



# Education as an Agent of Social and Cultural Transformation in National Development

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## Abstract

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Education holds a strategic and transformative role in shaping ethical, knowledgeable, and competent individuals who contribute meaningfully to national development. As a fundamental instrument of social progress, education facilitates continuous social and cultural transformation aimed at building an inclusive, civilized, and equitable society. However, persistent challenges such as disparities in educational access, low levels of digital literacy, erosion of cultural values, and widening social inequality call for adaptive and context-sensitive educational reforms. This study adopts a literature review approach to examine how education functions as a catalyst for both social and cultural change in the modern era. Findings indicate that education not only serves as a medium for transmitting knowledge but also acts as a mechanism for internalizing cultural values, nurturing critical and reflective thinking, and strengthening social cohesion. Furthermore, education promotes innovation, intercultural dialogue, and moral awareness among learners, which are essential for sustainable national development. The process of social and cultural transformation through education highlights the necessity of synergy among educational policies, local wisdom, and community participation to respond effectively to the challenges of globalization, modernization, and technological advancement.



## **1. Introduction**

Education is the primary instrument in the formation of human beings and the advancement of national civilization. Through education, individuals not only acquire knowledge and skills but also internalize moral and social values that become the foundation of a civilized life (Putra, 2019). The function of education is not limited to mere intellectual development but also includes the formation of human character that is intelligent, ethical, and adaptive to the complex social dynamics in the era of globalization. In this context, education acts as a means of socio-cultural transformation that encourages the realization of a society that is inclusive, dynamic, and possesses a collective consciousness towards humanitarian values.

Social transformation initiated through education encompasses changes in mindset, behavior, and the value system that exists within society. Through the educational process, individuals gain the ability to participate actively in social life, develop critical awareness, and contribute to the creation of social justice (Wittmayer et al., 2019). Education becomes a crucial instrument in strengthening social solidarity and encouraging the reconstruction of societal structures to be more responsive to the changes of the times. Thus, education is not only a vehicle for personal development but also functions as a mechanism for social mobility and a medium for equal opportunity within the framework of national development (Arifin, 2017).

Nevertheless, the reality of education in Indonesia is still characterized by various fundamental challenges. Disparities in access between urban and rural areas, low curriculum quality, infrastructure limitations, and inadequate welfare of

educators are major obstacles to equitable educational quality (Mulyanto et al., 2019). Moreover, the currents of globalization and digital disruption contribute to the emergence of a cultural value crisis that threatens national identity. Local values are gradually being displaced, while the meaning of education tends to be reduced to merely an economic tool oriented towards productivity (Islam et al., 2019). Therefore, the direction of educational development needs to emphasize the integration of character values, local wisdom, and multiculturalism into a curriculum that is relevant to the social and cultural dynamics of Indonesian society.

From a cultural perspective, education functions as an agent of enculturation and acculturation, which is the process of cultural inheritance and renewal from one generation to the next (Mayenti & Wilodati, 2020). Through formal and non-formal educational channels, local cultural values can be maintained in their continuity while being adapted to the development of science and technology. Education plays a significant role in shaping individual and collective identities that appreciate cultural diversity and plurality. Thus, education does not merely function as a medium for knowledge transfer but also as a means of transforming values and meanings that strengthen the nation's self-identity amidst the global modernization currents (Hakam, 2018).

Furthermore, education has a strategic role in fostering the collective awareness of society regarding the importance of social justice and equality. Through a critical and participatory curriculum approach, students can understand social reality reflectively and develop the ability to become agents of social change (Rambaree, 2020). Such education not only produces individuals who are critically

and analytically minded but also fosters a collaborative attitude across cultures and the ability to use technology ethically and productively. By integrating the social and cultural dimensions, education emerges as a transformative force that not only increases individual capacity and competence but also strengthens social cohesion and expands the space for citizen participation. Education oriented towards socio-cultural transformation will produce a society that is adaptive, character-driven, and civilized. This article aims to deeply analyze the role of education as a means of social and cultural transformation in realizing a civilized society amidst the continuously evolving global dynamics.

## **2. Methods**

This research uses a literature study (literature study) approach with a descriptive qualitative method. This approach was chosen because it provides space for researchers to examine in depth various concepts, theories, and results of previous studies relevant to the theme of education as an instrument of social and cultural transformation. The literature study was conducted through a systematic search of scientific articles, accredited journals, and academic books published within the last five years, to ensure that the analysis is sourced from the latest and most credible literature.

The research procedure began with the identification of the topic and the formulation of the problem, namely how education functions as a means of social and cultural change in the context of modern society. The next step was secondary data collection through various scientific sources obtained from Google Scholar

using keywords such as education transformation, social change, cultural adaptation, and character education. The collected data were then analyzed using content analysis (content analysis) to identify thematic patterns, main concepts, and the relationship between educational, social, and cultural dimensions that emerged in the various literatures reviewed.

The data analysis process referred to the interactive model of Li et al. (2018) which consists of three main stages: data reduction, data display, and conclusion drawing. The data reduction stage was carried out by selecting the most relevant literature sources that support the theoretical arguments of the research. Subsequently, data display was presented in the form of a narrative description connecting educational theory with the socio-cultural phenomena found in the results of previous studies. In the final stage, conclusion drawing was carried out through a process of theoretical interpretation that affirms the role of education as an agent of social and cultural transformation that functions to shape character and strengthen the value structure of society.

To maintain the validity and reliability of the research, a source triangulation technique was applied, namely by comparing and confirming the results of analysis from various academic references that have high credibility. This approach was used to ensure that the results of the study are objective, consistent, and scientifically accountable. Furthermore, the interpretation process was conducted by considering the social and cultural context in every literature analyzed, so that the research results are not only conceptual but also applicable to contemporary educational conditions.

Through this method, the research is expected to provide a comprehensive and reflective understanding of how education plays a role as a strategic instrument in strengthening social, cultural, and moral values amidst the increasingly rapid currents of global change. This literature study does not only aim to describe the empirical condition of the education system in Indonesia but also to analyze its relevance in the context of national development and the formation of a civilized, character-driven, and noble-spirited society.

### **3. Results**

Education has a fundamental function as a social force capable of reconstructing the structure, values, and cultural order of society. As an agent of social transformation, education does not only play a role in preparing individuals to be skilled workers but also in fostering social awareness, humanitarian ethics, and moral responsibility. According to Wittmayer et al. (2019), education plays an important role in broadening individual awareness of social responsibility and strengthening collective solidarity in community life. Social transformation through education includes changes in mindset, behavior, and the system of social relations that function to shape a society adaptive to the challenges of the times.

In the modern context, education serves as the main vehicle for instilling values of democracy, justice, and social participation. Through participatory learning, students learn to appreciate differences and develop cross-cultural cooperation skills. This is in line with the view of Arifin (2017) who state that education is a strategic instrument in encouraging vertical social mobility and reducing social inequality

through increased competence and equal opportunity. Education becomes a means to form a society that is not only competitive but also has social awareness and empathy for others. The social transformation caused by education includes not only structural aspects but also the cultural dimension. Education fosters a new consciousness in society to review old values and norms that may no longer be relevant, and to adjust them to the needs of social change. According to Putra (2019), this transformation process functions as a bridge between tradition and modernity, which allows education to give birth to a society rooted in local values yet open to the influence of globalization. Thus, education plays a role in maintaining the balance between cultural preservation and social innovation in modern life.

In the context of Indonesia, the role of education as an agent of social change still faces various obstacles. Disparities in access between urban and rural areas are one of the main obstacles to educational equity (Mulyanto et al., 2019). Infrastructure limitations, low levels of digital literacy, and the imbalance in teacher quality hinder the achievement of equitable educational outcomes. In fact, the expected social transformation will not be optimal without the availability of inclusive and high-quality educational access. This indicates that reforming the structural aspects of the education system is an urgent step to ensure that the social function of education can run effectively and justly. In addition, education also plays a significant role in forming social capital of the community. Social capital in the form of networks, trust, and social norms can develop through education that emphasizes humanitarian values and togetherness (Hakam, 2018).

Educational institutions function as a socialization space where individuals learn to interact, cooperate, and respect the rights of others. Social values such as mutual cooperation, tolerance, and empathy become an important basis for the formation of an inclusive and harmonious society. Besides playing a role in social transformation, education is also the primary means for cultural transformation. Education functions to transmit values, norms, and traditions through the process of enculturation and acculturation (Mayenti & Wilodati, 2020). In the enculturation process, students absorb native cultural values that shape national identity. Meanwhile, through the acculturation process, education enables individuals to adapt to new cultures without losing their self-identity. Thus, cultural transformation through education plays a vital role in maintaining cultural continuity while encouraging innovation to align with the dynamics of modern society.

One of the main roles of education in cultural change is to shape critical thinking towards evolving values. Spear and da Costa (2018) asserts that education that applies a critical pedagogy approach provides space for students to analyze socio-cultural phenomena and assess their relevance to community life. Thus, education does not only function to preserve cultural heritage but also to reconstruct cultural values so that they remain contextual and in line with contemporary challenges. Furthermore, education has a strategic function in maintaining national identity amidst the increasingly strong currents of globalization. Islam et al. (2019) states that globalization has the potential to create a cultural identity crisis, especially among the younger generation exposed to the global digital culture flow.

Therefore, education must integrate local wisdom and character values into the curriculum so that students have a strong moral and cultural foundation. A curriculum based on local values not only fosters a sense of pride in the national culture but also encourages constructive intercultural dialogue in the global era. Cultural transformation through education is also closely related to the formation of national character. According to Prasetyo (2020), character education functions to instill values of integrity, responsibility, and social concern as the core of the nation's culture. This process takes place not only in the classroom but also through social interactions in the school environment that foster empathy and moral awareness. Education that successfully transforms culture will produce a generation that is intellectually smart, as well as emotionally and spiritually mature.

Moreover, education as an agent of cultural transformation plays a role in fostering creativity and innovation rooted in local values. Through inclusive and value-based education, students are encouraged to create innovations that are relevant to their community's socio-cultural context. Nugraha (2018) emphasizes that creativity is the result of interaction between modern knowledge and traditional values internalized through education. Thus, education becomes a container for the birth of a new culture that is progressive, adaptive, and contributive to national progress. The process of social and cultural transformation through education also demands a paradigm shift in national education policies. Rahmawati (2021) asserts that centralistic education policies often overlook the socio-cultural diversity in various regions.

Therefore, a more decentralized and contextual policy is needed, providing space for regions to develop a curriculum that suits their community's characteristics and needs. Education that respects diversity will be more effective in building social cohesion and strengthening national integration. In addition, digital education is an important element in socio-cultural transformation in the modern era. Harmoko (2021) states that digital literacy is not merely a technical skill, but also an ethical and cultural awareness in utilizing technology productively. Through value-based digital education, students can grow into critical, responsible digital citizens who contribute positively to the global community. The results of the study show that education has three main functions in the process of social and cultural transformation. First, as an agent of social change that fosters collective awareness and strengthens social solidarity. Second, as a medium for cultural transmission and renewal through the processes of enculturation and acculturation. Third, as a means for forming national character and morality. These three functions must be carried out in an integrated manner so that education is able to produce human beings who are not only intellectually superior but also character-driven and civilized (Martin et al., 2021).

To realize this function, a strong synergy is needed between government policy, educational institutions, and society. The government must strengthen policies oriented towards equitable access and improving educational quality. Educational institutions are required to create an inclusive, collaborative, and culture-appreciating learning environment. Meanwhile, society needs to play an active role in preserving the social and cultural values that form the moral foundation of the nation. Ultimately, education is a long-term investment in the development

of civilization. Putra (2019) asserts that education rooted in humanitarian and cultural values will give birth to a society that thinks critically, is tolerant, and participates actively in social life. Thus, education functions not only as a means of economic development but also as a medium for forming the nation's dignified and civilized character.

#### **4. Conclusion**

Education holds a central role in the process of social and cultural transformation of society. As a social agent, education shapes the mindset, values, and behavior that drive change towards a life that is fair, civilized, and socially equitable. As a cultural agent, education transmits and renews cultural values through continuous enculturation and acculturation processes. The results of the study indicate that education plays a vital role in strengthening national character, maintaining national identity, and developing creativity rooted in local culture.

To realize this transformation, education needs to be directed towards the integration of knowledge, values, and morality with a participatory and contextual approach. Inclusive education policies, equitable access, improved teacher quality, and a curriculum based on cultural values are key to building a society that is intelligent and civilized. Successful education not only produces skilled individuals but also human beings who possess empathy, social responsibility, and a commitment to universal humanity.

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