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

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Abstrak

Kurikulum pendidikan Islam memiliki peran strategis dalam membentuk peserta didik yang beriman, berilmu, berakhlak mulia, dan mampu menghadapi perubahan zaman. Namun, pengembangannya masih menghadapi persoalan berupa dikotomi ilmu agama dan ilmu umum, keterbatasan relevansi materi, serta lemahnya penyesuaian terhadap perkembangan teknologi dan dinamika sosial. Penelitian ini bertujuan menganalisis konsep, landasan, prinsip pengembangan, klasifikasi ilmu, orientasi, dan organisasi kurikulum pendidikan Islam. Penelitian menggunakan metode kualitatif dengan pendekatan studi kepustakaan. Data diperoleh dari buku, artikel ilmiah, dan dokumen relevan, kemudian dianalisis melalui reduksi, klasifikasi, interpretasi, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kurikulum pendidikan Islam harus berlandaskan Al-Qur'an, Hadis, ijtihad, serta nilai filosofis, psikologis, sosial, dan budaya. Pengembangannya perlu menekankan integrasi ilmu, relevansi, keseimbangan, fleksibilitas, kontinuitas, dan kebutuhan peserta didik. Penelitian ini memberikan kontribusi konseptual bagi peneliti selanjutnya dalam mengembangkan model kurikulum Islam yang kontekstual, adaptif, integratif, dan responsif terhadap tantangan global pada berbagai jenjang dan konteks lembaga pendidikan Islam masa kini.

Kata kunci: kurikulum pendidikan Islam; integrasi ilmu; pengembangan kurikulum; organisasi kurikulum.

Abstract

The Islamic education curriculum plays a strategic role in developing students who are faithful, knowledgeable, morally upright, and capable of responding to changing times. However, its development continues to face challenges, including the dichotomy between religious and general knowledge, the limited relevance of learning materials, and inadequate adaptation to technological developments and social dynamics. This study aims to analyze the concepts, foundations, development principles, classification of knowledge, orientation, and organization of the Islamic education curriculum. It employs a qualitative method using a library research approach. Data were obtained from books, scholarly articles, and relevant documents and analyzed through reduction, classification, interpretation, and conclusion drawing. The findings indicate that the curriculum should be grounded in the Qur'an, Hadith, ijtihad, and philosophical, psychological, social, and cultural values. Its development should emphasize knowledge integration, relevance, balance, flexibility, continuity, and students' needs. This study provides a conceptual foundation for future researchers to develop contextual, adaptive, integrative, and globally responsive Islamic curriculum models.

Keywords: Islamic education curriculum; knowledge integration; curriculum development; curriculum organization.



Introduction

Education is a fundamental aspect of the development and progress of a society. As a continuous process, education plays a role not only in imparting knowledge but also in shaping the character, values, and skills individuals need to actively participate in social life. More broadly, education has a close and complex relationship with various aspects of community life, including the social environment, culture, and social change. Understanding these dynamics is crucial for optimizing education's role in sustainable community development (Arsyad & Sauri, 2024).

Education plays a very vital role in the journey of human life and the development of a civilization (Mardiyanti et al., 2022).

Its function is not only limited to being a means to develop individual personality potential and intellectual capacity, but also as an agent of significant socio-cultural change (Wisman et al., 2025).

Education that occurs in the context of culture, social change, and its various influences shows that modern society is in an increasingly complex process of change (Septya et al., 2024).

Culture comes from the words "culture" and "buddhayah," reflecting cultivation, reason, and intellect. Culture also encompasses creativity, feeling, and will, which serve to guide human behavior. Culture is flexible, constantly changing, and serves as the foundation for social interactions that generate innovation, population shifts, social conflict, and cultural integration. The processes of digitalization and globalization are accelerating cultural integration, impacting social identities, and transforming existing values. (Septya et al., 2024)

Education cannot emerge without the emergence of a community or society. Education is aimed at progress, change, and social stability within a society. Education is conducted for the benefit of the community, whether at the local, family, regional, provincial, or national level. Elementary school education is the first level of formal education that will determine the direction of students' potential



development.

Therefore, in elementary schools it is necessary to develop the disciplined character of students optimally so that the hope is that at the next level students will have the provisions for disciplined behavior.strong.(Wisman et al., 2025).

In this context, education and social change are interconnected and influence each other, with education serving as an agent of change and societal progress. Formal, non-formal, and informal education systems need to adapt to changes brought about by globalization, technology, demographics, and prevailing values and norms. Internal factors such as innovation and demographic change, along with external factors such as foreign cultures and globalization, reinforce the need for educational reform. The impact is evident in the need for adequate schools, the development of new curricula, changes in educational management systems, and challenges arising from external technology and culture through media such as television and the internet (Fitrah et al., 2024).

The English word "culture" comes from the word "culture," which means to cultivate, work on, cultivate, and develop. Culture also comes from the Sanskrit word "buddhayah," which refers to mind and reason. Sociologists define culture as the sum total of all abilities, encompassing creativity, feeling, and will. Culture plays a crucial role in society, supporting human life and guiding individuals in understanding how to act and behave. Culture is inherently immaterial and relative, adaptable, and therefore constantly changing and unstable. (Juwita & Maunah, 2025)

In the Indonesian context, Elvandari (2020) found that cultural inheritance is an intergenerational transfer activity aimed at maintaining past cultural values and the sacredness of traditional arts through structured social mechanisms. Marianto et al. (2019) showed that traditional educational institutions effectively integrate character values (religious, mutual cooperation, nationalism) into the younger generation through local cultural practices. Sudrajat (2020) found that culture as a habitus can support economic development if supported by strong social capital,

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indicating that cultural inheritance is not only important for identity but also has implications for socio-economic development. Distribution (Khafidhatul Khasanah & Wiwik Wijayanti, 2017).

From these opinions, it can be said that social change is a change that occurs in the structure and function of a social system, which includes cultural aspects as well as values, norms, customs, beliefs, traditions, attitudes, and behavioral patterns in a society. Or if we see a difference in the current situation in a society compared to the past, then it can be said that the social structure of that society has changed. (Septya et al., 2024).

Education is a form of human art and culture that is constantly changing and evolving, and is the most rational and feasible alternative for making changes or developments. As previously stated, social change is a change that occurs in the structure and function of a social system, which includes education, because education exists in society, whether formal, informal, or non-formal. Education. (Septya et al., 2024)

Human life patterns constantly change over time, and so does culture. Culture, which is essentially inseparable from humans, undergoes change along with the development and progress of human life. Therefore, culture is not static, stagnant, and sterile of the values within which it develops. (Khafidhatul Khasanah & Wiwik Wijayanti, 2017)

Research Methods

Education, also known as educational science or pedagogy, is a discipline related to the process of civilization, enculturation, and human maturation. One effort to build and improve the quality of human resources in the challenging era of globalization, making education fundamental for every individual.

This research uses a literature review method with a qualitative approach (a research method that focuses on understanding the meaning, experience, and subjective perspective of individuals or groups in a natural context) and by

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collecting data from document studies such as books and scientific journals. In this research process, the author also used journal articles published in the last decade. The keywords used from the journal "Educational Dynamics in the Social and Cultural Context of Society" are education, culture, society.

A social change, no matter how small, may have an impact on other social structures. For example, changes in clothing styles will have an impact on the economy of society, because a trendy model will always be followed by people who like the latest clothing models. Similarly, the impact of social change will have an impact on education in particular. (Wisman et al., 2025).

Results and Discussion

Educational Foundation

There are two terms that we need to examine first in order to understand the meaning of educational foundations, namely the terms foundation and education. In the Big Indonesian Dictionary, the term foundation is defined as a base, basis, or support. The term foundation as a basis is also known as foundation. Referring to this definition, we can understand that a foundation is a base or foundation for something; a fulcrum or starting point for something; or a foundation on which something stands. Based on its physical nature, there are two types of foundations, namely: (1) a material foundation, and (2) a conceptual foundation. Examples of material foundations include airplane runways and building foundations (Alfulaila, 2022).

Education, according to KI Hajar Dewantara, is an effort to guide all the natural powers of children so that they can achieve the highest level of safety, happiness, and physical and spiritual life as members of society and as individuals. "Ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani" is the motto of the national education figure Ki Hajar Dewantara which means "Be a role model in front, in the middle (with children), caring for children and giving encouragement, and behind giving encouragement (motivation)."



Tulodo Ing Ngarso: Set an example for others. People who educate or raise children actively set examples, which children actively accept and imitate.

Madyo mangun karso inging: Providing support in the middle, alongside children. Children respond to their parents by developing and channeling their potential, and parents actively foster their children's potential.

Tut wuri handayani: following behind. Children actively move forward because their parents and educators follow and encourage them while still influencing them.

Meanwhile, Surya Dharma Ali emphasized that education is a crucial component of any social reform. Education serves as the foundation for the process of social change, both at the individual and communal levels.

Each person's educational goals depend heavily on their perceptions, experiences, desires, and needs. Some people view education as a means of changing one's destiny.

Meanwhile, according to Islam, the goal of education is to shape human beings so that they are healthy, intelligent, loyal, and accommodating to Allah's commands and avoid His prohibitions, so that they can be physically and spiritually satisfied in this world and the next (Kurnia Dwi Putri et al., 2023).

The educational foundation is a set of basic principles and concepts that serve as the primary guideline for implementing educational practices. By providing clear direction and objectives for the educational system, this foundation plays a crucial role in guiding educators in making informed decisions throughout the learning process. The educational foundation encompasses various aspects, including the social and cultural foundations that inform educational values and goals. By understanding and internalizing this educational foundation, educators can more effectively design and implement learning practices that support the holistic development of students (Education, 2023).

According to John Dewey, education is a necessity of life and a social function that relies on each individual as well as groups or communities with the



possibility of experiencing stagnation or progress that can be measured by certain criteria democratically and can be assessed from the quality of the existing society. (Susanti, Marsa, and Endayani, 2022). According to Ki Hajar Dewantara, education is an effort to advance the growth of character or inner strength and character, mind and body of children in the context of a perfect life and harmony with their world. (Hawwin Muzakki, 2021). (Khafidhatul Khasanah & Wiwik Wijayanti, 2017)

Education in Cultural Dynamics

Culture is an integral aspect of society, encompassing the systems of knowledge, beliefs, values, and practices shared by a group of people. Koentjaraningrat defines culture as the entire system of ideas, actions, and works of humankind in social life that are acquired through learning. (Jamilah Nur Baiti et al., 2024)

Culture is non-concrete and relative, adaptable and constantly changing. It also serves to assist humans in their lives and guide their actions and attitudes. In the era of digitalization and globalization, culture is developing rapidly through mass media and digital platforms.

The influence of digital technology, such as people's preference for chat, video calls, and other social media over face-to-face meetings, is evident. Furthermore, young people's preference for trendy clothing, slang, and increasingly evolving music trends demonstrate that popular culture is influenced by today's digital media and platforms. (Juwita & Maunah, 2025)

In the era of globalization, local cultures face challenges to remain viable and relevant. Sutrisno emphasized the importance of integrating technology into the learning process of local culture to increase the interest and participation of the younger generation in studying and preserving cultural heritage.⁶ This demonstrates that culture is not a static entity, but rather dynamic and adaptable to changing times. (Jamilah Nur Baiti et al., 2024)

The English word "culture" comes from the word "culture," which means to



cultivate, work on, cultivate, and develop. Culture also comes from the Sanskrit word "buddhayah," which refers to mind and reason. Sociologists define culture as the sum total of all abilities, encompassing creativity, feeling, and will. Culture plays a crucial role in society, supporting human life and guiding individuals in understanding how to act and behave. Culture is inherently immaterial and relative, adaptable, and therefore constantly changing and fluid. (Juwita & Maunah, 2025)

The concept of education needs to be universally understood, as it already exists as a truly authentic Indonesian education system. This educational concept can be gleaned from various customs and cultures in Indonesia. Culture is the part of human life most closely related to everyday life, and almost every human activity is inseparable from cultural elements.

However, as members of a cultured society, each member possesses fundamental character traits shaped by their environment, allowing the rules of a government-created educational policy system to be influenced by local culture. This clearly aligns with Abdul Munir's view that educational development also requires a cultural system as the root and support for its continuation.

Cultural development requires creative freedom, while education requires established cultural stability. The Relationship between Culture and Education. Thus, it can be concluded that there is a very close relationship between culture and education; culture is part of education. If culture changes, education can also change, and if education changes, culture will change. Education always changes in accordance with cultural developments, because education is a process of cultural transfer and a reflection of cultural values (education is reflective). Education is also progressive, meaning it always experiences developmental changes according to the demands of cultural development. These two characteristics are closely related and integrated. Therefore, formal and informal education are necessary. Cultural differences serve as a mirror for each nation, creating differences in systems, content, and teaching education, while also reflecting the level of education and culture. (Widyastuti, 2021)



Sudrajat (2020) adds a new dimension by explaining the relationship between culture as habitus and economic development. This finding broadens the understanding that culture not only needs to be preserved as identity but also has a tangible impact on the social and economic development of society. Education must be able to transmit cultural values while developing the ability to adapt to economic change. This aligns with the function of education proposed by Nurfuadi et al. (2022), namely to bring about social change or dynamics that include the preservation and reproduction of culture, developing cultural analysis, cultural assimilation, improving the economy, and increasing opportunities for a better standard of living. (Mariani & Hidayat, 2023)

Based on the previous explanation, it can be concluded that culture is something created (social construct) and not given by itself, as concluded by Nieto (2010, p. 143) that "Culture can be thought of as a construction—it constructs us and we construct it. Culture, then, is not a passive legacy, but an active operation that takes place through contact and interaction with others. Culture is a social construction because it cannot exist outside of social contact and collaboration." (Khafidhatul Khasanah & Wiwik Wijayanti, 2017)

Education and Social Change and the Impact of Cultural and Social Shifts on Education

Education and social change are interrelated and influence each other, causing significant impacts in society. Consequently, education becomes an agent of renewal and determines the direction of social change. While social change is caused by external cultural influences due to the influence of external culture, globalization, and technological advances. The increasingly rapid development of curricula can address the challenges of change. Moreover, with the rapid development of technology, many interactions between education and social change occur in daily activities due to technological developments and social media platforms that can influence the way individuals acquire knowledge and



communicate. Therefore, schools must also be able to interact with new learning methods. Bertamiran Philosophika Influencing the Philosophy of Education. (Mariani & Hidayat, 2023)

The influence of external culture that penetrates life and way of life. Television broadcasts and internet access also pose a challenge for the world of education to anticipate, so we must always create and initiate new ideas to face these changes, by utilizing technological means. must be built more; meanwhile, along with the development of technology that facilitates internet access, it is often used for bad purposes that are contrary to the norms and values of the education system can prepare humans to not do such actions.

In the context of sociology, education is not only a tool for transmitting knowledge, but also functions as an agent of social change that influences the structure and patterns of social life. Overall, education has great potential in leading to better social transformation. However, to achieve this goal, an active role is needed from all elements of society in creating an education system that is inclusive, equitable, and able to accommodate dynamic social change. As recipients of education, students are actively involved in this social dynamic. They not only absorb information, but they also assist the learning process by asking questions, speaking, and interacting with other students. The school environment provides the structural foundation for this interaction dynamic. School policies, customs, and culture also influence students' learning experiences and create an atmosphere that supports or hinders social transformation. It is crucial that the dynamics of social interaction in education affect society as a whole, not just individuals. Results Data were collected through distributing questionnaires to respondents. This was done by showing that social interactions that occur between teachers and students in the classroom play a significant role in creating modern and democratic student habits. This study aligns with Bourdieu and Passeron's (1990) idea that the formal education system not only imparts academic knowledge but also disseminates values that significantly shape individual habitus. (Nitaliya et al., 2025)



Sociocultural change is a symptom of changing social structures and cultural patterns within a society. Sociocultural change is a common phenomenon that occurs throughout time in every society. This change occurs in accordance with the fundamental nature and nature of humans, who always seek change. (Wisman et al., 2025)

From a sociological perspective, education plays a crucial role in shaping societal dynamics and influencing the process of social transformation. Here are some factors that influence the role of education in social transformation from a sociological perspective:

Education functions as a socialization agent that teaches values, norms, and culture to each individual. Through both formal and informal education, each individual learns about the social roles they play in society. This can help shape social identity and influence how individuals interact with the broader social context. Education and social value change, in this way, can change the values and beliefs of society over time. In the educational process, individuals are introduced to new ideas, including an understanding of human rights, gender equality, tolerance, and democratic principles.

Education and social mobility: Education has a significant impact on social mobility, namely an individual's ability to move within social strata. Through education, individuals can acquire skills and knowledge and improve their social and economic status. Education and economics: Good education can create change in a country's economic structure. Education focuses on developing skills and knowledge in specific fields such as technology, economics, and science.

Education and democracy: Education plays a crucial role in a country's democratization process. Education provides citizens with knowledge of their rights and obligations, as well as how to participate in the political process. Education and social inequality: Although education has the potential to increase social mobility, inequality in access to education can exacerbate social inequality. Factors such as social class, race, and gender contribute to this.



Soerjono Soekamto in his book *Sociology an Introduction*, quotes Gillin and Gillin's opinion about social change as a variation of a way of life that has existed and been accepted in a society, either due to changes in geographical conditions, material culture, population composition, ideology or also due to the diffusion or discoveries of the latest technology in a society.⁵ So if a society makes or carries out a variation or other way of existing habits, then it is called change. (Miftakhul, 2023)

Conclusion

Cultural dynamics is a complex, multidimensional process encompassing changes in values, norms, and social actions. This process allows societies to adapt to changes in the social and technological environment while maintaining the continuity of their cultural identity. Understanding cultural dynamics is essential for addressing social change constructively and maintaining a balance between preserving tradition and innovation in contemporary society.

Education and social change are closely related and mutually impactful, thus having a broad impact on society. Education serves as an agent of innovation, determining the direction of social change and plays a crucial role in human life by encouraging intellectual advancement and improving the quality of life. Social change is driven by globalization, technological advancement, demographic changes, shifts in cultural values, and changes in the physical environment.

The impact of social change on education can be seen in the need to implement a Nine-Year Basic Education program aimed at preparing communities for change. Technological developments and easy internet access have fueled the rise of fraud and dishonesty, which are contrary to Islamic teachings. Therefore, an education system is needed that prepares individuals to avoid such actions. Social change also influences curriculum development, modifications to educational management systems, and challenges arising from the influence of foreign cultures through television broadcasts and internet access. Furthermore, society wants



educational institutions to focus on science and technology to prepare children for the future.

The dynamics of education, culture, and social change are influenced by eight main interacting factors: culture, economics, politics and government policy, technology, demographics, religion and belief, globalization, and social change itself. These factors collectively shape an education system that is responsive to the needs of society and the times, while maintaining a balance between preserving local cultural values and the demands of modernization and globalization.

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