



Socio-Cultural Basis of Education: Dynamics of Education in The Social and Cultural Context of Society

Rizka Fadhilah Usman Lubis¹, Adelia Zahra Harahap²

Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan.

rizkafadhilahusmanlubis@gmail.com¹, adeliazaha12345@gmail.com²

Abstract

This study aims to analyze the socio-cultural foundations of education and the dynamics of education within the social and cultural context of society. The main focus of this research is to understand how social values, norms, traditions, and cultural changes influence the educational process, including aspects of the curriculum, teaching methods, and the relationship between educators and students. In addition, this study also seeks to examine the role of education as an agent of social change in responding to contemporary developments, particularly in the era of globalization. The research method used is library research with a qualitative approach. Data were collected from various written sources such as books, scientific journals, academic articles, and other relevant documents related to the socio-cultural foundations of education. The data analysis technique was carried out by reviewing, comparing, and interpreting various theories and findings from previous studies in order to obtain a deep and comprehensive understanding of the topic. The results show that education is closely related to the social and cultural conditions of society. Local cultural values play an important role in shaping students' character and determining the direction and goals of education. On the other hand, social dynamics such as modernization and globalization bring significant changes to the education system, requiring adjustments in educational policies and practices. Therefore, education is expected to function as a means of cultural preservation as well as a tool for social transformation that is adaptive to changing times.

Keywords: *Socio-Cultural Foundations of Education; Educational Dynamics; Social Values; Community Culture; Educational Transformation.*

Introduction

Education is one of the main pillars in human development which has a strategic role in shaping the quality of human resources.(Soleh et al., 2024)Through education, individuals are equipped not only with 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, social sensitivity, and a clear cultural identity.(Saryono et al., 2024). Thus, education cannot be separated from the social and cultural context of society, because both influence and shape each other.

From a socio-cultural perspective, education is a process that not only functions as a means of transferring knowledge, but also as a medium for passing on cultural values from generation to generation.(Krisdiyansah et al., 2022)Values such as norms, customs, traditions, and societal habits should be integrated into the learning process, enabling students to understand and internalize the culture that forms part of their identity. This demonstrates the crucial role education plays in maintaining cultural continuity while simultaneously shaping individual character in line with prevailing societal values.

However, in practice, education often faces various challenges that cause a gap between ideal conditions and reality in the field.(Abdillah et al., 2024)One of the main problems that has emerged is the increasing erosion of local cultural values in the educational process. The development of globalization and modernization has brought significant changes to various aspects of life, including education. The influence of global culture, introduced through information technology and digital media, has shifted students' attention from local culture to foreign cultures, which are considered more modern and appealing.(Oktaviasary & Sutini, 2024).

This phenomenon is exacerbated by an educational orientation that tends to emphasize academic achievement alone. Many educational institutions focus more on exam results, report card grades, and other cognitive achievements, while inadequate attention is paid to character development based on socio-cultural values. As a result, students not only lose their connection to their local culture but also experience an identity crisis that can impact their attitudes and behavior in daily life. A lack of understanding of cultural values can also lead to a decreased sense of social responsibility and concern for the community.

Furthermore, the reality on the ground shows that the current education



system is not fully capable of meeting the evolving needs of society. The curriculum used is often general and lacks contextualization with local socio-cultural conditions. This results in the learning process being less relevant and unable to connect the subject matter to students' real lives. In some cases, the learning methods used are still conventional and teacher-centered, thus providing little space for students to be active, creative, and critical in developing their potential.

On the other hand, the rapid development of technology and the flow of information also present both challenges and opportunities for the world of education. Technology has transformed the way we learn, how we access information, and how educators and students interact. Learning, which was previously face-to-face, has now evolved into more flexible and open digital learning.(Prayogi et al., 2025)This certainly offers advantages in terms of accessibility and efficiency, but it also requires readiness from all parties to utilize technology optimally and wisely.

In this context, education is faced with a dilemma between maintaining local cultural values and following global developments that cannot be avoided i. On the one hand, education must be able to preserve culture as part of the nation's identity.(Parera & Tong, 2024)However, on the other hand, education is also required to prepare students to compete in an increasingly competitive global world. Therefore, a balance between these two aspects is necessary to ensure education does not lose its direction and remains relevant to the needs of the times.

Ki Hadjar Dewantara's thoughts are highly relevant in addressing this issue. He emphasized that education cannot be separated from culture, as it is a process of guiding all the natural strengths within children so they can develop optimally as human beings and members of society.(Billah et al., 2023)This view emphasizes the importance of integration between education and culture in forming a complete individual, both intellectually, morally, and socially.

Based on the issues outlined, it is crucial to conduct an in-depth study of the socio-cultural foundations of education and the dynamics that influence them.



This study aims to understand how social values, norms, and culture influence educational systems and practices, and how education can act as an agent of social transformation amidst increasingly complex changes. Furthermore, this study seeks to identify the challenges and opportunities in integrating cultural values into the education system.

The problem formulation in this research includes: (1) how socio-cultural foundations influence educational systems and practices, (2) how social and cultural dynamics influence changes in the world of education, and (3) what is the role of education in maintaining a balance between cultural preservation and the demands of globalization. This problem formulation is expected to be a guide in analyzing various phenomena that occur in the world of education, especially those related to socio-cultural aspects.

This study hopes to gain a comprehensive understanding of the importance of integrating socio-cultural aspects into education. With this understanding, it is hoped that the education system can be developed in a more contextual, relevant, and sustainable manner. Ideal education is one that not only keeps pace with current developments but also remains rooted in the cultural values of society. Thus, education is expected to produce a generation that excels not only academically but also possesses strong character, a clear cultural identity, and the ability to contribute positively to society.

Research Methods

This study uses a qualitative approach with library research. The qualitative approach was chosen because this study aims to deeply understand the concepts, theories, and dynamics related to the socio-cultural foundations of education in the context of society.(Connaway & Radford, 2021)Through this approach, researchers can explore the meaning, interpretation, and comprehensive understanding of the phenomena being studied without using numerical data or statistical analysis. Meanwhile, the library research method was used because the primary data sources in this study came from various written literature relevant to the research topic.(M.Pd & M.Hum, 2021).



The data in this study was collected from various sources, such as scientific books, national and international journals, academic articles, and official documents related to the socio-cultural foundations of education. Furthermore, the researchers utilized credible digital sources to enrich the data and broaden the study's perspective. Data collection techniques included reading, recording, and classifying information relevant to the research focus. This process was conducted systematically to ensure the data obtained could be scientifically validated.

The data analysis technique used in this study was qualitative descriptive analysis. The collected data were then analyzed through several stages: data reduction, data presentation, and conclusion drawing. In the data reduction stage, the researcher filtered and selected information relevant to the problem formulation. The data was then presented in a systematic narrative format for easy understanding. The final stage was drawing conclusions, which were conducted by interpreting the data based on theory and previous research findings. With this method, the research is expected to provide a clear and in-depth picture of the socio-cultural foundations of education and the dynamics that occur within it.

Results and Discussion

Based on the results of the literature review, it was understood that the socio-cultural foundations of education are closely related to the processes and dynamics of education in society. Education, in essence, does not exist as a neutral system separate from social reality, but is always influenced by the social values, norms, customs, and culture that develop within the community. (Rusli & Mega, 2023) In other words, education is a reflection of the socio-cultural conditions of a society. Therefore, every educational practice cannot be separated from the socio-cultural context in which it takes place.

Conceptually, education functions as a means of cultural transmission from generation to generation. In this process, local cultural values should not only be taught as knowledge, but also internalized in students' attitudes and behavior. (Utomo, 2016) This is crucial so that students not only develop intellectually but also develop strong character and a clear cultural identity. Education rooted in local culture will



help students understand their identity while strengthening their sense of belonging to their social environment.

However, the reality on the ground shows a gap between this ideal and current educational practices. Many educational institutions still focus solely on academic achievement, such as test scores and other cognitive achievements. As a result, character development, based on socio-cultural values, often receives insufficient attention. The curriculum used tends to be general and uniform, thus failing to fully accommodate the diversity of local cultures in various regions.

This situation often results in students being less familiar with their own regional culture. They are more familiar with global culture, introduced through digital media and information technology, than with the local culture that should be part of their identity. This phenomenon demonstrates that globalization has a significant impact on education. On the one hand, globalization opens up broad access to information and provides opportunities to improve the quality of education. However, on the other hand, globalization also has the potential to erode local cultural values if not balanced with appropriate preservation efforts.

From the perspective of educational theory, Ki Hadjar Dewantara's thoughts are highly relevant in this context. In his work, which emphasizes the close relationship between education and culture, he stated that education serves to guide all the natural powers within children so that they, as human beings and members of society, can achieve the highest level of safety and happiness. (Mahmudah et al., 2026) This view emphasizes that education is not only oriented towards intellectual aspects, but must also pay attention to the moral, social, and cultural development of students.

Furthermore, social dynamics such as modernization, globalization, and the development of information technology have brought significant changes to the education system. These changes are evident in increasingly digital learning patterns, the use of technology in the teaching and learning process, and increased cross-cultural interactions. Students now have broader access to various sources of



knowledge, both domestic and international. This undoubtedly has a positive impact on broadening their horizons and improving their competencies.

However, these developments also pose new challenges for the world of education. One of the main challenges is how to maintain a balance between openness to global culture and the preservation of local culture. If not managed properly, students can experience a cultural identity crisis, where they adopt foreign values more than their own. Therefore, an educational strategy is needed that can harmoniously integrate these two aspects.

In this regard, education plays a strategic role as an agent of social change. Education not only serves to transfer knowledge but also serves as a means of transforming values and culture. Through education, sociocultural values can be instilled, developed, and passed on to the next generation.(Zebua et al., 2024)Therefore, education must be able to adapt to changing times without losing its identity as a guardian of cultural values.

One form of adaptation that can be implemented is by integrating local cultural values into the curriculum and learning process. This integration can be achieved through various means, such as using contextual examples close to students' daily lives, introducing local wisdom, and implementing culture-based learning methods. For example, in mathematics lessons, calculation examples related to local economic activities can be used, while in language lessons, folktales or regional legends can be used as teaching materials.

Furthermore, strengthening culture-based character education is also crucial. Values such as mutual cooperation, tolerance, honesty, and responsibility are part of local culture that must be instilled in students from an early age.(Yusuf et al., 2025)These values are not only taught theoretically, but must also be applied in everyday life in the school environment and society.

Evaluatively, the current education system still faces various challenges in optimally implementing socio-cultural foundations. One of the main challenges is the lack of understanding and awareness among educators of the importance of integrating cultural values into education.(Fauziyah, 2022)Many educators still use



conventional learning methods that are less relevant to current developments and student needs. This makes the learning process less engaging and less contextual.

Furthermore, centralized education policies also hinder the development of local culture-based education. Uniform policies often fail to address the socio-cultural diversity that exists in various regions.(Sinambela et al., 2025)As a result, education becomes less flexible and unable to accommodate local needs. Therefore, a more decentralized education policy is needed, allowing regions to develop curricula tailored to their respective cultural characteristics.

The approach used in this research, a qualitative approach through literature review, provides a comprehensive overview of the importance of integrating socio-cultural aspects in education. Through a review of various theories and previous research findings, a deeper understanding of the relationship between education and culture was gained. Qualitative descriptive analysis allows researchers to not only present data informatively but also interpret the meaning and relationships between relevant concepts.

Furthermore, the discussion results indicate that to address the ever-evolving socio-cultural dynamics, innovation in the education system is necessary. This innovation can take the form of developing a curriculum based on local wisdom, improving teacher competency, and utilizing technology wisely.(Fariati et al., 2025)As the spearhead of education, teachers play a crucial role in integrating cultural values into learning. Therefore, ongoing training and professional development are necessary for teachers to enable them to implement contextual and relevant learning.

The use of technology must also be done wisely and purposefully. Technology can be used as a means to introduce local culture to students through digital media, such as videos, learning apps, and online platforms.(Yadi, 2020). Thus, technology is not only a tool for accessing global culture, but can also be used to preserve and develop local culture.

It can be emphasized that the socio-cultural foundations of education play a crucial role in determining the direction and quality of education. Ideal education is



one that accommodates socio-cultural values while simultaneously adapting to changing times.(Prasetyo, 2023)Therefore, synergy is needed between various parties, including the government, educators, and the community, in creating a relevant, contextual, and sustainable education system.

With a strong integration between education and culture, it is hoped that education will produce a generation that is not only academically intelligent but also possesses strong character, a clear cultural identity, and the ability to adapt to global change. This generation will be able to contribute positively to social life and maintain the sustainability of the nation's culture amidst the increasingly strong currents of globalization.

Conclusion

Based on the discussion above, it can be reaffirmed that there is a gap between the ideal state of education, which should integrate socio-cultural values, and the reality on the ground, which still tends to be solely academically oriented. This problem indicates that the socio-cultural foundations of education have not been fully and optimally implemented in educational systems and practices. Furthermore, social dynamics such as globalization, modernization, and technological developments also influence changes in the world of education, thus demanding appropriate adjustments to ensure education remains relevant to the needs of the times without losing its cultural identity.

Thus, education needs to be directed to fulfill its balanced role as a means of cultural preservation and an agent of social transformation. Strengthening the integration of local cultural values into the curriculum, improving educator competency, and developing contextual learning methods are crucial steps in addressing these challenges. Therefore, the synergy between education and culture must be continuously strengthened to produce a generation that is not only intellectually superior but also possesses strong character, cultural identity, and social awareness to navigate changing times.

Reference



Al-Murabbi Journal of Islamic Education, Vol. 4, No. 1, Year
2026E-ISSN: 2986-4658
DOI:10.62086/al-murabbi.v4i1.1269



- Abdillah, N. I., Sayidina, L., Aprily, N. M., & Maulida, M. (2024). Antara Harapan Dan Kenyataan: Kondisi Pembelajaran Ideal Dan Faktual Pada Anak Usia Dini. *Pedagogi: Jurnal Ilmiah Pendidikan*, 10(1), 12–18. <https://doi.org/10.47662/pedagogi.v10i1.642>
- Billah, H. U., Yunita, M. A., Pratama, M. A., & Kembara, M. D. (2023). Kesadaran Berpancasila Dalam Mempertahankan Identitas Nasional. *Jurnal Bintang Pendidikan Indonesia*, 1(2), 113–12. <https://doi.org/10.55606/jubpi.v1i2.1373>
- Connaway, L. S., & Radford, M. L. (2021). *Research Methods in Library and Information Science*. Bloomsbury Publishing USA.
- Fariati, B., Riadi, H., Norafiza, N., & Nur'aina, N. (2025). Peran Islam dalam Membangun Karakter dan Pendidikan Budaya Melayu. *Jurnal Ilmiah Global Education*, 6(2), 789–797. <https://doi.org/10.55681/jige.v6i2.3801>
- Fauziyah, N. (2022). Eksplorasi nilai-nilai sosial budaya pada remaja millennial. *Waskita: Jurnal Pendidikan Nilai dan Pembangunan Karakter*, 6(2), 218–232. <https://doi.org/10.21776/ub.waskita.2022.006.02.7>
- Krisdiyansah, Y., Mulyana, A., & Sugiyono. (2022). Degradasi Fungsi-Fungsi Pendidikan Dalam Pewarisan dan Perubahan Nilai-Nilai Sosial dan Budaya. *TANZHIMUNA: Jurnal Manajemen Pendidikan Islam*, 2(1), 115–130. <https://doi.org/10.54213/tanzhimuna.v2i1.152>
- Mahmudah, F. A., Rosadi, D. P. K., & Faizin, M. (2026). Model Pola Internalisasi Nilai Karakter Serta Mekanisme Penerapannya Dalam Pembelajaran. *IHSAN: Jurnal Penelitian dan Pendidikan Islam*, 2(1), 1–10. <https://doi.org/10.66031/ihsan.v2i1.176>
- M.Pd, S. R., & M.Hum, R. R. (2021). Scholarly Communication and Library Role: Penguatan dalam Fungsi Perpustakaan Mendukung Peran dan Komunikasi Ilmiah di Perguruan Tinggi. Lembaga Chakra Brahmana Lentera. <https://doi.org/10.24252/kah.v6i2a4>
- Oktaviasary, A., & Sutini, A. (2024). Gempuran Budaya Modern terhadap Budaya Lokal Generasi Alpha: Tinjauan Literatur Review. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 10(4), 4330–4337. <https://doi.org/10.30605/onoma.v10i4.4123>
- Parera, M. M. A. E., & Tong, J. (2024). Penanaman Pendidikan Berbasis Multikultural Dalam Melestarikan Budaya Lokal Sebagai Identitas Nasional. *Jurnal Ilmiah Pendidikan Dasar (JIPDAS)*, 4(4), 251–257. <https://doi.org/10.37081/jipdas.v4i4.2417>
- Prasetyo, M. T. (2023). Islam Dan Transformasi Budaya Lokal Di Indonesia. *Batuthah: Jurnal Sejarah Padaban Islam*, 2(2), 150–162. <https://doi.org/10.38073/batuthah.v2i2.1107>
- Prayogi, A., Nasrullah, R., Wahyudi, N. A., Setyawan, M. A., Riyadi, R., & Syaifuddin, M. (2025). Pentingnya Pendidikan Terbuka dan Jarak Jauh bagi Siswa Sekolah: Suatu Kajian Teoritis dan Praktis. *Quantum Edukatif: Jurnal Pendidikan Multidisiplin*, 2(1), 1–10. <https://doi.org/10.66341/complex.v2i1.48>
- Rusli, P. F., & Mega. (2023). Transformasi Nilai-Nilai Kebudayaan Dalam Era



- Digital: Analisis Pengaruh Media Sosial Terhadap Budaya Masyarakat Indonesia. *Tanda: Jurnal Kajian Budaya, Bahasa Dan Sastra* (e-ISSN: 2797-0477), 3(04), 1–6. (Indonesia). <https://doi.org/10.69957/tanda.v3i04.1883>
- Saryono, S., Iriansyah, H. S., & Hardiyanto, L. (2024). Konsep Dasar Pendidikan Budaya dan Karakter Bangsa. *Jurnal Citizenship Virtues*, 4(1), 661–673. <https://doi.org/10.37640/jcv.v4i1.1959>
- Sinambela, S. M., Saragih, M. D., Lumbantobing, J. N. Y., Lase, M., & Iqbal, M. (2025). Dinamika Kebudayaan dan Perubahan Sosial dalam Masyarakat Modern. *Katalis Pendidikan : Jurnal Ilmu Pendidikan Dan Matematika*, 2(2), 65–75. <https://doi.org/10.62383/katalis.v2i2.1521>
- Soleh, N., Fajriah, F., & Rahman, F. (2024). Kontribusi mahasiswa dalam meningkatkan kualitas sumber daya manusia dan mewujudkan visi Indonesia Emas 2045. *Journal of Smart Education and Learning*, 1(1), 22–28. <https://doi.org/10.53088/jsel.v1i1.978>
- Utomo, E. P. (2016). Internalisasi Nilai-Nilai Karakter Dalam Pembelajaran Ips Pada Siswa Smp Negeri Model Terpadu Bojonegoro. *Metafora: Education, Social Sciences and Humanities Journal*, 2(4), 91–104. <https://doi.org/10.26740/metafora.v2n4.p91-104>
- Yadi, A. (2020). Komunikasi dan Kebudayaan Islam di Indonesia. *Kalijaga Journal of Communication*, 2(1), 47–60. <https://doi.org/10.14421/kjc.21.04.2020>
- Yusuf, M., Saprin, & Ondeng, S. (2025). Pergeseran Nilai Dalam Kehidupan Sosial Budaya Dan Pendidikan. *Jurnal Pendidikan Dan Keguruan*, 3(8), 752–765. <https://doi.org/10.55623/ad.v2i2.82>
- Zebua, E. K., Waruwu, N., & Santosa, M. (2024). Pengaruh Nilai-Nilai Kebudayaan terhadap Pembentukan Kepribadian Manusia: Tinjauan Psikologi Perkembangan. *Scientificum Journal*, 1(3), 138–149. <https://doi.org/10.37985/sj.v1i3.11>



