that apply and are agreed upon by the community (Santika, 2020).

Based on the findings of the correlation analysis data, it can be said that there is a relationship between online learning and the development of students' social capital. The significant relationship in the research variables is then continued to determine the effect of online learning variables on social capital variables using simple linear regression analysis. Based on the results of simple linear regression data analysis, it shows that the effect of online learning on social capital is 27.9%. This means that online learning contributes or influences

27.9% to the development of students' social capital and the remaining 72.1% is influenced by other causes that are not be measured through research.

The hypothesis test used in this study is the partial t test. Based on results from the data analysis it can be concluded that H₁ or the first hypothesis is accepted because there is a significant effect of online learning on the development of social capital for students of SMA Negeri 13 Bandung.

The results of the analysis of research data are reinforced by the results of research findings based on collecting student responses, the average student stated that online learning affects their trust in the surrounding environment through honesty, mutual trust, and tolerance. These include influencing students to take exams honestly, realizing that cooperation arises because of mutual trust, and realizing that students live in a diversity of ethnicities, religions, races, and cultures. In addition, the average student stated that online learning influenced them to understand the norms that apply in society, including influencing students to attend class on time, understanding that rules exist to be obeyed, and understanding that anyone who violates the rules must be subject to sanctions. So that the influence of online learning forms social capital of students in an even stronger social network even though it is through a virtual network.

Thus, this research can be accepted as true. The positive findings in this study are in line with previous research studies conducted by [\(Lu et al., 2013\)](#) that there are positive findings regarding online learning having a positive effect on the development of virtual social capital. This is because the effect of online learning on the development of social capital in the opinion of Putnam (2000) in [\(Lu et al., 2013\)](#) can be said to be the impact of much better communication technology, so that students are increasingly familiar with virtual technology. and accustomed to online interactions. This is in accordance with the theory of planned behavior that behavior can be conditioned according to individual attitudes, social norms, and perceived control depending on the situation that occurs. In this case, when students' perceptions of communication tools increase, their interaction needs can be met properly and satisfaction with technology tends to increase.

4. CONCLUSION

Based on the findings of the research it can be concluded that learning in the network (online) has an influence of 27.9% in developing social capital of class X (ten) SMA Negeri 13 Bandung. Constructivist-based online learning contributes to increasing student activity so that the process of social interaction can be well established even through a virtual network. Relationships between social interactions through virtual networks in online learning with social capital students are related to bridging social capital whose orientation leads to solving problems that exist together in an open, tolerant, and accommodative way. Well-established social interaction is proven to generate trust during online learning. Referring to the theory of individual motivation it is said that social interaction and trust have a positive effect on the formation of shared knowledge construction in a virtual community.

The development of social capital, which has been carried out since school, prepares students to improve their self-quality in facing challenges and problems in the community together. Based on trust, social networks, and norms, the development of social capital is able to produce students who are religious, responsible, honest, cooperative, disciplined, and uphold solidarity and tolerance. Thus, online learning based on constructivist learning in Civics subjects is able to form students into good, critical citizens and can participate actively in solving all challenges and problems that exist within the scope of citizenship.

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