

THE EFFECT OF SOCIAL CAPITAL ON FACULTY PERFORMANCE

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Abstract : *Social capital has been studied by experts for decades. So many studies and discussions stating that there is support for an object or vice versa. This research tries to reveal the effect of social capital on the performance of a faculty at a university. There are ten hypotheses for this research. data taken by questionnaire as primary data and observations as secondary data. Data analysis was performed with smartPLS. Of the seven direct influence hypotheses, five hypotheses were proven that the independent variable and the dependent variable had a positive and significant relationship. Two of the seven hypotheses of the direct effect are two hypotheses whose results have a positive and insignificant effect. For variables with an indirect effect of the three hypotheses, there are two hypotheses that have a positive and insignificant relationship. One variable that has a positive and significant relationship between the independent and dependent variables through the mediating variable is CSC to the EDP variable through LICV.*

Keywords: *Structural social capital, Relational social capital, Cognitive social capital, faculty performance, leadership and core values*

1. Introduction

Social capital has been studied by experts for decades. So many studies and discussions stating that there is support for an object or vice versa. On the one hand, social capital has also been widely criticized by experts, one of the criticisms is that social capital is not clear, with different authors attributing different meanings to different concepts (Durlauf, 1999). Apart from the criticisms aimed at social capital, in fact social capital has been perceived as a miraculous concept that is able to provide answers to various phenomena outside the economic lens (Poder, 2011). Criticism of social capital centers on five ambiguities, namely definitional ambiguity, added value derived from social capital, measurement, causality, and ambiguity as a policy tool (Inaba, 2013). In fact, even the damning criticism has not stopped the use and application of the concept of social capital. In fact, the use of the concept of social capital is very widespread and can be said to be even wider, covering a lot of literature on social capital (McKeever et al., 2014).

Social capital is very close to micro, small and medium enterprises (MSMEs) but remains very open to research in the context of management including education management (Consultation with Lena Ellitan, 2022). In fact, many researchers have been concerned with developing social

capital in education, for example, social capital and education as the hope of young people (Behtoui, 2017); relationship between online social capital and online learning (Kent et al., 2019); higher education or university as a source of developing social capital (Labra et al., 2021); development of student social capital at universities (Ismail, 2021) and of course there are many other similar studies. The theme of social capital related to performance in education has also been extensively researched, such as social capital and organizational performance in public schools (Leana & Pil, 2006); homophile formation in academic performance (Smirnov & Thurner, 2017); the effect of social capital and organizational commitment on lecturer performance (Pardiman, 2018); social capital school-based management models improve school performance (Elangga & Prihatin, 2019); organizational support and social capital on faculty performance (Chen et al., 2020); the relationship between social media, community, and social capital with students' academic performance (Ahmed et al., 2020); (Salimi et al., 2022).

Social capital has an important role in improving organizational performance. This performance increases through improved social relations between members of the organization (Supriyati). With regard to the importance of social capital to improve student academic achievement during the Covid-19 pandemic, it has also been studied (Ahmed et al., 2020). Online social capital can affect student academic performance both directly and indirectly through the benefits of sharing knowledge online (Salimi et al., 2022). On the other hand, there are several factors that do not support academic achievement, namely bridging social capital, bonding social capital, cognitive (Salimi et al., 2022).

In the context of education management specifically at universities, the use of social capital into the university management system is based on the harmonization of individual and group goals. The harmonization of informal factors, interpersonal and formal. Relations or relationships that are organized hierarchically will contribute to the process of building human capital and ensuring social synergies in achieving university goals, which are in line with the concept of continuing education. Thus, the goals set are used to evaluate the impact of social capital on the level of effectiveness of the department university, the relationship between the level of social capital, such as organizational culture and performance (Agapova et al., 2020).

At the same time, there are practically no applied studies of this phenomenon in higher education. This is because the concept of social capital has not received adequate scientific understanding, the influence of organizational culture on departmental efficiency, no correlation has been revealed between the index of social capital and actual indicators of departmental effectiveness. In this regard, it is necessary to develop a research methodology, to create a model for determining the relationship between higher education entities in various aspects of social reality, as well as their dynamics (Agapova et al., 2020).

Many things determine university performance as an educational subject. Service to students is the main element or element in service at the university. Because, from there it will be photographed how the university takes part in achieving quality output and from there the

university makes a real contribution to society. Services to students which include educational process services, academic administration, libraries, information technology facilities, language learning, student affairs, infrastructure, and finance (Sharma & Al Sinawi, 2021). In addition, the relationship between lecturers and leaders should be constructive so as to foster positivism, mutual trust which ultimately improves university performance (Agapova et al., 2020).

Other studies on the role of education in determining community involvement and the development of social capital agree on a positive relationship or correlation between education and the development of social capital. As cited by Favaro et al., (2020) which explains the opinion of Almond and Verba (1963) that there is a high relationship between education and community involvement (in particular, organizational membership). Followed by research by Helliwell and Putnam (1999) which shows that school is associated with more time devoted to volunteers and community organizations. In addition, a relationship was found between educational attainment and the development of various dimensions of social capital (Rogošić & Baranović, 2016).

The relationship between education and social capital has been found by various studies based on the theoretical basis of Coleman (1988) or Barnett (2003) (Salamzadeh et al., 2022). Traditionally, Coleman (1988) approaches the concept of available social capital within the family and also considers social capital within the community. Further explanation with verification efforts explained that when associated with individual educational attainment (Rogošić & Baranović, 2016), social capital tends to accelerate social reproduction (Bourdieu, 2011). Social capital is related to educational institutions (such as schools or universities) (Rogošić & Baranović, 2016).

The relationship between social capital and school choice shows that based on the main goal of social capital, which is to create cohesiveness through the connectivity of community members, it is clear that the school choice decisions made by parents are influenced by the group or organization they belong to (Misra et al., 2013). The roles and mechanisms of social networks, social support, and social capital influence higher education as important factors in student success, particularly in underrepresented student groups in higher education. Thus, students from low social backgrounds are increasingly part of the higher education system (Mishra, 2020). Nursing schools in England have applied the concept of human, social and cultural capital to their education (Royal, 2012). Most of the literature argues that there is a positive correlation between schools and the development of social capital (Favaro et al., 2020). Hayter (2013) found that only a few have examined the role of educational institutions in shaping social capital (Salamzadeh et al., 2022).

Based on the explanation above, this research is focused on the effect of social capital on faculty performance. This is because there is still no research that specifically examines the influence of social capital and performance at universities, specifically faculties. In addition, this research also aims to contribute to higher education how educational institutions manage their social capital. On the one hand, in the development of social capital, it is necessary to have leaders who can regulate or control according to management functions. For this reason, leaders who implement the core values that apply to their institutions are placed as mediating variables. The

variable appears as a function of the independent variables operating in any situation, and helps to conceptualize and explain the effect of the independent variable on the dependent variable.

In the formation of social capital, of course it is closely related to the role of the leader. Because leaders are examples or role models for their employees. Because, the leader will give an example of positive behavior. Leaders also become facilitators who provide assistance, guidance and maintain good relationships (Sulaeman et al., 2015). Leadership in education is the capacity and integrity of leaders who utilize and utilize the potential of social capital to seize opportunities and overcome obstacles in increasing school vitality, utilizing networks to achieve program success (Suwadi, 2015). Leaders also function to coordinate in the form of providing information about the actions of other individuals and are responsible for the members (teachers/lecturers) they lead (Rizki Rahmawati, 2017). Thus in the development or formation of social capital, leaders have a central role in the progress of the people or institutions they lead.

Thus this study has three dimensions of social capital and is a free or independent variable, namely structural social capital (SSC), relational (RSC), and cognitive (CSC) (Nahapiet & Ghoshal, 2009). The dependent or dependent variable is faculty performance (EDP), and leadership that implements core values (LICV) is a mediating variable.

Social capital is one of the most important elements in driving togetherness, mobility, ideas, mutual trust, and mutual benefit to achieve common goals. SCT is deeply rooted in the ideas of beliefs, norms, and informal networks (Bhandari & Yasunobu, 2009). Coleman (1990) defines social capital by its function, not being a single entity, but a combination of different entities that have two characteristics in common, which are aspects of social structure, and facilitating certain actions of individuals who are in that structure. These entities include obligations, expectations, beliefs, and information flows. Social capital is embedded in the structure of relationships between actors and it facilitates the actions of individual actors in forming the basis of social capital. Coleman (1990) identified three forms of social capital, namely reciprocity (including trust), information channels and information flows, and norms imposed by sanctions (Bhandari & Yasunobu, 2009).

Social capital is a feature of social organization, such as trust, norms, and networks that can increase the efficiency of society by facilitating coordinated action (Putnam RD, Leonardi R, 1993). Furthermore, Putnam (2000: 18-19) explains that social capital refers to the relationship between individuals as well as social networks and norms as well as beliefs so that he assumes that social networks have value and social contact affects the productivity of individuals and groups.

The structural, cognitive, and relational dimensions of social capital were created by Janine Nahapiet and Sumantra Ghoshal and are the most widely used and accepted frameworks for understanding social capital. These dimensions contain useful conceptual distinctions for analytical convenience but in practice social capital involves complex interrelationships between the three dimensions. Structural social capital indicates a network of access to people and resources, while relational and cognitive social capital reflects the ability to exchange resources (Andrews, 2010).

Cognitive and relational social capital can be difficult to distinguish because they are almost the same. However, cognitive social capital is more related to the subjective interpretation of a shared understanding. Relational social capital is a feeling of trust that is owned by many actors in a social context either as a group, organization or community. Thus, a simplified view of high levels of social capital would be strong connections, high levels of trust, and a shared sense of mission. Or in other words, we can understand social capital by the degree of relatedness, the quality and nature of these connections, and the extent of shared vision (Akram et al. 2016 in Claridge, 2018). This is related to social capital as a structural dimension (relationships between actors), relational (trust between actors) and cognitive (goals and shared values between actors) (Claridge, 2018).

Structural social capital has real or real properties so that it is easy to see or observe through network ties (ie who knows who) as well as roles, rules, precedents and procedures. Intangible or formless relational social capital, namely what and how individuals think and express their feelings. For cognitive social capital is a function of individual cognition. Which are described as values, beliefs, attitudes, behavior and social norms as well as trust, solidarity and reciprocity (Claridge, 2018).

Organizational performance is very important (Sharma & Al Sinawi, 2021). Achieving and maintaining superior performance is the goal of every organization, even public institutions whose ultimate goal is not necessarily to make a profit. The field of strategic management has many theories, views, and recommendations on how to improve organizational performance, and studies demonstrating the impact of social aspects of organizations on organizational performance are not new, but we believe they are generally not recognized ((Voelker et al., 2001); (Evans et al., 2015)). In particular, in people-oriented or human resource-oriented universities, weak faculty resources have an impact on institutional performance, improved teaching quality, academic performance, and service contribution (Chen et. al., 2020). Studying academic service quality separately provides an incomplete picture of quality in higher education institutions, so in what context should academic quality be a concern (Sharma & Al Sinawi, 2021). It was further explained that faculty performance can be assessed in terms of academic resource services, such as library services, human resource development centers, the adequacy of other resources, for example the internet, administration services, learning support services (student affairs). Then the next is learning services, skills development, and attitude. In conclusion, faculty performance can be measured through educational process services and supporting facilities, developing student academic potential, and supporting infrastructure. Based on the theory above, the performance of the faculty in this study was measured based on dimensions which include educational process services, academic administration, libraries, information and technology, language learning, student affairs, infrastructure, and finance.

Non-financial performance as operational performance is able to measure organizational performance when information about opportunities is available but has not been realized financially (Carton & Hofer, 2006). Organizational performance can be measured by objective or subjective

criteria (Andrews et al., 2006). Objective criteria include independent, impartial indicators that are externally verifiable in their accuracy (eg number of users in social care services). Subjective criteria, in contrast, refer to internal informants (eg, managers), or external informants whose judgments cannot be scrutinized (eg, measuring customer satisfaction with a company's services). Both of these criteria, to be valid, need to focus on performance dimensions that are meaningful according to organizational goals and scope (Andrews, 2010).

For that reason, apart from the general notion, according to which objective criteria are more valid than subjective, objective indicators may not reflect the true nature and complexity of the organization being assessed, addressing more legal and technical requirements than achieving goals (Andrews, 2010), while measures subjective may be better placed in the context in which it is assessed. Thus, the choice of performance measure may depend on several considerations, ranging from the scope of the assessment to the nature of the organization (Richard et al., 2009).

Leadership is a way of dealing with multiple roles in educational organizations and for providing organizational quality assurance (Hambali, 2017). Therefore, there is a great need for leaders who can manage and direct an organization, including faculties at universities. Core values, which are the basic reference and are practically practiced by all human resources in a work organization, are a determining factor that can bring the organization closer to achieving organizational goals in general, both in public organizations and business organizations (Sugiarto, 2021). Core value is the center of desire or belief regarding the final decision that directs choices, evaluates decisions that have been taken and becomes part of the way individuals act and something that shapes the character of organizational members (Schwartz & Bardi, 2001).

There are at least 13 core values that can be developed in an organization, namely influence, vision, honesty, passion, integrity, dedication, empathy, personal development, service, respect, resilience, adaptability, authenticity ((Wooll, 2021); (Indeed Editorial Team , 2021)). Leadership core values are part of the values that positively influence a leader's ability to lead effectively so that his leadership is getting better (Wooll, 2021). Core values-based leadership is leadership that places values as a driving force in breaking through the boundaries of modern human view that organizational progress is measured in tangible terms, in the form of towering buildings, but more importantly is intangible, superior human resources and how to place values as reference for the development of school community achievement. Strong leadership is based on values that are upheld by institutions (Hambali, 2017).

In this study the core values used are in accordance with the core values tem where this research was conducted, namely at Darma Cendika Catholic University (UKDC). UKDC's core values are honest, caring, and responsible. Honesty refers to the ability to discuss topics with others in a clear way without any tendencies. Honest can also mean transparency, all can see and feel. Caring is the ability to understand the feelings and emotions of others and to respond to their actions and behavior in a way that is understanding about their feelings. Caring is a menu of core components of emotional intelligence, which also includes the ability to understand and control

individual feelings and personal emotions. Responsibility is the attitude of doing something seriously and being ready to take on all the risks that go along with it (UKDC Strategic Plan 2022-2026).

The variables in this study include independent variables consisting of structural social capital/SSC (X1), relational social capital/RSC (X2), cognitive social capital/CSC (X3); the dependent variable is the Faculty of Economics UKDC/EDP (Y); and the mediating variable is leadership that implements core values/LICV (Z). The following describes the relationship between variables.

Based on the agency participant theory, several researchers have examined important aspects that show the relationship between structural social capital and organizational performance (Andrews, 2010). The formal and informal processes of collaboration and coordination within organizations can create networks of relationships that senior managers can mobilize for the benefit of organizational outcomes. Nearly all organizations can benefit from implementing collaborative relationships across their internal boundaries. By encouraging interaction between different departments within an organization, it becomes increasingly possible for senior managers to access important information and knowledge 'spillovers' from across the organization to achieve collective goals or acquire scarce resources (Andrews, 2010). Based on the explanation above, the hope leads to H1: SSC has a positive effect on EDP.

Social capital is closely embedded in relationships or social relationships within organizations and is considered a potentially critical asset for maximizing organizational profits. Which means having the power to improve organizational results (Andrews, 2010). Relational social capital refers to the underlying reciprocity that guides exchanges between organizational members. According to Leana and van Buren (1999) this is reflected in the level of associability (willingness to subordinate individuals to collective goals) and trust (norms underlying reciprocity) within an organization. This study focuses on the trust aspect of relational social capital rather than associability, which is much more closely related to shared goals and values at the heart of cognitive social capital (Leana & Pil, 2006). A high level of trust between leaders and organizational members can enable the transfer of sensitive information that is not available to those outside the confines of trust. It also encourages collaborative action in the absence of a formal mechanism for that purpose (Coleman, 1990), and can reduce resistance to organizational change (Kramer, 1999). In addition, resources previously assigned to monitoring employees can be reinvested more productively elsewhere if 'expectations among many layers within a large enterprise that cooperative behavior will be met in a similar way' are met (Miller, 1992: 197). In the whole process of the relationship there is harmonious communication and joint work. For that it is fulfilled (in (Andrews, 2010). In the whole process of the relationship there is harmonious communication and joint work. For this reason H2: RSC has a positive effect on EDP

Shared interpretations of organizational values and mission provide a cognitive 'place for certain types of actors' (Scott, 2001), enabling them to cope with environmental uncertainties,

potentially creating positive externalities for organizational performance. 'The will and ability to set collective goals which are then collectively enforced' (Leana and Van Buren, 1999: 542), is thus related to the greater overall synchronization of organizational efforts.

Willem and Scarborough, (2006), highly diverse values among organizational members can exacerbate collective action problems related to efforts to implement policies and strategies, such as the need to build coalitions. Tagliaventi and Mattarelli (2006) argue that the diffusion of knowledge and innovation, although based on part there are diverse contributions of opinion and experience, often requiring a shared context to frame those contributions. Similarly, Duncan et al., (1994) effective communication of a strong sense of value and mission throughout an organization can galvanize managers and staff. This is especially important in large organizations because leaders need to communicate well with, and motivate, diverse groups of employees to achieve organizational goals (Andrews, 2010). Thus, H3 is CSC has a positive effect on EDP.

Formal and informal processes of collaboration and coordination within organizations can create networks of relationships that senior managers can mobilize for the benefit of organizational outcomes (Scott, 1999). Nearly all organizations can benefit from implementing collaborative relationships across their internal boundaries. By encouraging interaction between different departments within an organization, it becomes increasingly possible for senior managers to access important information and knowledge 'spillovers' from across the organization to achieve collective goals or acquire scarce resources (Andrews, 2010). Core values should be implemented at the individual, institutional and whole-society levels (Hofstede, 1980). Values also matter at an organizational level. At the organizational level, value priorities guide goal setting, resource allocation, and the formulation of new policies (Rokeach, 1979). According to Argandoña (2003), values are part of the distinctive competencies of organizations and therefore shape their long-term success. the closer the values are to the circles, the more similar the underlying motivations are. For this reason, the role of the leader is really relied on so that the organization implements core values (Rosario, et.al., 2014). Based on the explanation above, it leads to H4: SSC has a positive effect on LIRC.

The trust aspect of relational social capital rather than associability, which is much more closely related to shared goals and values, is at the heart of cognitive social capital. A high level of trust between leaders and organizational members can enable the transfer of sensitive information that is not available to those outside the confines of trust. It also encourages collaborative action in the absence of a formal mechanism for that purpose (Coleman, 1999), and can reduce resistance to organizational change ((Kramer, 1999) in (Andrews, 2010). In addition, resources previously assigned to monitoring employees can reinvested more productively elsewhere if 'the expectation among many layers within a large company that cooperative behavior will be fulfilled in a similar way' is met ((Miller, 1992: 197) in (Andrews, 2010). Throughout the relationship process harmonious communication and relations occur because of the role of leaders who apply core values to their leadership. Core values should be applied from the level of individuals, institutions,

and the entire community (Hofstede, 1980). Core values are also important at the organizational level. At the organizational level, priority core values direct or guide to the achievement of goals, a location of resources, and formulation of new policies (Rokeach, 1979). According to Argandoña (2003), core values are part of a company's distinctive competencies and therefore shape their long-term success. For this reason, the expectation is H5: RSC has a positive effect on LIVC.

Closely related to shared goals and values lies at the heart of cognitive social capital. A high level of trust between leaders and organizational members can enable the transfer of sensitive information that is not available to those outside the confines of trust. For this reason, it is very necessary for leaders who have attention and implement core values in their leadership so that all lead to the same goal, namely achieving faculty performance targets by being willing to share knowledge that supports faculty performance. Leaders should develop core values in their leadership so that all members with different characters (Wooll, 2021) can synergize in one direction, namely faculty performance. Thus the hope is. H6: CSC has a positive effect on LIVC.

In social capital, each member interacts with one another. Therefore, there is a great need for leaders who can manage and direct an organization, including faculties at universities. The formal and informal processes of collaboration and coordination within organizations can create networks of relationships that senior managers can mobilize for the sake of results of organization (Groff, 2016). Core values, which are the basic reference and are practically practiced by all human resources in a work organization, are a determining factor that can bring the organization closer to achieving organizational goals in general, both in public organizations and business organizations (Sugiarto, 2021). Based on the explanation above, it leads to H7: LICV has a positive effect on EDP.

As explained above, formal and informal processes of collaboration and coordination within organizations can create a network of relationships that can be mobilized by senior managers for the benefit of organizational outcomes (Scott, 1999). Nearly all organizations can benefit from implementing collaborative relationships across their internal boundaries. By encouraging interaction between different departments within an organization, it becomes increasingly possible for senior managers to access important information and knowledge 'spillovers' from across the organization to achieve collective goals or acquire scarce resources (Andrews, 2010). Core values should be implemented at the individual, institutional and whole-society levels (Hofstede, 1980). Values also matter at an organizational level. At the organizational level, value priorities guide goal setting, resource allocation, and the formulation of new policies (Rokeach, 1979). According to Argandoña (2003), values are part of the distinctive competencies of organizations and therefore shape their long-term success. the closer the values are to the circles, the more similar the underlying motivations are. For this reason, the role of the leader is really relied on so that the organization implements core values (Rosario, et.al., 2014). The relationship between structural social capital and faculty performance will be stronger if leaders use core values in carrying out their leadership. Thus it is expected that H8: SSC has a positive effect on EDP through LICV.

Important social networks and universities are important places for students which is the stage in which they are formed (Labra et al., 2021). A social environment with good performance that will motivate weak students to improve their academic results (Smirnov & Thurner, 2017). In addition, social capital is usually built through interaction over time (Steinmo & Rasmussen, 2018). There is significant evidence of the tendency for individuals with similar characteristics to form bonds (Weber et al., 2020). As a result, the sense of belonging is directly related to the interactions of individuals in social networks, namely the way they work together and the results individuals achieve, the way they collaborate when they are part of a group, the status they can achieve as part of society, in addition to the effects and influence of friends. peers in the educational context (Den Hartog et al., 2007). In such a situation, the leader plays a very important role in how he directs his members to move together according to the core values developed towards one goal of achieving the vision of the faculty or university. Thus it is expected that H9: RSC has a positive effect on EDP through LICV.

CSC relies on the data that as people are involved as part of a group, they are actively involved in setting goals and a common vision for the organization (Nahapiet & Ghoshal, 2009). Coleman (1988) asserts that when members carry out the vision and strategic goals of the organization, integration and collective responsibility can be developed (Ha, 2021). According to Scott (1995:58) an understanding of the values and mission of the organization places members as inline organizational actors and helps them to overcome that environmental uncertainty is possible to create a positive influence on organizational performance (Andrews, 2010).

Social capital as a set of values or norms that are shared among members of the same group that allows them to cooperate with each other informally or indirectly. Fukuyama (1997) explains that trust in these interactions will be important on the path to more efficient organizational functioning and according to Lazarsfeld and Merton (1954), shared values are related to personality, attitudes, aspirations and future expectations (Labra et al., 2021). Leaders who implement core values have a very basic role in directing their members to share knowledge directed at achieving faculty goals. For this reason, it is expected that H10: CSC has a positive effect on EDP through LVC.

2. Methodology

The location of this research is the Faculty of Economics, Darma Cendika Catholic University (FE-UKDC) Surabaya. FE-UKDC was chosen as the research location because the researchers came from that environment and wanted to know how social capital affects the performance of FE-UKDC. In research that uses the type of independent variable (X), dependent variable (Y), and mediating variable (Z). Independent variables include Structural Social Capital/SSC (X1), Relational Social Capital/RSC (X2), and Cognitive Social Capital/SSC (X3). The dependent variables are the Economic Department Performance/EDP (Y) and Leadership Implementing Core Values/LICV (Z) which are mediating variables.

The SSC variable (X1) consists of participation (X1.1), willingness to discuss (X1.2), involvement (X1.3), and willingness to help members (X1.4). The RSC variable (X2) consists of mutual trust (X2.1), belief that there must be friends who help (X2.2), responsibility in carrying out tasks (X2.3), sharing ideas (X2.4), and want to accept input (X2.5). The CSC variable (X3) consists of being happy to work on behalf of the organization (X3.1), happy to communicate according to organizational style (X3.2), happy when other parties know the organization (X3.3), and happy to promote the organization (X3.4). LICV variable (Z) consists of honest (Z1.1 consists of Z1.1.1; Z1.1.2), responsibility (Z1.2 consists of Z1.2.1; Z1.2.2), and caring (Z1.3 consists of Z1.3.1; Z1.3.2; Z1.3.3). The EDP variable consists of educational process services (Y1.1.1 and Y1.1.3), academic administration (Y1.2.1; Y1.2.3), the library consists of two indicators, namely Y1.3.2; Y1.3.3, information and technology, namely Y1.4.3 and Y1.4.4, language learning, namely Y1.5.1 and Y1.5.2, student affairs (Y1.6.2 and Y1.6.3, infrastructure (Y1.7.3 and Y1.7.4), and finance (Y1.8.1).

The type of data used is quantitative. Quantitative data is data in the form of numbers from calculations or measurements such as data on the implementation of social capital, LICV, EDP and the results of the data obtained from distributing questionnaires. Sources of research data are sourced from primary data and secondary data. Primary data, namely data obtained directly from respondents at the research location (Sugiyono, 2012: 139) and secondary data, namely data obtained from other sources that support this research which were explored not by the first party but were already present in other data sources. (Sugiyono, 2012:141). The data collection technique is by distributing questionnaires and observations.

The determination of the sample was carried out using a purposive sampling method, namely the method of selecting samples deliberately, determining the sample to be taken because there are certain considerations. So the sample is not taken randomly, but determined by the researcher himself. As for the considerations for determining sample members are respondents who are known by researchers. According to Sarwono and Narimawati (2015: 214), the number of samples used in research using Partial least squares -SEM analysis is at least 30-100 samples. The respondents in this study were FE-UKDC students as many as 58 selected students, namely those who understand social capital, leadership, and core values, are also well acquainted with the style or character of officials at FE-UKDC. With these criteria, students are expected to be able to provide correct and objective perceptions.

This research uses Descriptive Statistical data analysis and Partial Least Square SEM, which is an analysis to develop or predict an existing theory. Descriptive method used to obtain a complete and precise description of the research objectives. In this case, a Likert scale of 4 is used. Partial Least Square SEM data analysis is an analysis used to develop or predict an existing theory (Sarwono & Narimawati (2015: 5). In this study, PLS structural model analysis was used with the help of software SmartPLS 3.0. Based on the explanation above, the following is a research conceptual model.

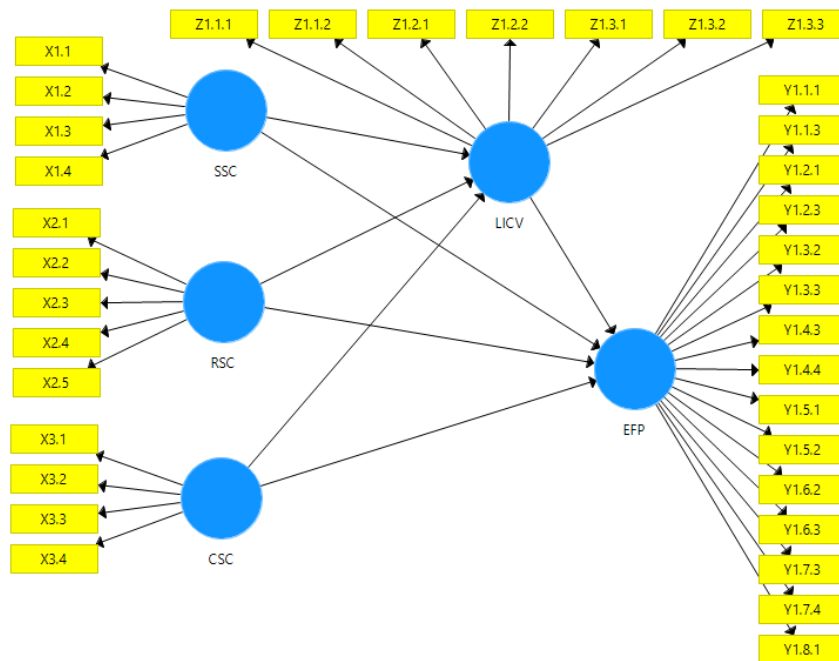


Figure 1. Research Model

3. Results and Discussion

To see whether the data is suitable for use or not, validity and reliability tests are first carried out. Figure 2 below is the result of testing the validity of each indicator.

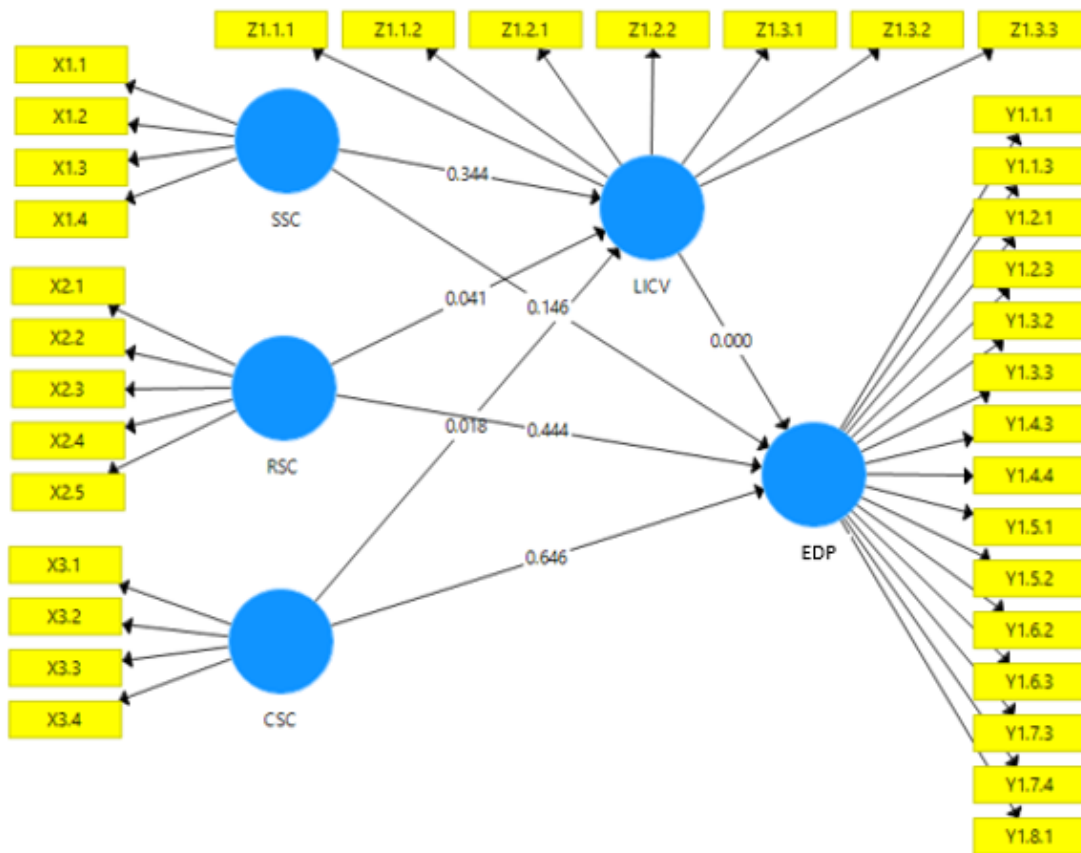


Figure 2 the result of testing the validity

3.1 Results

From the validity test above, the results are obtained in tabular form as can be seen in Table 1 below. From the results in Table 1 it can be concluded that all indicators are declared valid or meet convergent validity because all indicators in this study based on the calculation results have a value greater than 0.70. Thus all the indicators in this study have a high level of validity.

Table 1. Validity Test Results for Each Indicator

	EDP	LICV	SSC	RSC	CSC
X1.1					0.806
X1.2					0.775
X1.3					0.820
X1.4					0.889
X2.1				0.752	
X2.2				0.851	
X2.3				0.830	
X2.4				0.759	
X2.5				0.808	
X3.1			0.783		
X3.2			0.860		
X3.3			0.890		
X3.4			0.840		
Z1.1.1		0.890			
Z1.1.2		0.816			
Z1.2.1		0.862			
Z1.2.2		0.807			
Z1.3.1		0.830			
Z1.3.2		0.719			
Z1.3.3		0.753			
Y1.1.1	0.778				
Y1.1.3	0.803				
Y1.2.1	0.744				
Y1.2.3	0.764				
Y1.3.2	0.838				
Y1.3.3	0.754				
Y1.4.3	0.746				
Y1.4.4	0.806				
Y1.5.1	0.785				
Y1.5.2	0.731				
Y1.6.2	0.765				
Y1.6.3	0.793				
Y1.7.3	0.815				
Y1.7.4	0.805				
Y1.8.1	0.725				

Through Table 2, it can also be seen the results of calculating the reliability of each indicator.

Table 2. Reliability Test Results for Each Variable

	Cronbach's Alpha	rho_A	Composite Reliability	Average Varian...
EDP	0.953	0.954	0.958	0.604
LICV	0.914	0.922	0.931	0.661
SSC	0.866	0.882	0.908	0.713
RSC	0.860	0.863	0.899	0.642
CSC	0.841	0.845	0.894	0.679

The calculation results in Table 2 above show that the composite reliability value for all constructs is above the value of 0.7. That way it can be concluded that all constructs have good reliability in accordance with the minimum limits set or required.

The R Square results can be seen in Table 3 below.

Table 3. R Square Test

	R Square	R Square Adjusted
EDP	0.697	0.676
LICV	0.662	0.645

From Table 3 above it can be seen that the R Square value indicates a moderate level of determination because the calculated R Square value is in the range of 0.662 to 0.697.

Next, a hypothesis test is presented which is a test of each relationship using a simulation on the bootstrapping method of the sample. The test is to minimize research data abnormalities. The test results using the bootstrapping model from the SmartPLS analysis are as below.

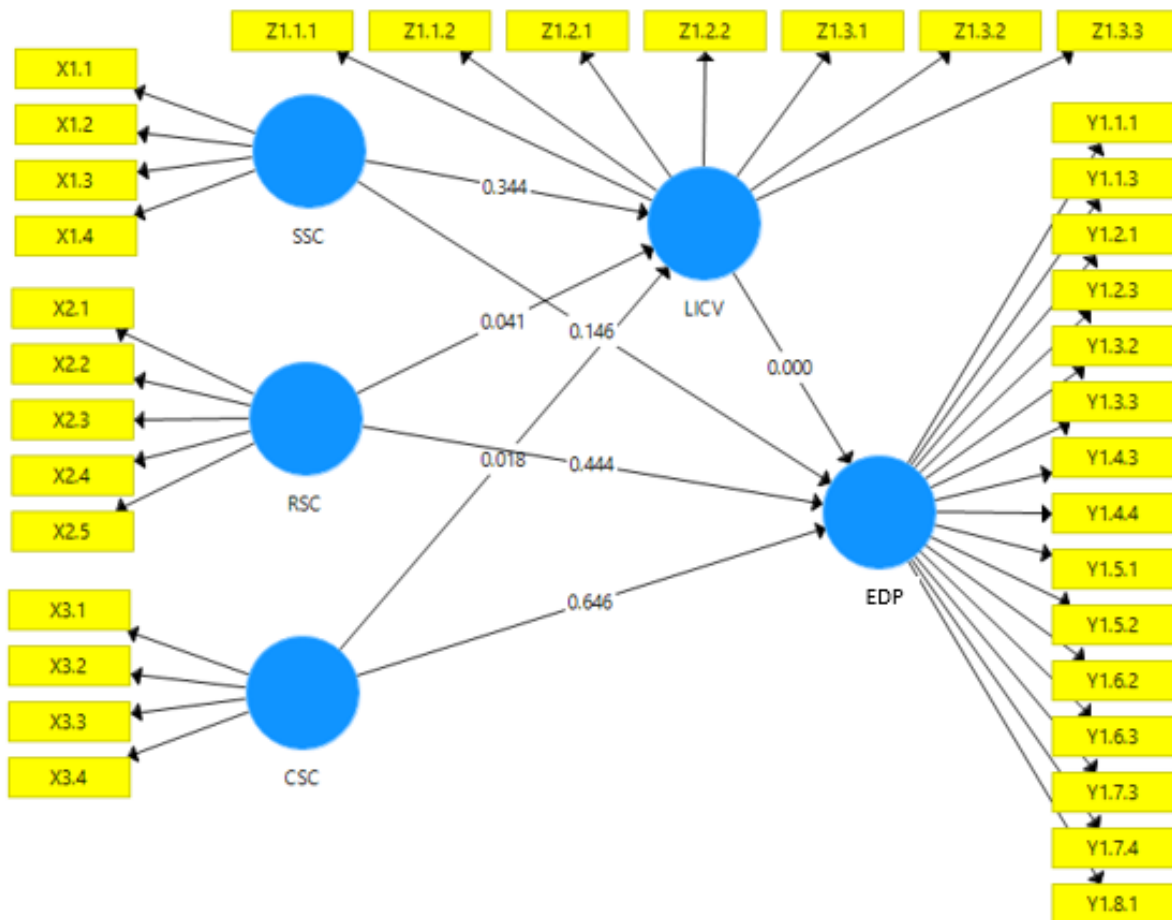


Figure 3. Bootstrapping results

Tables 4 and 5 below are the results of the calculation seen from the direct and indirect effects.

Table 4. Hypothesis Test Results for the Direct Effect of Independent Variables on Dependent Variables

	Original Sampl...	Sample Mean (...)	Standard Devia...	T Statistics (JO/...	P Values
CSC -> EDP	0.731	0.732	0.170	4.293	0.000
CSC -> LICV	0.338	0.330	0.162	2.085	0.038
LICV -> EDP	0.355	0.337	0.151	2.349	0.019
RSC -> EDP	0.146	0.133	0.219	0.667	0.505
RSC -> LICV	0.392	0.400	0.197	1.991	0.047
SSC -> EDP	0.303	0.331	0.146	2.080	0.038
SSC -> LICV	0.126	0.137	0.138	0.914	0.361

Based on Table 4 above, it can be stated as follows.

- The SSC variable to the EDP variable (H1) is significant with a p-value of $0.00 < 0.05$
- The RSC variable to the EDP variable (H2) is not significant because the p-value is $0.505 > 0.05$
- The CSC variable to the EDP variable (H3) is significant because the p-value is $0.038 < 0.05$
- The SSC variable to the LICV variable (H4) is not significant because the p-value is $0.361 > 0.05$
- The RSC variable to the LICV variable (H5) is significant because the p-value is $0.047 < 0.05$
- The CSC variable to the LICV variable (H6) is significant because the p-value is $0.038 < 0.05$
- The LICV variable to the EDP variable (H7) is significant because the p-value is $0.019 < 0.05$

Table 5. Results of Hypothesis Testing Effect of Mediating Leadership Variables Implementing Core Values

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
SSC -> LICV -> EDP	0.092	0.094	0.105	0.874	0.383
RSC -> LICV -> EDP	0.287	0.291	0.149	1.932	0.054
CSC -> LICV -> EDP	0.259	0.238	0.120	2.159	0.031

Based on Table 5 above, it can be stated that

- SSC variable to EDP variable through LICV (H8) is SSC to EDP through LICV has a positive and insignificant effect because the p-value is $0.383 > 0.05$
- The RSC variable to the EDP variable through LICV (H9) is not significant because the p-value is $0.054 > 0.05$
- The CSC variable on the EDP variable through LICV (H10) is significant because the p-value is $0.031 < 0.05$

3.2 Discussion

Social capital is created through networks owned by universities or faculties with other institutions. Social capital is very important. This is because social capital allows people to solve common problems easily; facilitating advanced community efforts; can foster solidarity; enable the attainment of common goals. Basically social capital is the effort of each individual to be open and trust each other, to produce togetherness, foster solidarity and responsibility for mutual progress (Rizki Rahmawati, 2017). The following describes each hypothesis. Of the seven hypotheses for a direct effect between the independent and dependent variables, the results of five hypotheses (H1, H3, H5, H6, H7) are significant and the two hypotheses that are not significant are H2 and H4. In general, social capital has an influence on improving organizational performance (Wang & Wang, 2012 in Ha, 2021; Ozgun et al., 2022).

- H1: SSC is significant to EDP

SSC is a configuration of relationships between people or members and organizations (Nahapiet & Ghoshal, 2009). SSC is a process of direct contact and exchange of knowledge (Ha, 2021)

and ultimately improves work procedures and processes to promote cooperation (Islam et al., 2006). With this process, the results show that SSC improves faculty performance. The results of this study state that SSC is significant to EDP with the result that the parameter coefficient for SSC to EDP is 0.303. This means having the domination or positive influence of SSC on EDP which can also be interpreted that the higher the SSC value, the higher the EDP will also increase. An increase in one SSC unit will increase the EDP by 30.3%. Through calculations using bootstrapping with the results of the estimated SSC coefficient test on EDP the bootstrapping results obtained results of 0.331 with a calculated t value of 2.080 and a standard deviation of 0.146. The p-value is $0.038 < 0.05$, so H1 is accepted, which means that through the direct influence of SSC on EDP it has meaning or significance or is statistically significant.

b. H2: RSC is not significant to EDP

Relationships in the network are in the form of liking, trust, and cooperation (Balino, 2002 in (Ha, 2021). With a sense of pleasure or respect, having trust in fellow members can ultimately create high cooperation, should or ideally increase performance (Benkaff, 1997 in (Nahapiet & Ghoshal, 2009). However, in reality RSC is not significant to EDP. This is because social capital does not fully explain the relationship between social capital itself and individual education (Temporin, 2016). If it is associated with real situations, there are indeed indications that a feeling of pleasure or respect, mutual trust does not automatically improve performance because the relationships between members that are built do not have the same vision and mission as the organization and also have never specifically discussed faculty performance, namely faculty performance (EDP).

The results of this study indicate that RSC is significant with evidence of the results of the parameter coefficient on the RSC variable in EDP of 0.146 which means that there is a dominance or positive influence of RSC on EDP. This means that the higher the RSC value, the EDP will also increase. An increase in one of the RSC units will make the EDP increase by 14.6%. On the basis of calculations using bootstrapping with the results of the RSC estimated coefficient test on EDP, it can be seen that the bootstrapping result is 0.133 and the calculated t value is found to be 0.667 and a standard deviation of 0.219. The p-value is $0.505 > 0.05$ so that H2 is rejected which can be interpreted as having a direct effect of RSC on EDP which is not significant or insignificant. When viewed from its significance, it can be said that there is no statistical significance. This is in line with the opinion that there is no revealed correlation between the social capital index and actual indicators of departmental effectiveness, so it is necessary to develop a research methodology, to create a model for determining the relations of higher education entities in various aspects of social reality, as well as their dynamics (Agapova et al., 2020).

c. H3: CSC is significant to the EDP variable

According to Tsai & Ghoshal (1998), CSC is sharing perspectives and mutual understanding (Ha, 2021). This beautiful definition, if implemented, will definitely improve performance because social capital improves performance (Wang & Wang, 2012 in Ha, 2021; (Ozgun et al., 2022)). The results in this study show that CSC is significant to EDP.

The coefficient value of the CSC variable parameter on EDP is known to be 0.338. This can be interpreted as a positive influence of CSC on EDP, which means that the higher the CSC value, the EDP will also experience an increase. Increase or increase of one unit CSC resulted in an increase in EDP of 33.8%. Based on calculations using bootstrapping with the results of the CSC estimated coefficient test on EDP, the bootstrapping results were found to be 0.330 with a t-value of 2.085 and a standard deviation of 0.162. Meanwhile, $0.038 < 0.05$ is a p-value. With this value it can be concluded that H3 is accepted or the direct effect of CSC on EDP is significant which is also statistically significant.

d. H4: SSC is not significant to the LICV variable

Schwartz (1996) argues that core values affect the perception and interpretation of different situations, therefore social initiatives launched by the organization will be felt by members (Rosario, et.al., 2014). Core values are the fundamental beliefs that guide decisions and actions. With regard to leadership, core values are values that positively influence one's ability to lead effectively or to be a 'good leader'. (Wooll, 2021). In the SSC context, every member in the organization has a structural relationship (Sayuti, 2016), so the role of the leader becomes very central to achieving performance. ideally a leader who implements core values has an impact on mutual respect and commitment in the team he leads. Leadership that is driven by core values will inspire its members and members will carry out core values in their lives (Wooll, 2021). However, SSC in this study is not significant to LICV, so it is contrary to the ideal condition of the leader.

The results of this study, namely the SSC on LICV is not significant or not significant because the things above still occur. The following results support the existing situation. The coefficient value of the SSC variable parameter on LICV is 0.126, which means that there is a positive effect of SSC on LICV. This means that the higher the SSC value, the LICV will also increase. An increase in one SSC unit will have the effect of increasing LICV by 12.6%. By calculating using bootstrapping, it was found that the results of the estimated coefficient test of SSC on LICV bootstrapped results found 0.137 with a calculated t value of 0.914 and a standard deviation of 0.138. Meanwhile, $0.361 > 0.05$ is a p-value which means H4 is rejected or not significant. Which also means that the direct influence of SSC on LICV is meaningless.

If we look at the existing reality, LICV at FE-UKDC does exist and is being implemented. In its implementation it is often still interrupted because it has not been clearly stated and consistently endeavored. For example, in giving assignments, the leader divides the task well by implementing core values, the leader always reminds that core values are the basis

for all things done on campus. It's just that the emphasis on implementing core values has not been firm and massive. This has certainly affected the ideal condition of leadership that implements core values. Therefore, one cannot rule out the possibility that the result is H4 being rejected, that is SSC is not significant to LICV.

e. H5: RSC is significant to LICV

Strong relationships between organizational actors greatly affect how members receive the leader's message. For example, when leaders implement core values in their leadership, they will inspire their members and members will implement core values in their lives (Wooll, 2021). This relational relationship facilitates coordination (Leana & Pil, 2006) and supports organizational commitment (Watson, 2002 in Sayuti, 2016) resulting in mutual trust between members (Adler, 2000 in Sayuti, 2016) including leaders.

With regard to this study, namely RSC is significant to LICV. The calculation results show the significance. The parameter coefficient on the RSC variable on LICV is 0.392 which means that there is a positive effect of RSC on LICV which can be interpreted as the higher the RSC value, the LICV will also increase. An increase in one RSC unit will have the effect of increasing LICV by 39.2%. through calculations using bootstrapping which produces a test of the estimated RSC coefficient on LICV bootstrapping results is 0.400 with a calculated t value of 1.991 and a standard deviation of 0.197. Meanwhile, $0.047 < 0.05$ is a p-value which gives the conclusion that H5 accepts or the direct effect of RSC on LICV has meaning or is said to be statistically significant.

f. H6: CSC is significant to the LICV variable

Cognitive is one dimension of social capital. The cognitive dimension is related to the values of attitudes and beliefs that affect trust, solidarity, reciprocity which encourages the creation of cooperation in society to achieve common goals (Ozgun et al., 2022). Bolini (1998) states that the cognitive dimension in social capital is related to sharing perspectives and shared understanding (Ha, 2021). In the context of k Along with other people, of course there is someone who becomes a leader or leader. The leader himself plays an important role in managing members by providing guidance on how members make decisions or how to take an action. Leadership values also help members to grow and develop both personally and professionally (Indeed Editorial Team, 2021). The relationship between the cognitive dimension in social capital and leadership is that the leader plays a role in managing or managing members in terms of using their cognitive abilities to develop core values, mutual trust, solidarity, sharing perspectives and mutual understanding. Members are facilitated by leaders to develop.

Seeing the description above, ideally between CSC and LICV should have significance and in this research the hypothesis is proven so that H6: CSC is significant to LICV is accepted with evidence that the parameter coefficient value for the variable CSC to LICV is 0.392 which means there is a positive influence of CSC on LICV. This means that the higher the CSC value,

the LICV will also increase. An increase in the value of one CSC unit will result in an increase in LICV of 39.2%. By calculating using bootstrapping it was found that the results of the estimated coefficient test of CSC on LICV bootstrapping results were 0.400 with a calculated t value of 1.991 and a standard deviation of 0.197. Meanwhile, $0.038 < 0.05$ is a p-value which gives the conclusion that H6 is accepted or which means that the direct effect of CSC on LICV is significant or statistically significant.

g. H7: LICV is significant to the EDP variable

Leaders have an important role in managing members by providing guidance on how members make decisions or how to take an action. The core values implemented by leaders also help members grow and develop both personally and professionally (Indeed Editorial Team, 2021). Good leaders always try to follow moral guidelines and embrace the core values of their employees. Leaders who succeed in changing the organizational culture by living the core values enable each member to develop (Wooll, 2021).

Leaders who adhere to core values will be respected by their team and their team will not hesitate to make commitments. Leadership that is driven by core values can inspire members and members are moved to practice them which are implemented in their lives (Wooll, 2021). In terms of performance achievement is also of course included in it. Doesn't social capital in which there is leadership improve performance ((Ozgun et al., 2022); (Salimi et al., 2022). In this regard, this study proves that LICV is significant to EDP. Parameter coefficient values for the LICV variable to The EDP is 0.731 which means that there is a positive influence of LICV on EDP. It means that the higher the LICV value, the EDP will also increase. An increase in the value of one LICV unit will result in an increase in EDP of 73.1%. Through bootstrapping calculations, the coefficient test value is LICV estimation of EDP from bootstrapping results is 0.732 with a t-value of 4.293 and a standard deviation of 0.170. Meanwhile, $0.000 < 0.05$ is a p-value so that H7 is accepted or the direct effect of LICV on EDP is significant or statistically significant.

Furthermore, regarding the LICV mediating variable between social capital and university performance, namely social capital (SSC, RSC, CSC) on EDP is accepted or rejected. Through data analysis, of the three mediating variable hypotheses in this study it turned out that only one was proven to be significant and had a positive effect, namely the CSC dimension was significant to EDP through LICV with a p-value of $0.031 < 0.05$. For the other two, namely SSC to EDP through LICV and RSC to EDP through LICV, they are not significant or not significant or are rejected.

a. H8: SSC to EDP through LICV is not significant

Core values are the fundamental beliefs that guide decisions and actions. With regard to leadership, core values are values that positively influence one's ability to lead effectively or to be a 'good leader'. (Wooll, 2021). Schwartz (1996) argues that core values affect the perception and interpretation of different situations, therefore social initiatives launched by the organization will be felt by members (Rosario, et.al., 2014). In the context of SSC towards

EDP, every member in the organization has a structural relationship (Sayuti, 2016), so the role of the leader becomes very central to achieving performance. Ideally, leaders who implement core values will have an impact on mutual respect and commitment in the team they lead. Leadership that is driven by core values will inspire its members and members will carry out core values in their lives (Wooll, 2021).

In fact, the study found that the effect of SSC on EDP through LICV was positive and not significant. Because the t-statistic value is 0.874 and the p-value is 0.383, it can be concluded that H8 is positive and not significant because the t-statistic value is $0.874 > 1.96$ and the p-value is $0.383 > 0.05$. Because the cut off value that provides a limit for the accepted hypothesis must be T statistics > 1.96 and p-values < 0.05

According to Hofstede (1980), core values are carried out at the individual, institutional, and whole-society levels. Rokeach (1979) argues that core values are also important at the organizational level as a basis or direction for achieving goals, resources, and the formulation of new policies. Furthermore, Argandoña (2003) explains that core values are part of an organization's unique capabilities that can take the form of success (Rosario et.al., 2014).

Returning to H8 where the results are not significant can be caused by the leadership style that carries out tasks, such as coordinating members in dividing tasks, meetings, programming, program evaluation that has not optimally implemented core values. Leadership is no longer someone who only gives orders, but is required to appear as a service provider, role model, role model and direction, to be a facilitator, as a partner, as a risk bearer who has a vision to encourage the organization and the people they lead. develop, learn, and be able to optimally develop all of their potential (Rivai, 2013 in Gusti Ayu Mahanavami et al., 2019)). In coordination meetings, it is not clear and planned to discuss organizational performance based on the implementation of core values. Therefore, it becomes very common or natural that H8 is not accepted or rejected.

b. H9: RSC to EDP via LICV is not significant

Strong relationships between organizational actors greatly affect how members receive the leader's message. For example, when leaders implement core values in their leadership, they will inspire their members and members will implement core values in their lives (Wooll, 2021). This relational relationship facilitates coordination (Leana & Pil, 2006) and supports organizational commitment (Watson, 2002 in Sayuti, 2016) resulting in mutual trust between members (Adler, 2000 in Sayuti, 2016) including leaders. In the context of togetherness with other people, of course there is a leader or leader. The leader himself plays an important role in managing members by providing guidance on how members make decisions or how to take an action. Leadership values also help members to grow and develop both personally and professionally (Indeed Editorial Team, 2021). The relationship between the relational dimension of social capital and leadership and performance is that the leader plays a role in managing or managing members in terms of using their relational abilities to develop core

values, mutual trust, solidarity, sharing perspectives and mutual understanding in order to improve organizational performance.

However, in reality, in this study, the RSC on EDP through LICV had no effect and was not significant, with the calculation results resulting in a rejected evaluation. Because the t statistic is 1.932 less than the cut off value and the p-value is $0.054 > 0.05$, it can be concluded that this hypothesis is positive and not significant because the t statistic is $1.932 < 1.96$ and the p-value is $0.054 > 0.05$. In such a situation, leaders should build relationships between members that are directed at caring for the achievement of organizational performance so as to achieve mutual trust, solidarity, sharing perspectives and mutual understanding in order to improve organizational performance. Daily talks during breaks can also be directed towards this so that every meeting in networking is always for the achievement of improving organizational performance.

c. H10: CSC to EDP through LICV is significant

The cognitive dimension of social capital is related to the values of attitudes and beliefs that affect trust, solidarity, reciprocity which encourages the creation of cooperation in society to achieve common goals (Ozgun et al., 2022). Bolini (1998) states that the cognitive dimension in social capital is related to sharing perspectives and shared understanding (Ha, 2021). In the context of togetherness with other people, of course there is a leader or leader. The leader himself plays an important role in managing members by providing guidance on how members make decisions or how to take an action. Leadership values also help members to grow and develop both personally and professionally (Indeed Editorial Team, 2021). Cognitive dimension relationship in social capital with leadership is leader plays a role in organizing or managing members in terms of using their cognitive abilities to develop core values, mutual trust, solidarity, sharing perspectives and common understanding. Members are facilitated by leaders to develop.

In accordance with the statistical calculations, it was found that the SSC towards EDP through the LICV mediating variable resulted in an acceptable evaluation. Because the t-statistic value is 2.159 and the p-value is 0.031, it can be concluded that this hypothesis is positive and significant because the t-statistic value is $2.159 > 1.96$ and the p-value is $0.031 < 0.05$. Because the cut off value that provides a limit for the accepted hypothesis must be t statistic > 1.96 and p-value < 0.05 . Seeing these results, the mediation role of leadership that implements core values has been carried out well. The values of attitudes and beliefs that affect trust, solidarity, reciprocity have been directed at creating cooperation within the organization to achieve organizational goals.

4. Conclusion

Based on the explanation above, it can be concluded that social capital positively influences the performance of higher education organizations, namely faculties and is mostly significant. The

hypothesis is accepted because the result is that there is a positive and significant influence between the independent and dependent variables

- a. H1: The SSC variable has a positive and significant effect on the EDP variable with a p-value of $0.00 < 0.05$
- b. H3: The CSC variable has a positive and significant effect on the EDP variable because the p-value is $0.038 < 0.05$
- c. H5: The RSC variable has a positive and significant effect on the LICV variable because the p-value is $0.047 < 0.05$
- d. H6: The CSC variable has a positive and significant effect on the LICV variable because the p-value is $0.038 < 0.05$
- e. H7: The LICV variable on the EDP variable (H7) has a positive and significant effect because the p-value is $0.019 < 0.05$

Two variables that have a positive effect but not significant are

- a. H2: The RSC variable has a positive and insignificant effect on the EDP variable because the p-value is $0.505 > 0.05$
- b. H4: The SSC variable has a positive and insignificant effect on the LICV variable because the p-value is $0.361 > 0.05$

For the indirect effect, there are three hypotheses, two insignificant hypotheses and one significant hypothesis, as follows.

- a. H8: The SSC variable on the EDP variable through LICV is the SSC on EDP through LICV has a positive and insignificant effect because the p-value is $0.383 > 0.05$
- b. H9: The RSC variable to the EDP variable through LICV is not significant because the p-value is $0.054 > 0.05$
- c. H10: The CSC variable to the EDP variable through LICV is significant because the p-value is $0.031 < 0.05$

For further research, so that all results can be significant, which means that social capital influences improving faculty performance, they can follow Agapova's call (2020). That there is no revealed correlation between the social capital index and actual indicators of departmental effectiveness, it is necessary to develop a research methodology, to create a model for determining the relations of higher education entities in various aspects of social reality, as well as their dynamics (Agapova et al., 2020). As for the research sample, it can be expanded further so that the research results can be compared between the data faculties and others.

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