



## Cultural Foundations of Education: The Influence of Culture on Educational Practices and Educational Goals

Aulia Resti Tanjung<sup>1</sup>, Suci Wulandari<sup>2</sup>

<sup>12</sup>Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan,  
Indonesia

E-mail: [lauliaaresti365@gmail.com](mailto:lauliaaresti365@gmail.com); [suciwulandarioppo44@gmail.com](mailto:suciwulandarioppo44@gmail.com)

### **Abstract**

*Education is an essential element of human life, ranging from the formation of personality to the acquisition of knowledge. In today's digital era, education has a tremendous impact, requiring every individual to be able to adapt to technology. A person's abilities are used as a benchmark for education to be competitive in society. In other words, education can be considered a foundation for someone to compete in the professional world and within society. Education is also able to encourage individuals to behave well within their environment; this is reflected in character education, which includes morals and prevailing norms. There are foundations that determine the direction and goals of education, one of which is the cultural foundation, which places value on culture as a basis for education. Education serves as the primary foundation in shaping individuals and quality societies. However, amidst dynamic social and cultural changes, education must continuously innovate to remain relevant and effective. This journal explores new perspectives in education. The research employs a comprehensive literature review method, gathering data and information from various theoretical sources, scholarly journals, reference books, and related research reports.*

**Keywords:** *runway; cultural; educational*

### **Abstract**

*Pendidikan memiliki peran yang sangat penting dalam kehidupan manusia, dimulai dari pembentukan kepribadian hingga pengembangan pengetahuan. Pada era digital saat ini, pendidikan memberikan dampak yang sangat besar sehingga setiap individu dituntut untuk mampu beradaptasi dengan perkembangan teknologi. Kemampuan yang dimiliki seseorang sering dijadikan tolok ukur dalam dunia pendidikan agar mampu bersaing di tengah masyarakat. Dengan kata lain, pendidikan menjadi salah satu faktor penting yang diperhitungkan sebagai landasan bagi seseorang untuk berkompetisi di dunia kerja maupun dalam kehidupan sosial. Selain itu, pendidikan juga dapat mendorong seseorang untuk berperilaku baik di lingkungannya, sebagaimana tercermin dalam pendidikan karakter yang mencakup aspek moral, etika, dan norma-norma yang berlaku. Dalam pelaksanaannya, pendidikan memiliki berbagai landasan yang menentukan arah dan tujuannya, salah satunya adalah landasan budaya yang menjadikan nilai-nilai budaya sebagai dasar penyelenggaraan pendidikan. Pendidikan merupakan fondasi utama dalam membentuk individu dan masyarakat yang berkualitas. Namun, di tengah perubahan sosial dan budaya yang dinamis, pendidikan harus terus berinovasi agar tetap relevan dan efektif. Artikel ini mengkaji perspektif baru dalam pendidikan dengan menekankan pentingnya landasan budaya dalam proses pendidikan. Penelitian ini menggunakan metode studi kepustakaan (library research) yang dilakukan melalui penelaahan berbagai sumber literatur yang relevan.*

**Kata kunci:** *landasan; budaya; pendidikan.*

## Introduction

Education is inherent in society, encompassing various aspects of society. Education can change attitudes and behavior.(Saleh et al., 2026)These changes in attitudes between people are manifested in mutual respect between people themselves. In other words, education can make someone able to think wisely and have good morals in establishing relationships in society. Science in education plays a role in understanding the behavior that a person will carry out so that harmony in society will be well established. Meanwhile, according to Taylor, culture is a complex whole that includes knowledge, beliefs, arts, laws, morals, customs, as well as the abilities and habits that humans acquire as individuals, how to become members of society. (Nasution & Albina, 2024).

Education is geared toward individuals who are able to develop their potential to become great individuals. Changes in education are ongoing, resulting in an increasing role for education. This is also driven by the times, particularly the rapid advancement of technology, which is capable of changing human mindsets in society. The foundation of education plays a crucial role in the world of education, in order to create a generation with morals, ethics, discipline, responsibility, and insight that will build the Indonesian nation and state.(Rasid of Konang State Middle School, nd)

God has endowed humans with five senses as part of their potential. It is crucial for humans to optimize this potential in their lives. To achieve this, education and guidance are necessary so that each individual can direct themselves according to their desired goals. Furthermore, recognition of the importance of human potential drives the need for adequate education from an early age. Education is a planned and deliberate effort to help humans develop their potential and abilities so that they can be useful in their lives.(Irwan & Abdullah, 2022).

Education is considered a means to enhance the intelligence and personality of children. However, if the focus is solely on intellectual development without considering character development, it can have negative consequences. The importance of educators in shaping their students' character can be seen in the interaction between the two. This interaction process is part of the sociological and

cultural dimensions of education. Misalignment in this interaction can hinder students' optimal development.(Gustiawan et al., nd).

Education plays a crucial role in developing, transforming, and enhancing human potential, enabling them to achieve a better path in life. One of the primary channels in this process is formal education, often represented by schools. Within the school environment, various efforts are made to prepare supporting components to optimally achieve the learning process and its objectives. Therefore, schools have a significant responsibility to provide a conducive learning environment and ensure that all resources needed to achieve educational goals are available and well-managed.(Adib, 2024).

Education discusses a series of processes that involve society at large, both individuals and groups of people interacting with one another. It encompasses various aspects of human life, from character formation and knowledge enhancement to the development of skills and social values. This educational process occurs not only in classrooms or formal educational institutions, but also through everyday interactions between individuals and their environment. This includes learning from personal experience, observation of others, and participation in communal and cultural activities. Thus, education is not only about the transfer of knowledge and skills, but also about character formation.(Sipuan et al., 2022a).

Developing critical thinking skills and forming a strong social identity in society. When discussing the goals of education, we are actually also discussing the essence of the goals of human life as a whole.(Nizary et al., nd). In this context, the purpose of human life is not only related to individual achievement but also to collective development and progress as members of society. Therefore, it is important for education to emphasize not only intellectual aspects but also attention to character development, ethics, and social awareness, which are integral to achieving meaningful life goals.

Education is an irreplaceable foundation for building a quality and cultured society. However, in the face of changing times and societal dynamics, education also needs to continuously innovate to remain relevant and effective. One innovation that has attracted attention is the socio-cultural foundation-based

approach. In this new perspective, education is seen not only as a process of transferring knowledge and skills, but also as an effort to build strong social and cultural awareness. The socio-cultural foundation serves as the primary basis for designing curricula, teaching methods, and learning evaluation.(Ridho et al., 2022).

By recognizing that education and culture are two interrelated and inseparable elements in human life, culture is a crucial foundation for shaping a society's mindset, attitudes, values, and behavior. Education serves as a means of transmitting and developing that culture to the next generation. By understanding the social and cultural context in which students find themselves, education can become more relevant and meaningful to them.

With this approach, teachers become not only instructors but also learning facilitators, accommodating the needs and uniqueness of each student. This enables the creation of an inclusive and motivating learning environment, where every student feels valued and supported in the learning process. This educational innovation also creates opportunities to enrich students' learning experiences through the use of a variety of resources and technologies relevant to their social and cultural contexts. Thus, education can become a more effective means of shaping a generation with a broader understanding of the world and the ability to adapt to changes.

The influence of culture on education can be seen in the way teachers teach, the relationship between educators and students, learning methods, and even the goals pursued by educational institutions. Societies with cultures that value discipline and hard work, for example, tend to develop educational systems that emphasize responsibility and achievement. Conversely, societies that prioritize shared values will place greater emphasis on character education, cooperation, and social attitudes. (Rusfandi, 2024).

In the era of globalization, technological developments, and the influx of foreign cultures present new challenges for education. Education is required to maintain local cultural values while adapting to changing times. If local culture is not preserved through education, the nation's identity and character can shift. Therefore, understanding the cultural foundations of education is crucial to ensure

that educational practices and objectives remain aligned with the nation's cultural values and foster a knowledgeable generation, has character, and possesses a strong cultural identity.

## **Research Methods**

The research method used in this article is based on a comprehensive literature review. Data and information were obtained from various theoretical sources, scientific journals, reference books, and related research reports. The analysis was conducted by evaluating and synthesizing various perspectives and findings in the relevant literature to understand the concepts, principles, and applications of sociological and cultural approaches in educational contexts. With this approach, this article seeks to present a comprehensive overview of recent developments in education that integrate sociocultural perspectives as relevant educational innovations with the potential to positively impact educational practice.

## **Results and Discussion**

### ***Cultural Foundations of Education***

The definition of foundation is a support, foundation, or base. Meanwhile, a cultural foundation is an idea derived from human creations, the content of which is the result of human thought and work. This is always related to education. Therefore, the cultural foundation of education is the human works that are used as material or resources in education. Many parts of these works, including ideas, are considered the result of human thought. Culture is also something that cannot be separated from education because both things greatly influence each other.(Azzahra et al., 2023)If there is a change in any of these aspects, whether cultural or not, it will significantly impact education, as it will also undergo changes. Education itself is a way to introduce someone to a deeper understanding of culture, and this can influence their attitudes and behavior.

One of the main pillars of the Indonesian education system is a strong cultural foundation. The national educational philosophy draws from the rich cultural roots of Indonesian history, with in-depth consideration and reflection on

the nation's historical journey. "Effa Al-Syarqawi" provides an interpretation of culture from an Islamic perspective, articulating culture as the historical legacy of a community reflected in teachings and values that emphasize the importance of spiritual meaning and purpose in life.(Syifa et al., nd).

The cultural aspect is a concept that refers to human creative expression through works of art and intellectual creation. Its connection to education is crucial, as through education, individuals are introduced to various cultures that influence their attitudes and behavior. In this context, education plays a vital role in transmitting and enriching a nation's cultural heritage to future generations. Education rooted in cultural values is a process aimed at shaping individual character, particularly in this case, adolescents, based on existing cultural foundations.

In detail, Cultural Foundations involve basic norms in education derived from the cultural values held by a nation. To understand the existence of a nation's culture, attention must be focused on various cultural aspects related to human nature as a continuously evolving being, as well as efforts to meet basic needs. In this case, culture can be seen as a human strategy in adapting to its environment, while also functioning as a system interconnected with social structures. Culture not only shapes or directs social systems, but is also influenced by them.(Fitriani et al., 2025).

By considering the various cultural aspects mentioned above, the cultural foundation of education in Indonesia is expected to be able to respond to the following challenges: First, the spirit of family recognized in the formulation of the 1945 Constitution as the foundation of education. Second, the principle of the "rule of law" in society based on the spirit of family and unity. Third, identification of the "ethos" of Indonesian society in the context of time, nature, and work, as well as the cultural values of Pancasila as the foundation. Fourth, an understanding of how society defines its identity, history, and goals, as well as society's efforts to enhance human dignity and achieve the goal of developing Indonesian individuals as a whole.

If the education received today lacks a strong foundation, it will impact



individuals' personalities and have negative consequences. It also has the potential to undermine a nation's character and morals. For example, if today's students are not equipped with a strong cultural foundation, they will lose their identity and character.

Therefore, it is very important to create a strong foundation of educational culture, the goal is that education can prevent someone from losing their identity and can strengthen their character very well. No less important is education that has a cultural foundation that functions to preserve and maintain existing customs or norms. previously, because in today's era, many young generations have begun to forget the culture and customs they have because of the ever-growing technological advances, that is why current education must be based on a very strong culture in order to avoid negative impacts.(Irmania et al., 2021).

There are several historical aspects based on education and culture, namely the history of education in Indonesia based on culture. Education in Indonesia has a long history and is influenced by various cultures and events. From prehistoric times to the modern era, the Indonesian education system has undergone many changes influenced by local culture, religion, colonialism, and political developments. Understanding the history of education is important to respect the cultural diversity and traditions that shape the current education system. Understanding the history of education is important to respect the cultural diversity and traditions that shape the current education system.(Sipuan et al., 2022b).

1. Education during prehistoric and kingdom times. At that time, education did not have a formal system like today, so at that time the education system was only through oral tradition from generation to generation. Society in the past used stories, myths and rituals as a means of education. Meanwhile, during the kingdom era, for example in the Majapahit Kingdom, the focus was around temples and monasteries. At that time, the main focus of education was religious and philosophical education, supplemented by education in the arts, literature and science.



2. Education in Indonesia began with Islamic Kingdoms. During this period, Islamic kingdoms entered Indonesia. Islamic boarding schools (pesantren) became popular. In addition to pesantren, madrasas also developed into Islamic religious educational institutions. Madrasas provide formal education with a curriculum that encompasses both religious and general knowledge.

3. Education during the Dutch colonial period: the formal education system was introduced in Indonesian schools, which were built to meet colonial needs. Primary education was provided to ordinary people, while secondary education was mostly available to the elite and Europeans.

4. Education in the modern era has undergone significant changes due to the development of globalization. With the introduction of regional autonomy, education management has become more decentralized. The government has greater authority to regulate and manage education within its region.

Cultural values are essential for the formation of a nation's character and identity. The integration of cultural values into the Indonesian education curriculum, which aims to preserve the cultural heritage that has existed since the time of our ancestors, shapes character and creates a generation rooted in preserving the nation's noble values. The formation of the nationalistic character of Indonesian students, based on Eastern nationalism, is crucial for upholding the principles of religiosity and humanity. Therefore, it is crucial for educators to strive for character-based education based on Eastern nationalism.

To pass on a strong character as envisioned by the Pancasila philosophy, transformation is an effort to preserve local culture for future generations. Instilling cultural values in education reflects a spirit of work and togetherness, for example, through the mutual cooperation (gotong royong) commonly practiced in schools. These values are embedded in the curriculum through group activities, collaborative projects, and community service. Cultural differences are considered rich, both within groups and individually. Historically, since ancient times, Indonesians have recognized the importance of studying existing cultures and practicing multiculturalism. Efforts to foster multiculturalism must strengthen the competencies of a multicultural society.

The family also has an important role in the formation of educational values in Indonesia.(Vini et al., nd)In addition to formal education provided at school, the role of the family also influences character and moral development. The family is the first environment for early education in the learning process, such as character formation, which teaches the values of honesty, responsibility, independence, and discipline. Parents play a crucial role as role models in implementing these values. In addition to character education, the family also provides strong emotional support, which is crucial for children's psychological and academic development. Furthermore, feelings of empathy and acceptance, as behaviors demonstrated by the family, will further help foster students' enthusiasm for learning. Therefore, family support will have a positive impact on student achievement.

Emotional intelligence is a crucial factor for students who want to achieve better academic results at university, as it significantly impacts their learning outcomes. Besides emotional intelligence, another factor that can influence learning is family support. Family support helps motivate students, enabling them to maximize their efforts in the learning process.

Furthermore, empathy and acceptance, as demonstrated by family behavior, will further help foster student enthusiasm for learning. Therefore, family support positively impacts student achievement. Emotional intelligence is a crucial factor for students seeking higher academic performance at university, as it significantly impacts learning outcomes. In addition to emotional intelligence, family support is another factor that can influence learning. Family support helps motivate students, enabling them to maximize their efforts in the learning process.

Choosing a positive social environment also influences a person's character. Society is considered a non-formal educational environment that provides deliberate and planned education. A positive social environment can foster positive values, and vice versa. Therefore, choosing an environment that consistently provides positive values will influence one's future education. Education is aligned with economic institutions, with the economy as a social institution. Cultivating society involves learning from community learning. If a community frequently organizes social and cultural activities such as traditional ceremonies, festivals, and

community service activities that teach cultural values and togetherness, then the existence of social institutions is also an equally important aspect of community learning.

Social institutions such as youth groups or community organizations provide a platform for students to learn to organize, develop social skills, and apply positive values in their daily lives. Families and communities play a crucial role in shaping students' character, providing emotional support, supervision, and guidance, all aimed at fostering moral development. The community, in turn, provides a platform, social activities, and positive influences, as well as social institutions that reinforce educational values. Collaboration between families, communities, and schools is essential in education to create a holistic learning environment and manage overall development. (Selva Nirwana et al., 2025).

Technology plays a crucial role in modern education, including in culture-based education in Indonesia. Facing technological advancements and the changing times, the millennial generation is expected to be highly competitive. Integrating technology into education not only enriches the educational process but also preserves local culture. Culture-based education is an educational approach that integrates local values, knowledge, and culture into the curriculum. Its primary goal is to preserve cultural heritage, shape students' character, and strengthen national identity.

Technology digitizes cultural materials such as traditional dances, music, and folklore. These materials can be accessed through various platforms, making learning more accessible to students. The digital divide is evident, with schools in urban areas having better technological infrastructure and greater access to digital devices compared to schools in rural and remote areas. To address the digital divide and provide appropriate development, strategies must be identified to unlock the potential of technology to improve education in Indonesia.

Creating a learning environment in schools that utilizes technology without diminishing existing cultural elements is crucial for students preparing for a future that is primarily focused on technology. Digital technology enables personalized learning, enabling educators to meet students' individual needs and learning styles.

Efforts to use tools and methodologies in the classroom aim to improve the quality of education and address challenges caused by Indonesia's geographical spread. Currently developed technological factors can also be used to study Indonesian cultural values and integrate them with existing education to produce results that balance the use of existing technology and Indonesian cultural values. (San Mikael Sinambela et al., 2025).

A culturally based approach to education that integrates values and knowledge must be addressed to achieve success. Limited resources and local cultural practices are essential for the learning process, which aims to preserve culture. Culture provides the unseen foundations of the school environment, an understanding of the relationships and constraints that exist among students, the habits that shape behavior, and unspoken norms.

A lack of understanding and awareness among educators and the public also poses a challenge, as many are unaware of the benefits of this approach in shaping students' character and identity. Furthermore, globalization and modernization can also marginalize local cultural values. Foreign cultures entering Indonesia through media and technology are often perceived as more appealing to young people, especially students, resulting in a decline in local cultural values.

interested by them.

### ***The Influence of Culture on Educational Practices and Goals***

Culture and education have a reciprocal relationship because culture can be preserved and developed by passing down culture from generation to generation through education, whether formal, non-formal, or informal. Conversely, the form, characteristics, and implementation of education are also determined by the culture of the society in which the educational process takes place. If education is ignored, it can be assumed that the socio-culture of a nation will experience extinction because there is no process of cultural transfer so that there is no one to preserve and develop culture. The elimination of culture is caused by the absence of a process of cultural transfer so that there is no one to preserve and develop culture. (Agrarian Law et al., nd).

To avoid misunderstandings, it is necessary to clarify the meaning of culture as intended in this discussion. Culture and education have a reciprocal relationship because culture can be preserved and developed by passing it down from generation to generation through education, whether formal, non-formal, or informal. Within culture are the tools and beliefs held by the proponents of that culture. These knowledge tools themselves form a system consisting of different, tiered units that are functionally related to each other as a whole.

The above opinion demonstrates that culture in a society is a specific value system that serves as a guideline for the lives of its members. Because it serves as a framework for action and behavior, culture tends to become a tradition within a society. Tradition is difficult to change because it is deeply ingrained in the lives of its supporters.

According to Koentjaraningrat, culture contains seven elements: language, technological systems, economic systems, social organizations, knowledge systems, religion, and art. Thus, in terms of form and content, culture is essentially a system that regulates the life of a society. Culture is an environment formed by the norms and values maintained by the community that supports it. These values and norms, which serve as guidelines for life, then develop according to the various needs of society, thus forming a social system. This system is then manifested in cultural objects in the form of physical objects.

The explanation above shows that, both the form and content of culture, it contains all aspects of community life, both abstract (consisting of ideas, thoughts, concepts, cultural values, norms, and views), as well as more concrete in the form of activities, patterned behavior, conduct, ceremonies and rites. Furthermore, culture in the physical sense is the result of the work of cultivation itself. (Mulyani The Role of Religion and Culture & Sufyan Tsauri Majenang, 2021).

The Malay proverb says, "where the earth is stepped, there the sky is upheld." This proverb implies that a person can survive in a place if they are able to adapt to the environment. The environment here is holistic, encompassing not only the physical, biological, but also the sociocultural environment.

The environment (including culture) has a significant influence on shaping



a person's personality. Personality, he said, is nothing more than a consistent pattern of behavior that reflects the history of reinforcement we experience. Each person's particular patterns of attitudes and behaviors are due to societal reinforcement for those attitudes and behaviors, not for others.

The reinforcement theory, when linked to the attitude and behavior of mutual cooperation for village communities, community members who have positive attitudes and behaviors towards mutual cooperation activities will receive praise and appreciation, while community members who have negative attitudes and behaviors (rejecting mutual cooperation) will receive customary sanctions (being cursed, criticized, insulted and considered low) or ostracized and excluded from community interactions. In this way, whether consciously or unconsciously, culture has instilled guidelines for attitudes and behavior in its people in various aspects of the culture itself.

Culture in its various forms and types is always passed down and taught by the older generation to the younger generation, either through education (whether formal, informal or non-formal), or through art (dance, painting, still life or sculpture, stories, songs, plays, etc.), or through religious teachings, through ceremonial exhibitions, customs, traditions, etc.

Along with the process of cultural transformation, both directly and indirectly, cognition is carried and formed in the sense of understanding, experience, comprehension, knowledge, trust and belief, which is then followed by various forms of affection (feelings), namely, happiness, joy, longing, sadness, fear, anger, hate, and other forms of emotion which in the end all lead to a readiness to accept or reject.

Acceptance means they are ready to support each other, whether through words, actions, or other behaviors, and vice versa. If these three elements are in balance, an individual's attitude will be formed. When these occur simultaneously toward an object, a social attitude is formed.

Thus, culture, with its various variations, will shape, strengthen, and change attitudes and behaviors, both individually and socially, within the cultural environment in question. (Rusfandi, 2024). For example, through education,



teachers, as implementers of formal education, serve as intermediaries in the process of cultural inheritance. Through teachers, aspects of culture are passed down from one generation to the next within a society. Several skills and abilities that constitute cultural aspects, such as language, science, social skills, and so on, are acquired by children through the teaching and learning process at school. (Journal et al., nd).

***Culture gives influence on the formation of objective education.***

The educational objectives can be seen from the educational curriculum, which is outlined starting from the national objectives (UUD 1945), national development objectives in the national education system, institutional objectives (in educational institutions), curricular objectives (each subject/lecture), and instructional assessment (competency standards and basic competencies). Thus, it can be seen that all educational objectives are based on Pancasila and the UUD 1945. (Hakim & Darajat, 2023).

The influence of culture on educational goals rests on national development. National development is rooted in the Pancasila philosophy. The goal of national development is to build a just and prosperous Indonesian society, in accordance with the 1945 Constitution. Therefore, culture significantly influences educational practices, from teaching methods and communication styles between teachers and students in the classroom to the school environment, culture, and so on. Educational practices that recognize the importance of culture can create a more inclusive and conducive learning environment that is understandable and meaningful to students.

**Conclusion**

The Cultural Foundation of Education places great emphasis on the importance of integrating local cultural values into education, which are used to shape the character and identity of the Indonesian nation and culture. This not only enhances students' learning experiences but also helps preserve existing cultural values within the community. This can also help build a sense of pride in one's

culture and traditions, as well as strengthen solidarity and unity within the community.

Education and culture are inseparable elements in human life. Education serves as a means of transmitting knowledge, skills, values, norms, and customs that develop within society. Through education, culture can be passed on to the younger generation, enabling them to understand the nation's identity and uphold the noble values that have existed since ancient times.

Therefore, to instill cultural values, it is necessary to expand students' learning experiences and also help preserve existing cultural values within society. By instilling the values of tolerance, mutual cooperation, and mutual respect, education can help create a harmonious and peaceful society. This is crucial for maintaining national unity amidst ever-evolving social challenges.

## Reference

- Adib, M. A. (2024). Perspektif baru dalam pendidikan: Landasan sosiologis dan budaya sebagai inovasi pendidikan. *SERUMPUN: Jurnal Pendidikan, Politik, dan Humaniora Sosial*, 2(1), 47. <https://doi.org/10.61590/srp.v2i1.114>
- Azzahra, G. F., Asbari, M., & Ariani, A. S. (2023). Pendidikan multikultural: Menuju persatuan melalui keberagaman. *Jurnal Sistem Informasi dan Manajemen (JISMA)*, 2(6). <https://jisma.org>
- Fitriani, S., Dana, T. R., Sari, P., Putri, T. N., & Sa'diyah, H. (2025). Kepribadian kolektif: Budaya membentuk pola pikir dan perilaku dalam masyarakat. *Jurnal Pendidikan dan Kebudayaan*, 5(2). <https://ejournal.indrainstitute.id/index.php/jec/index>
- Gustiawan, R., Murni, I., Kec Sungaipua, K., & Agam, K. (t.t.). Penerapan konsep-konsep sosiologis dalam pendidikan dasar.
- Hakim, A. R., & Darojat, J. (2023). Pendidikan multikultural dalam membentuk karakter dan identitas bangsa. *Jurnal Ilmiah Profesi Pendidikan*, 8(3), 1337–1346. <https://doi.org/10.29303/jipp.v8i3.1470>
- Hukum Agraria, J., Ruang, T., Praditha, D. G. E., & Wibisana, I. M. B. (t.t.). Hukum kearifan lokal Yusthima: Tradisi, nilai, dan transformasi

dalam konteks kepemilikan warisan budaya.  
<https://doi.org/10.36733/yusthima.v4i1>

- Irmania, E., Trisiana, A., & Salsabila, C. (2021). Upaya mengatasi pengaruh negatif budaya asing terhadap generasi muda di Indonesia. *Dinamika Sosial Budaya*, 23(1), 148–160.  
<http://journals.usm.ac.id/index.php/jdsb>
- Irwan, I., & Abdullah, R. (2022). Pembelajaran menggunakan sastra tradisional untuk meningkatkan kemampuan sosial-emosional anak kelompok A di TK Melati. *PARADIGMA: Jurnal Riset dan Inovasi Multidisiplin*, 1(1), 20–27.  
<https://doi.org/10.62668/paradigm.v1i01.374>
- Jurnal, J., Pendidikan, D., Pembelajaran, D., Sumarni, M. L., Jewarut, S., & Lumbantobing, W. L. (2023). Peran guru dalam pembelajaran berbasis budaya di sekolah dasar. *Dimensi Pendidikan dan Pembelajaran*, 11. Diakses dari  
<http://journal.umpo.ac.id/index.php/dimensi/index>
- Mulyani, S., & Tsauri Majenang, S. S. (2021). Peran agama dan budaya dalam pembentukan kepribadian. *AT-THARIQ: Jurnal Studi Islam dan Budaya*.
- Nasution, R., & Albina, M. (2024). Pendidikan multikultural: Membangun persatuan dalam keberagaman. *Scholars*, 2(2), 164–173.  
<https://doi.org/10.31959/js.v2i2.2781>
- Nizary, M. A., Hamami, T., UIN Sunan Kalijaga Yogyakarta, & lainnya. (t.t.). Budaya sekolah.
- Rasid. (t.t.). Implikasi landasan pendidikan. *SMP Negeri Konang*.
- Ridho, A., Wardhana, K. E., Yuliana, A. S., & Qolby, I. N. (2022). Implementasi pendidikan multikultural berbasis teknologi dalam menghadapi era Society 5.0. 7(3). Diakses dari [www.educasia.or.id](http://www.educasia.or.id)
- Rusfandi, R. (2024). Pentingnya memahami budaya dan identitas sosial. *Jurnal Manajemen, Akuntansi dan Pendidikan*, 18–32.  
<https://doi.org/10.59971/jamapedik.v1i1.4>
- Saleh, M., Yuliasti, I., & Rahman, U. (2026). Faktor sosial dan budaya dalam pembelajaran: Iklim kelas, perundungan, dan pendidikan multikultural. 3(3), 961–971.  
<https://doi.org/10.54437/iljjislamiclearningjournal>
- Sinambela, S. M., Saragih, M. D., Lumbantobing, J. N. Y., Lase, M., & Iqbal, M. (2025). Dinamika budaya 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>

Nirwana, E. S., Oktaviana, N. N., & Sukarno, F. (2025). Pertimbangan pelibatan orang tua, keluarga, dan masyarakat dalam proses pendidikan dan perkembangan anak. 4(2), 127–135. <https://doi.org/10.62668/bharasumba.v4i02.1440>

Sipuan, S., Warsah, I., Amin, A., & Adisel, A. (2022a). Pendekatan pendidikan multikultural. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 8(2), 815–830. <https://doi.org/10.37905/aksara.8.2.815-830.2022>

Sipuan, S., Warsah, I., Amin, A., & Adisel, A. (2022b). Pendekatan pendidikan multikultural. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 8(2), 815–830. <https://doi.org/10.37905/aksara.8.2.815-830.2022>

Syifa, W., Tinggi, S., Islam, A., & Banjarmasin, A.-J. (t.t.). Integrasi pendidikan agama Islam dan budaya lokal sebagai pendekatan strategis untuk meningkatkan relevansi dan efektivitas pendidikan agama dalam masyarakat.

Vini, O., Hadian, A., Maulida, D. A., & Faiz, A. (t.t.). Peran lingkungan keluarga dalam pembentukan karakter.



