THE ROLE OF SOCIAL CAPITAL IN DRIVING ACHIEVEMENT OF STUDENT GROUPS IN HIGHER EDUCATION

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Abstract

This article aims to examine the role of social capital (trust, networking, and values) in encouraging the achievements of underprivileged groups of students who receive the Indonesia Smart Card scholarship from the government. This study uses a qualitative approach with analytic descriptive method. Data collection was carried out using in-depth interviews with 50 students from 5 religious higher education institutions and focus group discussions of 60 participants divided into 5 groups with 12 participants in each group. The study found that groups of students receiving scholarships had social capital in the form of aspects of social trust obtained from the effectiveness of the participatory-based learning process. The network aspect has expanded as a result of intervention from senior groups and mentors who educate during the early years of college. The construction and internalization of values is also built through institutional authority. This research concludes that the role of social capital is related to the achievement of student recipients of scholarships, both directly and indirectly.

Keywords: Social Capital, Social Trust, Networking, Value, Student Achievement

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Introduction

This study focuses on the role of social capital in encouraging the achievements of poor student groups who receive scholarships. Social capital refers to the networks, relationships, and norms of trust and reciprocity that exist within a community or society (Mikiewicz, 2021; Alkaher & Gan, 2020). Social capital plays an important role in achieving student's prestation as it can provide a supportive environment that promotes academic success and personal growth (Rafiei et al., 2021). Students who have access to strong social networks, supportive relationships, and community resources are more likely to succeed in school and develop the skills and knowledge needed to achieve their goals (Miller et al., 2021; Putro et al., 2022; Alkaher & Gan, 2020).

However, students from poor families often experience difficulties in accessing education because they cannot afford the relatively expensive tuition fees. Most poor families in Indonesia usually only go to school at the basic education level, namely junior high school or senior high school (Lanford & Maruco, 2018). Only a small number of students from poor families can continue to higher teaching degrees, especially because they receive government scholarship assistance. The Government of Indonesia through the Ministry of Religion of the Republic of Indonesia has provided facilities for students to access scholarships. The Ministry of Religion itself has allocated funds of 161 billion for both on-going scholarships and new recruitment. The scholarships are distributed to all religious higher education institutions throughout Indonesia (Indonesia, 2021).

In educational sociology, social capital becomes a broader analysis in understanding community activities in educational activities (Mishra, 2020). In understanding the phenomenon of education, we can observe two types of reductionism - on the one hand focusing on the characteristics of actors in education (attitude, student values, habitus, fields, and so on) on the other hand the structural factors that determine educational performance and aspects(Alkaher & Gan, 2020; Miller et al., 2021). However, the dynamics of educational issues do not exist in a vacuum—the meeting of actors and structures within the framework of certain characteristics of the social actions of both parties. This scope can be approached with the concept of social capital.

Several previous studies discussing social capital in relation to education have been carried out by many researchers. The article discusses that the factors that affect students' educational attainment are not only present at the micro level such as family background and individual student characteristics, but also at the macro level such as the social environment of the school (Mishra, 2020). Therefore, this study aims to explore whether and how school-based social capital (SSC) can influence inequalities in academic achievement and well-being of students with different social classes and migratory backgrounds (Alkaher & Gan, 2020). School-based social capital (SSC) is defined as resources embedded in social networks that exist in schools that can support students' educational attainment and social adjustment. The article also explains three types of capital in people's lives, namely economic capital, cultural capital, and social capital, and explains that social capital is productive and becomes a resource that can be achieved through positive relationships. The research found that elements of social capital such as networks, norms, and trust can be built through entrepreneurship education, and universities have a responsibility to help graduates find or create jobs.

As explained in the theory of social capital in organizations, individuals who are well connected in a school, workplace, or community bring a sense of solidarity to all group members, facilitate the coordination of actions, and generate the same beliefs and norms and values(Tristan, 2018). The resources in social networks that are different from these groups can benefit all individuals involved in them, as highlighted by Portes (Daly et al., 2021). Socialization of youth in a school environment where students feel that they are getting fair treatment, where there is emotional closeness between students and between them and their lecturers, where students participate in public affairs at school, and where they feel that work at school is meaningful have a significant impact on their attitudes and behavior (Zheng et al., 2020). On the other hand, in a fragmented school environment, when students are divided into competing or unfriendly groups, where bullying, racism, sexism, violence, excess, and harassment are tolerated, all students feel less secure, information flow is limited, and trust is little. In such an environment, people are less inclined to trust and cooperate with each other (Diriye, 2019). Social capital is assumed to grow a person to have achievement motivation. This can happen because one of the elements of social capital is trust where when a person believes, a strong bond will be established within him, so that his achievement motivation is relatively high. In addition, the element of cooperation in social capital is also very useful in order to create a sense of trust

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associated with frequent group members to establish synergy, especially in the field of work. In addition, when there is mutual trust and there is a desire to continue to share insights in the field of work, it is one of the other benefits of having social capital. Other benefits of social capital can also be felt by the individual himself. Where when the emotional intelligence of a person has kicked in, then this can make the individual able to gain success.

Related to the relationship between social capital and achievement motivation, it is necessary to explore more deeply from social capital experts. One of them is the theoretical framework put forward by Dowla (2012) and Lim (2010) and Putnam (2000). The most valuable and in-depth theoretical contribution to value development in Bangladesh, for example, was written by the scientist Dowla (2012) who highlighted the problem of the potential of external institutions in providing value education among women. Women who are considered by most banks do not have the potential to be able to repay debts when borrowing, so this research finds the opposite. It turns out that women who are educated collectively have the potential to have responsibility towards their group. Through the value of this responsibility, they will try to repay loans collaterally.

Another study that also makes a very strong contribution to the theoretical basis that will be built in writing is scientist where religion offers networks and personal encouragement (Lanford & Maruco, 2018). This proposition was inspired by the thoughts of Durkheim and Simmel, who considered that the social dimension of religion is nothing but the essence and substance of religion itself (Kumar, 2008). The involvement of religion in increasing life satisfaction is triggered by the proliferation of religious organizations that offer various social interactions in establishing friendships and social relations. The next proposition is that equality in social bonds promotes understanding, empathy and mutual support, thereby increasing well-being.

Literature Review

The concept of social capital is increasingly being used in various fields, including education. The way in which social capital can be implemented in the context of community or societal development can also have a number of political implications. Findings of a research project that analyzes the contribution of social capital to educational development. Over the past few years there has been a growing interest in education in both theory and public policy initiatives. Social capital has an attachment to society which is marked by the existence of a social structure that provides a bridge to the group (Tristan, 2018).

Trust is felt to be important in every aspect of life, especially this social capital. Precisely the underlying element of any social or environmental structure to become good social capital is a sense of trust. If a sense of trust has grown in the social structure, the relationship between community members becomes tighter and cooperation and goals are easier to achieve. In addition, there are norms and values that must be adhered to by community groups, as explained on the negative side of social capital, if there are members of the community who do not have morality. Norms and values that have been agreed upon, but not adhered to, will be a negative side in social capital, and of course for the people themselves.

Meanwhile, according to Putnam, social capital is an aspect of social life related to other fields (Puccia et al., 2021; Puccia et al., 2021). There is a pillar of social capital, namely networking, trust, and value. First, network. Social network or network, a network consisting of community members who can trigger communication and interaction, so that later it will create a sense of belief in a community to be able to live together and work together. The existing network becomes an easy access point in achieving a goal with the community. Second, the norm. An order that has been mutually agreed upon by community members, which must be obeyed, must not be violated for the sake of the common interest. Third, trust.

Sztompka dalam Puccia (Puccia, et al., 2021) explains that there are five macro-social conditions for the emergence of a culture of belief, including: First is normative coherence (normative coherence), and its opposite is normative chaos, or anomie in a sense. Norms of law, morality, and custom provide a solid framework for social life, and optimal enforcement so as to bind them (Kumar, 2008). This makes social life safe and orderly, because there are fixed scenarios that indicate what people should and will do. Norms such as ordering social life increase the likelihood that other people will live up to our expectations. A sense of existential security and certainty drives trust.

Second, the stability of the social order, and vice versa, radical change. If a network of groups, associations, institutions, organizations and regimes is long-lasting and sustainable, it provides a strong reference point for social life in the form of a sense of security, support and comfort.

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Repeating the routines that other people follow makes it possible to predict their behavior. Trust can be more easily offered, as is the probability that it will be fulfilled, repaid, or mutually extended. This does not mean that only society is completely stagnant to believe. Social change can be compatible with belief, but only if it is gradual and has a consistent direction (Puccia, et al., 2021).

Third, the transparency of a social organization, and conversely, the secrecy of an organization. The availability of information on functioning, efficiency, level of achievement, and pathology of failure, groups, associations, institutions, organizations and regimes provides a sense of security and predictability. If their planning purpose, can be considered competent and the results are very visible, then people tend to relate to them. They are sure of what they hope for, and even if failure or breakdown of social organization is considered possible, it will at least not take anyone by surprise. On the other if the principles of operation are obscure, difficult to understand, hidden from view, surrounded by a veil of secrecy, there is the presumption that there must be something pleasant to hide; gossip, and conspiracy theories, and people hesitate to give it credence.

Fourth, the familiarity, or the opposite, the strangeness, the environment in which people carry out their actions. What is meant by the immediate environment in the life of the world are nature, technology, and civilization, which surround a person. It includes various components: landscape and topography, architecture, interior, design, color, taste, smell, image and so on. The logic behind the influence this condition has on trust is similar to that of stability, in that it also has to do with routine getting used to, except that it refers to situations when people find themselves shifting to new environments, rather than staying in their old but changing surroundings. It is very important whether this new environment is similar to their habits or not.

Fifth, accountability of other people and institutions, and arbitrariness and irresponsibility. If people have choices such as when their rights are not recognized, or other obligations towards them are not respected, then they get some kind of insurance, or backup option and therefore feel more secure (Jarvis et al., 2020). Everyone is assured that standards will be observed, departures prevented, and that even if abuse occurs it will be remedied in other ways to litigation, restitution, arbitration, or the like.

The five macro-social conditions of normative coherence, stability, transparency, familiarity, and accountability-provided a conducive opportunity to give trust. But in the end the bets are made by people where decisions and choices determine. People's decisions and choices are related to the personal characteristics they possess. In line with theory of social becoming, actor support coupled with structural opportunities in producing certain praxis (Miller et al., 2021). There are two types of characteristics that seem to enable the praxis of trust. The first is that certain personality syndromes are correlated with complete trust. These include personality traits such as indirectly related to readiness to believe as general activism rather than passivism, optimism rather than pessimism, future orientation rather than existing or traditionalist orientation, high aspirations rather than low aspirations, success orientation rather than adaptive orientation, innovativeness. The opposite syndrome seems to have contributed to the emergence of a culture of distrust. Together with the aspirations of suspicion and low orientation.

The existence of a personality syndrome towards the emergence of a culture of belief cannot be sporadic or special in nature, but must be broad, general, typical for a particular society (or a community or group). Once the reinforcement process begins to operate: the syndrome is reinforced by mutual imitation and confirmation(Jarvis et al., 2020). The complexity of the personality syndrome turns into a phenomenon of the macro-social order that can be called social mood.

Other personal factors make people more capable and willing to use the opportunities provided by the structural environment conducive to trust, look not so much for what people (their personalities) are, but rather what they are (their personal capital). Humans differ significantly in the various assets or resources they possess: money and good looks, power and health, prestige and friends – just to mention the first ones that come to mind (Mikiewicz, 2021). Several authors observe that ownership of such resources increases readiness to extend trust. Therefore, the emergence of a culture of belief, it is not reason, but a special level of reason, shared by members of a society. In other word it is not private capital, but collective capital: aggregates arise from individual resources usually owned by members of society. Several relevant variables to support collective capital are wealth. Work occupies an important part of human live, a stable and reliable working position is very important as a basis. A work-related factor

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is the plurality of social roles in which individuals play (Zheng et al., 2020). The role of more than one depending on each role. Such a situation leads to individual autonomy as individuals are less bound by the roles they are given or expected to perform than by any single status. It is possible to substitute one role for another if, for some reason, the current role is no longer desirable. However, any of these reasons could potentially be a breach of trust.

Methods

This study uses a qualitative approach with descriptive analysis method. This research was conducted among students of religious higher education in West Java with data mining techniques using in-depth interviews with students from each higher education institution. In addition to students, interviews were also conducted with student affairs employees. In addition, interviews were also conducted with the lecturers. Data mining also utilized the focus group discussion method with students receiving scholarships in 5 higher education institutions. Because students interpret the organizational environment to shape their attitudes, qualitative research is considered the most relevant approach to studying human behavior. Semi-structured interviews were used to collect data for this study. Interviews are defined as planned and structured conversations between researchers and participants. In general, this method can be used in both qualitative and quantitative research and is useful when the interviewer wants to collect data on the background, experience, and attitudes of the interviewee or when seeking sensitive information.

The purpose of the interviews was to investigate the views of students, staff and lecturers on scholarship knowledge sharing. Most of the questions in the interview are open-ended in nature to allow the interviewee to provide the richest possible answers. It is important to gain the full trust and consent of the interviewee before the interview begins. Therefore, the researcher provided the necessary information about the research and the reasons behind the interviews to the interviewees. In addition, sources receive full guarantees regarding the privacy and confidentiality of their contributions. The interview questions were developed to address the 3 constructs outlined in the literature review. Questions were also adapted to the broad research questions mentioned above.

Qualitative interviews can take a variety of forms, all of which allow the interviewee to tell their narrative without interruption, as proposed by Edwards & Holland (2013) who also proposes the possibility of researchers participating in the discussion by sharing their own narratives especially when the interview deals with a different narrative. shared by both parties. In this type of interview, the researcher aims to encourage interviewees to discuss their narratives. Researchers and participants are considered as narrative co-producers in such situations. In this study, even though the informants and researchers have the same narration, the researchers only act as listeners and recorders of information from the narrations of the informants.

A simple thematic analysis was used to categorize interview responses. Statements that frequently appear in responses are grouped together to extract the meaning conveyed by the respondent. The original ideas expressed by the respondents were used in this research rather than the implied meanings usually found in in-depth thematic analysis.

Findings

Social capital can play an important role in achieving quality students by providing resources and opportunities, fostering a sense of belonging and connected relationships, and promoting positive social and emotional development. One part of social capital is trust. Trust is an important component of social capital, and can take different forms in student activities. As the results of interviews with students are used as a source of information, it can be seen that students can develop trust in their colleagues through collaboration and teamwork. When students work together on a project or activity, they build trust by relying on each other's strengths and supporting each other's weaknesses. This can lead to a sense of brotherhood and mutual respect, which can strengthen social relationships and lead to greater success in the activity.

Lecturers and mentors can play an important role in building trust with students. When teachers provide a supportive and inclusive learning environment, students are more likely to trust them and engage in the learning process. Additionally, mentors can provide guidance and support to students, which can lead to greater trust and a sense of connectedness. In addition, students can also develop trust in an institution, such as a school or university, when they feel that the institution is committed to their success and well-being. This can be demonstrated through policies and programs that promote equality and

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inclusivity, as well as through transparent and responsive communications.

Students understand that students can develop self-confidence by taking risks and challenging themselves in their activities(Hikmawati et al., 2022). When students set goals and work towards achieving them, they build confidence in their abilities and develop confidence in their own decision-making and problem-solving skills. Trust in students is just as important, and can take different forms as well. Lecturers and mentors can build confidence in students by recognizing and respecting their abilities. When students feel that their skills and knowledge are valued, they are more likely to engage in the learning process and take responsibility for their own education. This can lead to greater confidence and a sense of competence, which can help students achieve their academic and personal goals.

Students can also develop confidence in themselves by having the opportunity to make decisions and take responsibility for their actions. When teachers provide choice and autonomy in the learning process, students feel empowered and develop confidence in their ability to make good decisions(Aygün, 2021). This can lead to a sense of agency and self-direction which can increase student motivation and engagement. Building trust in student relationships with classmates and the community can also be important. When students feel that their social relationships are supportive and positive, they are more likely to develop a sense of belonging and connection. This can lead to better resilience and well-being, as well as better academic and personal outcomes. Belief in students' potential is essential for their academic and personal growth. When lecturers and mentors provide opportunities for students to explore and develop their skills and interests, they demonstrate confidence in a student's potential. This can lead to greater motivation and a sense of purpose, as well as a willingness to take risks and pursue their goals.

In terms of networking, student networks can play an important role in their achievement. Networks can provide access to resources, support, and opportunities that can help students succeed academically and personally. There are several ways in which student networks can contribute to their achievements. Student networks can provide access to information and resources necessary for academic success. For example, students who have classmates or mentors with knowledge and experience in a particular field may receive guidance and support that can help them raise their grades and deepen their understanding of the subject. Networks can also provide emotional and social support, which can contribute to student achievement. For example, students who have friends and family members who encourage and support them in their academic endeavors are more likely to persist in their studies and achieve their goals. Student networks can also provide opportunities to learn and grow that are not readily available in the classroom. For example, students who participate in extracurricular activities or volunteer in their communities may develop new skills and interests, which can contribute to their personal and academic growth.

Student networks can also provide links with professionals and experts in various fields. These relationships can lead to internships, mentorships, and other opportunities that can help students build their skills, gain experience, and make progress toward their career goals. Student networks can play an important role in their achievement.

Student involvement in the teaching-learning process is very important in achieving academic success. Students who are actively involved tend to have better attendance rates, complete assignments on time, be active in extracurricular activities, and make optimal use of academic resources. Through this involvement, students develop a sense of ownership and responsibility for their education, thereby achieving academic success.

In practice, students apply bonding social capital. This model refers to the relationships, networks and social networks that exist among individuals who share the same background, interests or identity. In the context of students, bonding social capital refers to the relationships and connections that students form with one another based on the same experiences, interests, or characteristics. This connection is formed through various activities and experiences. Students who share classes or majors can form bonds with one another through studying together, sharing notes, or discussing course material.

Values play an important role in shaping student learning experiences and outcomes. When students are guided by a set of values that align with their academic and personal goals, they are more likely to make choices that lead to success and fulfillment. Grades can help students clarify their goals and priorities, which can guide their decisions and actions. For example, if a student values learning and growth, they might prioritize opportunities that are intellectually challenging, even if they require more effort or time. Grades can also provide motivation and inspiration for

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students to pursue their goals. When students are guided by a set of values that are meaningful to them, they are more likely to become involved and invest in their education. This can lead to greater satisfaction and success in their academic and personal endeavours. Values can serve as a guide for behavior and decision making. For example, if a student values integrity, they may be more likely to make ethical choices in their academic and personal lives, even in challenging situations. Values can contribute to the development of student character and identity. When students are guided by a set of values that are meaningful to them, they are more likely to develop a sense of purpose and direction. This can lead to greater self-awareness, resilience, and a sense of responsibility for their own success and well-being.

There are several core values that are commonly associated with a good education. These values can guide the development and implementation of educational programs and policies, and inform the goals and expectations of students and educators. Commitment to excellence is a core value in a good education. This involves striving to attain the highest standards of academic and personal achievement, and encouraging students to do their very best in all aspects of their education. There is a value of justice. Justice is a core value in a good education. This involves ensuring that all students have access to the resources, support, and opportunities they need to succeed, regardless of their background or circumstances.

The role of social capital, which is reflected in social trust, social networks, and social values, is very influential in encouraging students to achieve achievements in both academic and non-academic fields. In the academic field, underprivileged student groups are given the same opportunities as other students to access all campus facilities. In the field of organization, groups of poor students who receive scholarships are actually given the opportunity to assist the department in improving accreditation so that they can gain a good academic experience. In non-academic fields, student groups acquire skills and expertise from coaching programs provided by scholarship recipient groups. This program does not only provide financial support, but also introduces cultural, social and other aspects.

Social capital has a positive effect on driving achievement motivation among poor scholarship recipients, and this correlation helps improve their welfare. Students and their families benefit from the scholarship and mentoring programs provided for scholarship recipients. Student families even

feel helped not only in terms of education and the economy, but there is also hope to increase their dignity and social stratification in society.

Discussion

Trust in students is an important aspect of education, as it increases their engagement, autonomy and well-being. By building confidence in students' abilities, decision-making, relationships, and potential, educators can help them achieve academic and personal goals.

Social groups can play an important role in achieving academic and personal performance. Social groups can provide an environment that supports and encourages individuals to achieve their goals. Social groups can provide a sense of responsibility, which can motivate individuals to work towards their goals. For example, study groups can create a sense of responsibility where each member is responsible for contributing to the success of the group. Social groups can provide emotional and social support that can help in achieving performance. For example, a supportive and encouraging friend or classmate can provide motivation and a sense of ownership, which can lead to self-confidence and greater effort towards achieving goals. Social groups can provide opportunities for collaboration, which can lead to greater achievement. When individuals work together, they can combine their skills and strengths to achieve more than they could alone. This can lead to better ideas, solutions and results. Social groups can provide feedback that can help individuals improve their performance. For example, peer reviews or constructive criticism from mentors can help individuals identify areas of improvement and make necessary adjustments to achieve their goals. Overall, social groups can play an important role in achieving performance. By providing responsibility, support, collaboration, and feedback, social groups can help individuals achieve their academic and personal goals.

A good education values diversity and inclusivity, recognizing that students come from a variety of backgrounds, cultures and perspectives. This involves creating an environment that is welcoming and respectful of all students, and providing opportunities for students to learn from and value diversity. Education values ethics and integrity, and encourages students to develop a strong sense of personal and social responsibility. This involves promoting honesty, respect and ethical behavior in all aspects of education. Good education values lifelong learning, recognizing that learning is an ongoing process that extends

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beyond the classroom. This involves encouraging students to develop a love of learning and a commitment to continuous personal and professional development. Besides that, there is collaboration as a value. Collaboration is another core value in a good education, recognizing that students can learn from and with one another, as well as from other educators and experts. This involves creating opportunities for teamwork, group projects, and peer learning. Taken together, these core values reflect a commitment to providing a high-quality education that is equitable, inclusive, ethical, and focused on student success and lifelong learning.

Associations can play an important role in student life, both academically and personally. Associations can provide a supportive and encouraging environment that helps students achieve their goals, build skills, and develop relationships with peers and mentors. Here are some ways in which associations can contribute to the student experience by creating networking opportunities. Associations can provide opportunities for students to network with peers and professionals in their field of study. This can help students build relationships and gain valuable insights and advice about their future careers. Associations may also offer activities and events that help students develop specific skills related to their area of study or interest. For example, an association for business students might offer workshops on entrepreneurship or financial management. Associations can provide opportunities for students to develop leadership skills through volunteer opportunities or by taking on leadership roles within the association themselves. This can help students develop valuable skills that can be applied in their future careers. Associations can also provide social support and a sense of community for students. This can be especially important for students who are new to campus or who may feel isolated or disconnected from their peers. In addition, associations can also function as advocates for the interests and concerns of students. For example, an association for students with disabilities could work to ensure that campus facilities and services are accessible to all students.

Linking social capital refers to the connections, relationships, and social networks that exist between individuals or groups at different levels of social hierarchy or power. In the context of students, attributing social capital refers to the connections and relationships students form with individuals or groups who have more power, influence, or resources than them.

This connection can be formed through various activities and experiences. Students participating in mentoring programs may form connections with individuals who have more experience in their chosen field or career, or who have connections with resources and opportunities. Students who engage with alumni networks can form connections with individuals who have already graduated and who have established careers or resources. Students participating in professional associations or industry organizations can form connections with individuals who are already established in their chosen fields.

Linking social capital can have a positive impact on students' academic and career success. Students who have strong connections to individuals or groups who have more power or resources may benefit from increased access to career opportunities, mentoring, and resources that can help them succeed in their chosen fields. Additionally, linking social capital can help build professional identity and increase social mobility for students from disadvantaged backgrounds.

However, it is important to note that too much focus on linking social capital to the exclusion of glueing and connecting social capital can result in a lack of social support and a narrow perspective among students. Therefore, it is important to strike a balance between the three forms of social capital to create a supportive and inclusive environment for all students.

The limitation of this research lies in the use of the research scope which is only limited to religious tertiary institutions so that if there are researchers who want to develop a study of the role of social capital in encouraging achievement motivation in a broader scope, they will get more extensive information. In addition, this research has not been able to photograph quantitatively.

Conclusion

The role of social capital which is reflected in social trust, social networks, and social values plays a very big role in encouraging students to have achievements in both academic and non-academic fields. In the academic field, groups of poor students are given the same opportunities as other students to be able to access all campus facilities. In the field of organization, groups of poor students who receive scholarships are given the opportunity to be able to assist the department in improving accreditation so that they have a good academic experience. In the non-academic field, student groups have the skills and expertise they get from coaching groups of scholarship recipients. Coaching for this group of scholarship

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recipients is not only from the aspect of economic financing, but also cultural, social and other introductions.

Social capital in encouraging achievement motivation among poor students who receive scholarships has a positive correlation to increasing welfare. Students and their families benefit from the scholarships and companion programs that are realized for scholarship recipients. Student families even feel helped not only in terms of education and the economy alone, but there is also hope that their dignity and stratification will increase in society.

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