

Social Capital of Impoverished Students: A Study on the Strength of Social Networks, Trust, and Norms among Impoverished Students

Nanang Martono ^{*}, , Elis Puspitasari , and Lisnawati 

Department of Sociology, Faculty of Social and Political Sciences,
Universitas Jenderal Soedirman, Banyumas, Central Java Province, 53122, Indonesia

* Corresponding Author: nanang.martono@unsoed.ac.id

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ABSTRACT

This study examines the social capital of impoverished students who possess limited economic resources. To thrive in school, these students heavily rely on strong social capital. Social capital is crucial for impoverished students as it enables them to interact effectively with teachers and peers. The study was conducted in four high schools located in Temanggung, Cilacap, Purbalingga, and Kebumen Regencies, Central Java Province, Indonesia. The study respondents were students from impoverished families, selected through a simple random sampling method, comprising 30% of the impoverished students in those schools. The findings revealed that a significant majority of the respondents exhibited high social capital. This was evidenced by the extent of their social networks, which encompassed close relationships with peers from both their own and other schools. Consequently, they felt accepted and integrated within their social groups. Furthermore, these students adhered to prevailing social norms within their school and peer circles, further facilitating their acceptance. Impoverished students also managed to gain the trust of both their friends and teachers. This was exemplified by their frequent involvement in assisting classmates with school assignments. However, despite possessing these positive social attributes, they were rarely allowed to hold specific positions within the class or organizational structures. Additionally, they were seldom selected to represent the school in various competitions.

Keywords: Adherence; Impoverished Students; Social Capital; Social Interactions; Social Networks; Social Norms; Trust

1. Introduction

Impoverished students face various social problems at school. They often struggle to keep up with the learning process due to difficulty accessing quality education. Before entering school, they encounter issues with school accessibility from an early age (Dewantara, 2023). Another significant problem arises when they must make choices regarding quality schools. These schools are often known as “favorite schools,” representing many students’ dreams. However, many of these impoverished students end up failing to gain admission to such schools, and as a result, they opt for less qualified schools on the margins or choose not to continue their studies at all (Dewantara, 2023; Martono et al., 2018; Republika, 2017a, 2017b). Accessing education, especially of high quality, remains a challenge for the lower class.

When the government provides broader access for impoverished students to enjoy learning facilities at “favorite schools,” they are confronted with the issue of social interaction. The limited resources available to impoverished students are a barrier between them and most students at school. Martono, Puspitasari, Dadan, et al. (2019) and Martono, Puspitasari, Mintarti, et al. (2019) indicate that impoverished students often feel inferior and insecure when interacting with their peers. This insecurity stems from feeling “different”; they lack the same material possessions, lifestyle and face various limitations. In this study, impoverished students interviewed expressed discomfort in socializing with their peers due to perceived cultural differences. They frequently declined invitations to watch movies, play online games, or hang out in public places because they lacked financial means. For them, “going out” was not a simple matter.

Feelings of inferiority are related to students’ self-concept, which leads to self-assessments such as “I am different from my friends.” This self-concept often causes them to withdraw or limit their social interactions, choosing friends with similar fates. This common fate allows them to interact positively, building strong self-esteem and supporting each other’s enthusiasm. This self-concept indirectly affects their academic achievement (Holopainen et al., 2020; Marsh & Martin, 2011).

However, not all impoverished students have a negative self-concept. The results of a study conducted by Martono et al. (2020) indicate that some impoverished school students, with most upper-class students, have a positive self-concept and achieve good academic results. Interviews with several impoverished students in the study revealed that those who excel receive “recognition” or trust from their friends, leading to a positive self-concept that supports their social interactions at school. This trust is evident when impoverished students are asked by their friends to help with schoolwork or are entrusted with class leadership roles. They also gain the trust of teachers to participate in various school and extracurricular competitions.

Teacher’s observations of impoverished students’ behavior at school mirror the experiences of the students themselves. The study conducted by Martono et al. (2020) shows that most teachers hold negative perceptions of the habitus of impoverished students. Some negative perceptions reported by the study respondents include lack of confidence, lack of diligence in reading, impoverished academic performance, difficulty understanding the subject matter, limited mastery of technology during learning, low classroom participation, and less involvement in group assignments. Furthermore, teachers perceive impoverished students to have issues with discipline, untidy appearance, and less generosity. Additionally, teachers believe that the parents of impoverished students show insufficient concern for their children’s academic progress.

In addition, respondents also hold positive perceptions about impoverished students, including their high learning motivation, strong competitive spirit, diligence in studying at

school, consistent excellence in their work, resilience in the face of challenges, and willingness to work hard. They are known for their simplicity, obedience to school rules, receptiveness to advice, and ability to cooperate with others. Impoverished students are not inclined to protest against teachers, maintain politeness in school, avoid using harsh language, value truthfulness, and care for their friends.

These positive perceptions reflect their social capital directly. Despite limited material resources, they possess valuable social capital. Impoverished students exhibit exemplary behavior when interacting with teachers, which increases their social capital by earning trust and recognition. Their ability to create and maintain a broad social network stems from being acknowledged by teachers and forming meaningful connections with peers.

Social capital emerges as an important variable that can enhance the academic achievement of impoverished students. Several studies have affirmed the positive contribution of social capital to student academic performance. Researchers such as [Hakim et al. \(2012\)](#), [Comer \(2015\)](#), [Dufur et al. \(2013\)](#), [Moschetti & Hudley \(2015\)](#), [Salloum et al. \(2017\)](#), and [Yang \(2017\)](#) have shown that students' social capital positively influences their academic achievements. Social capital is a valuable resource that facilitates students' comprehension of learning materials. High social capital allows students to form beneficial relationships with peers, which supports their learning endeavors. Moreover, the trust and support they receive from those around them enhance their enthusiasm for learning.

Therefore, this study aims to describe the social capital of high school students from the lower middle class in various regencies in Central Java, highlighting its potential impact on their academic achievements.

2. Literature Review

2.1. Social Capital Indicator

The concept of social capital has evolved and found applications in various social science disciplines. [Fukuyama \(2002\)](#) defined social capital as the norms that influence how people cooperate with one another. These norms can be seen in straightforward interactions like friendships or in more intricate beliefs that are held in common by a society. They promote cooperation within communities because they are based on dedication and attachment.

In essence, social capital is closely related to the relational aspects of human existence, fulfilling the fundamental need for social interactions. By establishing and nurturing long-term relationships with others, people can collaborate to achieve goals that might be difficult or impossible to attain individually ([Pelu](#), as cited in [Fadli, 2020](#)). People tend to share common values within various networks, turning the network into a valuable resource that can be considered a form of capital.

The three main components of social capital, according to [Fukuyama \(2002\)](#), are social networks, trust or expectations, and norms. Social networks are interconnected relationships between people or groups that are built on trust through common affiliations or interests. These networks make it possible to interact and communicate in ways that build trust, which strengthens and develops cooperation.

The belief that people in a community will behave normally, honestly, and cooperatively in accordance with predetermined standards, ultimately benefiting the community as a whole, is what [Fukuyama \(2002\)](#) defines as trust. This faith in honest, ethical, and cooperative behavior affects how an individual behaves in a social environment. A person's social capital is boosted by living in a reliable neighborhood.

The idea of social capital is therefore crucial in order to understand and analyze the dynamics of interpersonal relationships, trust, and cooperation within communities. It provides enlightening details on how people from low-income backgrounds who lack material resources can make the most of their social networks and trust to get around obstacles and improve their social and academic outcomes.

People's capacity to achieve their goals is significantly impacted by the crucial component of trust. Internally, the ability to believe in others, and externally, the capacity to gain the confidence of others, are two ways to look at trust.

Among those who cooperate and work together, shared ideals, aspirations, and goals comprise norms, which are a crucial part of social capital (Comer, 2015). These standards may be based on moral standards, religious convictions, or secular standards like a code of ethics for the workplace. The development of norms is based on prior instances of cooperation and is intended to foster a collaborative environment. They improve people's performance and serve as social controls in society, which ultimately promotes the development of social capital.

How impoverished people interact with one another and build relationships within their social networks depends heavily on trust and adherence to social norms. They can build stronger, more motivating social networks by establishing and upholding trust with others. Adopting and upholding social norms can also assist individuals in gaining respect and credibility in their communities, which can open up new opportunities and resources for those who are facing financial difficulties. Therefore, trust and adherence to social norms are essential for impoverished people to achieve their goals and improve their social and economic outcomes.

2.2. Schools as Social Capital Development Media

Schools are important social institutions that provide settings for meaningful interactions. The relationships between teachers and students are the most significant, fostering growth, learning, and student development (Salloum et al., 2017). Schools offer diverse contexts for understanding how social capital can support students' academic success.

The role of social capital in education is well-established in the field of sociology. Many believe that social capital plays a determining role in achieving educational institution goals and individual success in learning. Bourdieu & Passeron (1997) highlight social capital as one of the determinants of an individual's academic success, alongside economic capital, cultural capital, and symbolic capital. For individuals, social capital facilitates establishing harmonious social relationships within the school environment, building trust in interactions with other members. Social capital determines whether an individual is well-received within the school community, ultimately impacting their academic achievements. In essence, social capital is intertwined with social acceptance. Pichler & Wallace (2009) state that an individual's level of acceptance in society influences their possession of social capital.

Various studies demonstrate the crucial role of social capital in the educational process within schools. An individual's social network quality positively correlates with knowledge acquisition. Broad social interactions foster the exchange of knowledge, values, and norms among individuals. Students with extensive social networks can access valuable information and knowledge that enhances their understanding, particularly concerning subject matter comprehension.

Trust is a pivotal element that strengthens social interactions. Students who are trusted and gain the trust of others are more likely to succeed in school. Trust enhances self-confidence, reducing feelings of inferiority and fostering effective interactions. Research by Martono,

Puspitasari, Dadan, et al. (2019) reveals that impoverished students who feel inferior tend to limit peer interactions. Conversely, impoverished students who gain the trust of their friends and teachers experience increased confidence and a sense of capability (Martono et al., 2020).

Studies conducted by Beattie & Thiele (2016) and Wuryanti (2021) demonstrate a correlation between social capital and an individual's social status. Individuals from the upper class tend to have higher social capital due to wider social networks and access to resources that bolster their social capital. On the other hand, Rogošić & Baranović (2016) highlights social capital as a critical factor in promoting upward vertical social mobility, leading to an improved social position or status for individuals.

3. Research Methodology

This study utilizes a survey method, employing measurement techniques to describe various social phenomena through data collected via questionnaires quantitatively. Surveys are appropriate when existing data suffices and research questions do not require experimental approaches (Neuman, 2014). The survey method was chosen to capture respondents' perceptions of the habitus of impoverished students.

The study was conducted in four Banyumas, Cilacap, and Kebumen Regencies high schools. These schools predominantly serve students from lower-class backgrounds.

Impoverished high school students from the chosen schools made up the study's subjects. Based on information about the average monthly income of their parents, which is less than 1.5 million rupiahs, these students were classified as being impoverished. To determine the student's economic status, the study also took into account the parents' educational background. The information about parents' earnings and level of education is provided in the table below.

Table 1. Income of Father and Mother

No	Description	Father		Mother	
		Total	%	Total	%
1	Father/Mother: Not Employed/Deceased	11	8.4	62	47.3
2	Income < IDR1,500,000/month	120	91.6	69	52.7
Total		131	100	131	100

A straightforward random sample method was used to select the study's sample population. The number of students from the lower classes who met the required criteria in total was calculated to be 30% of the sample size. A frequency distribution (FD) table is used to present data. This type of table arranges data in ascending or descending order, starting with the smallest (lowest) values and working up to the largest (highest) values.

The product-moment correlation method was used to determine the data's validity, and the Cronbach's alpha method was used to determine the reliability of the questionnaire.

Table 2. Validity Test Results

Sign. Value per Indicator		
Social Network	Social Norms	Trust
JS1: 0.000	NS1: 0.000	KP1: 0.000
JS2: 0.000	NS2: 0.000	KP2: 0.000

Sign. Value per Indicator		
Social Network	Social Norms	Trust
JS3: 0.000	NS3: 0.000	KP3: 0.000
JS4: 0.000	NS4: 0.000	KP4: 0.000
JS5: 0.000	NS5: 0.000	KP5: 0.000
JS6: 0.000	NS6: 0.000	KP6: 0.000
JS7: 0.000	NS7: 0.000	KP7: 0.000
		KP8: 0.000
		KP9: 0.000
		KP10: 0.000
		KP11: 0.000
		KP12: 0.000

Table 3. Reliability Test Results

Indicator	Cronbach's Alpha Value
Social Network	0.705
Social Norms	0.897
Trust	0.804

With a significance value of 0.00, the validity test results showed that every questionnaire question item was valid. Similar to this, the Cronbach's alpha reliability test revealed that all indicators were trustworthy.

4. Results and Discussion

In this study, three indicators were used to measure students' social capital: their participation in social networks, their adherence to relevant norms, and the degree to which people trusted them and their efforts to live up to those expectations. The following data were collected from questionnaires completed by respondents about these three indicators.

The social connections that an individual or group has are called social networks. These relationships follow specific patterns that determine how members behave in a social environment in line with existing norms and values. Social networks can be established based on kinship, friendship, and other social connections. The following indicators can reveal the quality of the respondents' social networks.

Table 4. Respondents' responses to the statement, "I have many close friends at school" (JS1).

No	Statement	Total	Percentage (%)
1	Strongly Disagree	13	9.9
2	Disagree	39	29.8
3	Agree	42	32.1
4	Strongly Agree	37	28.2
Total		131	100

The data in **Table 4** indicates that most respondents stated having many close friends at school. Approximately 28.2% and 32.1% of the respondents responded with "strongly agree"

and “agree,” respectively, to the statement “I have many close friends at school.” For these respondents, close friends hold great importance, as they serve as confidants who can understand and support them, especially during challenging times. Close friends provide a safe space to share personal stories and feelings.

Table 5. Respondents’ responses to the statement, “I have many friends from other schools” (JS2)

No	Statement	Total	Percentage (%)
1	Strongly Disagree	16	12.2
2	Disagree	50	38.2
3	Agree	42	32.1
4	Strongly Agree	23	17.6
Total		131	100

The data in **Table 5** indicates that most respondents stated having many friends from other schools. Approximately 17.6% and 32.1% of respondents responded with “strongly agree” and “agree,” respectively, to the statement “I have many friends from other schools.” Respondents explained that these friends were close friends from their elementary or junior high school days, and some were playmates at home. Despite attending different schools now, they maintain communication and continue to be “playmates” during school holidays and at home.

Friendships can also be formed through respondents’ involvement in school organizations. Therefore, the level of respondents’ activeness in school organizations can indirectly indicate the breadth of their social network. The following data presents the level of activeness of the respondents in various school organizations.

Table 6. Respondents’ responses to the statement “I am active in an organization at school” (JS3)

No	Statement	Total	Percentage (%)
1	Not Active at All	31	23.7
2	Less Active	53	40.5
3	Active	29	22.1
4	Very Active	18	13.7
Total		131	100

Table 7. Respondents’ responses to the statement “I am active in an organization outside of school” (JS4)

No	Statement	Total	Percentage (%)
1	Not Active at All	54	41.2
2	Less Active	43	32.8
3	Active	20	15.3
4	Very Active	14	10.7
Total		131	100

Table 6 and **Table 7** present the findings that most respondents were not active in school organizations and organizations outside of school. Approximately 23.7% of respondents mentioned they were “not active at all” in school organizations, while 40.5% reported being “less active” outside of school. Moreover, 32.8% of respondents stated they were less active in any organization, and 41.2% mentioned being “not active at all.”

Several respondents opted not to be active in organizations due to the significant number of school assignments. They believed being actively involved in an organization would demand substantial time commitment. Additionally, active participation in organizations often requires financial contributions, such as membership dues and expenses for various activities. These factors influenced their decision to focus more on their studies and schoolwork, leading them to choose inactivity in organizations.

Apart from participating in organizations facilitating social networking, respondents can be actively engaged on social media platforms. The following data reflects the level of activeness of the respondents on social media. This data offers insights into how impoverished students utilize social media for interaction and connection without active involvement in formal organizations.

Table 8. Respondents’ responses to the statement “I have more than one social media account” (JS5)

No	Statement	Total	Percentage (%)
1	Strongly Disagree	20	15.3
2	Disagree	30	22.9
3	Agree	44	33.6
4	Strongly Agree	37	28.2
Total		131	100

Table 8 reveals that most respondents have more than one social media account. The most commonly used social media platform among respondents is Whatsapp, with 100% of them using it. Additionally, Instagram and Facebook are also frequently utilized. However, only a small percentage of respondents have Twitter accounts.

Table 9. Respondents’ responses to the statement “I am very active on social media” (JS6)

No	Statement	Total	Percentage (%)
1	Not Active at All	15	11.5
2	Less Active	62	47.3
3	Active	35	26.7
4	Very Active	19	14.5
Total		131	100

Despite the majority of respondents having more than one social media account, according to the data in **Table 9**, most of them reported being less active on these platforms. When accessing social media, they tend to read statuses or watch videos circulating on these platforms. Several respondents expressed uncertainty about what statuses to post, as they felt

unsure about creating content worthy of uploading on social media. As a result, they choose to be more passive users.

Table 10. Respondents’ responses to the statement, “I have many friends that I know through social media, not friends from one school” (JS7)

No	Statement	Total	Percentage (%)
1	Strongly Disagree	24	18.3
2	Disagree	47	35.9
3	Agree	33	25.2
4	Strongly Agree	27	20.6
Total		131	100

Most respondents stated they only had a few known friends through social media. **Table 10** indicates that 35.9% of respondents disagreed, and 18.3% strongly disagreed with the statement, “I have many friends that I know through social media.” Several respondents mentioned that they exercise caution when adding friends on social media, indicating a difference in approach compared to making friends in the real world.

Based on the seven indicators presented in Tables 4 to 10, the quality of the respondents’ social networks can be observed in the following table.

Table 11. Respondent’s social network

No	Social Network	Total	Percentage (%)
1	Low	25	19.1
2	High	106	80.9
Total		131	100

Table 11 reveals that most respondents (80.9%) have a high social network. The social network they form is primarily based on real-world interactions, as they make more friends at school and within their gaming community. This high social network is a valuable asset for respondents, contributing to their positive reception at school and garnering recognition from their peers.

Social norms play a crucial role in enhancing one's social capital. These norms include the guidelines dictating how people behave in their social networks. Being aware of and following these norms helps people fit in and be accepted by their social groups. The information that follows provides social norms indicators.

Table 12. Respondents' responses to the statement, "I understand the rules that apply at school" (NS1)

No	Statement	Total	Percentage (%)
1	Strongly Disagree	5	3.8
2	Disagree	5	3.8
3	Agree	39	29.8
4	Strongly Agree	82	62.6
Total		131	100

Table 13. Respondents' responses to the statement "I understand the rules that apply in my friendship environment" (NS2)

No	Statement	Total	Percentage (%)
1	Strongly Disagree	4	3.1
2	Disagree	13	9.9
3	Agree	60	45.8
4	Strongly Agree	54	41.2
Total		131	100

Table 14. Respondents' responses to the statement, "I understand the rules that apply in my neighborhood" (NS3)

No	Statement	Total	Percentage (%)
1	Completely do not understand	3	2.3
2	Understand to some extent	7	5.3
3	Understand	53	40.5
4	Completely understand	68	51.9
Total		131	100

The majority of respondents indicated in **Table 12**, **Table 13**, and **Table 14** that they comprehend the social norms that are relevant at school, among their friends, and in their local community. Understanding social norms is important because it helps people fit in with society and engage in appropriate social interactions. Furthermore, comprehending social norms is essential for forming cohesive social networks, developing deep connections, and fostering enjoyable social interactions.

Table 15. Respondents' responses to the statement, "I always obey the rules at school" (NS4)

No	Statement	Total	Percentage (%)
1	Strongly Disagree	4	3.1
2	Disagree	9	6.9
3	Agree	53	40.5
4	Strongly Agree	65	49.6
Total		131	100

Table 16. Respondents’ responses to the statement, “I always obey the rules in my friendship environment” (NS5)

No	Statement	Total	Percentage (%)
1	Strongly Disagree	5	3.8
2	Disagree	15	11.5
3	Agree	39	29.8
4	Strongly Agree	72	55.0
Total		131	100

Table 17. Respondents’ responses to the statement, “I always obey the rules in my neighborhood” (NS7)

No	Statement	Total	Percentage (%)
1	Strongly Disagree	4	3.1
2	Disagree	11	8.4
3	Agree	41	31.3
4	Strongly Agree	75	57.3
Total		131	100

According to **Table 15**, **Table 16**, and **Table 17**, the majority of respondents said they always follow the social norms that are in place at school, among their friends, and in their local community. Only a few respondents reported that they had disobeyed these norms. According to respondents who admitted to violating social norms at school, some of the norms violated included being late, not wearing full school attributes, and neglecting assignments. In the friendship environment, the norms violated included hurting a friend’s feelings, making offensive jokes, using rude language, displaying selfish behavior, leaking friends’ secrets, and engaging in gossip. Similarly, in their neighborhood, some respondents stated that they had violated norms by rarely leaving their houses (lack of socializing), littering, playing loud music, not participating in night patrols, and not engaging in community service.

Table 18. Respondents’ adherence to social norms

No	Social Norms	Total	Percentage (%)
1	Low	4	3.1
2	High	127	96.9
Total		131	100

Respondents generally have shown a high level of understanding and adherence to social norms in their environment, as depicted in **Table 18**.

The third indicator is trust. According to [Fukuyama \(2002\)](#), trust refers to a mutual attitude of confidence that contributes to increased social capital. This trust is developed through interactions among individuals in their social groups. Trust is reciprocal, as individuals attempt to place trust in others, and in turn, others place trust in them. The following data presents the indicators of trust that respondents perceive in their social environment and the trust they place in others.

Table 19. Respondent's response to the statement, "I asked for help from a friend with school work" (KP1)

No	Statement	Total	Percentage (%)
1	Never	4	3.1
2	Sometimes	11	8.4
3	Often	41	31.3
4	Very often	75	57.3
Total		131	100

Based on **Table 19**, most respondents stated that their friends very often asked them to help with schoolwork. The intelligence of impoverished students is an asset for them as it makes them significant in their social environment.

Table 20. Respondent's response to the statement, "I always try to fulfill friends' requests or expectations (KP2)

No	Statement	Total	Percentage (%)
1	Never	10	7.6
2	Sometimes	41	31.3
3	Often	57	43.5
4	Very often	23	17.6
Total		131	100

When respondents were asked to help their friends, most said they were willing to fulfill their requests. However, some respondents mentioned never fulfilling a friend's request or expectation. Their reason was that when it came to schoolwork, their friends should try to do it themselves. On the other hand, some respondents expressed their unwillingness to help because their friends very often asked for assistance when doing schoolwork.

Table 21. Respondent's response to the statement, "I am trusted to be a class administrator" (KP3)

No	Statement	Total	Percentage (%)
1	Never	39	29.8
2	Sometimes	50	38.2
3	Often	25	19.1
4	Very often	17	13.0
Total		131	100

Table 22. Respondent’s response to the statement, “I am trusted to be the leader of the study group” (KP4)

No	Statement	Total	Percentage (%)
1	Never	32	24.4
2	Sometimes	44	33.6
3	Often	34	26.0
4	Very often	21	16.0
Total		131	100

Getting the opportunity to become a class administrator and study group leader is a form of trust others give to an individual. Data in **Table 21** and **Table 22** show that the majority of respondents said “never” or “sometimes” were allowed to become class administrators or study group leaders. Only a few respondents from impoverished backgrounds have ever received the trust or the opportunity to occupy those positions.

Table 23. Respondent’s response to the statement, “I became a confidant for my friends” (KP5)

No	Statement	Total	Percentage (%)
1	Never	9	6.9
2	Sometimes	38	29.0
3	Often	35	26.7
4	Very often	49	37.4
Total		131	100

Table 24. Respondent’s response to the statement, “I did not disclose my friend’s secrets to others” (KP6)

No	Statement	Total	Percentage (%)
1	Never	6	4.6
2	Sometimes	17	13.0
3	Often	39	29.8
4	Very often	69	52.7
Total		131	100

Although the majority of respondents stated that they were rarely entrusted with being class administrators and group leaders, on the other hand, they often and very often became a confidant for their friends. When they become a trusted confidant, they indirectly earn the trust to keep their friends’ secrets confidential.

Table 24 is related to **Table 23**. When most respondents often became a confidant, they also stated that they did not disclose their friends’ stories. This is a form of “two-way” trust. Their friends trust them as a place to vent, and in return, the respondents maintain that trust by not divulging their friends’ confidences to others.

Table 25. Respondent’s response to the statement, “I completed the assignments given by the teacher” (KP7)

No	Statement	Total	Percentage (%)
1	Never	3	2.3
2	Sometimes	14	10.7
3	Often	58	44.3
4	Very often	56	42.7
Total		131	100

When interacting with the teachers, respondents consistently demonstrated their commitment to completing assignments given by the teacher. **Table 25** illustrates that the majority of respondents responded with “often” and “very often” when asked about doing schoolwork. For them, completing assignments is an obligation as they are determined not to fail in school, which could lead to dropping out. Several respondents expressed their aspiration to continue their studies and avoid failure, motivating them to work diligently and complete all school assignments.

Table 26. Respondent’s response to the statement, “I was asked to become an organizational administrator” (KP9)

No	Statement	Total	Percentage (%)
1	Never	61	46.6
2	Sometimes	30	22.9
3	Often	17	13.0
4	Very often	23	17.6
Total		131	100

Table 27. Respondent’s response to the statement, “I was asked to become an organizational event committee” (KP10)

No	Statement	Total	Percentage (%)
1	Never	65	49.6
2	Sometimes	29	22.1
3	Often	14	10.7
4	Very often	23	17.6
Total		131	100

Most respondents in the organization’s management stated that they had never been appointed to be the organization’s organizers and activity committee.

Table 28. Respondent’s response to the statement, “I was once assigned to represent a school in an inter-school competition” (KP11)

No	Statement	Total	Percentage (%)
1	Never	68	51.9
2	Sometimes	28	21.4
3	Often	17	13.0
4	Very often	18	13.7
Total		131	100

In addition, most of the respondents also stated that they had never been assigned to represent their school in an inter-school competition. This data shows that only a few respondents had the opportunity to represent their school. These students are considered to have strengths, intelligence, or talents that many other students do not possess.

Table 29. Respondent’s response to the statement, “I carry out the tasks assigned to me with full responsibility” KP12

No	Statement	Total	Percentage (%)
1	Never	7	5.3
2	Sometimes	18	13.7
3	Often	43	32.8
4	Very often	63	48.1
Total		131	100

Table 29 shows that when given a task, most respondents will try to carry it out with full responsibility.

Table 30. Trust is given to respondents

No	Trust	Total	Percentage (%)
1	Low	17	13.0
2	High	114	87.0
Total		131	100

Table 30 indicates that most impoverished respondents have a high level of trust. This trust is earned because the social environment recognizes the strengths and advantages possessed by these respondents, such as their intelligence and willingness to help others, especially with academic tasks. These abilities enable them to build high social networks and gain peer recognition.

The results of Table 11, Table 18, and Table 30 suggest that impoverished students have high social networks. Their active presence on social media plays a significant role in this. However, when it comes to participating in organizational activities, most respondents were less active. Possessing certain “capital” allows them to connect with their peers, boosting their confidence and recognition at school.

According to a study by [Martono et al. \(2020\)](#), impoverished students who thrive in schools have more capital. Having this capital enhances their confidence when interacting with others at school. Conversely, students lacking additional capital may withdraw socially, as shown in [Table 6](#) and [Table 7](#), where many respondents expressed lower activity in school and outside-school organizations and limited presence on social media. The lack of economic capital can make them feel inferior and insecure ([Fetriana & Lestari, 2013](#); [Martono, Puspitasari, Dadan, et al., 2019](#)).

Regarding social norms, the respondents showed a fairly high adherence to rules. Although there were minor violations, their obedience contributed to easier acceptance by their peers and teachers. Their submissive behavior may lead to positive teacher labelling, becoming a form of social capital.

While impoverished students have relatively high levels of personal trust, the study reveals that this trust is limited to their immediate circle of friends. Few are trusted to represent the school in events outside of school. Their limited activity in student organizations hinders the proper development of their talents. Often, their friends only recognize their abilities, particularly when they showcase their academic competence. However, their talents in arts or sports may not have many opportunities to be displayed unless they become active in organizations.

These findings align with previous research indicating that impoverished students face challenges when attending schools with a majority of students from higher social classes. Demonstrating their “capital” to the public significantly impacts their capacity to build social networks and gain confidence from their peers in their abilities. In conclusion, the abilities and strengths possessed by impoverished students play a vital role in shaping their social capital.

5. Conclusion

This study’s findings reveal that most impoverished students possess high social capital. These students benefit from various social capital attributes that contribute to their success in interacting with peers at school. Their intelligence and willingness to help friends are two strengths that set them apart and make their presence meaningful among peers and teachers. Despite their social capital, impoverished students still experience feelings of insecurity. This is evident in their reluctance to participate in school organizations, as they perceive such involvement to require economic capital support.

Consequently, economic constraints hinder their engagement in school organizations. Nevertheless, when it comes to adhering to social norms, impoverished students demonstrate relative obedience to the norms prevailing in their social environment. This adherence fosters acceptance among their peers and teachers.

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7. Declaration of Conflicting Interests

The authors have declared no potential conflicts of interest concerning this article’s research, authorship, and/or publication.

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About the Authors

1. **Nanang Martono**, obtained his Doctoral degree from Université Lumière Lyon 2, France, in 2017. The author is an Associate Professor at the Department of Sociology, Faculty of Social and Political Sciences, Universitas Jenderal Soedirman, Indonesia.
E-Mail: nanang.martono@unsoed.ac.id
2. **Elis Puspitasari**, obtained her Doctoral degree from Universitas Indonesia in 2019. The author is an Associate Professor at the Department of Sociology, Faculty of Social and Political Sciences, Universitas Jenderal Soedirman, Indonesia.
E-Mail: elis.puspitasari@unsoed.ac.id
3. **Lisnawati**, is a student at the Department of Sociology, Faculty of Social and Political Sciences, Universitas Jenderal Soedirman, Indonesia.
E-Mail: lisnaawati011@gmail.com