



Sociological Basis of Education: Society and Education as a Social Process

Arda Damayanti Harahap¹, Heri Gunawan²

Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Indonesia

e-mail: ardadamayanirhp@gmail.com; hg551684@gmail.com

Abstract

Education is a social process inseparable from the life of society. As the sociological foundation of education, society plays a central role in shaping the system, goals, and practices of education. This study aims to examine in depth the relationship between society and education as a social process, as well as analyze how social dynamics influence the direction and quality of education. The method used is library research with a qualitative descriptive approach, through the review of various relevant literature sources. The results of the study show that education functions as a mechanism for the transmission of social values, a preserver of culture, and an agent of change in society. Social interaction between individuals, families, educational institutions, and communities holistically shapes the character and competencies of learners. Social dynamics such as modernization and globalization require adaptation of the educational system to remain relevant without detaching from local cultural roots. The integration of socio-cultural values into the curriculum and learning practices is key to creating meaningful, contextual, and sustainable education.

Keywords: *Sociology of Education; Society; Social Process; Cultural Transmission; Educational Dynamics*

Abstrak

Pendidikan merupakan proses sosial yang tidak dapat dipisahkan dari kehidupan masyarakat. Sebagai landasan sosiologis pendidikan, masyarakat memiliki peran sentral dalam membentuk sistem, tujuan, dan praktik pendidikan. Penelitian ini bertujuan untuk mengkaji secara komprehensif hubungan antara masyarakat dan pendidikan sebagai proses sosial serta menganalisis pengaruh dinamika sosial terhadap arah dan kualitas pendidikan. Metode yang digunakan adalah studi kepustakaan dengan pendekatan deskriptif kualitatif melalui penelaahan dan sintesis berbagai sumber ilmiah yang relevan. Hasil penelitian menunjukkan bahwa pendidikan berfungsi sebagai mekanisme transmisi nilai-nilai sosial, pelestarian budaya, serta agen perubahan dalam masyarakat. Interaksi sosial antara individu, keluarga, lembaga pendidikan, dan komunitas secara holistik membentuk karakter dan kompetensi peserta didik. Selain itu, dinamika sosial seperti modernisasi dan globalisasi menuntut sistem pendidikan untuk terus beradaptasi agar tetap relevan tanpa terlepas dari akar budaya lokal. Oleh karena itu, integrasi nilai-nilai sosial-budaya dalam kurikulum dan praktik pembelajaran menjadi kunci dalam menciptakan pendidikan yang bermakna, kontekstual, inklusif, dan berkelanjutan. Penelitian ini memberikan kontribusi dalam memperdalam pemahaman tentang pentingnya perspektif sosiologis dalam pengembangan kebijakan dan praktik pendidikan

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yang responsif terhadap perubahan sosial dan kebutuhan masyarakat.

Kata Kunci: *sosiologi pendidikan; masyarakat; proses sosial; transmisi budaya; dinamika pendidikan*

Introduction

Education is one of the main pillars of human development, playing a strategic role in shaping the quality of human resources. Through education, individuals are equipped not only with technical knowledge and skills, but also with moral, social, and cultural values that form the foundation of social life. Ideally, education is expected to produce individuals who are not only intellectually intelligent but also possess strong character, high social sensitivity, and a clear and solid cultural identity. In other words, true education is one that combines the cognitive, affective, and psychomotor dimensions in a balanced and harmonious manner.(Faruq & Bakar, 2025).

From a sociological perspective, education is viewed as a social process that occurs within the context of interactions between individuals and their communities. Education is not simply the transfer of knowledge from teacher to student in a classroom isolated from social reality, but rather a process involving the internalization of values, social norms, and the transmission of culture from one generation to the next. Emile Durkheim, a leading figure in the sociology of education, emphasized that education is a means by which society reproduces itself and maintains social cohesion. Through education, society ensures the continuity of the values, norms, and traditions that form the foundation of communal life.

The relationship between society and education is reciprocal and dynamic. On the one hand, society shapes education through the values, needs, and expectations reflected in educational goals and curricula. Existing educational systems are always a product of the social, political, economic, and cultural conditions of a given society at any given time. On the other hand, education shapes society by producing individuals who will fill various social roles. Educated



individuals are expected to make positive contributions to the advancement of society and the nation. This interplay of influence is what makes the sociology of education a highly relevant and important field of study to understand.(Faratunnisa et al., 2024).

In the Indonesian context, educational issues are inextricably linked to socio-cultural diversity, which is both a richness and a challenge in itself. Indonesia comprises hundreds of ethnic groups with diverse languages, customs, and traditions. This diversity demands an education system that is not only uniform nationally but also sensitive and responsive to local characteristics. However, in reality, the Indonesian education system is often centralized and inadequately accommodates this diversity, resulting in a gap between education and the socio-cultural realities of communities in various regions.(Riyadi et al., 2024).

Based on the various issues that have been described, this research is presented as an effort to contribute ideas in understanding the foundations of the sociology of education, especially the relationship between society and education as a social process. This research aims to: (1) examine the nature of education as a social process from the perspective of the sociology of education; (2) analyze various sociological theories relevant to education; (3) examine the role of society in shaping and being influenced by the education system; (4) analyze the social functions of education in society; (5) identify social dynamics that influence the development of education; and (6) formulate practical implications for the development of a better education system. This study is expected to provide meaningful theoretical and practical contributions for education stakeholders.

Research Methods

This research uses a qualitative approach with library research. The qualitative approach was chosen because this research aims to deeply understand the concepts, theories, and dynamics related to the sociology of education, society, and education as a social process. Through this approach, researchers can explore the meaning, interpretation, and comprehensive understanding of the phenomena studied without using numerical data or reductive statistical analysis.(Septiana et al., 2024).



The library research method was used because the primary data sources in this study came from various written literature relevant to the research topic. Data sources included scholarly books by sociologists and education experts, peer-reviewed national and international journals, academic articles, and official documents related to education policy and practice. Researchers also utilized credible digital sources, including scholarly journal databases, university repositories, and trusted academic platforms to enrich the data and broaden the study's perspective.

Data collection techniques are carried out through a series of systematic stages. First, source identification and selection, where researchers identify and select various sources relevant to the research topic based on the criteria of relevance, currency, and credibility of the sources. Second, critical reading, where researchers conduct in-depth and critical reading of each selected source to understand the arguments, concepts, and findings presented. Third, recording and classification, where researchers record and classify important information based on its relevance to the research problem formulation. Fourth, synthesis and triangulation, where researchers synthesize various information from various sources and conduct triangulation to ensure the validity and reliability of the data.

Results and Discussion

The Nature of Education as a Social Process

Based on the results of a comprehensive literature review, a deep understanding was obtained that education is essentially a complex, dynamic, and multidimensional social process. As a social process, education does not occur in a vacuum, but is always embedded in a specific social, cultural, political, and economic context. Every aspect of education, from objectives and curriculum, learning methods, assessments, to the relationship between teachers and students, is all shaped by educational aspects and reflects the social conditions of the community in which education takes place.

Understanding education as a social process implies that we cannot fully



understand education without understanding the social context that underlies it. Education in a traditional agrarian society is certainly very different from education in a modern industrial society, and both are different again from education in the information society we currently experience. Changes in the social, economic, and cultural structures of society always bring with them changes in educational systems and practices, both directly and indirectly.

In the Indonesian context, education as a social process faces unique challenges related to its extraordinary socio-cultural diversity. With over 300 ethnic groups and over 700 distinct regional languages, Indonesia is one of the most socio-culturally diverse countries in the world. This diversity is a priceless treasure, but it also poses a challenge to developing an inclusive and equitable education system. The education system must be able to respect and accommodate this diversity, while simultaneously building social cohesion and a strong national identity.(Asrulla et al., 2025).

Education as a social process must also be understood in its temporal or historical dimension. The current education system is the product of a long history encompassing various influences: traditional education based on religious values and customs, colonial education that brought with it Western values and educational structures, and the various reforms and transformations that occurred after independence. Understanding this historical dimension is crucial to understanding why our education system has the characteristics we see today and where it is headed.(Syarif & Maulana, 2025).

Social Function of Education in Society

Education performs various social functions that are crucial to the life of society. These functions can be categorized as manifest (intentional and openly acknowledged) and latent (unintentional and not always conscious). Understanding both types of functions is essential to gaining a complete and realistic picture of education's role in society.



The primary manifest function of education is the transmission of knowledge and skills. Through formal education, society ensures that the knowledge and skills developed by previous generations can be passed on to the next. In increasingly complex modern societies, the volume of knowledge that needs to be transmitted is increasingly large and specialized, making formal educational institutions increasingly assume a role that cannot be replaced by mere informal socialization.

The socialization function is a fundamental social function of education. Through the socialization process in schools, individuals learn the values, norms, attitudes, and behaviors necessary to become functional and productive members of society. Schools teach not only academic knowledge but also social skills such as cooperation, responsibility, discipline, and respect for others. The socialization process in schools also helps individuals understand their rights and obligations as citizens and develop a sense of belonging to their community and nation.(Dionprawitno & Khasanah, 2025).

The function of social selection and stratification is another very significant, though often controversial, function. The education system serves as a selection mechanism that determines an individual's position within the social hierarchy. Through various examinations, qualifications, and academic degrees, the education system allocates individuals to various positions within the social and economic structure of society. In a modern, meritocratic society, education is expected to be a mechanism of social mobility, providing equal opportunities for all individuals to rise to higher social positions based on their abilities and hard work, rather than on family background or social class.

The function of social integration is crucial in the context of Indonesia's pluralistic society. Education plays a role in building a sense of unity and national identity amidst existing diversity. Through the national curriculum, a common language of instruction (Bahasa Indonesia), and shared experiences in school, education contributes to the formation of a national identity that transcends ethnicity, religion, and region. However, the social integration achieved through education

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must not be at the expense of existing diversity. Good education must be able to build a sense of unity while respecting and celebrating diversity.(Nasution & Albina, 2024).

The function of innovation and social change is often under-appreciated. Education not only serves to reproduce existing society but also acts as a driving force for innovation and social change. Through scientific research, the development of critical thinking, and the training of future innovators and leaders, education contributes to the progress and transformation of society. In this context, the quality of higher education and research is crucial for the long-term progress of the nation.

Society as an Educational Environment

Society is not only the goal of education, but also the environment in which education takes place. The concept of society as an educational environment encompasses various dimensions: the family, the local community, the workplace, the mass media, and various other social institutions, all of which contribute to the educational process, both informally and non-formally. Education, in its broadest sense, is not limited to what occurs within a school building, but rather encompasses all learning experiences individuals acquire throughout their lives in various social contexts.(Purwanto et al., 2025).

The family is the first and most fundamental educational environment. It is in the family that children first learn to speak, interact, and understand the world around them. The values, attitudes, and habits instilled by parents have a profound and lasting influence on a child's development. Research in developmental psychology consistently shows that the quality of parental care, especially in the first years of a child's life, has a significant impact on a child's cognitive, emotional, and social development.(Zulfah, 2024).

Local communities also play a crucial role as educational environments. Within these communities, children learn about social norms, cultural values, and accepted ways of behaving through direct observation and participation in



community life. The local wisdom that lives within communities is a valuable and relevant source of knowledge, yet it is often not optimally integrated into the formal education system. Strengthening the relationship between schools and local communities is crucial in creating a more contextual and meaningful education.

In today's digital age, mass media and social media have become increasingly dominant and influential educational environments. Children and adolescents spend an inordinate amount of time in front of screens, consuming a variety of content from all over the world. The influence of media on shaping the values, attitudes, and behaviors of the younger generation cannot be ignored. In this context, media literacy is a crucial competency that must be developed through education, enabling students to consume and evaluate media content critically and responsibly.(Azzahra & Soesanto, 2024).

Social Dynamics and Its Implications for Education

The social dynamics occurring in modern societies have significant implications for educational systems and practices. Globalization, urbanization, technological change, demographic shifts, and various other social changes continually alter the context in which education takes place, demanding swift and appropriate responses from education systems. Understanding these social dynamics is a crucial prerequisite for developing relevant and effective educational policies and practices.

Globalization is one of the most dominant forces of social change in the contemporary era. It brings with it the free flow of capital, goods, information, and people across national borders. In the context of education, globalization has a complex dual impact. On the one hand, globalization opens access to knowledge and educational resources from around the world, enabling international student and academic exchanges, and encouraging global standardization of educational quality. On the other hand, globalization brings pressures toward cultural homogenization that can threaten local cultural diversity and erode national identity.(Lestari &



Achdiani, 2024).

Technological transformation, particularly the development of digital technology, has fundamentally changed the way humans work, communicate, and learn. The Industrial Revolution 4.0, characterized by artificial intelligence, the internet of things, robotics, and big data, has created a new economic landscape that requires different competencies than before. Education is required to not only teach technical skills relevant to current industry needs, but also develop more fundamental competencies such as critical thinking, creativity, adaptability, and emotional intelligence, which cannot be easily replaced by automation. (Ramdhani & Pramono, 2024).

Ongoing urbanization in Indonesia and other developing countries also has important implications for education. The migration of people from rural to urban areas creates population concentrations in urban centers, requiring expansion of the capacity of urban education systems. Meanwhile, the rural areas left behind face challenges of a shortage of educators and educational resources. The disparity in education quality between urban and rural areas is one of the most pressing issues of educational equity to be addressed.

Changes in family structure that have occurred with modernization also have significant implications for education. The increasing number of nuclear families replacing traditional extended families, the rise in working mothers, and the phenomenon of single parents are creating changes in children's primary socialization patterns. Educational institutions are increasingly being called upon to take over some of the socialization functions previously performed by the extended family, including the reinforcement of moral and cultural values. (Rangkuti & Mesra, 2024).

Character Education from a Sociological Perspective

Character education is one aspect of education most closely linked to the socio-cultural dimension. Character is the totality of values, attitudes, and behaviors that determine how a person thinks, feels, and acts. Character formation is a highly



complex process involving the interaction of genetic factors, family upbringing, social experiences, and formal education.

From a sociological perspective, individual character cannot be separated from the sociocultural context in which the individual grows and develops. The values considered to constitute good character vary across cultures and historical periods. However, there are a number of universal values widely recognized as the foundation of good character: honesty, responsibility, caring for others, justice, and respect for human dignity. Effective character education must be rooted in these universal values while remaining sensitive to the specifics of local cultural contexts.

The implementation of character education in the formal education system faces various challenges. First, there are concerns about the indoctrination and homogenization of values that could threaten diversity and freedom of thought. Second, there is a mismatch between the values taught in schools and those held within families and communities, which can create internal conflict among students. Third, there is the question of who has the authority to define which values will be taught, which carries a political dimension that cannot be ignored. Addressing these challenges requires a dialogical, inclusive approach that respects the plurality of values in society.

Strengthening character education based on local wisdom is a highly relevant strategy in the Indonesian context. Values such as mutual cooperation (gotong royong), deliberation and consensus (musyawarah mufakat), tepa selira (community harmony), and various other local wisdoms constitute a valuable cultural heritage and are relevant for a harmonious social life. Integrating this local wisdom into character education will not only strengthen students' cultural identity but also make character education more authentic, contextual, and meaningful in their lives.(SHOLEH et al., 2025).

Inclusive Education and Social Justice



One of the most important issues in the relationship between society and education is the issue of equity and inclusivity. In societies marked by various forms of inequality, whether economic, gender, ethnic, or physical and mental, the education system often reproduces and even deepens these inequalities, rather than providing a leveling ground that provides equal opportunities for all.(Sholichah et al., 2025).

Inclusive education is an educational paradigm that seeks to ensure that all individuals, without exception, have access to quality education. Inclusive education is not simply about integrating children with special needs into regular classes, but rather a broader approach that values diversity in all its aspects and seeks to create a learning environment that is responsive to the needs of all learners.(Elseos et al., 2025).

The persistent significant educational gap between different social groups constitutes a pressing social justice issue. Data shows that children from poor families, children from remote areas, children from ethnic minority groups, and girls in some regions still face greater barriers to accessing quality education. Addressing this gap requires not only appropriate education policies but also broader social policies that address the roots of inequality in society.

From a justice-oriented sociology of education perspective, education must be understood not only as an individual right but also as a collective obligation of society to ensure that every member has the opportunity to develop their full potential. This means that responsibility for education rests not only with individuals and families, but also with the state and society as a whole. The state is obligated to provide a quality, accessible, and equitable education system for all its citizens.

The Role of Teachers as Social Agents

In the sociology of education, teachers are not merely instructors who deliver subject matter, but rather social agents with a highly strategic role in the process of socialization and social transformation. Teachers are at the forefront of implementing



educational policies and have a very direct influence on the lives of students. The quality of teachers, both in terms of academic competence and moral and social qualities, has a very significant impact on the overall quality of education.(Rizqi & Khasanah, 2025).

The interaction between teachers and students is at the heart of the educational process as a social process. In this interaction, not only knowledge is transmitted, but also values, attitudes, expectations, and worldviews. Effective teachers are those who are able to create a supportive, inclusive, and challenging learning environment, where each student feels valued, motivated, and encouraged to reach their full potential. This requires not only pedagogical competence, but also emotional intelligence, cultural sensitivity, and a commitment to social justice.(Fauzi & Arifin, 2024).

Teacher professionalization is one of the keys to improving the quality of education. Professional teachers are those who not only master subject matter and teaching methods but also continuously develop themselves through reflection, research, and ongoing learning. In the Indonesian context, improving teacher quality and welfare is a crucial and strategic investment for the overall advancement of national education.(Prayoga et al., 2024).

Conclusion

Education is a social process closely and reciprocally linked to society. As the foundation of the sociology of education, society is not only the context in which education takes place but also a determining factor shaping educational goals, content, and practices. Various sociological theories, from structural functionalism to conflict theory and symbolic interactionism, provide complementary perspectives for understanding this complex relationship.

Education performs several vital social functions: the transmission of knowledge and culture, the socialization of values and norms, social selection and allocation, national integration, and innovation and social change. The balance between these functions, particularly between social reproduction and social

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transformation, is a perennial challenge that must be continually negotiated in an ever-changing social context.

Contemporary social dynamics, particularly globalization, technological transformation, and urbanization, have created new challenges that demand intelligent and adaptive responses from the education system. Education must be able to prepare young people to face an increasingly complex and uncertain world, while simultaneously ensuring that they do not lose the roots of their cultural identity and the social values that underpin community life.

Realizing education that truly functions as a means of cultural transmission and an agent of progressive social change requires strong synergy among various stakeholders: the government as policy makers, educational institutions as implementers, teachers as leading social agents, families as primary socialization environments, communities as cultural contexts, and civil society as monitors and partners. Only through this strong and sustainable synergy can the ideal of quality, equitable, and relevant education be realized.

Ultimately, this study reaffirms that no education system is truly neutral or detached from its social context. Every choice in education, from objectives and curricula to methods and evaluation systems, always reflects specific social values and interests. Critical awareness of this social dimension of education is a crucial prerequisite for all parties involved in education to contribute responsibly and meaningfully to the advancement of education and Indonesian society.

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